

Rodeo Municipal Advisory Council

Anthony Hodge, Chair
Theresa Foglio, Vice Chair
Deborah Drake, Treasurer
Barbara Vargen-Kotchevar, Secretary
Lauren McCollins, Councilmember



Dr. Anthony Hodge, Chairman
Supervisor Federal D. Glover, District V

Dominic Aliano, Staff Liaison for the Rodeo MAC
151 Linus Pauling, Hercules, CA 94547 (510) 942-4200

The Rodeo Municipal Advisory Committee serves as an advisory body to the Contra Costa County Board of Supervisors and the County Planning Agency.

A G E N D A

September 23, 2021, 7 p.m.

CORONAVIRUS DISEASE (COVID-19) ADVISORY WARNING ***STAY SAFE, STAY HEALTHY, STAY HOME***

To slow the spread of COVID-19, the Contra Costa County Health Officer's Shelter Order prevents public gatherings. In lieu of a public gathering, the Municipal Advisory Council Meeting will be accessible via ZOOM to all members of the public as permitted by the Governor's Executive Order N-29-20.

How to Submit Public Comments:

Written: All comments must be received **before 3:00 pm on Thursday, September 23**. Please email your comments to Dominic.Aliano@bos.cccounty.us. Your comments will be read out loud during the meeting and will be reflected in the minutes.

Register in advance for the Rodeo Municipal Advisory Council meeting: After registering, you will receive a confirmation email containing information about joining the webinar.

<https://cccounty-us.zoom.us/j/81738525492?pwd=b0MwZlZrNUpUUHpOL1d1Y1g0T3dqUT09>

1. **Call to Order/Pledge of Allegiance/Roll Call**

2. **Public Comment (3 Minutes Per Speaker)**

*Time is allotted under Public Comment for those persons who wish to speak for up to three minutes on any item NOT on the agenda. Persons who wish to speak on matters on the agenda will be heard for up to three minutes when the Chair calls for comments. After persons have spoken on an agenda item, the hearing can be closed by the Chair, and the matter is subject to discussion and action by the MAC. **Please see how to submit Public Comment above.***

3. **Approval of Agenda and Record of Actions**

A. September 23, 2021 Agenda

- (Amended to include grant from New Horizons for \$5,000.00) Motion by Lauren McCollins and second by Deborah Drake Vote 4-0-1 (Theresa Foglio absent).

B. July 22, 2021 Record of Action

The Rodeo Municipal Advisory Council will provide reasonable accommodations for persons with disabilities planning to attend the meeting who contact District V Supervisor's Office at least 72 hours before the meeting, at (925) 608-4200. Materials distributed for the meeting are available for viewing at Supervisor Federal D. Glover's Rodeo website.

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- Motion by Lauren McCollins Second by Deborah Drake Vote 4-0-1 (Theresa Foglio absent).

4. Agency Reports

A) California Highway Patrol (CHP)

- Not Present

B) Contra Costa County Sheriff's Office

- Reported out that less calls last month yet did have some incidents of gunfire.

C) Rodeo-Hercules Fire Protection District Report

- Chief Craig reported out that the annexation is not moving forward.

D) John Sweet Unified School District (JSUSD)

- Report is attachment 1.

E) Supervisor Federal D. Glover's Office

- Reported out on the illegal dumping and homeless encampments.

5. Presentations

- None.

6. Items for Discussion and/or Action

A. Rodeo Library Extended Hours Grant for \$5,000.00

- Received 79 percent, motion Deborah Drake and second Anthony Hodge Vote 4-0-1 (Theresa Foglio absent).

B. Rodeo Youth Mentoring Program Community Events and Operational Expenses Grant for \$5,000.00

- Motion to invite Marina to next meeting to present on grant. Motion Deborah Drake and second Anthony Hodge Vote 4-0-1 (Theresa Foglio absent).

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C. Rodeo Citizens Association Water Supply for CCRC Community Garden Grant \$2,000.00

- Received 95 percent, motion by Lauren McCollins and second Deborah Drake Vote 4-0-1 (Theresa Foglio absent).

D. Bay Front Chamber Rodeo Chili Cook Off, Salsa Contest, & Car Show Grant for \$5,000.00

- Received 95 percent, motion Lauren McCollins second Deborah Drake Vote 4-0-1 (Theresa Foglio absent).

E. New Horizons Software Mini Grant for \$1,000.00.

- Received 100 percent, motion Deborah Drake and second Lauren McCollins Vote 4-0-1 (Theresa Foglio absent).

F. New Horizons grant for Season of Sharing for \$5,000.00

- Received 100 percent, motion Lauren McCollins second Anthony Hodge Vote 4-0-1 (Theresa Foglio absent).

7. M.A.C. Committee and/or Member Reports

8. Future Agenda Items

9. Adjournment

The next RMAC meeting is Thursday, October 28, at 7pm.

Subject: FW: Rodeo Municipal Advisory Council

Date: Monday, October 25, 2021 at 9:15:56 AM Pacific Daylight Time

From: Dominic Aliano

From: Deborah Brandon <dbrandon@jsusd.org>

Date: Tuesday, September 21, 2021 at 1:09 PM

Attachment 1

Hello everyone,

Here is a summary of our current program assisting our children in reconnecting when coming back to in-class learning.

This letter is to provide our families and community with information about our focus on using a **Whole-Child Design Approach** to teaching and learning as we return to in-person learning. We are well aware of the impact that the pandemic has had on our students and community and are preparing to begin our year by focusing on the social-emotional needs of our students. The **Whole-Child Design Approach** to teaching and learning will ensure that we help our students develop a sense of community and connectedness as they return to in-person learning. This involves establishing:

- [Positive Developmental Relationships](#)
- [Environments Filled With Safety and Belonging](#)
- [Rich Learning Experiences and Knowledge Development](#)
- [Development of Skills, Habits, and Mindsets](#)
- [Integrated Support Systems](#)

As we return to in-person learning, our District will focus on the first two elements of the Whole-Child Design Approach: [Positive Developmental Relationship](#) and [Environments Filled With Safety and Belonging](#). These are detailed below:

[Positive Developmental Relationships](#) - In a positive developmental relationship, caring and attachment are joined with adult guidance that enables children to learn skills, grow in their competence and confidence, and become more able to perform tasks on their own and take on new challenges. We will design our settings in ways that support connection, safety, and agency so that a positive context for development of potential is created. This will be our focus with our students. Our teachers and staff are talking about ways they can establish positive developmental relationships with their students in order to help them transition back to in-person learning.

[Environments Filled With Safety and Belonging](#) - In environments filled with safety and belonging, we see shared values and norms framed as “do’s” that guide relationships (e.g., respect, responsibility, kindness) rather than “don’ts” that direct punishments (e.g., don’t talk, touch, or move); these are co-developed with students. We also emphasize consistent routines that support order and positive interactions (e.g., daily greetings, regular classroom meetings, shared classroom practices), building a foundation for a strong sense of community and belonging within the school.

Our teachers and staff will provide restorative routines and settings that support reflection and build life skills (e.g., community circles, places where students can defuse and reflect, and processes for explicit conflict resolution); and inclusive settings, including heterogeneous classrooms and socially supportive extracurriculars; and educators' regular and skillful use of co-developed norms, routines that enable responsibility and agency, de-escalation practices when situations become tense, and management of conflict through dialogue and reparation of harm. We will pay attention to signs of trauma, using a range of tools and resources to uncover and understand what children are experiencing, as well as healing-oriented practices, including mindfulness, counseling, and access to additional resources; and show respect for our students, coupled with instruction that builds upon students' cultures, identities, and experiences alongside efforts to reduce implicit and explicit bias in the classroom and school as a whole; these practices include affirmations that establish the value of each student, cultivate diversity as a resource, and encourage asset-based celebrations of accomplishments.

At the outset of this school year, our teachers, staff, and administrators participated in professional development training that was designed to delve deeply into these first two elements of the Whole Child Design. Each teacher, department, grade level, and school staff developed activities and events that were designed to help students develop friendships, connections with others, and a sense of belonging. This included classroom activities, lessons, grade level/department activities, and school events. We established routines and systems to keep students safe while still fostering ways that they can connect with each other. We spent considerable time reflecting on the overall impact of the pandemic on our students and families and have been working hard to help every student have a successful transition back to school. Recovering from the impacts of the Coronavirus pandemic will take time and patience. Our District is committed to ensuring that our students are both academically and emotionally successful as they resume in-person instruction at our schools.

If you have any questions or concerns, please feel free to reach out to me directly at 925-639-7408 or by email at cmiller@jsusd.org.

Thank you and stay healthy!

Charles Miller
Superintendent, John Swett Unified School District

Warm Regards,
Deborah Brandon
JSUSD Governing Board Member
400 Parker Ave, Rodeo CA 94572

Vision

The John Swett Unified School District is a welcoming and diverse learning community committed to engaging and empowering students of all backgrounds, closing opportunity gaps

and building successful students.

Mission

The John Swett Unified School District's mission is to provide every student with:

- **A safe, equitable and restorative culture in a community environment;**
- **The opportunity to realize their full potential;**
- **Access to a relevant, rigorous, and exceptional learning experience;**
- **The skills and knowledge to pursue lifelong learning through our expansive:**
 - **Career and Technical Education programs**
 - **College preparatory courses**
 - **Community partnerships**

