



Trustee Questions for the May 8, 2025, Regular Board Meeting

VII. CONSENT AGENDA

A. Personnel Report

VII. Contracts

#2. BMR Health Services Inc. & 9. Invo Healthcare Associates - Both of these contracts involve contracting for Speech-Language Pathologists (3 for BMR and 1 for Invo, plus 1 Occupational Therapist from BMR). Can you provide more information about why the district is contracting with two different services for these providers?

Most of our contracting agencies make available licensed staff for the service providers we need for our students. When making a decision on which agency to use, we look at availability, competence of the provider, and cost. Both BMR and Invo fit into this category, and no one provider is able to provide all of the staff that is needed, requiring the use of multiple providers.

#4. ClearGov - Would it be possible to provide a couple of examples of school districts that use ClearGov so we can see what the platform looks like on their websites?

Here are two examples

Gateway & Vestavia Hills. These are not CA districts, so our reports will look similar but not exact, since we have different categories.

D. Approval of Monthly Reports for the Month of April 2025; Ratifying some contracts and Reviewing other contracts

1. These two uploaded documents listed in the Cover Sheet seem to be the same. Is that correct?

Purchase Order Change Orders Report

Purchase Order Change Order Report 04/16/2025-04/30/2025

It is the same item; however, the backup was updated due to missing text, which is the reason for the change order request.

Five Star	510111	\$20,000.00	\$5,000.00	\$25,000.00	Additional funds requested for repairs	Deborah Austin	4/28/25
Oliver Packaging and Equipment	510113	\$22,000.00	\$5,000.00	\$27,000.00	Additional funds requested for supplies	Deborah Austin	4/28/25

X. Review and Action

A, MVWSD+ Expanded Learning Program Plan and Contract

1. *After next year, how do we anticipate making up the funding gap (~\$500K) between outside funding for ELOP, our remaining carryover, and the anticipated cost of ~\$3M?*

Beginning this summer and moving into early 25-26, staff plans to explore multiple options for long-term financial sustainability of ELOP and will be bringing ideas to the board for discussion, guidance, and ultimately approval over the course of the academic year.

Health and Wellness Mental Health Continuum

1. *Please provide more information about the role of the proposed new district mental health specialist.*

The proposed mental health specialist position is to help build a more comprehensive mental health continuum of care within the Multi-Tiered System of Support. Combined with the addition of university fieldwork students (trainees and interns), the mental health specialist will provide intensive mental health support for students demonstrating intensive needs and for whom less intensive mental health interventions have not been successful.

2. *Will the Board receive a detailed update on the process for middle school mental health screening? Is this also tied to our school site safety plans (re:preventing gun violence, for example)?*

Yes, updates can be provided as part of the Health and Wellness trimester updates. The screenings are primarily intended to measure prevention-related skills such as social-emotional competencies and general mental health functioning. The screening is not intended to measure school climate; however, a byproduct of a healthy student is lower risk-taking and higher life satisfaction, which can help mitigate problem behavior. By design, the screenings are to identify students who show a need for explicit SEL instruction (brief intervention) and/or mental health care (9-week intervention cycles), so as to not solely rely on teacher or parent nomination/referral. Teacher and parent referrals can still occur within these screening and intervention cycles.

3. *Please walk through how a child suffering a mental health crisis at school is supported. For example, if a child has suicidal ideation or is practicing self-harm, how do we provide support and what steps are taken to link them to services?*

First and foremost, all teachers and support staff, including our MVWSD+ programs staff, receive suicide prevention training, which teaches risk factors and warning signs to watch for. Second, all School Counselors, School Psychologists, and Mental Health Specialists are trained in mental health crisis team procedures and skills.

When a student, staff member, or parent reports concern for a student in crisis, a trained crisis team member is called to interview the student. Based on the interview and the circumstances, next steps may include a suicide risk assessment where the student's level of need (low, moderate, high) is determined. Next steps for the student may be less intensive, such as a regular check-in with the school counselor, to high intensive, such as seeking mobile crisis unit assessment and support. Many variables are considered by the district crisis team responder in consultation with site administration or other relevant professionals when making recommendations for next steps, which include whether or not the student has outside care, the level(s) of support the student currently accesses at school, and parental informed consent for care or release of information. Referrals for care can include in-school supports, community supports, or insurance-based services.

4. *Have the elementary school counselors also been supporting our middle school sites?*

Yes.

5. *At Graham, what extra support is being provided while one of the two counselors is on leave?*

Currently, there is an elementary School Counselor who supports the site 2 - 3 days per week, depending on the week. HR also continues to actively seek a temporary school counselor for this gap.

6. *How many clinical interns do we plan to contract with for our middle schools?*

For clarity, the proposed “interns” are university fieldwork students, also known as “Trainees” or “Fieldwork Interns”. The “contract” is with the respective universities in the form of a Memorandum of Understanding (MOU). Currently, we have the following candidates who have expressed interest in joining MVWSD for their fieldwork hours, should the MOU be approved, and as long as they have not yet found another agency/organization for placement:

Type	University	Semesters	Days / week
MFT/PCC Trainee	Palo Alto University	2	2
MFT Trainee	Palo Alto University	2	2
PPS Counselor Fieldwork	Concordia University	2	2
MSW & PPS Counselor Fieldwork	CSU Monterey Bay	2	Up to 4
PPS Counselor Fieldwork	San Jose State Univ.	1	2
MSW Fieldwork	Columbia University	2	2

The placement at the respective middle schools will be based on 1) which trainee or fieldwork student is still available for placement, and 2) the Mental Health Specialist hired. This is due to intern supervisor qualification requirements. In concept, we would prefer to have the university interns with social work focus (MSW) at Graham and MFT or PCC at Crittenden. The PPS counselor fieldwork placements will be last to be determined, with middle schools having the priority need over the elementary schools and based on which School Counselor is qualified to supervise. All intern placements will also be influenced by the number of hours and the type of experiences needed by the intern.

E. Reimagining Castro

1. *Will we be supplementing the .5 FTE mental health provider cut by the County from the Wellness Center? What has been the wellness center's case load?*

In 2025-26, the Wellness Center will continue to have a full-time liaison and a 0.5 FTE Mental Health Provider. Based on the data collected (see below), it is anticipated that even with the reduction in staff, student needs will be met. If there is more need in 2025-26, the District will provide additional support through either the new Mental Health Specialist that the District is hiring or through contracted mental health services, which the District is currently working on. These are additions for 2025-26 that will be shared in more detail as part of the Health and Wellness presentation at the Board meeting on May 8.

SCCOE Wellness Center Utilization Update (through March 2025):

Primary reason for visiting	Count	%
Attended a small group session (e.g., therapy/mental health related support group)	6	0.2
Attended a workshop or event (led by Wellness Center staff or CBO)	394	16.4
Dropped in before or after school or during break times (e.g. for games or activities)	1676	69.7
Met individually with a Mental Health and Wellness Specialist	15	0.6
Used the Calming Space (for regulation and/or self-care)	313	13

- As we juggle providing more core instructional minutes for Castro students with enrichment, is it possible to extend the school day for Castro students?

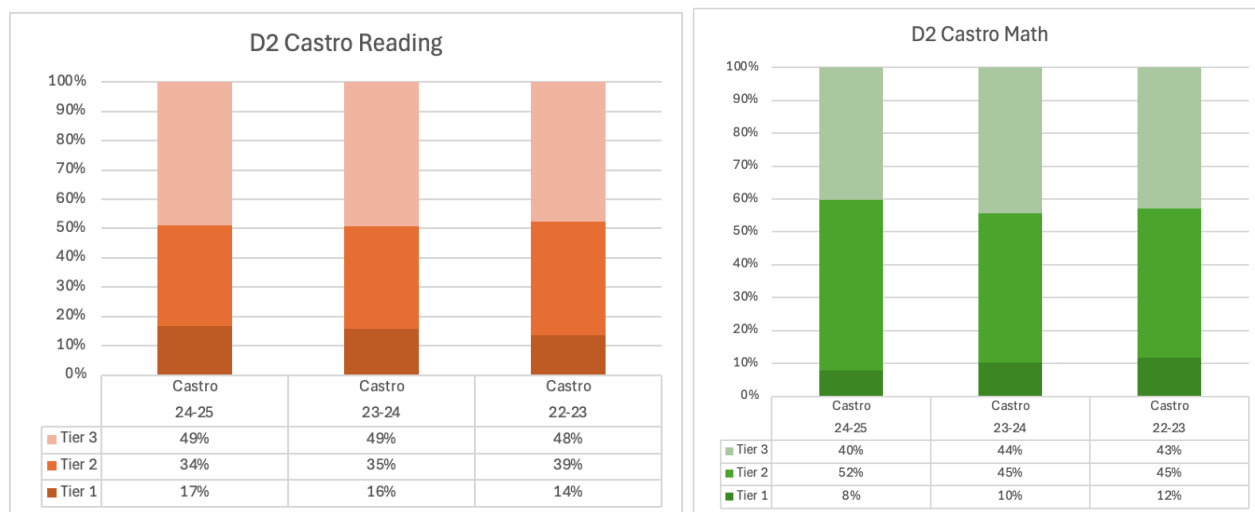
Extending the school day is an option that could be explored. There are many things to consider. Staff anticipates that this could be at least a year-long process that would have to include negotiations with bargaining units, fiscal implications, staff, student, and family concerns, etc.

- If a Playworks coach is shared with Mistral, will the district provide funding for both campuses given these two schools are home to the largest percentage of low income students in our district?

Yes, the District will provide the funding for the shared program..

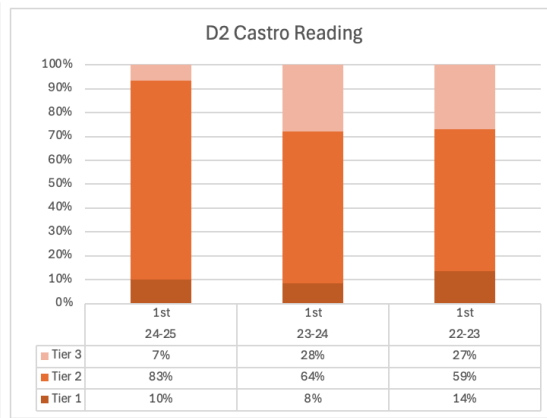
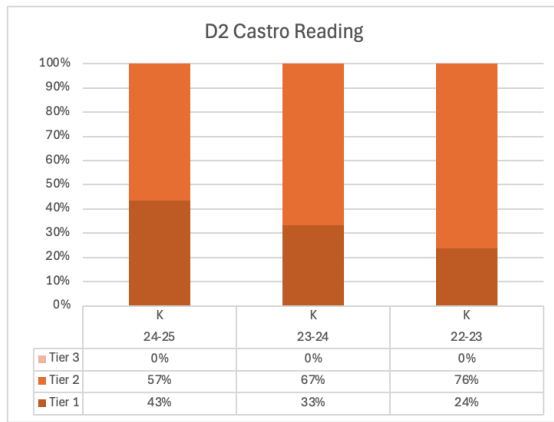
- Please provide the latest iReady data for Castro with a comparison to the last few years.

These graphs show Diagnostic 2 data from year to year. D2 is taken in December.

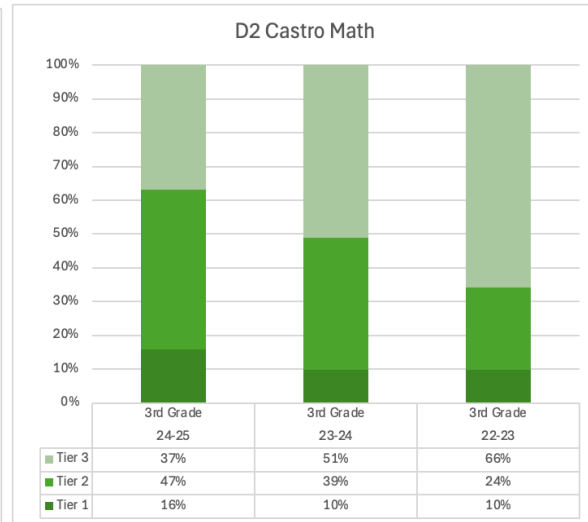
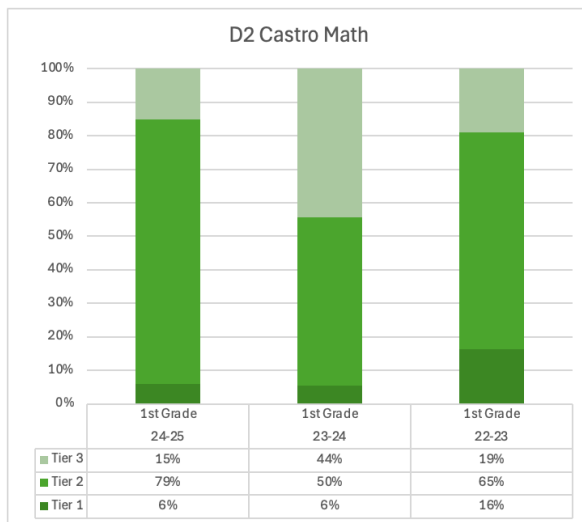


- Are there changes in performance identified in our student achievement data this year so far?

The most pronounced changes in reading performance data are in the primary grades, which correlates with the increased focus on early intervention, the master schedule changes that allowed more time for systematic, explicit core instruction, and the implementation of ELA curriculum aligned to the science of reading.



There is a slight decrease in students scoring in Tier 3 for math, with more pronounced decreases in Grades 1 and 3. The master schedule changes allowed for team teaching in math twice a week.



6. What is the average tenure and years of experience of our Castro teachers? How many teachers are in their first 2 years of teaching?

The average number of years in the District for teachers at Castro is 5, with staff ranging from 1-14 years in the District. The average number of years of experience is 8, with a range of 1-20 years of experience.

There are 2 teachers at Castro who are in their first two years of teaching.

M. First Reading of Board Policies and Board Bylaws

- The policy in BP 5141.52 - Suicide Prevention has a new paragraph stating: "When developing or reviewing district policy on suicide prevention, the Superintendent [...] may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring." This originates from SB 1318 in 2024, which also encourages school boards to consider this when adopting their policies. What is our current coverage for mental health professionals at the school- and district-level? Do we have service gaps we're

looking to fill either through in-house or contracted professionals? What potential funding sources would we use for this hiring if the board directs the district to do so?

Current allocations of District-employed mental health professionals at the school level is 1.0 FTE School Counselor at each school, except Graham, where 2.0 FTE is allocated. At the district level, we currently have 7.0 FTE School Psychologists and 2.0 FTE Mental Health Specialists who primarily serve students with IEPs.

Grant-funded mental health professionals who currently serve our students are as follows:

1.0 FTE Wellness Center Liaison at Castro (classified) (SCCOE)

1.0 FTE Wellness Center Specialist at Castro (licensed) (SCCOE)

1.0 FTE Mental Health Specialist for Castro, Mistral, Theuerkauf, Graham, & Crittenden (Pacific Clinics PEI/SLS)

Family support specialist for Castro, Mistral, Theuerkauf, Graham, & Crittenden (unlicensed Pacific Clinics PEI/SLS)

Yes, as identified in the board presentation slides, we anticipate a reduction of PEI/SLS support and Wellness Center Specialist, and are actively seeking a full time Mental Health Specialist for MTSS Interventions, University fieldwork interns and trainees, and contracted services to fill any remaining gaps that present next school year.

At this time, general fund monies would need to be used to pay for any additional positions or programs.