

School Health Advisory Committee February 19, 2025

Attendance	Voting Members
P	Ailani, Jessica (Dr.)
A	Behar, Dave
A	Fernandez, Kelly
A	Goldel, Robert
A	Greata, Kevin
A	Han, Luke
P	Hochstrasser, Brian
A	Hughes, Alyssa
P	McAvoy, Keena
P	Mladenovic, Marija
A	Moyer, Katie
A	Nguyen, Tuc
P	Peterson, Jessica
P	Rogers Kirby, Mary
A	Royal, Liz
P	Shirley, Cara
A	Silvia-Torma, Brenda
P	Smith, Ann Manderfield
P	Steiner, Jen
A	Yergin-Doniger, Ilana
P	Ueng, Li-Hui

Attendance	Non-Voting Members
P	Demers, Bethany
A	Edmunds-Heard, Terri
P	Lady, Robyn
P	Reynolds, Carrie
P	Skurpski, Lea
A	Hanson, Saray

Call to Order:

Meeting called to order by Keena McAvoy. There were not enough members of the committee in attendance to achieve a quorum this evening.

Meeting called to order:

7:03pm

Public Comment:

No public comment

January Minutes:

Ilana Yergin-Doniger was not able to attend; however, she provided suggested revisions in advance of the meeting. These revisions were shared with the committee on her behalf by Keena McAvoy. Revisions include:

- Under the cell phone policy discussion section, the comment re: poker chips should be edited as follows to reflect what I said.
 - Ilana, responding to Kevin: To help their kids learn to self-regulate technology, our family friend gives their kids a certain number of poker chips per week. They turn the chips in for screen time. It's up to the kids whether they use the chips all at once or throughout the week, so the point is to teach them to self-regulate their technology use.
- Secondly, my comment towards the very end about work culture is correct, but I did not reference the information about 22 districts. Keena indicated that she made this statement, and the notes should be revised to reflect this.

There were not enough voting members in attendance this evening for a quorum. Revisions to the January minutes will be made and shared at the March meeting so that the committee can review and vote for approval.

FCPS Updates:

Lea Skurpski shared that FCPS has started to communicate with families of students who remain non-complaint with immunizations. Students who remain non-compliant will be at-risk for exclusion in May 2025. FCPS immunization non-compliance rate has decreased from 16% in July 2024 to 2% in February 2025.

Bethany Demers shared information about Social-Emotional Learning (SEL) Practices in FCPS.

There are 4 major components:

1. Climate and Culture
2. Explicit Skill Instruction
3. Family Engagement
4. Integration and Infusion

In FCPS-the only required practice is the focus on positive cultures through morning meeting and responsive advisory meetings.

- Morning Meeting and Closing Circles
- Responsive Advisory Meetings (first 20 minutes of learning seminar)

Morning Meeting, Closing Circle, and RAM

Morning Meeting/ Closing Circles (ES)	Responsive Advisory Meeting (MS/HS)
<ul style="list-style-type: none"> ■ Greeting: Students and teachers greet one another by name. ■ Sharing: Students share personal or academic experiences while peers listen, empathize, or ask questions ■ Group Activity: A fun, inclusive activity that builds community and reinforces skills. ■ Morning Message: Students engage with the teacher's message to focus on the day's learning. <p>A closing circle is a brief, structured way to reflect and bring closure to the day.</p>	<ul style="list-style-type: none"> □ Arrival: The teacher and students welcome one another by name. □ Announcement: In advance, the teacher writes and displays an interactive message to be read by all students. □ Acknowledgement: Students discuss their response to a prompt, personal news, or academic topics in pairs or groups. □ Activity: A fun, lively activity that's focused on the specific purpose of the meeting.

Supplemental practices:

- School Innovation and Improvement Plan (SIIP) goals for wellness and analysis of SEL screener data to understand root causes
- Explicit SEL skill instruction using an evidence-based curriculum
 - In SY 23-24, ~80 FCPS schools implemented a **Tier 1 SEL curriculum**.
 - **SEL Book List and Interactive Read Aloud** to connect SEL skills to literacy development
 - **SEL-focused Readers Theater** club, write stories to perform for peers and community.
 - Integration of SEL into academics
 - Family engagement to teach and apply SEL at home
 - **Family Resource Center presentations** on Understanding SEL Screener Results; Creating Positive Classrooms with MM and RAM; Building SEL skills at home
 - **SEL family nights** with interactive stations on SEL competencies, yoga techniques, breathing wands, playdough emotions, teamwork, and emotion regulation scenarios.
 - Centrally developed professional learning and consultation.
 - **SEL/Wellness SIIP goals** to guide comprehensive strategies aligned to building-specific needs
 - **Grade level CLTs** use SEL Screener data alongside the **VDOE SEL Standards** to plan Morning Meetings
 - **238 SEL Screener Leads** engage in year-long cohort with a focus on data analysis and strategies to enhance students' sense of belonging. (Required)

This year, 39 schools have an SEL/Wellness SIIP goal to support comprehensive implementation of SEL practices.

- **Example Goal:** By the end of the 2024-2025 school year, our school will increase schoolwide scores by at least 7 percentage points with Sense of Belonging from 63% to 70% favorable as measured by the SEL Screener.
 - Strategy 1: Identified time in the master schedule is used to implement required SEL practices with fidelity to improve student perceptions of belonging and SEL skills. (MM & CC- ES or RAM- MS/HS, 3 Signature Practices- All).

- Strategy 2: MTSS Schoolwide and Site Intervention teams analyze behavior/wellness data bi-monthly to evaluate implementation of Tier 1 SEL/wellness initiatives and identify students in need of Tier 2 and Tier 3 interventions.
- Strategy 3: Staff establish multiple avenues and outlets for families to learn about mental health and SEL and to provide feedback to inform school planning (e.g., newsletters, family events, staff/student/family surveys, student focus group, feedback from student clubs etc.).

Potential Recommendations:

1. Ensure all students have equitable access to SEL practices
 1. Strategy: All schools will implement an SEL/Wellness SIIP goal.
 2. Strategy 2: All schools will implement Morning Meeting and Closing Circle/Responsive Advisory meeting, and CASEL 3 signature practices (all) with fidelity.

Bethany Demers also provided an update on the SY22-23 SHAC recommendation to connect with Dr. Jenny Radesky, Division Director, Developmental Behavioral Pediatrics, University of Michigan Medical School. Dr. Radesky previously connected with SHAC and asked that we reach out to partner with her. In the summer of 2023, Bethany reached out Dr. Radesky, but did not hear back. She attempted to reach out again recently in February 2025; however, has not yet received a response. To date, FCPS staff has not been successful in being able to connect with Dr. Radesky.

Committee Discussion:

- Keena McAvoy led a presentation for the committee. The presentation focused on the use of cell phones and the impact on students, along with their ability to monitor and self-regulate their cell phone use. The presentation also included information on the importance of sleep for emotional regulation, physical and mental health and behavior.
- Jen Steiner shared that there has been talk in legislation about taxing inattention to disincentivize the use of technology.
- Robin Lady encouraged committee members and families to write their school board member if they would like to advocate for bell-to-bell ban of cell phones. Robin also mentioned that there were some concerns shared about cell phone bans for students with IEPs or 504 Plans. However, there are some schools in which all students enrolled have an IEP and they have successfully banned cell phones.
- Robin shared that families should get orientation at kindergarten when they are enrolled. This could address physical and mental health for kids. There could also be one for ES/MS and MS/HS transitions. This would need to be consistent.
- Jen Steiner shared that so many before and after school activities are dependent on the PTA or PTO and this is creating inequities and disparities in student access. There is also lessening engagement and healthy advocacy on PTAs and PTOs. It is often the same parents year over year, and this lessens over time.
- Marija Mladenovic shared that she was born in Serbia and that there were strict rules and respect for teachers. There was more parent involvement there than there is in the US. Parents were required to go to parent-teacher meetings. In the US, she has observed there are less requirements for parental engagement and support. Conferences are optional.
- Cara Shirley shared that schools are very reliant on technology in the classroom, so even if we ban cell phones, they are using their school issued Chromebooks to communicate inappropriately with other students. Students rely on their Chromebooks for everything. We need to address safe technology use, not just cell phones. Need to go back to pencil and paper. SHAC should not only focus on cell phones; we should also be addressing the correct use of educational technology. Students are finding ways to bypass technology safeguards in place. Students are also misusing the Gmail and schools are unable to shut their email accounts down properly. They are also able to get on TikTok and Instagram at school. Alexandria City Public schools has a program that monitors keystrokes. FCPS has Lightspeed, but kids are finding a way around it.

- Jen Steiner shared that there is much language around use of technology as a life skill, but somehow, those that did not grow up being taught how to use technology in school still learned how to use it.
- Robin Lady asked about what is included in the SR&R. Maybe we need to consider this.
- Keena McAvoy asked about whether families had to opt-in for Lightspeed. The group discussed making the recommendation to make it opt-out. This was previously recommended by SHAC.
- Jessica Peterson shared that she believes we need to invest more in teacher training. Teachers are not being trained in ways to engage students effectively in learning.
- Cara Shirley shared that to monitor students on Lightspeed, the teacher has to be in front of the computer and it is hard to do this while teaching.

SHAC Report Draft Outline:

- Keena McAvoy shared that she will be sending questions to the staff liaison to the Student Superintendent Advisory Council. She shared that we could ask questions and get feedback from these students on the SHAC recommendations.
- Jessica Ailani asked how students would want to receive information? What kind of ways do they want to learn, in other ways outside of social media?
- Mary asked about how do their parents receive information?
- Cara said our focus should really be on technology use in school. What can we practically do to encourage the School Board (SB) to look at how much technology and cell phones are being used in schools and how can we reduce it?
- Jessica P asked how we can incorporate sleep into the health curriculum? Carrie Reynolds stated that the Health Physical Education curriculum does not get taught consistently at all schools.
- Keena McAvoy shared that the digital citizenship webpage is overwhelming and not effective for families. How can we change this into short, clear, more simplified messaging?
- Jen Steiner shared how can we be strategic and make recommendations to the SB for changes? An example used was to reduce the use of technology in the classroom by 25%. We should prioritize actual bullet points with supporting information. Reframe to actionable recommendations.
- Bethany Demers asked if we could get division wide Light Speed Data?
- Lea will send to the group information on the Committee Advisory Committee Summit, post the date and time on the SHAC webpage, and share the timeline for the end of year report with the co-chairs.

Notetaker:

Lea Skurpski

Handouts:

- PPT presentation
- Just the Facts: Importance of Cell Phone-Free Education in Virginia
- SHAC Report Draft Outline

Meeting adjourned:

9:01pm