



PARENT ADVISORY COMMITTEE

October 17, 2025
Via Zoom & In-Person
8:30AM-9:30 AM

Join our Zoom in Person at:

Cedar Lane School
Readiness
w/ Veronica Lepe
841 Cedar Lane

Ella School Readiness
w/ Maria Cabrera
4850 Olivehurst Ave

Olivehurst School
Readiness
w/ Lulu Vaca
1788 McGowan Pkwy





Mission and Vision of MJUSD Child Development

It is the mission of the MJUSD Child Development Program to provide the highest quality of services to our youngest learners in a safe, nurturing, positive, engaging and **inclusive** learning environment.

Our program inspires social-emotional confidence to facilitate the growth of the whole child. Children are provided opportunities to explore, manipulate and take risks by engaging in a safe, nurturing and enriching environment that embraces individuality and a strong sense of community.



JOANNA HUNT
CSPP Program Specialist

- Enrollment
- Attendance
- State Reports
- Staff Support
- New Staff/Sub/Volunteer Paperwork
- Parent Communication



Priority Enrollment 4 year olds:

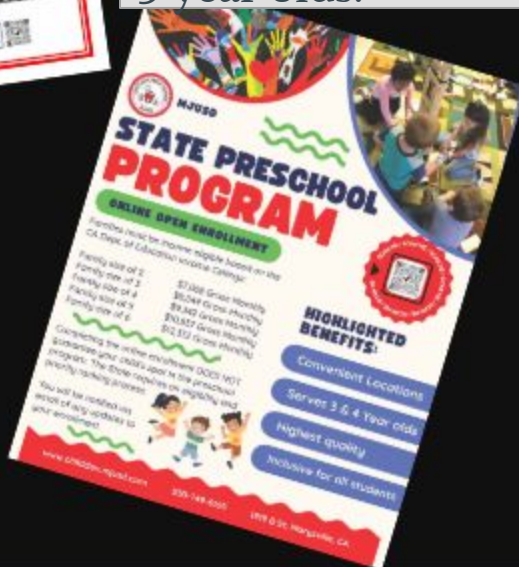
- Homeless/
Court involved
- IEP
- Income

3 year olds:



ARACELI RAYA
CSPP Program Specialist

- Enrollment
- Attendance
- Translations
- Staff Support
- New Staff/Sub/Volunteer Paperwork
- Parent Communication





LUPITA ROMERO
CSPP Health Aide

- Health Plans (IHP Process)
- ASQ Process
- Vision Screenings
- Provides direct care to students
- Referrals for health conditions
- Liaison between school, family, healthcare and community services

VISION SCREENINGS HAPPENING NOW!

Hearing screenings must come
family physicians

Hearing can affect speech. A full
examination to rule out hearing



SPEECH PADLET FOR PARENTS

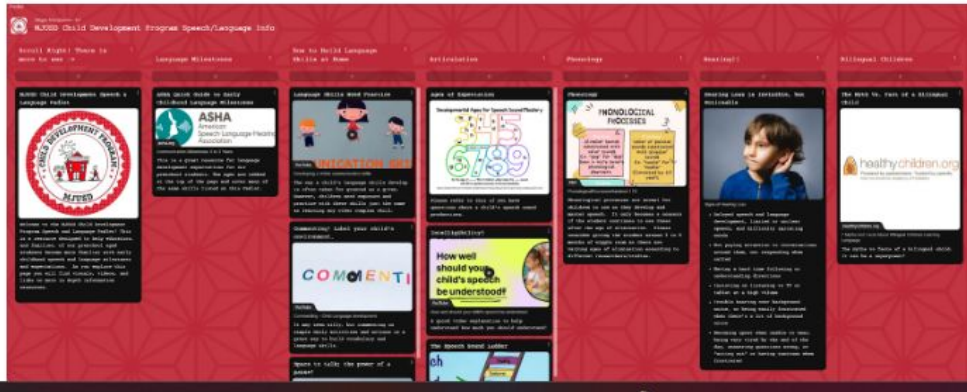
(Link Below)



<https://padlet.com/mmacquarrie/mjuds-child-development-program-speech-language-info-r7wysucsvej6fh6a>

SPEECH RESOURCES

<https://padlet.com/mmacquarrie/mjuds-child-development-program-speech-language-info-r7wysucsvej6fh6a>



Conscious Discipline is...

A Comprehensive
Framework for
Permanent Behavior
Change in Both
Adults and
Children



Conscious Discipline is based on three premises:

- 1 Controlling and changing ourselves is possible and it has a profound impact on others.**
- 2 Connectedness governs behavior.**
- 3 Conflict is an opportunity to teach.**

Breathe! You can handle this!



Conscious Discipline
is an **adult-first,**
brain-based practice
that comprehensively
transforms schools
through self-regulation,
school culture and
wellness.



ConsciousDiscipline®

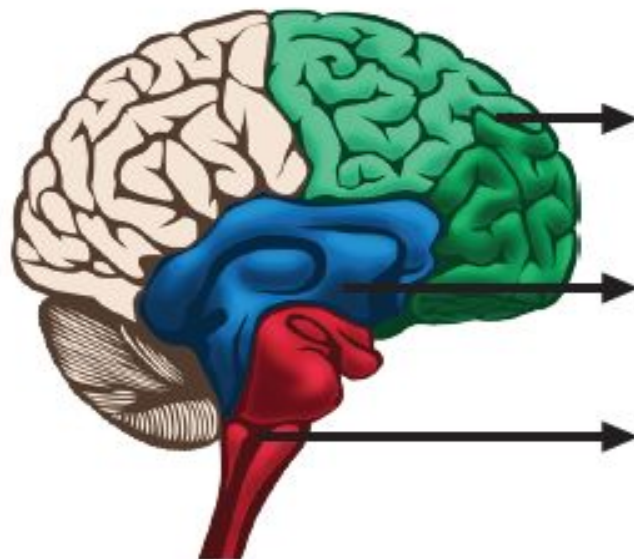




Session 2: Becoming Brain Smart

E-Course/Mini-Poster

Conscious Discipline® Brain State Model



Executive State

Need: Problem solving opportunities

Looks like: Wisdom, unlimited skills

Message: What can I learn?

Emotional State

Need: Connection

Looks like: Back talk, sass, yelling, verbal reactions

Message: Am I loved/connected?

Survival State

Need: Safety

Looks like: Hiding, fighting, surrender, physical reactions

Message: Am I safe?

The Conscious Discipline Brain State Model helps us understand how the brain works in relation to discipline. An upset adult is always a threat to children's sense of safety. We must actively calm ourselves if we are to help children calm themselves. Taking three deep breaths helps us calm down by shutting off the stress response in the body.

Behavior

- Regulates emotions/manages distractions
- Access reasoning ability/interprets info
- Learn new skills/high challenge
- Can use gifts and talents
- See from a different perspective
- Access wisdom and respond rather than react
- Problem Solving/CEO of brain

Skills: set and achieve goals, choose how you see a situation (SPACE)

Developmental need: Problem solving in a social setting

Tools: class meeting, time machine, consequences, executive skills, academic integration

You have a choice.

EXECUTIVE STATE

REPRESENTED BY THE PREFRONTAL LOBE



What Can I Learn?

Behaviors

- Trigger is life not going as planned
- CD Rom/ Create the Story/Button Pushed
- Racism & Judgmental
- Seeking Connection/eye contact
- Always about someone else
- Directs information coming in

Skills: Verbal/Hurtful words/Blame
Negative self-talk/other talk(REJECT)

Developmental need is connection

Needs empathy to be soothed: You seem ____.

Encouragement: You can do it

Choices: You have a choice

Tools: Rituals, Jobs, The school family

EMOTIONAL STATE

REPRESENTED BY THE LIMBIC SYSTEM



Am I Loved?



Behavior

- Sense of threat is the trigger (real or perceived)
- Physical/No eye contact
- No reasoning ability
- Resistance to questions and touch
- Heart rate up/ Feels cornered
- Body is involved

Skills: Fight, flight, freeze, withdraw (NARCS)

Developmental need is safety

Language of safety: You are safe.

Composure: STAR, upload, breath with me

Assertiveness: Voice of no doubt

Tools: Routines and pictures, safe place, safe keeper

SURVIVAL STATE

REPRESENTED BY THE BRAIN STEM



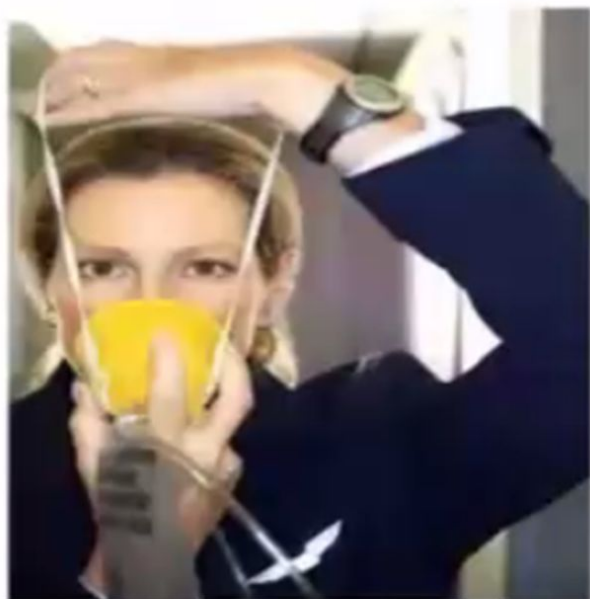
Am I Safe?



Children Learn to Regulate **WITH** a Regulated Adult

Take care of yourself first with **ACTIVE CALMING**:

1. I am safe (shift from limbic)
2. I can handle this (reduces adrenaline)
3. I can help this child with her problem (unhooks you emotionally)





STEP 1



S.T.A.R.

Smile or **S**top

Take a deep breath

And

Relax

Students
and staff
learn how to
breathe
through
different
techniques.

The way we **perceive** a child's behavior and the way we respond to that behavior will create a **safe,** encouraging School Family climate or a **fearful** classroom that discourages everyone.



ConsciousDiscipline[®]

AM I SAFE? CREATING A SAFE CLASSROOM ENVIRONMENT



We want children metaphorically asking, "What can I **learn**?" all day long instead of "Am I **safe**?" or "Am I **loved**?"



ConsciousDiscipline®

2/5

Visual **routines**
contribute to answering
the question, "Am I
safe?" **Rituals** contribute
to answering the
question, "Am I loved?"



ConsciousDiscipline® 3/5



Parent Survey. How are we doing?

Part 1. Rate to what extent you agree with the following statements about your experience of your child's program:

1. The program clearly explained the process for enrolling my child in the program.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

2. The program clearly explained all their safety policies and procedures regarding illness, medication, emergencies, etc.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

3. The program shares information on the curriculum and learning activities with me.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

4. The program gives updates on the daily experiences of my child as appropriate (for example, if my child was injured, what they ate, napping, toileting, etc.).

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

5. The program explains my child's ongoing development to me through progress reports, parent conferences, and informal conversations.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

6. The program provides me with resources and suggestions for how I can support my child's learning and development at home.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Unsure

7. When needed, the program helps me get referrals to social and/or health services in my community, such as an assessment to diagnose a disability, provide behavioral supports, or other referrals.

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Does Not Apply to Me

8. The program communicates with me in my home language, including translating materials (if I speak a language other than English).

Strongly Agree
 Somewhat Agree
 Somewhat Disagree
 Strongly Disagree
 Does Not Apply to Me

9. The program engages with my family to ensure learning experiences, books, and materials reflect my child's race, home language, and cultural background.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

10. The program encourages me to engage in family events, parent committees, opportunities to volunteer, and other family engagement opportunities.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree

11. The program makes me feel welcome and treats me like a valued partner in my child's learning.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

12. I receive answers and resolutions from the program in a timely manner when I have questions or concerns.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

13. The program provides healthy meals and snacks that reflect my child's culture.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

14. The program supports my child in learning healthy habits, such as handwashing and personal hygiene.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

P

15. The program provides developmentally appropriate learning activities that help my child's individual school readiness skills, such as math and literacy.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

16. The program provides my child with support in their social and emotional skills, such as how to play with friends and process emotions.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

17. The program provides a balance of indoor and outdoor movement activities to support my child's individual physical development.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

18. The program supports my child's home language skills as well as English.

- Strongly Agree
- Somewhat Agree

19. The program provided me with information on their current suspension and expulsion policies and procedures.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Unsure

20. The program provides me with information on local elementary schools when my child is ready for kindergarten.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Does Not Apply to Me

21. Has your child's participation in the program helped you get a job, keep your job, or attend school?

Yes

No

Does Not Apply to Me

Please answer questions 22 and 23 if your child has an identified disability with an IFSP or IEP:

22. My child is included in activities with other children in the program.

Strongly Agree

Somewhat Agree

23. The program effectively meets my child's individual needs aligned to their IFSP or IEP goals.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Prefer Not to Answer

Part 2. Please write a response to the following questions:

1. What is one thing you love most about the program?

Part 2. Please write a response to the following questions:

1. What is one thing you love most about the program?

2. What is one thing you would like to see improved about the program?

How do I find out about services in our community? Visit our website at www.mjUSD.com

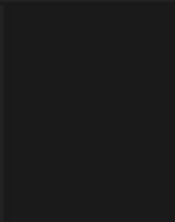
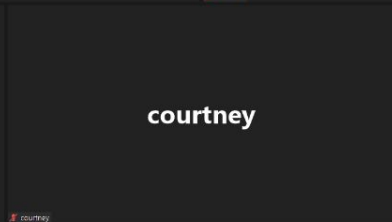
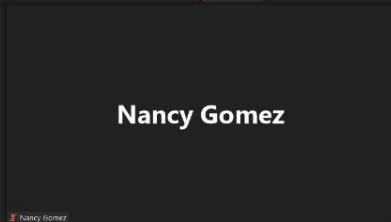
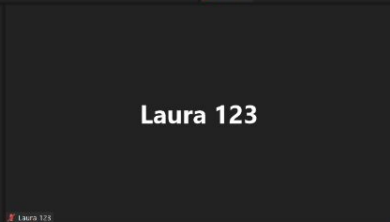
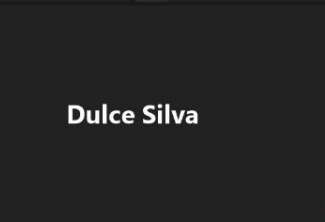
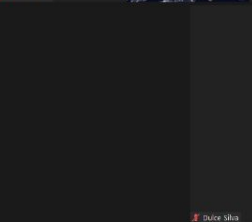
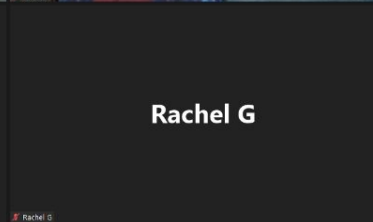
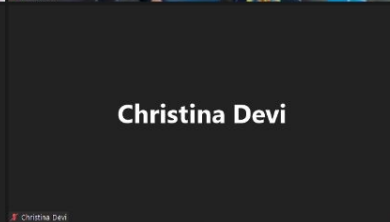
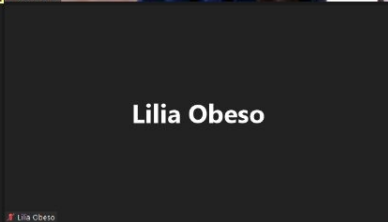
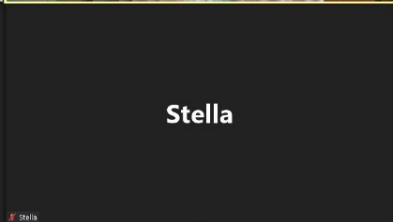
The screenshot displays the website for the Marysville Joint Unified School District. At the top left is the district's logo, which includes the text "Marysville Joint Unified School District" and "Ensuring for Student Success". To the right of the logo is the district name "MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT" and the tagline "Educating Today's Youth for Tomorrow's World". Further right are utility links for "Calendar", "Schools", "Translate", and a search icon.

Below the header is a horizontal navigation bar with the following items: "MJUSD", "Divisions", "Board", "Calendars", "Students", "Parents", "Staff", and "MORE".

The main content area features a large photograph of a brick school building with an American flag in the foreground. Overlaid on the bottom left of the photo is a dark blue box with the text "INFRASTRUCTURE VIDEO" and a "Learn More" button with a right-pointing arrow.

On the right side of the page, a vertical list of services is displayed. A large grey arrow points from the right edge of the page towards the "HOPE (Homeless Outreach)" link in this list. The services listed are: Aeries.Net Parent Portal, Care Solace Counseling Referral, Course Catalog, District Advisory Committee, Emergency Information, English Learner, Find My School - School Locator, Foster Youth, Healthy Kids Survey, HOPE (Homeless Outreach), Inter / Intra District Transfers, Nondiscrimination, Parent And Family Engagement Board Policy, Parent Resources, Parent / Student Rights Handbook And Signature Pack, Parent University, School Accountability Report Card (SARC), School Boundary Maps, and SPED Transfer School Services Report.

At the bottom of the page, there is a blue footer bar with three white buttons: "Current Job Openings" (with a briefcase icon), "Board Agenda" (with a gavel icon), and "Negotiated" (with a calendar icon).



Today

Rachel G to Everyone 8:35 AM

RG

Good morning. I'm nursing my baby

Susana A to Everyone 8:47 AM

SA

Good morning,
This is my third year with MJUSD
Preschool, and I just wanted to
take a moment to say thank you
for all that you do. The staff at
Linda School has treated us so
well, and I have nothing but
great things to say! I have to
clock into work now, but I didn't
want the day to pass without
letting you know how much I
appreciate everyone's hard work
and dedication.



Click on Community Resources

Home

Outreach Forms

DYMDT

Graduation Exemption

Community Resources



Homeless Definition

Children and youth who lack a fixed, regular, and adequate dwelling.

- Children and youth who are sharing the housing of other persons; staying in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; or living in an abandoned building or structure.

Life Building Center - Single Entry Point for Homeless

- Access to shelters and housing resources for families and individuals experiencing homelessness. The center also provides a 25-bed shelter.
- [Website](#) (Notice: This link will redirect you to a non-MJUSD website.)
- 131 F Street, Marysville
- (530) 749-6811
- Monday-Friday, 9:00 am - 3:30 pm
- [Life Building Center Flyer](#)

Community Resources

- [Homeless Resource Guide](#)

Medical Resources

- **Medical**
 - [Medical - English](#)
 - [Medical - Spanish](#)
- **Dental**
 - [Dental - English](#)
 - [Dental - Spanish](#)
- **Vision**
 - [Vision - English](#)
 - [Vision - Spanish](#)