

SEQUOIA UNION HIGH SCHOOL DISTRICT  
BACKGROUND INFORMATION FOR  
AGENDA ITEMS FOR 5/25/16, BOARD MEETING

1. CALL TO ORDER

Anyone wishing to address the Board on closed session matters may do so at this time.

2. CLOSED SESSION

- a. CONSIDERATION OF STUDENT DISCIPLINE/EXPULSION
- b. CONFERENCE WITH LABOR NEGOTIATORS, Agency Designated Representative: James Lianides; Employee Organizations: Sequoia Union High School District Teachers' Association (SDTA), and American Federation of State, County and Municipal Employees (AFSCME)
- c. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION  
Subdivision (a) of Government Code Section 54956.6 (one case)
- d. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- e. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION  
Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9; (one case)

3. ROLL CALL

4. WELCOME AND EXPLANATION TO AUDIENCE

5. PLEDGE OF ALLEGIANCE

6. APPROVAL OF AGENDA

7. REPORT OUT ON CLOSED SESSION

8. APPROVAL OF CONSENT CALENDAR

Board action to approve the following items is taken simultaneously with one motion which is not debatable and requires an unanimous roll call vote for passage. The action indicated on each item is deemed to have been considered in full and action taken as worded therein. If a member of this Board, the Superintendent, or the Public so requests, any item shall be removed from this section and placed on the regular order of business.

MOTION: *wave reading of the Consent Calendar, accept the reports, adopt the resolutions, and approve other items.*

- a. APPROVAL OF MINUTES FOR MAY 4 AND 11, 2016, BOARD MEETINGS (consent)

SITUATION

Enclosed with the background materials are the minutes for the May 4 and 11, 2016, Board meetings.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the May 4 and 11, 2016, Board meetings.

- b. APPROVAL OF PERSONNEL RECOMMENDATIONS (consent)

SITUATION

Enclosed with the background materials are the Personnel Recommendations for certificated and classified employees.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Personnel Recommendations as indicated.

c. APPROVAL OF FIELD TRIPS (consent)

SITUATION

**Carlmont High School**

4 Swim Team members will travel to Clovis on May 20-21, 2016, to compete in the California Interscholastic Federation (CIF) Swim Championships at Clovis West High School. Because of the timing of the trip, the request was previously approved by our Superintendent and now presented to the Board for ratification.

2 Golf Team members will travel to Salinas on May 22-23, 2016, to compete in the Northern California Golf Championships at Corral de Tierra Country Club. This trip request is brought to the Board for ratification.

2 Golf Team members will travel to San Gabriel on May 31- June 1, 2016, to compete in the State Golf Championship.

**East Palo Alto Academy (EPAA)**

50 students will travel to California State University (CSU), Monterey and University of California (UC), Santa Cruz on June 6, 2016, to participate in a college tour and learn about the different requirements for both CSUs and UCs.

**Redwood High School**

120 students will travel to Santa Cruz on May 31, 2016, to participate in their end of the year senior trip at Beach Boardwalk.

**Woodside High School**

35 Team Ascent members will travel to Santa Cruz on June 30, 2016, for a community building experience at Beach Boardwalk.

8 Leadership students will travel to University of California (UC), Santa Barbara on July 25-28, 2016, to attend the California Association of Student Councils (CASC) Summer Leadership Camp.

FISCAL IMPACT

No fiscal impact of General Fund. No student will be denied the opportunity to participate in these field trips due to finances.

RECOMMENDATION

That the Board of Trustees ratifies the field trip requests for Carlmont High School's Swim Team to Clovis on May 20-21, 2016; Golf Team to Salinas on May 22-23, 2016; approves the field trip requests for their Golf Team to San Gabriel on May 31- June 1, 2016; EPAA students to CSU Monterey and UC Santa Cruz on June 6, 2016; Redwood High School students to Santa Cruz on May 31, 2016; Woodside High School's Team Ascent to Santa Cruz on June 30, 2016, and Leadership students to UC Santa Barbara on July 25-28, 2016.

d. AUTHORIZATION TO DECLARE TEXTBOOKS OBSOLETE/NON-ACCOUNTABLE (consent)

SITUATION

Included with the background materials is an itemized list of obsolete/non-accountable textbooks from Woodside High School. These items are either obsolete and/or will be transferred to another school. Therefore, staff recommends that the Board declare these items as obsolete/non-accountable textbooks per Education Code Sections 60500 - 60510. (See attached list)

FISCAL IMPACT

No impact to the General Fund.

RECOMMENDATION

That the Board of Trustees declares the listed items as obsolete and unsuitable for use, and authorizes the Superintendent to dispose or transfer of the listed items in accordance with Education Code provisions.

- e. DESIGNATION OF 2016-17 CALIFORNIA INTERSCHOLASTIC FEDERATION REPRESENTATIVES TO THE LEAGUE (consent)

SITUATION

Every year the California Interscholastic Federation (CIF) is required to obtain names of league representatives to every league in the state and to make certain that the language representatives are designated by the school district governing boards. It is a legal requirement that league representatives be so designated.

The Education Code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining the CIF, designate their representatives to CIF leagues. (Education Code (a)(1)). Included with the background materials are the CIF Ratification of Representatives Form for 2016-17.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees designates the principals, vice-principals, and athletic directors at Carlmont, Menlo-Atherton, Sequoia and Woodside high schools as its representatives to the California Interscholastic Federation for 2016-17.

- f. APPROVAL OF CONSTRUCTION BIDS (consent)

SITUATION

**Sequoia Tea Garden**

On February 3, 2016, the Board approved contracting with Base Landscape Architecture for the landscape renovation of the historic Tea Garden at Sequoia High School. The project includes new landscaping, maintenance of existing historical landscape and trees, hardscape, minor electrical, irrigation, furnishings, and asphalt paving. In addition to renovating the Tea Garden, an outdoor learning space adjacent to the Tea Garden near the Library will also be created by the newly renovated Room 128.

Based on the architect's plans, staff advertised for bids on May 9 and 17, 2016. Bids will be accepted on May 24, 2016, and the Board will be provided with the complete information prior to the meeting.

Contractor:	Amount:

**Woodside Bradley Field Bleachers, Track and New Entry**

On March 30, 2016, the Board approved contracting with Weston Miles Architect for improvements at Woodside High School Bradley Field to repair bleacher stadium seating, to stabilize soil, and repair the track, as well as improving Americans with Disability Act (ADA) access. New entry improvement to the stadium and electric vehicle charging stations will also be included in the scope of the project.

Based on the architect’s plans, staff advertised for bids on May 3 and 9, 2016. Bids will be accepted on May 24, 2016, and the Board will be provided with the complete information prior to the meeting.

Contractor:	Amount:

FISCAL IMPACT

No impact to the General Fund; all costs to be paid by Measure A bond funds and other construction related funds.

RECOMMENDATIONS

That the Board of Trustees award the bid to (*Contractor TBD*) in the amount of (base bid of \$ *to be determined*, plus a district controlled contingency of \$10,000) for the Tea Garden Renovation at Sequoia High School; authorizes the Superintendent to enter into contract for the project; and that the Board through this action, also authorizes the Superintendent to resolve any timely bid protests that may arise.

Also, that the Board of Trustees award the bid to (*Contractor TBD*) in the amount of (base bid of \$ *to be determined*, plus a district controlled contingency of \$ 150,000) for the Woodside Bradley field bleacher and track repair and new entry; authorizes the Superintendent to enter into contract for the project; and that the Board through this action, also authorizes the Superintendent to resolve any timely bid protests that may arise.

g. APPROVAL OF ABATEMENT CONTRACTOR (consent)

SITUATION

In preparation for the construction of the new Multi-Purpose and Classroom Buildings at Redwood High School, staff determined it was best to proceed with the abatement of the old building in preparation for demolition. Staff requested quotes from three reputable abatement contractors; two submitted complete quotes, as follows:

<u>Contractor</u>	<u>Amount</u>
Asbestos Management Group	\$41,000
Bay View Environmental	\$60,100
Blue Water Environmental	(No quote)

FISCAL IMPACT

No impact to the General Fund; all costs to be paid by Measure A bond funds.

RECOMMENDATION

That the Board of Trustees approves the Asbestos Management Group quote of \$41,000 for the abatement of the main building at Redwood High School.

h. ADOPTION OF RESOLUTION NO. 1574, TO UPDATE THE SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (by roll call vote)

SITUATION

The Connect Community Charter School has been accepted as a Local Education Agency (LEA) with the San Mateo County SELPA. This was approved by the SELPA Governing Board on May 17, 2016. Part of the Board resolution is that each LEA Board must approve to update the Local Plan of the San Mateo County SELPA. As of July 1, 2016, Connect Community Charter School will become an LEA member of the SELPA, and the membership list of the Local Plan has been updated. Pursuant to the State and Federal guidelines for SELPA Local Plans, all LEA boards must act on a resolution when the Local Plan is updated.

FISCAL IMPACT

Connect Community Charter School will receive a proportion of AB602 funds thus reducing the amount received by Sequoia UHSD. The amount at this time is unknown.

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1574, to Update the Local Plan of the San Mateo County SELPA.

- i. APPROVAL OF ADDITIONAL ARCHITECTURAL SERVICES FOR TEMPORARY HOUSING AT REDWOOD HIGH SCHOOL

SITUATION

On December 9, 2015, the Board approved hiring Quattrocchi Kwok Architects (QKA) for the Temporary Housing Project at Redwood High School.

On March 30, 2016, the Board awarded the bid to Anza Engineering. Since the main construction project is at the Division of the State Architect’s office, staff determined it was necessary to add the new fire and water service, hydrants, and permanent electrical to the temporary housing project so that the campus is fully functional for the next school year. This scope will be deleted from the main project. The reimbursable amount of the contract will remain at \$8,000.

<b>BASIC SERVICE FEE</b>	
Original Contract (based on smaller scope)	\$58,200
Revised Basic Service Fee	\$37,000
Revised Additional Service Fee	\$ 2,200
Reimbursables	\$ 8,000
Contract Amount	\$105,400

FISCAL IMPACT

No impact to the General Fund; all costs to be paid by Measure A bond funds.

RECOMMENDATION

That the Board of Trustees approves a revised fee for the Temporary Housing project at Redwood High School in an amount of \$39,200 and a total fee of \$105,400.

- j. AUTHORIZATION TO FILE NOTICES OF COMPLETION (consent)

SITUATION

On April 15, 2015, the Board approved bids for contracts for roofing at Carlmont, Menlo-Atherton, Sequoia, and Woodside high schools. On May 20, 2015, the Board approved the bid for a roofing contract at Summit Preparatory High School and the childcare Facility located next door on Fifth Avenue. This work was performed over the summer of 2015 and now that all warranty issues are resolved with the roofing under these agreements.

On April 20, 2016, the Board approved the radio station bid. The radio station work is now complete according to the drawings and specifications.

It is time to file notices of completion with the County Clerk for these projects.

FISCAL IMPACT

Costs will be paid from Measure A or Deferred Maintenance funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to file Notices of Completion for the roofing projects and the radio station project.

- k. AUTHORIZATION TO DECLARE PROPERTY SURPLUS (consent)

SITUATION

Enclosed with the background materials is a list of district surplus equipment, which has been declared either obsolete or beyond repair. Staff recommends that the Board declares these items as surplus/obsolete property per Education Code Sections 17545 - 17555.

FISCAL IMPACT

No impact on the General Fund

RECOMMENDATION

That the Board of Trustees declares the listed items as surplus property, obsolete and unsuitable for use, and authorizes the Superintendent to dispose of these surplus items in accordance with Education Code provisions.

- l. APPROVAL OF AMENDMENT TO CONTRACT WITH KELLY'S TRUCK REPAIR (consent)

SITUATION

Kelly's Truck Repair performs extensive services and repairs to the district's fleet, as needed. This amendment is to increase the amount of the original agreement by \$4,000, from \$35,000 for a total cost of \$39,000. The contract is included with the background material.

FISCAL IMPACT

\$39,000 from the Transportation department

RECOMMENDATION

That the Board of Trustees approves the amendment to the contract with Kelly's Truck Repair.

- m. APPROVAL OF CONTRACT WITH JUDGENETTING FOR FIELD BARRIER (consent)

SITUATION

The original agreement entered between the district and JudgeNetting Barrier Specialists was approved by the Board on December 9, 2015, in the amount of \$57,800, for the installation of the baseball field barrier netting at Woodside High School. Now, a second project will be undertaken for a Softball Field barrier netting to be installed at Sequoia High School in the amount of \$19,800. The new cumulative total is \$77,600.

FISCAL IMPACT

\$19,800 will be paid out of Deferred Maintenance funds.

RECOMMENDATION

That the Board of Trustees approves the amendment to the November 2015 contract with JudgeNetting Barrier Specialists for an additional \$19,800.

- n. APPROVAL OF CONTRACT WITH HERFF JONES (consent)

SITUATION

Herff Jones provides various graduation related items for all schools district wide. Herff Jones also provides rental of graduation caps, gowns and tassels. The contract is included with the background materials.

FISCAL IMPACT

\$44,200

RECOMMENDATION

That the Board of Trustees approves the contract with Herff Jones for graduation related items and rental of graduation caps, gowns and tassels for \$44,200.

9. SPECIAL RECOGNITIONS

- a. Superintendent's Commendations

10. PUBLIC COMMENT

- a. This period is for speakers whose items are not on the agenda. Speakers are customarily limited to two minutes. Speaker slips are available at the agenda table.
- b. Correspondence

11. INFORMATION ITEMS

- a. REPORT ON ENGLISH LEARNERS TASK FORCE

SITUATION

The English Learners (EL) Task Force was formed in February of 2016, following the establishment of a Board initiative. The task force was charged with investigating and developing a plan for SUHSD English Learners (EL) to achieve academic success in their high school years. The task force consisted of two principals (Sequoia and East Palo Alto Academy), the five Bilingual Resource Teachers (BRT), two directors (EL and Sp. Ed.), two district coaches (Reading and Math), and the superintendent. The task force met bi-monthly, and at each meeting reviewed data, discussed contributing factors to the challenges we face in the educating of ELs and identified focus areas for future meetings. To further understand the needs and challenges of incoming 9th ELs, representatives from SUHSD's largest feeder districts, Redwood City and Ravenswood, were invited to attend the meetings.

Through the three month process, the task force reviewed several data sets inclusive of total EL enrollment, year identified as EL, CELDT levels, credits earned, GPA, attendance, periods in the day, as well as English and math placements. As a result, the task force discerned the need to focus on 9th grade ELs, specifically Long Term English Learners (LTELs), who comprise most of the makeup of SUHSD's 9th grade English Support classes. In addition, to the data, from the information shared by feeder district representatives, members of the task force came to better understand elementary practices and the experiences 9<sup>th</sup> graders bring with them. The task force also gained knowledge of the challenges outside of the classroom that impact elementary school performance. This information will help to inform decisions made for 9<sup>th</sup> grade English Support classes. Summaries of information discerned from the data sets are found in the next section of this report. For detailed information and data see Appendixes A – G.

DATA ANALYSIS

The data source from which the work of the task force was generated was the **SUHSD Dashboard 2015 – 2016**, specifically A-G Completion Rates, AP/IB Participation Rates, Attendance, Credits Earned and GPA (End of 10<sup>th</sup> grade and 1<sup>st</sup> Semester of 9<sup>th</sup> grade), Suspension and Expulsion Rates. From these pieces the following was noted:

**SUHSD Dashboard (January 2016)**

Dashboard	All Students	English Learner	RFEP
Enrollment	8,883	1,415 (15.9%)	1,970 (22.1%)
A-G Rate	63%	12%	51%
AP/IB Rate (Taking at least one class)	62%	13%	54%
9th Grade (2.0 + GPA / 30+ Units)	85%	68%	81%
10 <sup>th</sup> Grade (2.0+ GPA / 120+ Units)	73%	52%	64%
Attendance Rate	91%	85%	89%

The Dashboard clearly indicates that English Learners are an underperforming district subgroup. From credits earned, to enrollment in rigorous courses, this group struggles to compete with the general population. Furthermore, their daily attendance rate of 84% is representative of approximately 24 days or an entire month of school missed in a year. Poor attendance is a contributing factor to the low number of credits earned, low GPA and inability to succeed in rigorous courses (A-G, AP/IB) and meet graduation requirements.

While the Dashboard data informed the task force about the need to focus on 9<sup>th</sup> grade EL students, it also prompted questions about the subgroup’s progression through high school. (See Appendix A and B) From the data, **English Learner Progression from 9<sup>th</sup> Grade**, the following was discerned:

- *The EL population is one that “goes in and out” of our system, making progress monitoring difficult and out of our control.*
- *The state measures graduation via CALPADS which is difficult to track considering the mobility of this group.*
- *The percent of students that withdraw to enroll somewhere else or move out of the country is significant and continues to grow.*

Because of the analysis, questions and rich discussion produced by the data at the first meeting, the task force requested further statistical analysis. For the second meeting, the task force reviewed and analyzed enrollment data by grade levels, along with CELDT levels, Years as EL, and Special Education (See Appendix C and D). The following is a summary of the data gathered and analyzed:



**English Learner Enrollment Data (Long Term and Short Term):**

Enrollment by School	CA	EPAA	MA	RD	SQ	Trace	WD	Total
	102	113	336	128	458	24	259	1420

Enrollment by Grade Level	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
	355	362	344	359	1420

Enrollment by CELDT Levels	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
Advanced (5)	21	50	30	22	123
Early Advanced (4)	114	105	126	122	467
Intermediate (3)	104	84	85	90	363
Early Intermediate (2)	35	38	51	53	177
Beginning (1)	50	64	40	54	208
Blank	31	21	12	18	82

The **Enrollment Data by Grade, School, CELDT Levels and Years** informed the task force not only the number of ELs by grade level at each of the district’s school sites, but also the percentage who were born in or had been in the United States since early elementary. A large percentage of SUHSD EL students have been in US school’s for all or almost all of their education. As defined by the state, a Long Term English Learner (LTEL) is a student who has been identified as EL for six or more years. Furthermore, the research indicates that the longer students remain EL because they do not meet the reclassification criteria, the more they become indifferent and apathetic about school and learning. They establish inappropriate school and study habits which, when coupled with academic deficiencies, make it extremely challenging for teachers to reach, teach and re-engage the students in their own learning.

To better understand the challenges of ELs, and explore possible solutions, the task force chose to further analyze data for the current **9<sup>th</sup> Grade EL Cohort**, which included similar categories as those already analyzed (number of years as EL, Special Ed., grade level identified as EL) as well as GPA, credits earned, CELDT levels (See Appendix E – G). The chart below is a snapshot of the data reviewed.

**9<sup>TH</sup> Grade Cohort- Summary – March 2016**  
 (\* Percent of Total # Column)

	Total #	Students w/IEP	Overall CELDT $\geq 3$	GPA $\geq 2.0$	Credits $\geq 30$
Total ELs	355	91 *(25%)	239 *(67%)	207 *(58%)	235 *(66%)
Long Term ELs (6 or more years)	254	86 *(34%)	207 *(81%)	137 *(54%)	163 *(64%)
Short Term ELs (5 or less years)	101	5 *(5%)	32 *(32%)	70 *(69%)	72 *(71%)

**9<sup>th</sup> Grade Cohort- CELDT Levels**

Enrollment by CELDT Level	Level 1	Level 2	Level 3	Level 4	Level 5	No Score
Total ELs	50	35	104	114	21	31
Long Term ELs (6 or more years)	9	27	84	105	18	11
Short Term ELs (5 or less years)	41	8	20	9	3	20

The 9<sup>th</sup> Grade Cohort data also was instrumental in noticing the number and percent of the EL students enrolled in some type of English Support class. Out of the 355 total EL students, 203 (57%) tested in to a support class, and out of this group 94% are Long Term English Learners (LTEL). Furthermore, the percent of EL students with an IEP enrolled in a type of English support class is 74% (67 out of 91 students).

**9<sup>th</sup> Grade Cohort: English Support (ELs)**

All 9 <sup>th</sup> Grade English Learners	Eng. I Support	Eng. Intensive	Intervention ELA
Total Enrolled in a Type of Support Class	203	88	26
Long Term ELs (6 or more years)	191	83	22
Short Term ELs (5 or less years)	12	5	4

**9<sup>th</sup> Grade Cohort: English Support (ELs with IEPs)**

	9 <sup>th</sup> Grade ELs with IEP	Eng. I Support	Eng. Intensive	Intervention ELA
Total Enrolled in a Type of Support Class	67	15	31	21
Long Term ELs (6 or more years)	65	14	31	20
Short Term ELs (5 or less years)	2	1	0	1

The **9<sup>th</sup> Grade Cohort Data**, especially that of EL students with IEPs, generated rich discussions that lead to additional questions and some realizations:

*Questions:*

- *How do we know if the student’s struggle is a language acquisition issue or a learning disability?*
- *Do all EL students with IEPs have a language goal in their IEP? Should they? What does/should it look like?*
- *How knowledgeable are BRTs on learning deficiencies and are special education case managers knowledgeable about language acquisition?*
- *Who is responsible for monitoring and ensuring that a sped. EL student progresses in their language acquisition?*
- *To what degree have the changes in the Reclassification Criteria affected ELs with IEPs?*

*Key Points:*

- *Historically, when a student is an EL as well as has an IEP, the Bilingual Resource Teacher (BRT) and the Case Manager understand and focus on the child’s needs as they pertain to their own role and responsibilities. They do not necessarily understand the other’s role or responsibilities. Thus, the services provided may or may not be as comprehensive and effective as possible.*
- *Both the EL and Special Ed. Departments would benefit from cross training in each other’s field.*
- *Language acquisition, especially language goal training, would be of benefit to all working with ELs.*

Throughout the meetings, discussions frequently highlighted low attendance and lack of interest on the part of some students. Most EL students enrolled in some type of English support are also enrolled in a math support. This limits the number of electives they can take, thus potentially increasing their dislike of school, their absences and at times behavior issues.

The task force then analyzed one last set of data: Number of Class Periods by schools and Semester 1- Grades in English. While other data sets used were pulled in January of 2016, this data was as of March 2016. Thus, the total numbers of 9<sup>th</sup> Grade ELs was down from 355 to 338, validating the fact that this is a transient group. However, regardless of the change in the total enrollment, what the data highlighted was the different practices when it came to additional period (support classes) at individual sites. Thus, began the discussion: *How closely aligned are the support classes at each of the comprehensive sites? To what degree does the curriculum and program design of such classes support the special needs of ELs (i.e. language development)? Is there a need to re-evaluate all the 9<sup>th</sup> grade support classes or just English I Support?*

**KEY FINDINGS**

Key findings from the data analysis and articulation with feeder schools include the following:

- The needs and challenges of ELs are above and beyond instruction.
- To successfully meet the needs of ELs, a comprehensive plan is needed that is inclusive of all the challenges faced by ELs and is not solely focused on instruction.
- If an EL has not achieved reclassification after five or more years in a U. S. school, reclassification becomes increasingly difficult to achieve.
- For students born and raised in the U.S., it is critical that if identified as an EL in early elementary, he/she receives the appropriate support to ensure reclassification is achieved within five years. For high schools, this means interventions and appropriate support must take place in 9<sup>th</sup> grade or as early as the student is enrolled.
- For SUHSD, addressing the challenges and needs of LTELs as early as 9<sup>th</sup> grade, will allow for targeted instruction and support that can result in students experiencing academic success by achieving reclassification and obtaining access to a college and career pathway.

### RECOMMENDATIONS

The task force's recommendations are as follows:

- Continue the work that was started in January of 2016, and develop a plan of action to be implemented in 2017-2018.
- Collaborate with feeder districts in order to develop a comprehensive K-12 program for ELs, align our Reclassification Criteria and Process, and ensure a smooth transition of EL data.
- Internally, work with English Support teachers in re-examining the curriculum of English I support and include language development goals as well as support strategies to better engage LTELs in their education.

#### b. REPORT ON INDEPENDENT STUDY PROGRAM

##### SITUATION

The current Independent Study Program (ISP) began in the spring semester of 2010. Initially, the program served students who were on a suspended expulsion or teen parents without access to daycare. During that time period, students who graduated from the Independent Study Program earned a Redwood High School diploma. In 2013, the District applied for and received initial Western Association of Schools and Colleges (WASC) accreditation for the Independent Study Program as a separate school in order to provide support for college-bound students. Subsequently, it was determined that the resources needed to maintain Independent Study as a separate school were not cost effective and did not meet the needs of our students as effectively as it did as a districtwide program and the WASC accreditation of Independent Study was strategically abandoned.

As a program, ISP students are able to earn a diploma from their home schools and are able to access clubs, sports, support services, and the college and career center at their home school. In addition, ISP students can take one class at their home school if they are in good standing at the school and there is space in the course. Some ISP students take advantage of these options, but most do not. Students who graduate in the Independent Study Program can elect to participate in the home-school graduation ceremony and graduation activities.

There are currently two Independent Study Program teachers and the program is housed in two locations: Cañada College and Redwood High School. Next year, the program at Redwood will be relocated to the district office and Green Street because of construction. The program component at Cañada College will continue for the 2016- 2017 school year. Supplementing the existing teachers next year, the two Redwood High School satellite programs at Green Street and the Adult School will be set up to serve Independent Study Program students to ensure that the District is capable of meeting the demand for slots for qualified students.

Student Services oversees the enrollment process for Independent Study and the process is coordinated by Hector Serrano, who determines the appropriateness of enrolling a student in ISP. Students are referred to ISP by their home school counselor, site administrator, or a parent. Interested students and parents must complete a Request for Enrollment and the home school counselor completes a Counselor Information Referral. Parents meet with Mr. Serrano prior to enrolling in Independent Study to determine if Independent Study is the best educational option for the student. Students must meet one of the following three criteria in order to be considered for the Independent Study Program:

- Students who are capable of an independent program while pursuing a full time outside-of-school obligation;
- Students coming to SUHS District from a similar alternative school placement, who are in need of a smaller, more individualized educational setting, but able to work efficiently and independently; or
- Students who need an alternative placement due to specific emotional or health related issues and who are able to complete work and make academic progress independently.

As the school year progresses, the demand for and referrals to the Independent Study Program increase and there is currently a waiting list for enrollment. With the addition of potential slots being offered by the Redwood High School satellite programs next year, the District anticipates that we will be better equipped to serve a greater number of qualified students reducing the necessity for a waiting list.

The following data provides a snapshot of students who have been served by the Independent Study Program over the last two years.

Description	2014 – 2015		2015 – 2016	
	Dunn	Dress	Dunn	Dress
Total number of students served during the year	35	42	38	41
Number of graduates	15	19	18	21
Graduates enrolled in 4-yr colleges	2	0	3	0
Graduates enrolled in community college	8	4	12	8
Graduates working (no college)	5	15	3	7
ISP students enrolled in a home school class	6	0	6	1
ISP students concurrently enrolled in community college Courses	16	2	19	1
Foster youth or homeless students	2	6	0	9
Special Education students	5	8	2	7
504 students	5	3	9	6
Teen-Age parents	1	4	1	6
Working students	22	27	19	30
Drop-outs	0	2	0	0
Students passing the CHSPE	0	1	0	2

12. PUBLIC HEARING

- a. NONE

13. DISCUSSION ITEMS

- a. REPORT ON MENTAL HEALTH TASK FORCE

SITUATION

**I PURPOSE**

The Mental Health Task Force was formed in January in order to address a 2015-16 Board goal to analyze the mental health services of the four comprehensive high schools and to discuss the extent to which they meet the needs of the students. The Task Force did not formally examine the delivery of mental health services at our alternative programs, and is making no recommendations about mental health services at those programs, although the Task Force recognizes that this an issue that warrants additional study this fall. Ultimately, the question for the Task Force to answer was: “To what extent are needs of students being served by the existing mental health systems in place at each comprehensive high school?”

The reason for the need for a thorough analysis was predicated on the fact that each of our comprehensive high schools had individually and independently developed with its own strategies in dealing with mild and moderate mental health needs as it pertained to its student population. As the mental health systems at the schools evolved organically, the structure and resources for the delivery of mental health services was different at each school. While school has a mental health coordinator, the origins of funding for these positions vary, as do their individual titles, roles and responsibilities at each of the sites. Also, delivery systems for services and the presence, role, and scope of other direct providers such as Star Vista and Adolescent Counseling Services differ from site to site. A separate chart for each comprehensive high school that describes personnel, services, costs, and sources of funding is included with the background materials as Appendix A.

### **Task Force Members**

Members of the Task Force included the coordinators from each of the four comprehensive high schools (Jenny Bratton, Woodside; Shelley Bustamante, Carlmont; Miki Cristerna, Menlo-Atherton; Judy Romero, Sequoia). Board members Allen Weiner and Carrie Dubois, Woodside High School Principal Diane Burbank, Wellness Coordinator Dr. Karen Li, and Superintendent Dr. Jim Lianides were also participants on the Task Force. Through its work, the Mental Health Task force has identified the five following focus areas:

- 1) Student Data & Outreach
- 2) School Site Resources
- 3) Parent Outreach & Education
- 4) Professional Development
- 5) Green Folder Initiative

## **II DATA & SUMMARY OF DATA**

First, the Task Force compiled 2014-15 data regarding the delivery of on-site mental health services from each of the 4 comprehensive schools. The Task Force asked the coordinators to enter into a student database the following information:

- Student ID
- Level of Intervention
- Issue
- Presentation/Manifestations of the issue
- Intervention
- Other (interventions, relevant information on case)

The data base would answer the following questions: How many students are seen a day? What are they seen for?

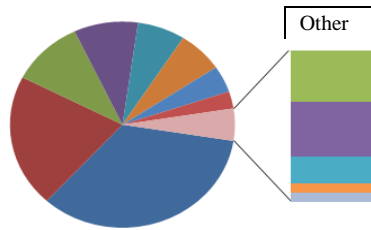
The Task Force then spent a larger part of January and February compiling and analyzing student data. We were most interested to see what the most pressing mental health issues were in the student population— at least among those who accessed on-site services. There were conversations regarding the difficulty in choosing one presenting issue, presentation or manifestations, as they sometimes overlap. In the end, the task force had to be comfortable with the ambiguities of the task of assigning one specific answer to each field in the database.

The Task Force found that for ALL students (non-aggregated), the issues are (presented here in order of most prevalent to least prevalent):

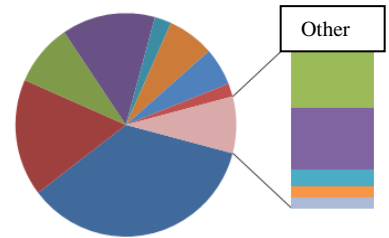
- Family & Home
- Peer Relations
- Self Image
- Stress/Academics
- Stress (other)
- Trauma
- Academics (other than stress)

- Loss/Separation
- Grief
- Substance Abuse

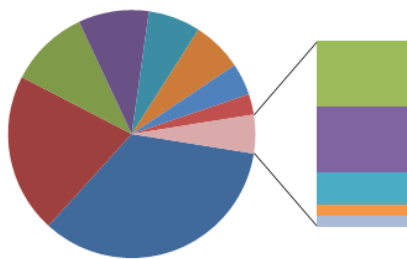
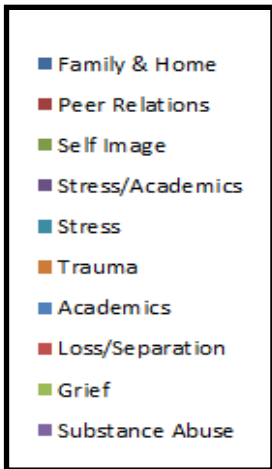
Top issues consistently include Family and Home, Peer Relations, Self-image, and Stress/Academics. Not surprisingly, Stress/Academics jumped to one of the top two issues senior year. Rounding out the issues were other stress, trauma, other academics, and to a lesser degree, loss/separation, grief and substance abuse.



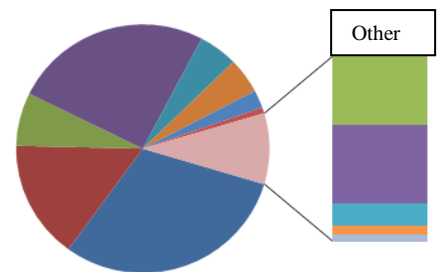
**9<sup>th</sup> grade District data (n=336)**



**10<sup>th</sup> grade District data (n=366)**

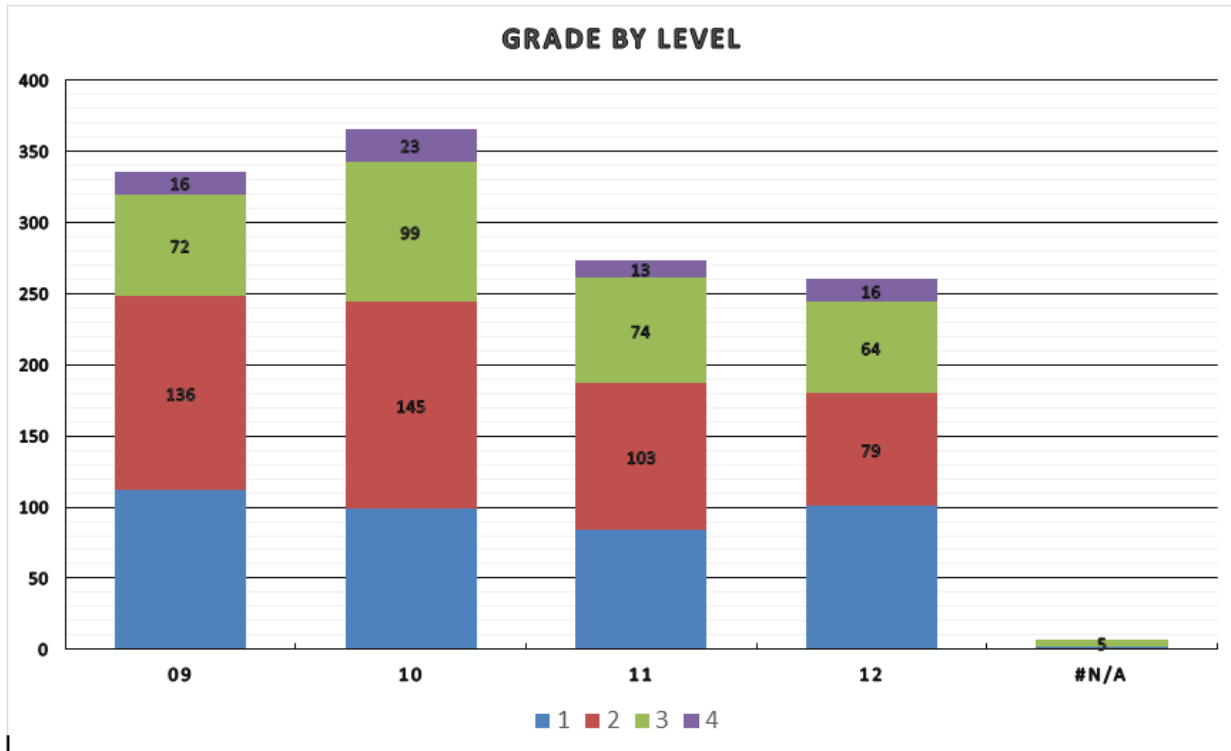


**11<sup>th</sup> grade District data (n=274)**



**12<sup>th</sup> grade District data (n=260)**

The numbers indicate that 9<sup>th</sup> graders and 10<sup>th</sup> graders utilize mental health services on the whole more than 11<sup>th</sup> and 12<sup>th</sup> graders. There is a slight rise of students seen from 9<sup>th</sup> grade to 10<sup>th</sup> grade of 30 students across the district, followed by a rather precipitous dip between 10<sup>th</sup> grade and 11<sup>th</sup> grade of 92 students across the district. Lastly, the 12<sup>th</sup> graders showed the lowest number of students accessing mental health services. (District raw data can be found in Appendix B.)



Students were also assigned levels of intervention. The levels are defined as:

- LEVEL 1: one (or two) time check in, one time situational issue or crisis
- LEVEL 2: more than two episodes/visits to our program/counselors, (case management services vs. clinical)
- LEVEL 3: significant mental health concerns, multiple 1x1 sessions, weekly participation in various services, both ours and throughout the school
- LEVEL 4: hospitalization for mental health reasons both voluntary and involuntary, (participation in intensive outpatient program- IOP)

The chart above show shows the breakdown in the levels of intervention. The majority of students fell under Levels 1 & 2, as expected.

Hispanic/Latino students make up 65% of the students assessing mental health services, which closely mirror the population of District. The breakdown of other ethnicities that assessed mental health services can be seen in Appendix B.2 Table and Chart. Special education is served by STARS program, which provides a case manager for students who qualify for services. Special education students also have access to the school’s mental health counselors. (See Appendix B.3)

The Task Force also spent some time looking at the results of a schoolwide student survey given to approximately 1,500 Sequoia students (representing 70% of that student body), which reflects a representative sample of the District’s overall demographics and grade level distributions. The survey identified issues that students felt were relevant to their campus. The top issues students reported on the Needs Assessment Survey (NAS) that mental health providers should be addressing are ranked below:

- 1) Suicide and Depression
- 2) Drug and alcohol prevention education
- 3) Bullying
- 4) Sexual and Reproductive Health
- 5) Nutrition



In every sub-category, Suicide and Depression was voted the number one issue for the 4<sup>th</sup> consecutive year of the survey. A complete presentation of the Needs Assessment survey results with slide transcript can be found here: [https://prezi.com/lbmi\\_nyqa7me/nas-2015-2016/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/lbmi_nyqa7me/nas-2015-2016/?utm_campaign=share&utm_medium=copy) and in Appendix C.

The findings from the NAS were compared to the District's California Healthy Kids Survey and led to further discussions about the issues students perceived as being important for themselves and their peers. The findings confirm that more education around these psycho-social issues would be a welcome and appreciated response to students' mental health needs. One-third of students also say they did not know how to access counseling or therapy, which serves as a reminder that student outreach efforts have to be aggressive and consistent at all grade levels throughout the entire school year. Stress was also an important part of the survey, with top sources of stress (apart from school work) being: Family relationships, college prep, social relationships, and self/body image.

On a positive note, more than 9 out of 10 Sequoia students say they have never tried any of the "harder" drugs surveyed other than the most common drugs: Alcohol, marijuana, and e-cigs. This is below the state and county average, which may indicate the District's AOD (Alcohol and Other Drugs) education have been effective. At the same time, the Task Force recognizes the possibility that students may not wish to disclose their use of drugs, even in an anonymous report, so the incidence of drugs and alcohol use may be under-reported.

In summary, each of our schools has programs that are site developed—meaning they all developed organically to best serve their clientele—taking into account the available resources which, in some cases, has been a significant constraint on the design of an ideal program. This sometimes makes direct comparisons difficult; however, it was useful in looking at the wide array of resources available to students at each site. All of our schools also have student support services such as mentoring programs, conflict mediation, and youth development programs (some under the SOS umbrella of student services, and others under a different name on other campuses).

The Task Force recognizes that each school site can do more student outreach, as student surveys have indicated that there remain students who are unaware of the mental health services being offered. It also came to the attention of the Task Force that perhaps 10-15% of the students assessing services came from referrals through the AVPs for suspend able infractions such as using substances on campus or fighting—these students were referred to the ATS (Alternative To Suspension) programs and had to attend required counseling sessions in order to reduce the number of suspension days.

### **III RECOMMENDATIONS**

The Task Force has the seven following recommendations for the following school year and beyond in order to better serve the needs of our community:

- 1) Parent Outreach and Education
- 2) Student Outreach and Education
- 3) Professional Development
- 4) Green Folder Initiative
- 5) Staffing
- 6) Alternative Education
- 7) District-wide Survey

Many, if not all, of the recommendations in these categories overlap with one another as their goals are closely aligned.

#### **A. Parent Outreach and Education**

The Task Force proposes that we extend parent education to all of our schools and coordinate district initiatives with the parent education efforts. The district has very robust parent education program that has been well attended in the past. However, the Task Force recognizes the need to reach more parents, especially those parents of at-risk students.

The Task Force also discussed how it can better serve the Spanish-speaking population and would like to see more psycho-social education that is multicultural to honor and reflect the diversity of our community. To this end, it has entertained some solutions:

- 1) A web-page on the District's website with the following features:
  - A) TEDx Talk seminar: videotaping our parent speakers in order to make the workshops available for parents who cannot attend and uploading on the web
  - B) Creation of web info series on mental health with video links
  - C) A Parent Education Series links to resources and slides from the District's Parent Series presentations
- 2) District-wide coordination for parent education for targeted groups

The District already utilizes The Parent Project, a parent training program specifically designed for parents who are experiencing difficulty with their children, family conflict, poor school performance or other challenging behaviors. The Parent Project classes are 11 weeks in length, with the last class being a graduation. In addition to specific information and skills, parents also receive emotional and practical support, a key to successful implementation in the home.

Currently, the District has three Bilingual Site Parent Liaisons (BSPL) who are certified and have been Co-facilitating the classes along with the District Parent Coordinator (DPC) at Menlo-Atherton, Sequoia, Redwood, and Woodside. This school year the program graduated 59 parents most of these parents have children who are currently enroll in the Aspiration Advocate Program. Next fall, the DPC is scheduled to provide the series at Woodside, M-A, and Redwood (Sequoia is in the works).

#### **B. Student Outreach and Education**

The Task Force recognizes the value of peer education models such as Carlmont's Students Offering Support (SOS) program and Woodside's SOS peer education/intervention program. Sequoia's Youth Advisory Board oversees a variety of mental health activities throughout the year and administers an annual Student Needs Assessment, mentioned in Section 3 above. The Task Force recommends expanding upon the array of student assemblies offered at each site that address mental health issues in particular. In addition, the Task Force is researching and will recommend a research-based mental health curriculum that can be presented to students in classrooms.

#### **C. Professional Development**

The Task Force recognizes that District staff should undergo training on how to recognize the signs of a student who may need socio-emotional support in additional to academic support. The District is looking at two layers of training—one that will take place at a district-wide Professional Development (PD) training and another at the individual school site to train staff most likely to be the "first responders" to a student in crisis. The Task Force is also considering offering to all staff an interactive online training, Kognito, which is being promoted by the California Department of Education. For targeted first responders at the sites, we are considering an in-depth all-day training, incorporating elements of Youth Mental Health First Aid and QPR.

Recent discussion has also centered on trauma-informed classroom practices and offering staff training on how, apart from connecting students with mental health services, a teacher should or can respond to a student experiencing a mental health crisis or who is otherwise in distress on such issues such as engaging with the student, adjusting workload expectations, classroom management, and other scenarios. One critical component of training would be protocols for teacher response, which the Green Folder Initiative (detailed below) would play an important role.

#### **D. Green Folder Initiative**

The District is pleased to announce its rollout of the Green Folder Initiative for the next school year. Becky Beacom, WAC Executive member and PAMF health educator, first proposed this idea and the Task Force went into action, utilizing the collective knowledge of our site-based mental health coordinators.

The Green Folder Initiative takes inspiration from the UC's Red Folder Initiative, which started in 2012. Under the Initiative, each UC campus published a "Red Folder" which serves as a quick reference guide to mental health resources for faculty/staff who may interact with distressed students. Since its inception, CSU's and other colleges have adopted their own versions of the Red Folder Initiative.

The Task Force decided that this would be useful, both as a training tool and as a reference tool. It believes that we will be one of the first districts in the state to pilot the Initiative at the high school level.

**ASSISTING STUDENTS IN DISTRESS**

**SEE SOMETHING**  
**SAY SOMETHING**  
**DO SOMETHING**

**PRIVACY**  
 School employees are mandated reporters and are required by law to report known or suspected child maltreatment, child abuse or neglect to the county child welfare department or local law enforcement agency. On-campus mental health counseling services offered to students are confidential. Teachers, counselors and staff are reminded to honor student confidentiality.

**INDICATORS OF DISTRESS**  
 Be aware of the following indicators of distress— not just isolated symptoms.  
 Look for groupings, changes in behavior, frequency, duration and severity— not just isolated symptoms.

ACADEMIC INDICATORS	PSYCHOLOGICAL INDICATORS	PHYSICAL INDICATORS	SAFETY RISK INDICATORS
<ul style="list-style-type: none"> <li>Sudden decline in quality of work and grades</li> <li>Repeated absences/tardies</li> <li>Disturbing content in writing or presentations (e.g., violence, death)</li> <li>A student needs more personal counseling rather than academic counseling</li> <li>Continuous classroom disruptions</li> </ul>	<ul style="list-style-type: none"> <li>Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, or thoughts of suicide</li> <li>Excessive tearfulness, panic reactions, irritability or unusual apathy</li> <li>Verbal abuse (e.g., taunting, badgering, intimidation)</li> <li>Expressions of concern about the student by his/her peers</li> </ul>	<ul style="list-style-type: none"> <li>Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain</li> <li>Excessive fatigue/sleep disturbance</li> <li>Intoxication, hangovers, or smelling of alcohol/marijuana</li> <li>Disoriented or "out of it"</li> <li>Cuts, bruises, or other injuries</li> </ul>	<ul style="list-style-type: none"> <li>Unprovoked anger or hostility</li> <li>Making implied or direct threats to harm self or others</li> <li>Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations, or violent behaviors</li> </ul>

**ASSISTING STUDENTS IN DISTRESS**

**SEE SOMETHING**  
**SAY SOMETHING**  
**DO SOMETHING**

The Sequoia Union High School District, in collaboration with the Mental Health Task Force, requests that you act when you **SEE SOMETHING** that indicates a student is in distress.

The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

District teachers and staff are in a position to observe student behavior and interact with them on a daily basis. You may be the first person to **SEE SOMETHING** since you have frequent and prolonged contact with them.

**Be Proactive!** Engage students early on, pay attention to signs of distress, and set limits on disruptive behavior.

High school students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to other serious consequences. Students exhibiting troubling behaviors in your presence are likely having difficulties coping with life stressors.

Trust your instincts and **SAY SOMETHING** if a student leaves you feeling worried, alarmed, or threatened!

**Be direct!** Show compassion and concern. Don't be afraid to ask directly if students are struggling with some issues. Listen sensitively and carefully! Use a non-confrontational approach and a calm voice.

Sometimes students cannot or will not turn to family or friends. **DO SOMETHING!** Your expression of concern may be a critical factor in saving a student's academic career or even their life.


**Follow through:** Direct the student to the physical location of the identified on-campus resource or speak to a guidance counselor.

**Documentation:** Always document your interactions with distressed students and consult with your **AVP** after any incident.

**Safety first:** The welfare of the campus community is the top priority when a student displays threatening or potentially violent behavior. Do not hesitate to call for help.

**STUDENTS IN DISTRESS**  
 Distressed students often exhibit one or more of the following behaviors:

- Anxiety
- Attention seeking behavior
- Bizarre or erratic behavior
- Suicidal thoughts
- Sadness
- Lack of motivation and/or concentration
- Isolation/withdrawal
- Confusion
- Irritability
- Deterioration in physical appearance



**ASSISTING STUDENTS IN DISTRESS**

**SEE SOMETHING.**  
**SAY SOMETHING.**  
**DO SOMETHING.**

**COMMUNITY RESOURCES**  
 The following community organizations provide critical services to youth and families. For a complete list of community organizations and their array of services, please visit the County website, [sanmateo.networkofcare.org](http://sanmateo.networkofcare.org).

COUNTY AGENCIES	HOTLINES	COMMUNITY AGENCIES	TARGETED SUPPORTS
<b>Sequoia Teen Wellness Center</b> (650) 366-2927 <a href="http://www.co.sanmateo.ca.us/SequoiaTW">www.co.sanmateo.ca.us/SequoiaTW</a> Health services, case management, and school outreach clinic. Conveniently located near to District office.	<b>National Suicide Prevention Hotline</b> 1-800-273-8255 24-hours, 7 days a week A network of 186 crisis centers in 49 states that connects individuals to crisis services in their local areas.	<b>healthHigh360</b> (650) 248-6603 <a href="http://www.healthhigh360.org">www.healthhigh360.org</a> Offers therapy to youth and adults struggling with mental health issues, substance use.	<b>ACS Outlet</b> (650) 424-0852 <a href="http://acs-outlet.org/what-we-do/outlet">http://acs-outlet.org/what-we-do/outlet</a> Offers free confidential drop-in English-speaking and Spanish-speaking groups for LGBTQ youth, ages 10-25 years old in Redwood City, Mountain View and San Mateo.
<b>Ravenwood Family Health Center</b> (650) 330-7400 <a href="http://www.ravenwoodfhc.org">http://www.ravenwoodfhc.org</a> Clinic providing full health services for the Ravenwood community.	<b>24-HOUR ALCOHOL AND DRUG HELPLINE</b> (650) 573-3960 <a href="http://www.star-vista.org">www.star-vista.org</a> A help line counselor will answer questions about alcohol and other drug prevention and recovery programs.	<b>ACS (Adolescent Counseling Services)</b> (650) 424-0853 <a href="http://acs-teens.org">http://acs-teens.org</a> Provides on-campus counseling services at Woodside HS and Redwood HS as well as a community counseling program at various local Boys and Girls Clubs.	<b>KARA</b> (650) 321-5272 <a href="http://www.kara-grief.org">www.kara-grief.org</a> Provides grief support services for individuals, families and organizations.
<b>Fair Oaks Health Clinic</b> (650) 578-7141 <a href="http://sanmateomedicalcenter.org/centers/FOHC.htm">http://sanmateomedicalcenter.org/centers/FOHC.htm</a> Clinic providing full health services for the Fair Oaks community.	<b>24-HOUR CRISIS LINE</b> (650) 579-0350 <a href="http://www.star-vista.org">www.star-vista.org</a> Provides telephone contact, assessment, counseling referrals, and follow-up for individuals in crisis/risk of suicide.	<b>El Centro de Libertad</b> (650) 599-0955 <a href="mailto:recovery@elcentrodelibertad.org">recovery@elcentrodelibertad.org</a> Offers therapy to youth and adults struggling with mental health issues, substance use.	<b>StarVista Daybreak</b> (650) 361-4433 <a href="http://star-vista.org">http://star-vista.org</a> Provides transitional housing and independent living skills training for homeless youths ages 16-21.
<b>County of San Mateo Behavioral Health and Recovery Services (BHRS) ACCESS Team</b> (800) 686-0101 <a href="http://bhrcs.health.org/mh">http://bhrcs.health.org/mh</a> Offers a broad spectrum of mental health and substance use services.	<b>Rape Trauma Services 24-HOUR CRISIS LINE</b> (650) 692-7273 <a href="http://www.rapetraumaservices.org">www.rapetraumaservices.org</a> Provides a free, 24-hour, confidential hotline for anyone who has been hurt by sexual violence. Provides support for survivors through hospital medical/legal exams, law enforcement, and the judicial system.	<b>StarVista</b> (650) 576-KIDS (5437) call or text <a href="http://star-vista.org">http://star-vista.org</a> Delivers high impact services through counseling, skill development, and crisis prevention at Menlo-Albion HS and Sequoia HS. Offers a myriad of services including residential programs and outpatient services for youth.	<b>StarVista Your House South</b> (650) 361-9887 <a href="http://star-vista.org">http://star-vista.org</a> Provides a "time-out" for both the youth and the family, and an opportunity to work on the family's situation.
<b>Child Protective Services (CPS)</b> (650) 595-7922 <a href="http://hcsa.smgov.org/child-protective-services">http://hcsa.smgov.org/child-protective-services</a> CPS is a 24-hour service provided on the behalf of children who are alleged victims of child abuse/neglect.	<b>Al-Anon/Alateen</b> (650) 592-7935 <a href="http://al-anon.alateen.org">http://al-anon.alateen.org</a> Info line for anyone affected by someone else's drinking.	<b>PHP (Parents Helping Parents)</b> (408) 850-6125 Parent Crisis Number (408) 727-5775 <a href="http://php.com">http://php.com</a> PHP helps families who have children of any age with special needs.	<b>StarVista Insights</b> (650) 366-8436 <a href="http://star-vista.org">http://star-vista.org</a> Offers a structured 22 week drug and alcohol recovery outpatient program for youth.

\*Above are sample drafts. More drafts of Green Folder can be found in the Appendix D.

**E. Staffing**

The task force is recommending an additional .4 FTE to comprehensive school sites (on top of the existing .6 FTE for SOS) to ensure that there is the equivalent of a 1.0 FTE to support mental health at each campus. In addition, the District has sought out grant funding to create a socio-emotional counselor position at Redwood High School. To date, there is already a .4FTE commitment for this position. (As an aside, Redwood uses Adolescent Counseling Services (ACS) as its mental health service provide while EPAA has a robust Children's Health Council presence on campus.)

**F. Alternative Education**

This fall staff will gather data around Alternative Education programs in the District (Redwood, Middle College, Independent Study, EPAA and Gateway) and plan for a cohesive program of support services for these students in a similar fashion as was undertaken by the mental health task force with

comprehensive high schools. The socio-emotional counselor at Redwood may be the likely person to oversee services to alternative programs.

#### **G. District-wide Survey**

The Task Force would like to implement some type of survey similar to the NAS for each of the school sites on school climate and mental health needs. While schools have surveyed students, each survey differs in length and scope of questions so that a side-by-side comparison is impossible. Having a uniform survey will better inform the District with which future mental health initiatives would be of benefit to which schools.

### **IV CONCLUSION**

The Mental Health Task Force agrees that the work it has started is invaluable and needs to continue indefinitely. It agrees that the implementation of recommendation will require concerted time and effort and would like to continue its work to see that its recommendations come to fruition. The Task Force members all agree that the implementation stage will require consistent time and extensive effort on the part of coordinators, school and district administrators and partner agencies.

### **V ACKNOWLEDGMENTS**

The final report of the Needs Assessment Survey 15-16 written and conducted by the Youth Advisory Board of the Sequoia High School Teen Resource Center. Technical assistance provided by the John Gardner Center. Funding provided by RWC2020 and Sequoia Healthcare District. Special thanks to the Sequoia Administration and the Science Department.

#### **b. DISCUSSION OF REVISED BOARD POLICY BYLAWS**

##### SITUATION

Trustees Jack and Weiner have completed their review of Board Bylaws (board policies 9000 through 9400). They have separated the policies into two categories:

- 1) Those that require no change or minor edits
- 2) Those that will require a substantive Board discussion

The following policies were identified by Trustees Jack and Weiner as needing full board discussion:

BB 9000  
BB 9150  
BB 9300  
BB 9320  
BB 9322  
BB 9323  
BB 9400

These will be brought forward one to two at a time either for a first reading or as a discussion item beginning at the June 15, 2016, meeting.

Attached are the policies under category number one (1) that trustees Jack and Weiner recommend the Board consider as a first reading on this evening's agenda. These policies require no changes, or only minor edits, to conform with current law or practices. Based on the full board's review, these policies will be brought back to the June 15 meeting for adoption under the consent agenda.

*BB 9010 – Public Statements*—No changes. Last date reviewed and approved August 1997.

*BB 9100 – Organization*—Modified; last date reviewed and approved August 1997.

*BB 9110 – Terms of Office*—No changes. Last date reviewed and approved August 1997.

- BB 9121 – President*—Modified; last date reviewed and approved April 2012.
- BB 9122 – Secretary*—Modified; last date reviewed and approved May 2012.
- BB 9123 – Clerk*—No changes, last date revised May 2012.
- BB 9124 – Attorney*—No changes; last date revised June 2012.
- BB9130 – Board Committees*—No changes; last date revised June 2012.
- BB 9140 – Board Representatives*—Modified; last date revised and approved May 2012.
- BB 9200 – Limits of Board Member Authority*—Modified; last date revised June 2012.
- BB 9220 – Board of Trustees Elections*—No changes; last date revised September 2012.
- BB 9222 – Resignation*--No changes; last date revised September 2012.
- BB E 9223 – Filling Vacancies*—RECOMMEND REMOVAL.
- BB 9224 – Oath or Affirmation*—No changes; last date reviewed and approved August 1997.
- BB 9230 – Orientation*—No changes; last date revised June 2012.
- Administrative Regulation (AR) 9230 – Orientation*—No changes; last date reviewed and approved August 1997.
- BB 9240 – Board Development*—No changes; last date revised September 2012.
- BB 9250 – Renumeration, Reimbursement, and other Benefits*—Modified; last date reviewed and approved August 1997.
- BB 9260 – Legal Protection*—No changes; last date reviewed and approved August 1997.
- BB 9271 – Code of Ethics*—No changes; last date reviewed and approved August 1997.
- BB 9310 – Policy Manual*—Modified; last date reviewed and approved September 2012.
- BB 9311 – Board Policies*—No changes; last date revised June 2012.)
- AR 9311 – Board Policies*--Modified; last date reviewed and approved September 2012.
- BB 9312 – Board Bylaws*—No changes; last date reviewed and approved September 2012.
- BB 9313 – Administrative Regulations*—Modified; last date reviewed and approved
- BB 9314 – Suspension of Policies, Bylaws, Administrative Regulations*—Modified; last date reviewed and approved August 1997.
- E 9320 – Meetings and Notices*—No changes; last date reviewed and approved August 1997
- BB 9321 – Closed Session Purposes and Agendas*—Modified; last date reviewed and approved August 1997
- BB 9321.1 – Closed Session Actions and Reports*—No changes; last date reviewed and approved August 1997
- BB 9323.2 – Actions by the Board*—No changes; last date reviewed and approved August 1997
- BB E9323.2 – Actions by the Board*—No changes; last date reviewed and approved August 1997

*BB 9324 –Minutes and Recordings—Review; last date reviewed and approved August 1997*

*BB 9330 – Board of Trustees Memberships—No changes; last date reviewed and approved August 1997*

14. ACTION ITEMS

a. PRESENTATION AND CONSIDERATION OF APPROVAL OF WASC/SPSA SITE PLAN FOR SEQUOIA HIGH SCHOOL

SITUATION

This item is on the agenda to provide an opportunity for Sequoia High School staff and students to report on programs and activities at the school that are aligned to the District's Vision and Long-term Goals. Principal Sean Priest will lead the presentation.

The Western Association of Schools and Colleges/Single Plan for Student Achievement (WASC/SPSA) is posted on the District's website ([www.seq.org](http://www.seq.org)), and it will be cross-referenced in other sections to help ensure visitors can find it easily. There is a hard copy at 480 James Avenue, Redwood City, in the Educational Services office for those who are unable to access the electronic version.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the WASC/SPSA Report for Sequoia High School.

b. PRESENTATION AND CONSIDERATION OF APPROVAL OF WASC/SPSA SITE PLAN FOR EAST PALO ALTO ACADEMY

SITUATION

This item is on the agenda to provide an opportunity for East Palo Alto Academy staff and students to report on programs and activities at the school that are aligned to the District's Vision and Long-term Goals. Principal Amika Guillaume will lead the presentation.

The Western Association of Schools and Colleges/Single Plan for Student Achievement (WASC/SPSA) is posted on the District's website ([www.seq.org](http://www.seq.org)), and it will be cross-referenced in other sections to help ensure visitors can find it easily. There is a hard copy at 480 James Avenue, Redwood City, in the Educational Services office for those who are unable to access the electronic version.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the WASC/SPSA Report for East Palo Alto Academy.

15. BOARD OF TRUSTEES'/SUPERINTENDENT'S COMMENTS, COMMITTEE REPORTS, AND AGENDA SETTING

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE JUNE 8, 2016, SPECIAL BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

a. Presentation and Discussion of Program Budget

POSSIBLE AGENDA ITEMS FOR THE JUNE 15, 2016, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Discussion of Tentative Board Meeting Dates for 2016-17
- b. Public Hearings on Adopting Resolution for Maintenance Assessment Levy for 2016-17; on the Local Accountability Plans for SUHSD and EPAA, and the Proposed Budget for 2016-17
- c. Consideration of Approval of Petition for Oxford Day Academy

POSSIBLE AGENDA ITEMS FOR THE JUNE 29, 2016, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Report on Special Education
- b. Approval of Consolidated Application for 2015-16
- c. Approval of Local Control Accountability Plans for SUHSD and EPAA
- d. Approval of Board Meeting Dates for 2016-17
- e. Adoption of Proposed Budget for 2016-17