Whole-Child Design Series - North State Cohort

As we persevere through the pandemic and all of the disruption and stress it has caused, there is a lot of talk about focusing on the “whole-child.” But what does this mean in practice? What do educators need to do differently? What are the implications for schools and districts?

Turnaround for Children – in partnership with the Butte County Office of Education and the California Collaborative for Educational Excellence – invites you to find the answers through a free four-session series on Whole-Child Design. The series will introduce practical tools, structures and systems for a whole-child approach that is grounded in the science of learning and development and rooted in equity. Participants will have time to explore how these resources fit within their own classroom, school or district context.

What:

The set of free resources includes:

✓ Four 90-minute workshops covering the following content:
  o The Science of Learning and Development
  o Developmental Relationships
  o Supportive Environments
  o Integrated Knowledge, Skill and Mindset Development

✓ Two hours of free consulting support per district team

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Whole-Child Design Series
North State Cohort

Continued from page 1

When:
Four Thursday afternoons, 3:15 to 4:45 pm
✓ February 17
✓ March 3
✓ March 17
✓ March 31

Who:
This series is appropriate for educators in many roles - teachers, principals, student support staff, expanded learning providers, district administrators, etc.

Priority for this series will be given to people participating in **school and district teams from Northern CA**. Teams might include representatives from curriculum and instruction, student support services, expanded learning, school leadership and/or teaching.

Sign Up Here: [https://forms.gle/dNXpf7mGL2p168dC7](https://forms.gle/dNXpf7mGL2p168dC7)

**Whole-Child Design Content**
The content of the four sessions is based on Turnaround for Children's Blueprint for Whole-Child Design. Each session will include science grounding, implications for practice, concrete tools and time for team discussions about application to your school or district context.

**Session 1:**
**The Science of Learning and Development**
In this session, participants will understand how the brain develops, responds to stress and trauma and what that means for teaching, learning and equity, particularly as we re-engage students during this challenging period.

**Session 2:**
**Developmental Relationships**
This session will focus on the first and foundational component of Whole-Child Design – Developmental Relationships. We will explore the science behind human relationships and discover the power of positive developmental relationships as the “active ingredient” in any equitable learning environment. Participants will gather practical strategies for focusing on rebuilding relationships as students adapt back to in-person learning.

**Session 3:**
**Supportive Environments**
In this session, participants will learn about the brain’s natural inclination towards predictability and the power of inclusion and belonging. When environments are orderly, the brain is calmer and more focused, and students are more engaged in the learning process. Participants will gather strategies for creating environments that are supportive and inclusive of multiple backgrounds, cultures and contexts so that all students can learn and thrive.

**Session 4:**
**Integrated Knowledge, Skills and Mindsets**
The science of learning and development shows us that learning isn’t “academic” OR “social and emotional” – students become increasingly capable of complex skills through the integration of their cognitive, social, and emotional development. In this turbulent time, this session will explore the integrated development of skills and mindsets by focusing on how equitable learning environments support self-awareness and student agency. Participants will learn how co-regulation helps students strengthen the skills, mindsets and habits to persevere in the face of challenges.

Questions?
Contact Katie Brackenridge at [kbrackenridge@tfcusa.org](mailto:kbrackenridge@tfcusa.org)
The Position & The District

The Bret Harte Union High School District is seeking a proven educational leader to be Superintendent and to assume duties on July 1, 2022. The District provides a quality educational program for more than 600 students in grades 9-12 at one site. It is a basic aid district with an annual operating budget of approximately $10,000,000. The District ensures a safe school environment and is committed to quality education, providing modern facilities and a variety of academic and co-curricular offerings. All students are allowed equal access and opportunities in the district’s academic, educational support programs, services and activities. The District has an excellent staff of teachers, administrators, and classified personnel—all of whom are very student-oriented. There is strong parent and community support.

Professional Qualifications

- A Master's degree required
- Appropriate California Administrative Credential
- Successful 3-5 years as a High School Principal preferred
- Successful experience as a Superintendent with a minimum of 5 years experience preferred

The Community

The District Office is located on the campus of Bret Harte High School in historic Angels Camp, home of “The Celebrated Jumping Frog of Calaveras County.” Students are served on the Highway 4 corridor from Bear Valley to the East and Copperopolis to the West. Two elementary school districts feed into the high school district—Vallecito Union School District and the Mark Twain Union Elementary School District. The district includes foothill communities, pristine lake areas, and high mountains.

Deadline to File Application

Friday, January 21, 2022
**Personal Characteristics**

- One who creates a district climate of cooperation and collaboration with a management style for building and maintaining morale.
- One who is accessible and approachable and encourages staff, parent and community involvement.
- One who has unquestioned integrity which earns the respect of district personnel.
- One who maintains excellent physical and mental health, vigor, and stamina.
- One who has strong interpersonal skills; has a style that is open, and is sensitive to others.

**Professional Skills & Abilities**

- One who has knowledge and expertise in school law and budgeting.
- One who understands school district financing and can identify and recommend techniques to accomplish district financial goals.
- One who fosters a positive climate which is conducive to achieving district goals.
- One who has strong leadership skills that motivate others to achieve high levels of performance.
- One who possesses a philosophy of academic excellence, including a commitment to implement adopted curriculum and the ability to lead a highly qualified teaching, administrative, and classified staff.
- One who has experience in administration of Special Education and has knowledge of Special Education law.

**Board Interaction**

- One who has demonstrated success in working with the Board of Education and ensure the Board receives appropriate information, advice, and recommendations that will result in student, staff, and community confidence in District governance.
- One who has the initiative to anticipate and analyze major issues for the Board, providing alternatives and recommendations that take into account educational, fiscal and political ramifications.

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**Application Procedure**

All applications will be held in strict confidence. Each applicant is requested to follow the procedures listed below. An application will be considered complete upon receipt of the following documents no later than 4:00 p.m. on Friday, January 21, 2022.

- A completed application form.
- A personal letter of interest stating the reasons for interest in the Bret Harte Union High School District and stating competencies for the position.
- A resume providing information about education preparation, experience and achievements.
- Three current letters of recommendation.

**Selection Procedure**

All completed applications received by 4:00 p.m. on Friday, January 21, 2022 will be reviewed by a professional paper screening committee. Semi-finalists will be interviewed by the Board of Education, who will make the final selection.

A site visit for the final candidate is an option of the Board. Travel expenses will be the responsibility of the candidate.

Final selection and notification of appointment is anticipated by March 14, 2022 and the new Superintendent will assume duties on July 1, 2022.

Preferred method of application is through Edjoin (edjoin.org) or ACSA (acsajoblink.com). Applications will also be accepted by sending to:

Bret Harte Union High School District  
Attn: Lynn Porovich  
PO. Box 7000, 323 South Main Street  
Angels Camp, CA 95221

Disqualification: Any applicant who attempts to contact Board Members with the intent of influencing the decision of the Board will be disqualified from candidacy for this position.

For questions regarding the position, contact SSDA at Taylor@ssda.org.
Teacher Candidates Have Additional Time and Options to Complete Licensure Requirements

Christina Marcellus
Legislative Advocate
Capitol Advisors Group

At the December meeting of the Commission on Teacher Credentialing (CTC), Commissioners acknowledged the need to extend the flexibilities for credential candidates that were put in place earlier on in the pandemic. Recent legislation, AB 130, provided the Commission with the ability to grant additional time for certain candidates if there was an ongoing need past December 31, 2021 (when some current extensions are set to expire) due specifically to testing center closures or capacity issues related to COVID-19. Specifically, the CTC granted additional time for candidates to complete the Reading Instruction Competence Assessment (RICA), the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET).

With regard to RICA, the Commission deferred the requirement to complete the assessment prior to earning a preliminary credential if the candidate is unable to complete it between March 19, 2020 and June 30, 2022 and is enrolled in a teacher preparation program by the end of June. The requirement to complete the CBEST prior to enrollment in a teacher preparation program can also be deferred if the candidate is unable to complete the assessment between March 19, 2020 and June 30, 2022. The CBEST must be completed prior to receiving a preliminary credential.

Lastly, the Commission deferred the requirement to complete the CSET for Interns if the candidate was unable to complete the exam between March 19, 2020 and June 30, 2022 and that candidate is enrolled before the end of the 2021-22 academic year.

AB 130 also automatically deferred the completion of a Teacher Performance Assessment (TPA) and Administrator Performance Assessment (APA) until the candidate’s clear credential. More information on that extension is available here.

While there was an acknowledgment that it would be preferential to move all requirements back to their original timelines, there was also broad understanding that the pandemic continues to impact the field. Given the critical workforce issues that schools are facing, particularly in rural areas, this action should provide relief both to credential candidates and employers.

Districts that run teacher preparation programs should work closely with their candidates, and make sure that, while there are flexibilities available, it’s still in the best interest of candidates, and their future employers, to have the requirements met while the candidate is still receiving support from his or her preparation program. Programs should also be aware of the changes AB 130 made to the options for completion of the basic skills and subject matter requirements, which could mean their candidates have already met those requirements through coursework, academic major, or a combination of coursework and assessments.

With so many changes, both permanent and temporary, to the teacher licensure process, we understand there could be confusion in the field. Please contact anybody at Capitol Advisors if you would like additional information.
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While it’s important for California small school district superintendents connect with their local community and county, there are also lots of opportunities for them to tell their stories on not only a state level, but a national level as well.

Whether it’s by attending a national conference or presenting at a statewide event, these larger stages provide a way for small school district leaders to meet and learn from school leaders from across the state or country. These platforms allow school leaders to learn from each other, regardless of their district size. And it provides a way for small district superintendents to connect with other small districts across the state or nation.

Here’s a look at how four SSDA leaders used state or national opportunities to educate other district leaders about what their schools were doing, and to help spread the word about the good work being done at small districts in California.

(From left) Small school district superintendents Dr. Catherine Reimer, Dr. Amy Alzina, and Casey Taylor connect during ACSA’s Leadership Summit.

Dr. Amy Alzina, Superintendent
Cold Spring School District in Santa Barbara County

Dr. Amy Alzina is currently the chair of the ACSA Small School District Committee. This past November, Dr. Amy Alzina was asked to present at ACSA’s Leadership Summit held in San Diego on how a school district can go from good to great, using Cold Spring School District as the primary example. “Our student achievement last year is the highest we’ve ever had,” she explains. “What are some of the things that we continue to do to move our students forward despite fires, debris flows, COVID — all of the challenges that we have.”

Additionally, Dr. Alzina was asked to be part of a Q&A panel geared towards small school districts. The panel also included SSDA Executive Director Tim Taylor, attorney Greg Rolen, CBO Yuri Calderon, and ACSA staff member Dr. Rich Malfatti. This open forum allowed participants to ask experts on a variety of topics about all things COVID-19. “Having access to legal questions from a great attorney was really helpful for small school districts,” Dr. Alzina says.

And although the open forum was geared towards small districts, Dr. Alzina said it was opened to all districts to attend. “So much of what we do for best practices can transfer anywhere,” she adds.

Dr. Alzina says being able to be a part of a statewide event like this provides an opportunity to learn from other districts across the state and add to her support network. “As a single school district or a small school district, sometimes you feel really alone and isolated, especially when it comes to administration and who is it that you can connect with and share best practices or learn from,” she says. “Having the opportunity to learn from my colleagues and make those connections again is how we continue to grow. And to also serve as mental health support as well ... to know you’re not alone and that you have a team behind you that cares just as much as you do about kids.”

For small school district superintendents who want to be more involved with state and national events, Dr. Alzina suggests first becoming members of state associations like SSDA and ACSA to learn more about them and how you can get involved.

And she says you don’t have to wait to be a superintendent before getting involved. “Just (start) if you’re in a management role,” Dr. Alzina says. “Learn what these organizations have to offer, attend some of their workshops, and see if your vision for students is in alignment with the organization. If it is, then just continue to (take) opportunities to get involved.”

Continued on page 9
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Representative Jimmy Panetta presents superintendent Josh Van Norman with a Certificate of Special Congressional Recognition during the League of Innovative Schools’ Digital Promise event in Washington, DC.

Josh Van Norman, Superintendent/Principal
San Antonio Union School District in Monterey County

About a year ago, Josh Van Norman submitted an application for San Antonio Union School District (USD) to become part of the League of Innovative Schools — a national network of forward-thinking school districts. After going through an interview process, San Antonio USD was admitted into the League this past October.

“In 10 years, they have a total of 125 districts that have been accepted, so on average that’s 12-13 a year, which is pretty exclusive,” Van Norman says. “So being a small school district, we’re rural, we’re remote, it’s a big deal for us and we’re super excited.”

As part of the League, Van Norman was invited to attend the organization’s 10th anniversary national event held this past October in Washington, DC. At the national convening, Van Norman says he was able to connect with superintendents from all areas of the United States, as well as visit The Hill to meet with local and state representatives.

In addition to the League event, Van Norman also attended the CSBA Annual Education Conference this past December, where San Antonio USD was presented with a Golden Bell Award for their PBIS (Positive Behavioral Interventions and Supports) system. According to Van Norman, the PBIS system was implemented when he started at the district three years ago to tackle the district’s high suspension rate and discipline concerns. “What we’ve seen in the last couple of years is a huge reduction in suspensions, we’re keeping kids in class in school, we’re seeing an improvement in academics, and just the overall environment and culture has started to change for the better,” he adds.

Van Norman says attending the national League of Innovative Schools event allowed him to connect with small school districts in other states with similar challenges. “We face some of the same challenges — being rural, internet connectivity issues, mental health concerns,” he explains. “You’re sharing best practices because even though they might be in a different state, internet concerns are still internet concerns so what are some things you guys are doing to tackle that issue and maybe we can take some of that and apply it here.”

For small district leaders wishing to play a larger role in state and national events, Van Norman recommends getting involved in SSDA, ACSA, and CSBA. And he suggests using social media to tell your district’s story to reach a larger audience. “Get yourself out there and tell your story because if you don’t tell your story, someone else will,” he adds.

Zandra Jo Galvan, Superintendent
Greenfield Union School District in Monterey County

It has been a busy year for Zandra Jo Galvan as she has attended a number of state and national events on behalf of Greenfield Union School District (USD). In June 2021, Galvan presented on “Leading With Flair, Finesse and Frequency” at a national event for AASA, The School Superintendents Association. Then in October, she was the state affiliate for the national conference of the National Superintendents Roundtable (NSR) in Washington, DC.

“That was my first time being able to sit on The Hill and talk with senators and assemblymen, and really tell our story,” Galvan explains. “That’s where we got to amplify the voice of California, but also students who are normally marginalized in different arenas. I talked to them about the importance of literacy, teacher pipelines, supporting administrators, and to eliminate any gates or barriers that will prevent our students from that post-secondary success. That allowed me, as a small district, to really tell the story of the demographics of every community that we represent.”
In November, Galvan attended ACSA’s Leadership Summit to further network with superintendents across California. “I love learning from others and just networking and getting strategies and ideas of what they’re doing in their district, and then what I’m doing in mine, and then cross-sharing what those are,” she adds.

And in December, Greenfield USD’s Board presented at the CSBA Annual Education Conference. “We told our equity-driven story about the students in our district and how we support them in looking at career technical education pathways, how do we coordinate with colleges and universities, and partnerships in our community,” Galvan says. “Anything we do, yes it takes guts, yes it takes courage to put systems into place, but it’s all replicable. It is replicable in any district. And so if I can give someone else the tools and the tips to be able to do that, we all benefit because kids are at the core of all of our work that we’re trying to do.”

For other small school district superintendents and administrators who want to become more involved at the state and national level, Galvan says don’t be afraid to reach out to others for advice. “Building your network is critical — that’s an opportunity for you to also have friends and colleagues in California, in your county in California, and then nationally,” she adds.

In July 2021, current SSDA president and small school district superintendent Stuart Packard attended and presented as part of the keynote at the Texas Rural Education Association Conference with SSDA executive director Tim Taylor. Through their presentation, Packard says they explained how there were many commonalities between small and rural school districts in both states, such as dealing with natural disasters — whether they be hurricanes or wildfires — and living in states where larger cities tend to get more attention.

“It was the idea of sharing there are things out there that need to be addressed in small and rural schools, and these kids should not be left behind,” Packard explains. “We have to look at how we’re going to provide our kids that are in rural schools, regardless of the state and their location, the opportunities that may exist in an urban area.”

In the fall, Packard had the opportunity to virtually present for the National Rural Education Association’s conference. And he attended a national event for the Committee on Education Funding in Washington, DC, where he had the opportunity to meet with local and state legislators to talk to them about small school districts.

And in December, Packard presented at the CSBA Annual Education Conference with two of his teachers. The presentation was on the success of Buttonwillow Union School District’s (USD) preschool program and its instructional methodologies. “In most cases, preschool has always been a separate entity from regular K-12 education,” Packard says. “When we put our state preschool in four years ago, we wanted to start making it an important and integral part of the school. We decided that we wanted to be able to have a say in what’s being instructed in our schools as a small town and a small community, all the way from 3-year-olds to eighth grade graduation when they leave our school.”

Packard says it’s important for small school district leaders to be able to present on state and national stages to show there is good teaching happening in every district, regardless of its size. “You can have an excellent teacher in a large district, urban district, (and a) small rural district because the skill sets are there to meet the needs of the kids that they serve,” he adds.

BY CORRIE PELC

Superintendent Stuart Packard (left) connects with leaders from the Texas Rural Education Association during their annual conference in July 2021.
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