

## Transcript

00:00:02 Speaker 1

Their brother.

00:00:07 Speaker 1

Right.

00:00:09 Speaker 2

You know.

00:00:12 Speaker 1

Right.

00:00:17 Speaker 1

See, I like well, I have mine adjusted.

00:00:21 Speaker 1

OK.

00:00:28 Speaker 1

OK, perfect.

00:00:32 Speaker 1

Yes. Do we have any guests that would like to be introduced? Are you speaking to us like?

00:00:40 Speaker 4

Oscar Adams, director of Standards and accountability.

00:00:44 Speaker 1

Thank you for being here.

00:00:46 Speaker 1

Ladies, would you like to introduce yourselves?

00:00:49 Speaker 3

I'm Carla delarosa. I also work in.

00:00:51 Speaker 2

The Office of Disciplined.

00:00:54 Speaker 1

Thank you for being here, practice coordinator.

00:01:02 Speaker 5

Is there anybody else that is awesome?

00:01:12 Speaker 6

Communication, please. Do you mind meeting there? Sure.

00:01:16 Speaker 1

So shape meeting norms. Please note the process for public comments on video conference meetings. Persons wishing to provide public comments when you have to state your name and acknowledge that they have read the notes about the comments listed below. If more than five people wish to speak, that voucher will draw five names in random.

00:01:33 Speaker 1

Notes about public comments, speakers or visitors are expected to provide comments in a respectful manner from the Siding officer being to speaker for visitors to be disrespectful, that person may be born, perhaps to seize any further comment or behavior. Non compliance may result in injection.

00:01:52 Speaker 1

Thank you very much.

00:01:54 Speaker 1

Do we have any public comments?

00:01:58 Speaker 5

OK. Moving on to approval.

00:02:07 Speaker 1

That's fine if you go. If everyone had a chance to read the.

00:02:14 Speaker 7

Somebody make a motion to.

00:02:21 Speaker 2

Awesome. All in favor.

00:02:29 Speaker 6

Any of them.

00:02:33 Speaker 1

Perfect. Thank you.

00:02:37 Speaker 8

Hold on two seconds.

00:02:41 Speaker 1

I think you were coming from the north. I had it too. Yeah. Yeah, semi in the middle of the road. We're good. Don't think everybody signed in.

00:02:52 Speaker 9

Hi, how are you?

00:02:52 Speaker 5

We can have.

00:02:55 Speaker 6

We have somebody's going to take care.

00:02:57 Speaker 6

Of that for us.

00:03:00 Speaker 1

Thank you for getting.

00:03:02 Speaker 5

Thank you.

00:03:18 Speaker 10

Everybody's restorative practice coordinator. Pleasure to meet everybody.

00:03:23 Speaker 1

Being here.

00:03:35 Speaker 1

Are you ready?

00:03:38 Speaker 9

So it was a clean out day at work today. I just have to.

00:03:41 Speaker 9

Put out that caveat because he comes in like a three piece suit. I'm glad that I'm before him, but I'm the executive director of health services and nursing, and I'll give a shout out to Miss Warner and to you all, because I've heard the shock is running like TikTok this year. So I heard.

00:04:02 Speaker 9

Great thing. So I would shout out to you guys.

00:04:06

This is just.

00:04:07 Speaker 9

Kind of a brief overview, I always have my e-mail if you guys have questions you can.

00:04:12 Speaker 9

Always reach out.

00:04:16 Speaker 9

Am I pushing the wrong button? I'm using the worn off 1.

00:04:22 Speaker 6

Is it gone? I know nothing.

00:04:31 Speaker 6

Thank you very much. And then this is the.

00:04:32 Speaker 1

Thank you.

00:04:36 Speaker 6

You're worn out the button this.

00:04:37 Speaker 8

One, you're going to push.

00:04:40 Speaker 9

So really quick, we want to go over some questions that the shop had and then just to kind of apprise you of nursing services. So I hope I'm not cutting anybody off. We've worked really just simply just fulfill the task of staffing all of our high schools.

00:04:55 Speaker 9

So all of our high schools have a mix of an RN and a health room assistant, so 27 high school and middle schools are staffed in total 33 full time Pi State School nursing and our health room assistance that for this year. That was our goal. And then a ISD campus registered nurses.

00:05:15 Speaker 9

We're not asking them to share or cover other campuses. They just have sole campuses for this year.

00:05:21 Speaker 9

We had a creation of a nurse leadership team. This is something I brought from my other district in El Paso. It's going to ensure best practices and we're going to give our organs a voice. And so it's kind of like this advisory committee, but.

00:05:36 Speaker 9

Our contractor, Edu Healthcare, it's covering 5 middle schools. The original contract was for 18. They were unable to hire. So we've taken thirteen of those medals back this year, one year ahead of when we were supposed to do it. So we'll just have 5:00 to take back for next year.

00:05:53 Speaker 9

And then Ascension season continues to be an integral partner for us and there are certain our element.

00:06:00 Speaker 9

And then they have a a fabulous nursing coordinator or nursing director over there. And so we do weekly meeting so that we can just be apprised of what's going on.

00:06:12 Speaker 11

How do you prioritize which festivals and schools to set?

00:06:17 Speaker 9

So they all they all have coverage, yes, but the RN health room assistant is by census. So how many are in the campus? And then the individual needs of the campus. So if they have 27 speed units, let's say they're ranked top priority and they have, let's say, 2000 kids. So we rank them by the population and by the acuity.

00:06:39 Speaker 9

Yeah, so LBJ would fall down on the bottom there just because they're a very small high school. Would I love to have it staffed by both? Yes, but financially it doesn't always make sense, nor do we have room. Some of the high schools. Oh my gosh, they're nurses. Offices are like a closet. So they're you can't even.

00:06:59 Speaker 9

What two people? If you wanted to.

00:07:02 Speaker 9

You know, OK, I'll get the hang of the technology in a minute.

00:07:07 Speaker 9

I can start an IV like nobody's business.

00:07:10 Speaker 9

Just can't do that, right? Yeah.

00:07:16 Speaker 5

Thank you.

00:07:18 Speaker 9

Ascension team. So we have asked kind of the timeline for this and this will be a process we want to continue with speaking until we're 100% sure that all is rolling in. So it will continue next year.

00:07:33 Speaker 9

Next year to stabilizing year to take back Edu, the rest of that contract, so no transition next year will chunk out over the next three years and those changes going on with Ascension.

00:07:45 Speaker 9

I have personally no problem with leaving them in place. They been a fabulous partner, so we want to make sure.

00:07:51 Speaker 9

That transition is success.

00:07:54 Speaker 9

When will AFC Health Services receive a more sophisticated data system? That's the \$1,000,000 question. But for the last six months we've been meeting with Frontline. And so we're moving into a new module and so, right, Pat? So it's painful process and slow, but at least our data seems to be like.

00:08:14 Speaker 9

I can get you guys more.

00:08:15 Speaker 9

Data in the coming year.

00:08:18 Speaker 9

So we did move frontline ERP starting started in 2223. The upgrade will happen this coming year shifts is our old school health information system. And so that's by the wayside now. So technology we're moving slow but surely.

00:08:34 Speaker 9

Who on HSD staff is handling the vision screening of pre-K and three and four? And so it continues to be that our.

00:08:43 Speaker 9

Austin, founder of Lions Club, is an interval partner for doing the little for us and so they come in with their vision screeners and their teams and that has been an amazing partnership with Tommy Callen and is also part of that. So we're we're kind of just chunking out schools now and getting ready for next year.

We're on the down slope of our screen.

00:09:03 Speaker 9

And again, I can't say more than that about them. They're a great group of people. They've always been very responsive, very helpful. So we're getting that all finished with the screen for a little the data. So just as of two states, I just wanted you to see some of the amount of data that we have.

00:09:23 Speaker 9

So are hearing 22,540 students. I believe in screen vision they do them at the same time, but kids will have other vision like other grade levels will have vision problems.

00:09:35 Speaker 9

Two and four are not mandated grades, so we might get a few more from there, but 23,597 final close to 4400 or screen and then our eight count those if we report them directly to the state when we do them each campus. So I don't quite have those numbers, but every kid except grade 2:00 and 4:00.

00:09:55 Speaker 9

Must have 4 mandatory screenings, so you can only imagine the number and to pull kids and to screen them and re screen them and send notices and get follow-ups like it's.

00:10:07 Speaker 9

A chunk well worth it, right? But I talked to Tommy the other day and we're just we want to really shoot for December time frame for next year. So that by the time star doesn't come around, they're like I can't see the board. I I don't. I want that to be out of the equation that that's a problem, a learning difficulty for them. So we're really shooting to get them done in the first semester.

00:10:30 Speaker 9

August. I know we don't want to hear the C.

00:10:32 Speaker 9

Word anymore but.

00:10:34 Speaker 3

It is it.

00:10:35 Speaker 9

Is down, but what I will tell you is there's a trifecta of COVID and RSV and flu. B is extremely deadly right now. So the hospitals are seeing young teenagers from our campuses that need chest tubes that are in critical care.

00:10:51 Speaker 9

So if I just could be on the soapbox for a minute. Like, yes, COVID, but also flu. And I don't think we caught it all. All of our flu that we should have caught this year, the guessing game. So 459 cases were

reported about this same time last year. We have 379.

00:11:09 Speaker 9

Interesting. Our employees have tend to have more COVID than our kids, right? So.

00:11:15 Speaker 9

There's a couple of theories on that, but I won't go into it, you know, but but also we have an 18% reduction in the student, so that's good. Any reduction is a good thing.

00:11:26 Speaker 9

As part of our 2324 initiative, we have a current MU that Austin Community College. I'm really proud of this partnership.

00:11:33 Speaker 9

And soon, UT of Austin will get their MU and and she's been doing it for many years. But we formed the bridge to these student nurses so they could come on, see what we do, what I'd love to have them join our our organization. Absolutely. It's personal in nature. But but they've been a fabulous partner for us. We've also done.

00:11:52 Speaker 9

And MOU with UT Arlington and we've been pre sectoring there. This is a doctor and nurse practitioner and so we've taken her under her wing and she's doing some Narcan focus for us.

00:12:03 Speaker 9

So she's doing the reporting form how we're going to report. How do we track inventory? Thank God we don't have to use in our account that much, but the state does mandate that you have a tracking system. So she's working on that for us. That's cheap labor.

00:12:23 Speaker 9

They don't have a nursing program, but they have like a health professional program like PT, somebody else.

00:12:31 Speaker 9

Yeah, I'm not involved in it, but I I know that is a feeder pattern. It's not mixing though, but it is a health alliance. Yeah, yeah, probably before my time. Maybe. Yeah. Yeah, that would be wonderful, though. If we could do that again, even if we have just a CNA program.

00:12:50 Speaker 1

And then and maybe they do. Yeah, yeah, maybe they do. Yeah, that's awesome.

00:12:53 Speaker 11

I think a lot of this.

00:12:56 Speaker 9

UM.

00:12:58 Speaker 9

I think these are maybe awaiting. We're just talking about our.

00:13:02 Speaker 9

Middle schools again.

00:13:04 Speaker 9

And then technology. So there was a question for the Department of Enterprise System. She just, I just threw this in here in case you guys want to know it, but they are switching over our systems, our technology system. It's nothing new. They're just upgrading what we have and kind of modifying the data into the new system. Many school districts are using that frontline system.

00:13:25 Speaker 9

So it's nothing we had to vent and start new from. It's something that's well reported in the system, but but the new system I looked at it today and it does look like it's going to be much, much better.

00:13:38 Speaker 9

The Federal awareness campaign I just, I'm kind of throwing this also in here because the program is up and running. We're actively not doing a whole lot because our parks kind of the Narcan. So the Narcan will continue to be thought, we'll continue to do training will continue to get the grant, hopefully order it, but each campus.

00:13:58 Speaker 9

Really took our main program and ran with it. So then McCallum had their kids do what they wanted to do for McCallum. And then LBJ had. So that was the intent. Is that over urgently, the district has a campaign, but we wanted each campus to take it on. And so.

00:14:13 Speaker 9

So we went to different advisory councils. I did the safety and Security Council, I did the board update, so they know it's out there. We continue to work with Hays County for the school district. They just, they continue to have these problems that I feel for them. And so but we do learn a lot from them and we're trying to prevent those on our.

00:14:34 Speaker 9

Composing so.

00:14:36 Speaker 9

We're going to continue to work with the AISD Police Department, the other districts that we're partnering in, region 13 employees, parent students regarding fentanyl and that Narcan, we don't use it

a lot, but it's there in every AD on every campus and I feel great that there's at least some life saving medicine there for them.

00:14:56 Speaker 9

That application I'll redo that in this.

00:14:59 Speaker 9

We are privileged and I will say that to have pregnancy related services under us now, so I think we are actually the best department for that because nurses are going to act like the case managers for the kittens. So when they report a pregnancy, we start from Ground Zero. Did you take your prenatal? When's your appointment?

00:15:18 Speaker 9

Out of the pregnancy, get there, like nurses. Have an inroad to that, which is a natural place to be, so we refer them to homebound when they get out of homebound. We transition them back. We do childcare, we do any baby can like.

00:15:33 Speaker 9

We try to really do the from beginning to end and then shocks, you know, support on on our education is going to be imperative to that also. So but anyway we're going to serve as a bridge to those kiddos.

00:15:51 Speaker 9

We do and we.

00:15:52 Speaker 11

Is that?

00:15:52 Speaker 9

Have that, unfortunately, and I I'm kind of grateful because I'm not. I'm not good at taking care of little, so I'm going to be the person, but not that little anyway. But that is a campus.

00:16:04 Speaker 9

Kind of situation with they have a coordinator to do it over there. Yeah. And up House is a fabulous place where a lot of our employees.

00:16:12 Speaker 9

Have their kiddo.

00:16:14 Speaker 9

Just really quick on the future and of course we're going to strive for the best nursing care of our students, but we're going to continue special education processes, procedures close to my heart 100% because of my family. So we're going to make sure those kiddos are taken care of.

00:16:31 Speaker 9

I've worked with refugee newcomer migrant because I'm from El Paso, also a Natural Bridge for me to understand those coming across the border and how we can help them. So we're setting up some immunization clinics, we're going to help out with that.

00:16:45 Speaker 9

Resources for vaccination flu clinics Austin is huge and yet so small, and resources for vaccination. So we're just going to do our very best shots for toddlers work with them in the summer to get some flu and shot.

00:17:03 Speaker 11

I mean chocolate, except all of their food distributions. And so if you get them get in with.

00:17:05 Speaker 9

Oh, nice.

00:17:06 Speaker 11

Them they get on their calendar, yeah.

00:17:10 Speaker 11

Yeah, I'm familiar with 100%.

00:17:11 Speaker 11

Yeah. So ask them because they they offer those things a lot. And so it is.

00:17:24 Speaker 9

We're working on summer school staffing for health rooms. It'll be our first summer to staff AI campus and so we're.

00:17:30 Speaker 9

Working on that.

00:17:31 Speaker 9

The Bond Committee we're working for the new and remodel health rooms. Super exciting to be able to do that space unfortunately, like if it's a 300 square foot that that's what it is. But at least they get lots of new stuff in there, right?

00:17:44 Speaker 9

You won't hear me complain about that.

00:17:47 Speaker 9

Safety and Security Security Committee and District attendance committee. I work on both of those, so those are important replacing replenishing. So the Narcan, the FBI, the AED's, the emergency

equipment, stop the bleed, that all comes under us.

00:18:01 Speaker 9

So we're just working on making sure that that equipment is valid, people are trained. That's a big initiative of our, I think for me it must be because I can no longer.

00:18:15 Speaker 1

Mobile clicks from coming out, are they still coming?

00:18:19 Speaker 8

Out to some of the high schools.

00:18:20 Speaker 9

They are. I wish we could get them their brick and mortar with to be at LBJ. I don't know the status of that. I worked on the MU. I think it's still in progress, you know, it's just a workout. And I would love to see more of that. So yeah, it's good. Yeah.

00:18:39 Speaker 1

Do we know how many teachers and our staff members are certified and so is there going to be flexibility that will have training so that everyone is certified?

00:18:56 Speaker 1

That's the one where I'm like I really.

00:18:57 Speaker 9

Like for that, yeah. So I.

00:18:59 Speaker 9

Mean it's a, it's.

00:19:01 Speaker 9

Not something we can mandate, but absolutely something that I find super important. We're trying to work with Fed first to kind of get them on board because they work with our most.

00:19:12 Speaker 9

But to track that every expiring every other year and then when they leave or come in, that's not something I track, so I can't tell you, but what I can tell you is every summer, if they open up their, you know, their courses, they will see that all of our trainers are offering to pay for the trainers to do that in the summer.

00:19:31 Speaker 1

So it prevents it from being a mandate.

00:19:35 Speaker 9

You know, I think probably the teachers themselves and the Union has kind of put in what they feel comfortable with, and I think they're more apt if it's an ask than a mandate, and I don't want someone who does, who doesn't want to do that, to be tasked with it. You know what I mean? And same thing when I train people, if you are truly not a needle.

00:19:38 Speaker 5

OK.

00:19:55 Speaker 9

Person then I'm not going to show you a nappy thing, but you could go do this or that. But I think that's why Mary is just, in my opinion, it should be part of the job description for our speed personnel and I'm going to shoot for that.

00:20:08 Speaker 9

1st and then I just try to encourage them, but there's many openings in the summer. It's free of charge. Our trainers are wonderful. You know that. So yeah, we're going to try to chunk that out.

00:20:21 Speaker 9

For the this.

00:20:22 Speaker 9

That, I mean, stop the bleed. You know, if they would just give me a minute to listen. Seizures like, you know, they could not only.

00:20:29 Speaker 9

Save someone here but their own family. You know, I just. I try to afford that. If you guys need me to be somewhere to the South of lead or and I'll be happy to to do that also if you get your folks together, I'll be.

00:20:41 Speaker 9

Happy to come. Thank you. Yeah.

00:20:44 Speaker 12

Yes, Elena, I got an inquiry from someone who works in the Emergency medicine department at UT DMS, asking about how they might be able to help with the stop the bleed training. Yeah. Is that a collaboration that SHS would be interested in his concern?

00:21:04 Speaker 12

Was and going to his own elementary school just sort of randomly pulling teachers they didn't obviously know how to do stuff to bleed, and I explained to him that I thought it was something that might be a little too.

00:21:18 Speaker 12

Arduous in terms of getting everyone trained as you explained first, yeah. So is that like a collaboration potentially that.

00:21:25 Speaker 7

I would love that.

00:21:26 Speaker 12

OK.

00:21:26 Speaker 9

Yeah, I'll never turn down any anything like that. It is sitting in a force that anyone can access, right? It's just not part of a mandatory Bund. But we encourage, like, the anaphylaxis, the seizures, the stop, the bleed.

00:21:42 Speaker 9

You know, we're going to encourage that 100%. The nurses on each campus are encouraged to do that during their staff development time in August. So when they have a captive audience, I say, you know, use it. So we did have some models that actually were like sporting blood and stuff like go, maybe not, maybe not do that because we think it's.

00:21:49 Speaker 12

Got you.

00:22:02 Speaker 9

You know, fun and cool, but other people don't think that so. But they were laughing because teachers are more involved in it. And so any collaboration is super helpful with them. Yeah. Yeah. All the nurses and healthcare assistants are trained at staff development. I know that seating people, people are as well. So yeah.

00:22:12 Speaker 12

OK, John.

00:22:20 Speaker 9

You always have my e-mail. I'm. I'll be super helpful wherever I can. It's Shaq is such a great place to be in such an important institution. So thank you guys for allowing me to present today.

00:22:34 Speaker 1

Thank you.

00:22:34 Speaker 9

I'll pass it over to the the man and.

00:22:55 Speaker 4

Good. Good evening. I'm glad to be here. How's everybody alright? Well, my name is Oscar Adams. For those of you have nothing that I'm the director of this book. Standards and accountability. They got the longest title in AI I have with me this evening. My fabulous team. That's also going to Co present with me. So I'm going to.

00:23:14 Speaker 4

Introduced them. We have Frankie Mendoza, which is a restorative practice coordinator.

00:23:19 Speaker 4

Carla Delarosa, our social review administrator, and Veronica Silva, another restorative practice coordinator as well.

00:23:31 Speaker 4

I will show share this slide at the end to you if you want to get our contact information, you can reach out.

00:23:38 Speaker 4

For this event, we're going to talk about a couple of things. One being house Bill 114, that was a new bill that was very, you probably heard about on the news and other districts talking about we're going to discuss AIC's implementation of House Bill 114, discuss our culturally responsive restorative practice campus support.

00:23:58 Speaker 4

And a new pilot program that we received a grant for that is being piloted at two of our middle schools.

00:24:08 Speaker 4

So the education code, which outlines chapter 37 and those are all of our guidelines how we administer and respond to certain discipline offenses prior to the 88th legislative session, it says that it's student, it requires a student to be placed in the district alternative education program. If the student possesses used.

00:24:28 Speaker 4

Under the influence cells gives the.

00:24:30 Speaker 4

Delivers marijuana THC to another person at school.

00:24:34 Speaker 4

Within 300 feet of school grounds or at a school related event, so most of us have been familiar with that. There's nothing new but in the most recent legislative session, it made three changes. The first change is that it added E cigarettes to that statute.

00:24:52 Speaker 4

So an e-cigarette, because sometimes I've learned that people have different definitions. It is a nicotine based product. So they do have some vape pens that have THC. But when we refer to e-cigarette, it is a nicotine based product.

00:25:05 Speaker 4

So it now made an e-cigarette the possession, use sale of the E-cigarette a mandatory placement to the DA.

00:25:13 Speaker 4

And the second change is that it removed the mandatory expulsion for felony marijuana, or THC or alcohol related offenses. So previously, if a student was in a law in possession of a large quantity, those students would be expelled to the JAAP instead of the alternative school, which is a LLC.

00:25:32 Speaker 4

So it now removed that and students that receive a felony can be served at the local A.

00:25:41 Speaker 4

And then it added a DAP capacity guideline. So when the state created this new guideline, their thought was by adding E cigarettes, some districts may not have the capacity to serve all of the students at the DAB. So they put in a clause that if your DP is ever at capacity, that you can take a student who's been there for a.

00:26:00 Speaker 4

Couple of days.

00:26:01 Speaker 4

And that and that's near returning and send them back to their home schools where they can finish their placement in in school suspension so that a new student can be placed. So again, they were anticipating that there would be an increase in offices.

00:26:18 Speaker 4

So I want to go over our three-year data. This chart here shows just fall semester data, so we're matching apples to apples and you can see in school year 2122 we had 218 drug offenses for the first semester and last year there was 535.

00:26:40 Speaker 4

But when you heard the reports that because of the vaping and accessibility that most districts in Texas and Spirit experienced the increase, our data does show.

00:26:50 Speaker 4

That again, a lot of concerns about DA's being at capacity for this school year, our fall semester, we had eight 387. So we've actually had a decrease in the number of offenses.

00:27:05 Speaker 4

Tobacco and E cigarettes was classified as one pens reporting category. So we we tracked our data because they were.

00:27:13 Speaker 4

Fine. So in school year 2122, we had 161 offenses last year again, we had an increase of 215 and then with the new change of the law and how we have to report it, we now separate those. So we had, we've had a total of 82 E CIG offenses for the fall semester and 80.

00:27:33 Speaker 4

The backup. So again, we're right at 162. So very similar to two years ago. So we've actually seen improvement with our or reduction in our data.

00:27:47 Speaker 4

So when the new law came into effect, I think we learned about it in June and it was effective September 1st. Districts had to quickly determine like how are we going to respond to this new law that says we have to place students for a nicotine product or a tobacco product, which you never place students.

00:28:08 Speaker 4

Your cigarettes, right?

00:28:09 Speaker 4

Now we have to price them so you know, we quickly started reaching out to neighboring districts. They were calling us asking what are you guys going to do? Because we always want to be somewhat similar, you know and and and make sure that we're addressing this. Correct.

00:28:23 Speaker 4

So we had a quick turn around of how we were going to update our guidelines.

00:28:27 Speaker 4

So with that, our guidelines for e-cigarrete offenses and and let me back up just a second. So with any placement, chapter 37 states that a district must consider or the administrator must consider mitigating factors when when assigning a student to DAP. One of the mitigating factors that has to be considered is a students behavior.

00:28:48 Speaker 4

Mr. right. So if you have a student that has never been in trouble, the administrators require to address that. So we we decided we would take advantage of that.

00:28:57 Speaker 4

Loophole a little bit and include that in our guidelines. So for E cigarettes for first offense, we are not

placing students at the DEP. We are assigning those students a one day intervention for one day in school suspension where they receive intervention at the home campus for second offenses. It is it is a 15 day.

00:29:17 Speaker 4

Gap placement and then for 3rd offenses. It's a 20 day placement.

00:29:22 Speaker 4

For marijuana and THC, guidelines for first offense, it is a 10 day placement. Second offense, 15 days.

00:29:30 Speaker 4

And for third offense 20 days.

00:29:34 Speaker 1

Question. Are there LCDC's available to the students if they're replaced DEP.

00:29:42 Speaker 4

What else?

00:29:43 Speaker 1

License dependency counselors.

00:29:46 Speaker 4

We have licensed mental health professionals there. I don't believe we have a licensed mental LCDC, but we're actually in the process of redesigning our alternative center there. So that is one of the things that we're going to be looking at. We've actually hired an external evaluator that's coming in to do a programmatic audit and make recommendations.

00:30:06 Speaker 4

On you know how we.

00:30:07 Speaker 4

Can improve our supports for students.

00:30:09 Speaker 4

So thank you for that.

00:30:17 Speaker 4

So these these are our current guidelines now, now that school has started, we have recognized there's opportunity for us to improve. Again, we've historically have not removed students for guidelines and we go from one for we recognize there's an opportunity for maybe for us to.

00:30:36 Speaker 4

Do something different.

00:30:38 Speaker 5

OK.

00:30:39 Speaker 4

So we are in the process of requesting an exemption under the district's innovation plan.

00:30:47 Speaker 4

The language of for the exemption under our our deal I plan is that a student may be assigned to the DAP. This exemption will apply allow us the flexibility to look at to maybe use more education and more intervention before placing the student. So this is actually on tomorrow's board agenda, our board.

00:31:07 Speaker 4

Discussed it at the work session earlier this month and they will be voting to approve it tomorrow. And if it's approved, I will.

00:31:15 Speaker 4

Gathering of the lean of assistant principals, teachers, anybody that wants to meet so we can come up with some new guidelines on how we can best serve our neighbors, but focus on education and intervention.

00:31:31 Speaker 4

So two of our AID values that we always make our decisions based on that is cared for every child to be healthy, safe, engaged, supportive and challenge.

00:31:40 Speaker 4

And educational equity to ensure every child receives what is needed to develop to their potential. So I am going to turn it over to Carla and she's going to discuss the interventions that we currently have in place at the home campus and at LC. Yes, ma'am.

00:32:01 Speaker 13

Also determine the placement in DAD or like number of days. Or was that that was just.

00:32:07 Speaker 13

Historical practice, yeah.

00:32:09 Speaker 13

So or sorry for marijuana related offenses.

00:32:11 Speaker 4

So for any placement other than, there's only one offense that chapter 37 determines the days, and

that's where gun related offense.

00:32:20 Speaker 4

It says that a student has to be removed for a year. For other offenses, it's left up to the district. I will say we have one of the.

00:32:29 Speaker 4

Shortest placements a lot of times, most districts when students are removed for drug related offenses is for 45 days or 30 days. So we have one of the shortest length of placements we talked about Hayes earlier. Hayes is.

00:32:43 Speaker 4

Policy that they came up for E cigarettes, I believe on the first offense is five days, then it's 10 days, 1520 and it just continues after that. So we are looking at updating ours, but if there's no link to placement guidelines that's identified in 30 chapter 37.

00:33:04 Speaker 13

The efficacy of the link placement could be and you know, as you're reviewing the process for the alternative schooling etcetera you know.

00:33:12 Speaker 13

Why 15 days were marijuana related events versus one ISS for Esig, I understand the kind of outside of school.

00:33:23 Speaker 13

Ramifications for marijuana versus E CIGS, but.

00:33:28 Speaker 13

I think that that might be something of interest to to consider as well.

00:33:33 Speaker 4

Yeah, and that's one reason why we're.

00:33:35 Speaker 4

Looking at that with that.

00:33:37 Speaker 4

Because again, there's no guidance on that. We try to calibrate. I I meet with Del Valley, Pflugerville means and we all and Travis and just we all talk about our guidelines and making sure that we're, you know doing something just enough to deter students but also keep trying to keep them in.

00:33:52 Speaker 4

At their home campus as.

00:33:53 Speaker 4

Much as possible, so I'll hand them here.

00:33:57 Speaker 1

Say that I've recently been in the manifestation determination for a student in a neighboring district.

00:34:02 Speaker 1

And they bring students their first events for that, then they.

00:34:07 Speaker 2

Were sent to.

00:34:08 Speaker 1

The for 45 days straight, A student like there was no consideration for any other mediation and so I appreciate that the timing is lower.

00:34:22 Speaker 1

But I also wonder if the increased amount of time decreases the frequency of recidivism returning to be a cause.

00:34:34 Speaker 4

And and you.

00:34:35 Speaker 4

Know that that's a great point because.

00:34:37 Speaker 4

You know, a lot of times we hear both sides of the spectrum, right? We hear some parents that have voiced concern that when their children go to the restroom, it's as full of vape smoke and you know, there's the opportunity. So they feel very strongly that there should be stiffer consequences. And then we have the other, you know, parents that may feel different that we need to address it. So we try to find.

00:34:56 Speaker 4

Something that's you know, appropriate and then we look at our guidelines yearly to see how we.

00:35:02 Speaker 4

Can adjust it.

00:35:02 Speaker 4

Which is what we're doing at this moment.

00:35:05 Speaker 4

Yeah. So it's never try to find that sweet spot, but it's never just, you know.

00:35:10 Speaker 1

Perfect.

00:35:13 Speaker 1

I'm sorry. One more very quick question. My husband is a teacher on a high school campus, and recently he shared with Dean. Or maybe it was my kid thinking about him. I mean, my kid won't go to the bathroom, ever at all. She's a junior because there's so much thinking in the bathroom. Did you guys?

00:35:14 Speaker 4

Yes, yes.

00:35:31 Speaker 1

Recently installed monitors in the bathroom that.

00:35:37 Speaker 4

So as a district, we have not installed monitors, but I do know there are some campuses that.

00:35:45 Speaker 4

There's a couple that I think their PTA's may have purchased that, and even that system. It is. I mean, there's a lot of things that go into that. Some of the districts, they've that have it they for some of the campuses. I know they share that their administrators spend all day just running from restroom to restroom. By the time you get there the you know the students already left. So you have to have your cameras.

00:36:06 Speaker 4

Racing to see who's coming in and out. I mean, it really is that time consuming because of the volume that, you know campuses are experiencing.

00:36:17 Speaker 4

I don't know. I think that's, you know, it depends when you.

00:36:19 Speaker 4

Hear it? Talk to.

00:36:22 Speaker 4

Any other questions?

00:36:27 Speaker 3

In the demos, they work.

00:36:30 Speaker 3

To a conference over this summer and they show us the demo, just like certain metal detectors work and things like that. So.

00:36:38 Speaker 1

It is, it is and.

00:36:38 Speaker 4

Like \$20,000 per rescue.

00:36:46 Speaker 3

I'm Carla della Rosa. Nice to meet you all. And this view of administrator I work with officer. I work closely with all the campuses. So any time a student gets removed, it goes through our office to make sure that it meets the criteria and the coding from Chapter 37. So that.

00:37:05 Speaker 3

We don't have administrators, you know, just removing students for any reason. So we are making sure that they're doing it with fidelity and appropriateness. So that's kind of my role. And I I see it all. So I do have a different kind of perspective than than a lot of people do.

00:37:22 Speaker 3

And we're just going to take a few minutes to talk about some of the interventions. Again, I want to stress this prevention, right, because this is coming kind of from the Office of Discipline and accountability versus like a preventive peace. But we have tried to, we have been partnering with our law enforcement, you know, to do some prevention pieces.

00:37:42 Speaker 3

A lot of our campuses are the Health office has been working to do some more of the prevention piece because we do know the more education and prevention is helpful, kind of what we've been doing with our offices, the intervention, once it does occur.

00:37:59 Speaker 3

And so, like Oscar was saying, the first offensive possession used influence of nicotine and tobacco. Again, not THC. This is specific to nicotine products. And when House Bill 114 came out and we decided that it would be a one day placement, we did create options.

00:38:20 Speaker 3

For campuses, and we do have some campuses that had been doing some really wonderful things on campus the last few years when students.

00:38:27 Speaker 3

Were found in possession, but we were trying to make things a little bit more streamlined, so we gave

secondary campuses some options about what that would look like when the student is in ISS, we use two different courses that have been that have been vetted. One is from Texas, say what anti vaping course. This is created by Texas State.

00:38:48 Speaker 3

They have a very huge program that is statewide. It is prevention and intervention that their program does, but this is the intervention course.

00:39:00 Speaker 3

And so I think you're going to share is it, is it LinkedIn, their presentation. Let's say I linked the link so that if you wanted to flip around, you can look and see on what these courses are. So the students do have a a course to complete. There's options for the different kinds of access that students have. This would be for middle school.

00:39:21 Speaker 3

And high school students. So there is a hard copy packet for kids that need to write and read like hard copy. I'm a hard copy person. I like to do that. It's also a blend option. So campuses can create.

00:39:35 Speaker 3

It's a a ISD blind course, but then they can import it to their campus so that they can control who gets access to it and.

00:39:42 Speaker 1

Who works through.

00:39:43 Speaker 3

It and then they can also access it directly through the Texas State website. So there's just options. There is a quiz that students have to complete to show that they have worked through.

00:39:56 Speaker 3

The information on there, but that was one of the options and then another option is ever 5 which our district does have a a subscription to.

00:40:07 Speaker 3

Ever files. Lots of courses and one of them is vaping. Know the truth. And so we did allow campuses to use that already published and vetted course through everfi if they wanted to use that as an option instead. At elementary campuses, it is a little different, but we do have.

00:40:27 Speaker 3

Elementary campuses that have 6th grades.

00:40:30 Speaker 3

And they have the same consequences, right? As a 6th grader who would be at a a non elementary

campus. But we also have seen, as you may or may not know, the availability and access of E cigarettes and vapes are a little shocking when you think about it.

00:40:51 Speaker 3

Especially when I, from my perspective, when I get to see it all we do have elementary students, even in 3rd grade, 4th grade, 5th grade.

00:41:00 Speaker 3

That have access.

00:41:02 Speaker 3

To them, they get them at home. They bring them to school, they're sharing them, they're using them. So it.

00:41:07 Speaker 3

All is happening and so we did. We did make sure that the course for elementary is different for the elementary students and it is designed to be done with the counselor, the school counselor or the administrator. Whoever is it, and it can be a teacher if that's who's available.

00:41:27 Speaker 3

Because we know that sometimes elementary campuses.

00:41:29 Speaker 3

Is is difficult, but it is a a more interactive where you look at pictures, you click on things and you have more of a discussion base because of the of the level that the students at and making it more accessible and understandable, yes.

00:41:49 Speaker 11

Community partners who have they saving programs, bring them on campus because they can stretch the resources much further and they can also address family issues that you just mentioned.

00:42:00 Speaker 11

Availability kind of.

00:42:01 Speaker 11

Thing so sports specialists are good at this.

00:42:07 Speaker 11

You got Canadians in schools, you got some voices that could bring in people there. I know there's kind of county underage drinking program. I'm wondering if there's standing vaping program that can come in. They would come on campus and they wouldn't just target the state. They would target the whole family. So that dynamic would be addressed and it would be more than just seeing an ISS and completing a packet.

00:42:27 Speaker 11

He's sending ongoing after school or during school because some of these organizations come in school, so I would encourage you to come and look, just surf the web or something or contact us. You know, we're always.

00:42:39 Speaker 3

Yeah, we, I mean, we'd love to have on demand in person resources.

00:42:44 Speaker 3

But we have several campuses that so we would need to, but any resources, yes, please send them away.

00:42:50 Speaker 11

More resources further than just this, just like to sit and do, they'll do packages and get out of they'll do whatever they can get out of there.

00:43:01 Speaker 11

They'll take all the boxes and then nothing will change. So addressing the parents I think would be.

00:43:05 Speaker 3

Confident, we have talked to with our campuses, but again, you know our office is more.

00:43:12 Speaker 3

Or on the the when it happens versus the preventative measure. But we we are, we do have a lot of campuses that are doing that, but any resources that you have we would love to share with principals. We do have lots of principals that are doing parent nights. We had a campus. I can't remember what middle school campus actually had a night where they laid out the vapes.

00:43:33 Speaker 3

On a table so parents could actually see like this looks like a highlighter and this looks like a USB drive and this looks like a who knows what I mean. They're they're they look so different and parents.

00:43:44 Speaker 3

You know some, they just don't know. Some don't. Some do. Some. You know, that's where students are getting them. So it just depends on the community. It depends on the campus. And so making sure it's relevant and applicable for that campus. So those are the interventions for the. Again, the first time offense of a student that's within.

00:44:07 Speaker 3

And nicotine Easter egg sorbate.

00:44:10 Speaker 3

The substance abuse interventions these are currently what's happening at ALC. We don't oversee a LC, we just kind of work with them. And so these are not our programs. These are a LC's programs. But what we did change our work with ALS to help facilitate.

00:44:31 Speaker 3

Was there intervention programs were optional and happening after school or on the weekends? And so with House Bill knowing that we were kind of changing some of the.

00:44:44 Speaker 3

The guidelines we did work with them and now the interventions are happening during the day and again, you can't force a student to learn, but you can provide the intervention for them. So all the students are receiving an intervention for substance abuse when they are.

00:45:03 Speaker 3

Not the LC. And that was part of the reasons why some of the the length of placement changed because actually board policy says 306090. So first offense, 32nd 1690 and ours again you keep on we are decreasing because we're actually trying to put the interventions.

00:45:20 Speaker 3

Thing, because we do want them back on their home campuses as soon as they can, but we also want to make sure that there's some learning that's happening and we're following, you know, state protocol, which is a required thing. So what LC developed is they had already had the invest program, the Invest program is their program.

00:45:40 Speaker 3

That they provided to all students. It was the optional for substance abuse or use program, and so they took that program and they embedded it into the school day.

00:45:54 Speaker 3

And it's it's spread out over the 10 days that they are at the LC for their their placement. So the first offense again is Oscar said at the 10 day placement. The 2nd is we just are we're piloting a an online course, it's by third Millennium classrooms and they do they have a variety of intervention.

00:46:16 Speaker 3

We do have some prevention courses too, but it's self-paced and kind of specific for whatever offense it is. So if they're there for an e-cigarrete, there is a specific course that is just for students nicotine. There's one for cannabis.

00:46:33 Speaker 3

There's one for a THC, there's alcohol, so depending on the offense and the reason that they're there, that course is specific for that students intervention and.

00:46:44 Speaker 8

Need. Yes. You mentioned that they have some preventative and then some like more intervention based courses. I was just wondering like they're both educational. What's the difference?

00:46:53 Speaker 6

Between programs.

00:46:55 Speaker 3

And I think some are more talking about how to make lifestyle changes or preventing it from when it does happen and then the intervention is when you find yourself using XYZ or how to talk to someone about or if you have an addiction or how to know if you have an addiction versus being mindful and aware of.

00:47:15 Speaker 3

What does the baby look like? What does it do? They still they have some shared things that I did look at some of the modules where it talks about just health issues, health concerns, warnings about what it can do to your body, things like that. But there is.

00:47:32 Speaker 3

I couldn't. I don't know the specific outline about what it is, but if you Google or Millennium, it'll tell you the outline of it kind of gives you an outline of what those courses entail, so I could give you.

00:47:45 Speaker 1

A little vest similar to the.

00:47:48 Speaker 3

So they invested in person and I think they kind of do it through blend. So you're working through it, but it's run by their lead counselor and.

00:47:57 Speaker 1

But it's not a program, it's just.

00:48:00 Speaker 3

It is invest is for it's not a chemical depend. It's a I. I don't want to use that word because I don't know. I just know it's that's that's their intervention program for students that have all.

00:48:11 Speaker 3

Or any sort of substance use versus saying that they have a chemical dependency versus using it one time. So it it's it is a kind of just like an awareness and this is just it just kind of.

00:48:24 Speaker 3

Drilled down a little bit more.

00:48:25 Speaker 4

I want to ask because I know that's one of the questions that we get from a lot of our community members is, you know, is there a therapeutic setting over at LC is it's very similar to rehabilitation and you know we have some parents that feel differently about that. But that is 1.

00:48:39 Speaker 4

Reason why we.

00:48:41 Speaker 4

Are working through the redesign of LC we hired and.

00:48:45 Speaker 4

Harder to come in and look at it and.

00:48:47 Speaker 4

To look at effective models that are around the country that are working. So we're trying, we're going to redesign the program so that it is they are and it's going to meet our students needs. So that is one thing that we're going to be exploring is more than just a decision making for us. Do we need something more with a, with with chemical dependency?

00:49:08 Speaker 1

Program before there's been an event that they know that.

00:49:11 Speaker 1

They have a problem.

00:49:13 Speaker 6

You know, being able to participate in a or in a program.

00:49:16 Speaker 3

You know to not have to enter this, you know, and that's good about partnering with other other departments where because you know our focus is really on making sure we're following policy and protocol with discipline and accountability. But we really you know we we would love a whole department that's based on prevention.

00:49:21 Speaker 1

I mean.

00:49:38 Speaker 3

So you wanna get that funded and let us know we're happy to. We're happy to help.

00:49:44 Speaker 3

And also just just well, let me get to this next one. So we do have and they they are very rare where we

do have a student that goes for a third time. And what we worked with is we worked with our licensed mental health professionals in the counseling department through ID and they created a very specific.

00:50:03 Speaker 3

Curriculum so that they will work directly with those students. Again, it's not a dependency, right, but it's more of a year specific, more one-on-one intervention and.

00:50:16 Speaker 3

Support and and just so you're aware they do campuses do have the option and they they do allow students and students that do. Our parents are saying, you know my student has a problem. We want to get treatment campuses can't accept that the student going to a treatment facility.

00:50:38 Speaker 3

Instead of going to the Alternative Learning Center so it can be for a variety of things that students get removed for if they're going to get specific treatment, but no one's trying to do, like double down on anything. So if they're going to go and get treatment and get help.

00:50:54 Speaker 3

Then yes, do that and then come back to school instead of having to go and do that. So that isn't, that is an option. But again, that's not funded by.

00:51:05 Speaker 1

Huge gap in services for this age group to receive.

00:51:11 Speaker 1

Substance use treatment from the community. It doesn't exist. Phoenix House flows like they're.

00:51:18 Speaker 1

There is no habit in there that I am aware of to direct the family to receive that kind of support.

00:51:26 Speaker 8

It's not there.

00:51:29 Speaker 3

The campus based counselors have some access, but what we frequently get the feedback is that there's there's no beds. So the one the access we do have.

00:51:38 Speaker 1

Right. Yep. Yep. So Austin Austin is very, extremely.

00:51:43 Speaker 3

Correct. And we do have people that go.

00:51:46 Speaker 2

Out to get girls services. But yeah, we can't. AID does not have those services. Yeah, I'm.

00:51:54 Speaker 13

Just curious about the program itself. Is this a three hour based online course in a like?

00:52:02 Speaker 13

What environment do they do that and is it?

00:52:03 Speaker 3

Like they take it home? No, in the class or in the dance room. They're provided time during the day to work.

00:52:08 Speaker 13

Through the course, OK. And do parents have any access or information about, like, what's in the program?

00:52:15 Speaker 3

They have. They don't.

00:52:16 Speaker 3

Have access to the course they have access to the topics that are that would be discussed in the course.

00:52:26 Speaker 3

Yeah, those are those are funded things and subscriptions and cost money and all that kind of stuff. So again, we're piloting it. That's the first time. So we're going to even see if it's.

00:52:36 Speaker 3

We find it useful or helpful or.

00:52:38 Speaker 8

Anything like that?

00:52:40 Speaker 1

Three hours. What happens like? Are they still doing classwork while they're there, or are they?

00:52:56 Speaker 3

Here at the ALC, they're doing schoolwork. They're doing classes, they're coordinating with teachers back at their home campus.

00:53:02 Speaker 1

OK. So they're still staying on track?  
00:53:10 Speaker 3

All right, now I'm going to pass it on.

00:53:11 Speaker 8

To our culturally responsive.

00:53:18 Speaker 1

Tears of the time.

00:53:22 Speaker 11

That is the principle that a C monitoring.

00:53:27 Speaker 11

This interaction with the campuses that you were just describing is that monitored to make sure that the students are actually Learning LLC and all that with dovetail back with their learning at their on campus monitors that.

00:53:40 Speaker 3

I wouldn't be.

00:53:40 Speaker 3

Able to speak on that.

00:53:41 Speaker 3

Cause I'm not. That's a that's a director, right?

00:53:47 Speaker 11

Monitor the the so.

00:53:51 Speaker 11

Students are taking courses that they don't see, and that's supposed to transfer back, keep up with all the requirements that are on campus. We monitors to make sure that actually happens, because that is not happening.

00:54:03 Speaker 4

Yeah, great question. So we have two transition facilitators at ALC. So when they students first get there, they're assigned a case manager that they.

00:54:13 Speaker 4

Learn what courses they're into. They're you know, ALC doesn't offer every course. They don't have art,

art, band, things like that. So they still stay connected with their home teachers. And then when they're when it's time for us you to exit the transition facilitator schedule the meeting with the home campus and they go over their progress there, their attendance.

00:54:35 Speaker 4

Their grades, how they did and they make sure that that's taken place, that hasn't always been the case. Sometimes you would have a transition facilitator and then students.

00:54:43 Speaker 4

Just returned, but that has been one thing that I've been working on this year and making sure that those transition meetings are held first. That is required by law. Second, it ensures a smooth transition and that there's nothing that's dropped there.

00:54:57 Speaker 11

He's he's usually appointed to meet with y'all or with that, with that transition coordinator.

00:55:06 Speaker 4

Counselor. Sometimes the counselor and the assistant principal. It just kind of varies at each school, but they.

00:55:06 Speaker 3

Campus administrators.

00:55:15 Speaker 4

The coordinator will send a calendar invite to the assistant principal and then he'll schedule whoever he wants. He or she wants to attend. So because a lot of times they have, they may even assign them support when they get back to the campus. So it does look different at every campus.

00:55:31 Speaker 11

So if that's not happening.

00:55:36 Speaker 11

Some kind of appeal process, some kind of reporting process to end with their report do.

00:55:40 Speaker 11

They know about.

00:55:40 Speaker 11

That do they know that they do? They know that they can.

00:55:41 Speaker 4

They can report that to me.

00:55:43 Speaker 4

That they.

00:55:46 Speaker 11

And I.

00:55:47 Speaker 11

They told that they gave your contact information.

00:55:49 Speaker 4

So my contact information is in the student success guide. We can look at strength in that. It's like that's something we need.

00:55:56 Speaker 11

I know one or two in particular.

00:55:59 Speaker 11

That you would really have to monitor strongly because there's a certain resistance to me making sure that everything transferred all the work they've done in credit and that the kids really get what to do then for all the work they they can accomplish.

00:56:18 Speaker 11

A definitely encourage that you let parents know.

00:56:22 Speaker 11

They can get with you. If that's not happening.

00:56:25 Speaker 4

We'll do. And that's one thing that we always talk to campus about is, you know, when a student made a mistake, you still have to welcome that student back because when they come back and the first thing you say is if you do this again, this is going to happen and you you meet them with that. They're not returning with a fresh start.

00:56:42 Speaker 11

Being like really?

00:56:48 Speaker 11

You are not welcome.

00:56:51 Speaker 7

Good segue. So a brief history on culturally responsive started practices. This work started in 2016 and the Office of Cultural Proficiency and inclusiveness.

00:57:06 Speaker 7

In 2018, the district was awarded the Grant and there were seven restorative practices associates hired on to support 10 campuses. I was one of those. In 2022, the district hired on 2 restorative practice coordinators, and so that is how you'd have Frankie and I here today with y'all sharing about the.

00:57:24 Speaker 7

Work that continues.

00:57:27 Speaker 7

And so this is our definition. It's creating a campus environment where students, parents and staff nurture trusting relationships, are invited to share and be their authentic selves and have a sense of belonging and connection.

00:57:38 Speaker 13

In the campus community.

00:57:42 Speaker 7

This is the overall big picture of this work and this tiered model is in alignment with the response to intervention model. You can also see that it's connected to NTSL and academics and so at this tier one level at the bottom.

00:57:59 Speaker 7

That is universal. That's for all adults and students campus wide. It's all the ways that we build, maintain and a firm relationships. And when that is done with fidelity that supports Tier 2 implementation.

00:58:13 Speaker 7

Tier 2 in the middle. That's when harm has occurred in the community, and some adults and some students are needing to repair that relationship.

00:58:21 Speaker 7

And then at the Tier 3 level, that is when students have been excluded from the campus environment, either from the suspension or they've been placed at the Alternative Learning Center. And so there's a need to welcome back that student and make sure that they have the supports they need to be successful.

00:58:37 Speaker 7

And when this is done with fidelity and you have that strong tier one foundation, you should only see about 1 to 5% of the student population ever needing that Tier 3 support because at that tier one level that should be campus wide, we should be seeing students who are engaging in this stuff. We should be seeing adults engaging with this in our meetings and.

00:58:59 Speaker 7

We're acting from a very proactive stance as much as possible, instead of being very reactive and punitive to behavior.

00:59:09 Speaker 7

And then here our role for Frankie and I is really to build adult capacity because we serve multiple campuses this year. I served better check. I was over at Travis High School.

00:59:21 Speaker 1

For this fall semester.

00:59:22 Speaker 7

And I'm now at Doby.

00:59:24 Speaker 7

Frankie is over at Covington for this spring semester. He was over at Dolby Middle School for the fall and is also at Kealing Middle School. And so our work, there's a lot of problem solving, communication with administrators, teachers. We're going into the classrooms with Co, facilitating with them ways to embed restorative practices in their classroom and build that trusting relationship with students.

00:59:46 Speaker 7

We're also collaborating and understand ways to further implement this work and providing professional learning also facilitating facilitating community building circles and so.

00:59:56 Speaker 1

The list goes on. It's not just these six bullet points, but there was a wealth of work that we do. Is there any work that is done? This problem solved figures to address that behavioral needs and unfortunately, it's been our experience that sometimes those behavioral challenges.

01:00:16 Speaker 1

Not just on the part of the children, but we have had a situation where we've experienced a very isolated teacher and so I'm wondering if you'll do any work to support the needs and the teachers in that kind of situation.

01:00:33 Speaker 7

Yes. So embedded in that professional learning is ways of how we as adults understand how we're coming into situations and to understand how.

01:00:44 Speaker 1

Situations that can escalate. How do we come into the situation more grounded and not escalating the situation? How do we have more empathy? And then what happens like after the situation where a teacher is really escalated? Because in our particular situation we pass?

01:01:00 Speaker 1

Or some restorative practice intervention.

01:01:06 Speaker 1

We asked for the grievance about this and we were repeatedly denied any of that kind of support, so I'm just wondering, like in in real life, an application that's not been my experience that we had access to this kind of intervention even in a situation where I felt like we really needed it, the teacher.

01:01:25 Speaker 1

Ended up pressing assault charges on my child, which were.

01:01:33 Speaker 1

I felt like they were really retaliatory and we were specifically requesting this intervention and not being given access to it.

01:01:44 Speaker 7

I would say at a Tier 2 level, when there's conflict between a teacher and and the child, that's where we have individual meetings and we assess is the individual. Both adults are they open to being honest and are they open to having a conversation where they're not. They're not continuing to attack a child, they're not continuing to come with them and they're willing to.

01:02:05 Speaker 7

Come to an agreement with them. So there are some protocols that we look for to make sure that they're ready if they're not ready. We continue having individual meetings to work towards gaining trust and so opening up that conversation.

01:02:17 Speaker 11

Once again this semester to make monitoring and accountability issue.

01:02:22 Speaker 11

Canvas black canvas.

01:02:26 Speaker 11

Personal designees.

01:02:28 Speaker 11

In implementing this and making sure it happens so there's a bigger issue here and we've already identified that numerous times, I think in conversations around special education and other things. So Mr. Adams, I wish you would take that back to you. The person who's supervised his principles.

01:02:47 Speaker 11

And talk to them.

01:02:48 Speaker 11

About these issues as a recurring theme.

01:02:51 Speaker 11

And I think it's important that they hear from you in particular.

01:02:57 Speaker 11

But and and and.

01:02:58 Speaker 11

At the Superintendent, here's and the trustees here.

01:03:01 Speaker 11

Is a big issue in this in.

01:03:03 Speaker 11

This district and has been for a long time.

01:03:06 Speaker 4

Yeah. And I completely agree with you. And I've seen that ourselves. So the work we have, we have two restorative practice coordinators who support and we have 100.

01:03:16 Speaker 4

And 14 schools.

01:03:17 Speaker 4

So they actually are limited with, you know, they have two schools each that they support and we do wrote, you know, look every year at the data and then they assign new schools.

01:03:27 Speaker 4

And I'll just talk from my own personal experience. When I was a high school principal with the school I.

01:03:32 Speaker 4

Was working at.

01:03:34 Speaker 4

They had already engaged in restorative work before I got there, so I was actually learning from assistant principals there. And when I first got there, you know, when I was middle school principal, there would be times that I would have a conflict between a student or two students and parents. And I would have a parent that would say, well, can we meet with the other family to to try to resolve this?

01:03:54 Speaker 4

Just like you.

01:03:54 Speaker 4

Said no, no, no, no. I was like, no, no, I don't. I don't do it because I can't control adults, right. And I don't

know what's gonna happen.

01:04:00 Speaker 4

That room. But it wasn't until I got to my new school and I had assistant principals like you trying to do grandparents saying we send, you know, we sit down and we work through that. And I grew in that capacity and that's one reason why I believe in the work would store it and we one of the things that Frankie and Veronica do is we support campuses at that Tier 3 level.

01:04:20 Speaker 4

As Veronica just went through the different levels of restorative, that's Tier 3 and what we'd all always like to do is just come in. And when there is a Tier 3 situation, their job is really working on that tier one building, that foundational support.

01:04:34 Speaker 4

Build a repair and arm and then you know, yes, we do go in and do Tier 3 work. There's been a couple of schools that they've worked with this year where they've had to bring entire teams together and do restorative work with students, coaches. So there's a huge need for that. Hopefully we can get there and hopefully with your.

01:04:59 Speaker 4

Yeah. So we are always happy to come and share this work because we know the need. We see this every day.

01:05:06 Speaker 11

But you need. You need to express it to them up. They're the executive team, not their financial.

01:05:13 Speaker 11

Because in this district is going to continue.

01:05:16 Speaker 11

And I was on.

01:05:16 Speaker 11

The like the ground floor, all this stuff, 2012, this district is going to continue to count its restorative practices. It needs to, but it's not. So I will be happy to landline ways to that.

01:05:29 Speaker 11

But y'all need.

01:05:30 Speaker 11

To say it, everybody needs to say it.

01:05:34 Speaker 11

The teachers, their job will be a lot easier.

01:05:38 Speaker 11

And they would do it.

01:05:39 Speaker 4

And as you know, we do have the new Ombudsman's office and I did have met with that. You would ask me her first name, Don last name.

01:05:47 Speaker 4

Starts with an.

01:05:48 Speaker 4

E But I'll I can get that with you before I leave, but that is one thing that we have. The district has put in place is the Ombudsman's office to help work through some of those concerns.

01:06:00 Speaker 4

We have one and I think there's plans for a second one to come in.

01:06:03 Speaker 4

The future as well.

01:06:04 Speaker 10

And and.

01:06:06 Speaker 10

And and I would like to add like Veronica and I, that that's like music to our ears of just advocating for more restorative practice.

01:06:21 Speaker 11

You no longer work. The district would be willing to have their voice.

01:06:24 Speaker 11

And they have.

01:06:26 Speaker 11

Their names, so that would be also.

01:06:29 Speaker 11

Thank you.

01:06:37 Speaker 13

Yeah, having worked in other districts. I mean, even having this at all, even if it is at a certain level, I also you know, want to expand it and scale.

01:06:48 Speaker 13

It and would.

01:06:49 Speaker 13

You know, just highly recommend, even at the elementary school level.

01:06:52 Speaker 13

I think that.

01:06:52 Speaker 13

Would be a.

01:06:53 Speaker 13

Huge. You know, preventative practice in and of itself and alerting parents and administrators to the.

01:07:04 Speaker 13

To even these concepts right? Because I don't think they're thinking of that at that at that age. But that's I think when it starts even preschoolers. So that's when it starts and so just would advocate for that as well.

01:07:16 Speaker 7

On a personal note, some of the stuff that we do in our conventional learning is stuff that I do with my pre K4K, but non violent communication because I want her to be able to know how to advocate for herself and use that language because I'm not always there and so.

01:07:21 Speaker 3

Yeah, yeah.

01:07:29 Speaker 4

You also talked about how the previous grant actually started at the elementary level, and we fed into the middle school for that continual.

01:07:37 Speaker 7

We were at the tank campuses we were at, we're at Barrington, Piggie Blazer Blanton.

01:07:44 Speaker 7

Oh goodness, forget the other two, Becker or another elementary campus we were at Garcia Middle School, don't we?

01:07:52 Speaker 7

So we were at Mendez at that point, Burnett. So we were at those six elementary campuses. I forget the six elementary school, but that was we're trying to support from going into the feeder schools for the very part of making sure that they were continuing to have these restorative experiences and they were understanding students were being being able to advocate for themselves and saying, I want to restore.

01:08:14 Speaker 7

Process and this and what we know is that.

01:08:17 Speaker 7

If we're being pulled in to do a lot of Tier 2 repairing farm work, it only works if there's a relationship that's had. If there's no relationship that's been built and they're going back into a community that there are no practices, it's really hard to sustain this work. And I know I'm preaching, but just wanting to share that sometimes that is the.

01:08:35 Speaker 7

The the thing that is forgotten, of making sure that that tier one is solid canvas wide.

01:08:42 Speaker 10

Yeah. I just wanted to add because you have mentioned like elementary right and that elementary does a lot of the one right the recurring relationship because if you notice I ask every middle school and high school student, do you remember when you got together in your elementary class and you know in a circle and just kind of passed around and the teacher asked how your day was and had that real connection they.

01:09:01 Speaker 1

Go. Yeah. Yeah, yeah, yeah.

01:09:03 Speaker 10

That's tier one, and somehow it misses in middle school, where we assume that our kids don't need it. We assume that our kids just don't need to connect. You need to do what I tell you and then it falls. And Veronica and I, it's just it's. I mean, she hit it right on the nail. We come into these campuses and we have no form of relationship. So our best bet is to.

01:09:23 Speaker 10

Support our administrators, our leaders, to say hey, do you do you know this student, do you know this staff and so a lot of it just falls down in the middle school because it goes we we get called for the.

01:09:34 Speaker 10

Tier 2 tier.

01:09:35 Speaker 10

Three, right. And so if we use that form back up tier one of like the elementary of just connecting, how is

your day doing? I mean how can just a quick connection, it's huge, right? And so that's kind of like what we we do.

01:09:49 Speaker 7

I met with two middle school students to do repair on Tier 2 circle and we're always starting off with checking in and already they're just.

01:10:00 Speaker 7

It's just they're not getting asked that on a regular basis. This this idea of talking about how you're doing what you're feeling, thinking about that in that way and being able to vocalize what that is and sharing that that's not a part of the process. And so it becomes difficult for us to support it.

01:10:14 Speaker 7

That's your two levels.

01:10:22 Speaker 11

How are you doing? 2 minutes. How you doing?

01:10:29 Speaker 8

I just wanted.

01:10:29 Speaker 1

To say thank you, my daughter, three years ago went through restorative practices with her physics teacher. Even at high school, she had a college professor who wasn't exactly sure how to to.

01:10:42 Speaker 1

Water that down.

01:10:43 Speaker 1

For high schoolers, and she took her to this teacher to restorative justice practices. Very interesting process. And I was really, really proud of her and.

01:10:52 Speaker 1

Reading it, but it was great. I was like you.

01:10:55 Speaker 1

Went where? With who?

01:10:58 Speaker 5

Explaining it and I was like.

01:11:01 Speaker 5

You know, it was it.

01:11:02 Speaker 1

Was many needing situation and I'm not sure it ended up as she would have wanted necessarily because I don't necessarily think the professor could do what she wanted.

01:11:13 Speaker 1

As far as like water down, what he had been doing for 30 years, but it was an excellent process and I really, really appreciate that. Thank you. So real quick, we do have some data here from the schools that you've been serving and this is specifically the discipline, incident count and this is for.

01:11:33 Speaker 7

Discretionary referrals that resulted in in school suspension or home school suspension. 01:11:38 Speaker 7

And we come.

01:11:40 Speaker 7

African American and then and then speed for students receiving speed services. We compared fall semester from last year to this semester. And so you can see with better check last school year for the fall semester. They had a total of 214 discipline incident counts.

01:11:57 Speaker 7

This full year it was 56 for their total this funding they count so out of that African American students went from having 19 disciplined state counts to six, and students with speed services had went from 61 to 717. Discipline incident counts. So you can see a decrease from better check Adobe and killing.

01:12:17 Speaker 7

And then at Travis, there is a decrease for African American students when it comes to the discipline incident count. However, when we do get for to students who receive speed services, there was an increase from 28 to 35 disciplined state counts and a total from 98 to.

01:12:33 Speaker 7

105.

01:12:36 Speaker 1

So there's no other races that we track, only have.

01:12:39 Speaker 4

So there's.

01:12:41 Speaker 4

This actually line to our scorecard. So our district scorecard monitors American and.

01:12:49 Speaker 4

Receiving special education services. So that's why we show this data, because if we I run a report every two weeks for our campuses, make and monitoring those two student groups, which is aligned.

01:13:03 Speaker 12

So and unfortunately.

01:13:06 Speaker 11

Yeah. Larger. More than that. It's. I think it's like you're intoning a whole lot of other ethnic groups, so.

01:13:20 Speaker 11

Agreed. All right.

01:13:23 Speaker 10

Yes, thank you. Thank you so much. So I am honored to our grant overdue that we just received from the Bureau of Justice Assistance. So this is a great alternative plan that we get to go with our to do with our students and this is providing.

01:13:38 Speaker 10

Violence. It is called Austin Isly, looking forward, destructing school violence through inclusive disciplinary practices. And it's a grant that is going to pilot an alternative to exclusionary discipline at 2 middle school campuses paired with professional learning and support. Just two for right, right. And I'm going to show you here in a SEC. And so the desired outcome is to reduce the school.

01:13:57 Speaker 11

Right.

01:14:00 Speaker 10

Violence and helping students to connect better and with with faculty and peers, and utilizing A restorative lens and practice.

01:14:07 Speaker 10

To prevent and resolving conflict and so Speaking of, we are calling this this grant the forward program which is focused on reflection with authentic restorative determination. It's going to be a scalable, disciplined alternative that will expand a secondary campus district wide.

01:14:23 Speaker 10

And so we focus on these two campuses. The reason why we chose these two campuses is because they were chosen by analyzing the district wide data regarding school climate perception of.

01:14:36 Speaker 10

Safety and suspension rates and disproportionate disciplinary percentages and so and also we partnered with the principles that really believe in the restorative approach and they're really going to use this

with fidelity and saying I am all in and we're going to do this as a campus to support our students as an alternative.

01:14:56 Speaker 10

And so we did or we are in the process of hiring 2 restorative practice associates, one for each school.

01:15:02 Speaker 10

And so that those two will be responsible for designing and offering a curriculum of academics and holistic and doing a lot of sell a lot of check-ins and doing a lot of reflective and.

01:15:11 Speaker 10

Restorative practices with the.

01:15:12 Speaker 10

Students and they are also going to be partnered with and Integrated Systems facilitator. That facilitator is going to be paired at both campuses and shared both campuses.

01:15:21 Speaker 10

And they're going to be providing personal and pilot campuses with.

01:15:27 Speaker 10

Resources strategies for implementation and positive behavior intervention. And lastly, we also are going to bring in evaluation coordinator. They will be doing the design evaluation design, they will be doing the data collection analysis and reporting evaluation results for this three-year grant. And so if you notice, the reason why we did this.

01:15:47 Speaker 10

As I mentioned, it's because a lot of these principles already bought them and I'm already assigned Keely. And so it we really wanted to focus on the building relationship piece instead of just coming into a principle not knowing the principle of having a relationship with them and saying, hey, we're going to implement this.

01:16:01 Speaker 10

The program, and so we wanted to make sure that in order for programs to work, it starts with relationships. So we're actually modeling it as a restorative approach. And so we chose these campuses to support the alternate the out of school suspension in ISIS that would be granting a school suspension. So students were able to kind of reflect even more. And this is how it's going to look.

01:16:22 Speaker 10

You have a.

01:16:22 Speaker 10

Question what's that \$1,000,000 going to be spending? Oh, so it's going to be spent spent on Covington

Resources materials and we're going to make sure that we're supporting these coordinators salary.

01:16:35 Speaker 11

To be paid through them.

01:16:37 Speaker 10

You wanna evaluation for?

01:16:39 Speaker 4

It. Yeah. So the \$1,000,000, it sounds like a lot, but it's really not a lot to think about three years, right? So that's 300,000 per year, year and we have with the grant we wrote in three staff members. So we have each campus is going to have a restorative practice associate and we hired.

01:16:57 Speaker 4

An integrative systems facilitator who is an MTSS specialist because we know behavior is a lot of times it's tied to academics, right? Or instruction and occurring in the class.

01:17:07 Speaker 10

Yeah, yeah.

01:17:10 Speaker 4

Teachers not familiar with how trauma shows up in the class, so we have an integrated systems facilitator that's going to be working with the group Perry model. TBRI newer sequential model provided professional development to between those three positions. That's the book of the expenditure. We also there is a part in there for an evaluation.

01:17:30 Speaker 4

Because if we are going to be able to scale this, we want to make sure that we've collected the correct and appropriate data. We also have written into the grant to go toward Dallas sizing. Many of you may have heard last year, Dallas implemented reset centers, so they eliminated all suspension. So we're going to take a trip up there and meet with their team, learn their best practices.

01:17:52 Speaker 4

But we're excited about it. We're.

01:17:53 Speaker 11

Gonna get the money to continue it.

01:17:56 Speaker 4

Look at your right and mat left person.

01:18:01 Speaker 4

Well, and that's again, that's what. Yeah, but that's again what we're looking at like maybe where we

seek other grants to continue this funding, but you know.

01:18:09 Speaker 11

Are you looking now because it's now it's time to start looking. They're kind of in the state.

01:18:18 Speaker 11

That would be.

01:18:19 Speaker 11

Willing. But you got to start.

01:18:20 Speaker 11

Now asking for that.

01:18:23 Speaker 10

And that's yeah. Yeah. Thank you. So yours are long range planning goal and we were talking about this, how is this going to work. So if we're awarded this three-year grant for the 2 middle schools, so the forward classrooms will serve students historically would be suspended for serious you know various violations according to our student success guide.

01:18:42 Speaker 10

But the lessons learned. I'll read this loud and clear. The lessons learned can be skilled to implement forward rooms across the district. If every school would have some sort of alternative just like this. So that way we other than suspending students, this will be a great thing. And so some of the actions are we're going to modify structures, that collaboration with communities and families.

01:19:02 Speaker 10

Staff and students, we're going to create new classrooms, curriculums, content, logistics for students who receive these sort of disciplines forward. Classrooms will focus on academics. We talked about that.

01:19:12 Speaker 10

And sell components to address the root cause of behavior. Again, we're not focusing on the student. We're focusing on the behavior.

01:19:19 Speaker 10

And we want.

01:19:19 Speaker 10

To make sure that we're clear with that when we're implementing these four class.

01:19:23 Speaker 10

It's going to provide building relationships, opportunities between students and teachers, and I'll the next slide will kind of give you the day in a life of what the classroom is going to be looking like. It's going

to provide staff coaching and alignment with trainings and campus needs and our outcomes for these goals are increasing campus awareness for cohesiveness and collaboration and reducing.

01:19:43 Speaker 10

Overall suspension numbers that promote equity and reduce disproportionate suspensions increase academics and most importantly, is where we get the money, right, increase attendance. And so that's going to be helpful for implementing these.

01:19:55 Speaker 10

So here's a day in the life of the four program. If you look at this picture, this is how it's going to kind of look like it's going to be a very structured environment. At the same time, a place where students can reflect. So if you look at this schedule, this is just an example of what each period of course is going to accommodate to Keeling and Covington periods and their bell schedule.

01:20:15 Speaker 10

And so students will have requests like everyone, they will have an SEO video. This is a classroom that they're actually going to be assigned.

01:20:22 Speaker 10

Meeting. They're going to have their organized work. They're going to have a check in and check through circle and a checkout circle at the end of the day it's going to give students to really reflect and research their behavior. So we talked about vapes and we talked about bullying and things like that. They're really going to research what bullying does. They're really going to research what vaping does, so they need to know these type of things and the data on what it shows.

01:20:43 Speaker 10

Aren't incarceration, drug habits, and things like that. So students are going to be reflecting on the behavior and getting more information. This is where we're going to partner with a lot of organizations to come in and do a lot of presentations for the for the.

01:20:56 Speaker 10

And so they're also going to get a restorative assignment. We're going to be talking about what happened has been affected, how they're going to make it right. And students, when they leave this program, they're going to leave with the plan. And when I say a plan, they're just, it's not just a check off the box plan. It's going to be a plan where I have to, you know, maybe meet with my teacher for academics, for tutoring. I have to make it right at the facility.

01:21:16 Speaker 10

I have to write an apology letter to to.

01:21:18 Speaker 10

A parent I.

01:21:19 Speaker 10

Have to meet, you know, my my AP. So it just really depends on the fraction of why they're in there.

01:21:26 Speaker 10

Students are actually going to be in a plan and the apps are actually going to be following the student with that plan when.

01:21:31 Speaker 10

Neat. And so I'm just so excited that students are able to use this and this campuses that we chose are very important for us. Does anybody have any questions about this one?

01:21:42 Speaker 10

No. So here is our professional learning plan.

01:21:45 Speaker 10

We need. We need.

01:21:45 Speaker 10

Training and so our year, one year two, year three. If you look at the snapshot, we're going to be going all over these trainings. We've already started already a few.

01:21:53 Speaker 10

So we're going to do closely responsive, PBIS, boot camp scaffolding, classroom management, right? Because staff are actually going to be coming to visit the the forward room and AP's and principals are going to have the teachers to come check in with the student. So it's no longer going to be a disconnect where the students in the forward room and you're just there. I don't see you anymore. The students are still on campus. And so teachers are able to come and reflect.

01:22:15 Speaker 10

With them, and have you have a one-on-one with them, then understanding classrooms for wide restorative practices?

01:22:21 Speaker 10

Sell and I'll just kind of let you look at that for a little bit, but that is our year, one year two, year three professional learning plan.

01:22:31 Speaker 1

Has there been any discussion about the district having a CBA's because correcting, but currently we don't have a CPA on staff.

01:22:49 Speaker 4

So we have a new position.

01:22:51 Speaker 4

And we do have RBT's registered behavior technician.

01:22:56 Speaker 11

Right, but it's.

01:23:05 Speaker 4

And that's a new position. I think that we just started hiring specifically with special education, but that's something that.

01:23:13 Speaker 4

I've not heard of.

01:23:14 Speaker 4

Are you familiar with some districts that have that?

01:23:16 Speaker 11

Position. Well, we used to.

01:23:18 Speaker 6

We used to have.

01:23:19 Speaker 1

11 and we don't have any anymore.

01:23:24 Speaker 10

Board certified behavior analysts. Thank you. Thank you for that. So this is where I may need your help. We're in the process of hiring the restorative practice associate positions.

01:23:36 Speaker 10

So if you know anybody that has any experience with restorative practice, been a teacher, but you know, just wanted to spread the word out, we are going to be posting the other. Actually, there's the other integrated facility is already posted on our on our site. We are going to be making a flyer for that. So that way it's easier to kind of access.

01:23:56 Speaker 10

If you know anybody that is interested, you know our Oscar and our by e-mail is are there so just.

01:24:03 Speaker 10

But yes, I'm just so excited about.

01:24:05 Speaker 11

This program and.

01:24:06 Speaker 10

And we've already kind of identified classrooms at Keeling, Huffington, and our principals are excited about this.

01:24:14 Speaker 10

Is there any assurance that they do apply for this, that they could be kept on after three years? I mean, that's the goal, right? The goal was for these probably programs to work, which I know they that's right. And so it will continue with their maybe even more rent money or maybe permanent positions that would be that would be amazing.

01:24:32 Speaker 11

Well, if you invest in this, it's gonna be a whole lot easier to download everything.

01:24:37 Speaker 4

And and just we didn't share this information, but this is actually phase two of the grid. So we were previously awarded the grant and did so well with that that we applied for the phase two. They awarded us another and grant. So we're hoping that you know based on our data, our performance and that they see that.

01:24:59 Speaker 4

It will open up future opportunity as well for even increased funds.

01:25:09 Speaker 1

There's so many questions I know who are going to continue to have so wondering, are you open to if we can file some questions from the group that they e-mail them to?

01:25:19 Speaker 6

You can forward them to you for further and certainly can review those, bring it to me and then I'll get it and we'll take a screenshot or they're going to get.

01:25:22 Speaker 4

Absolutely come back.

01:25:27 Speaker 6

OK, great. Well, thank you all so much for your time. Appreciate it. You guys are going to get this OK. I will link it as a PDF. So you'll have all of their slides that you can see when you get the minutes.

01:25:46 Speaker 1

Send them to us.

01:25:49 Speaker 1

And then we'll give them the answer against.

01:25:52 Speaker 1

And we do want to make sure we address.

01:25:53 Speaker 1

Another important thing.

01:25:58 Speaker 1

14 seconds.

01:26:01 Speaker 1

But one of them is the charity that has the check mental health subcommittee. And do you have to e mail this out? You. Did you?

01:26:09 Speaker 1

Did thank you.

01:26:11 Speaker 1

So I'm not sure if you all had a chance to review this today, but it's basically in order to start a subcommittee.

01:26:19 Speaker 1

For the Jack, the process that we have to go forward with is this.

01:26:24 Speaker 1

Charge we have.

01:26:25 Speaker 1

To vote on it? Or is it?

01:26:27 Speaker 1

Just charge we are charging.

01:26:27 Speaker 6

No, it's you are the you are the the powers that be.

01:26:35 Speaker 1

Wonderful and so.

01:26:37 Speaker 1

You are already sharing this right? Alright.

01:26:49 Speaker 11

We're gonna cuddle.

01:26:50 Speaker 11

After this meeting, we're gonna find a meeting.

01:26:52 Speaker 5

OK.

01:26:53 Speaker 1

So now that it has officially been charged in our meeting, it is official subcommittee and you begin your meeting and then we will be keeping moving forward a line item on the agenda at that date to report back anything to happen.

01:27:12 Speaker 11

We do have the power to invite people to come in and present things that we consider important for you all to hear.

01:27:19 Speaker 11

So we'll be, we'll be accessing all the staff here and you guys need to meet the needs of those requests.

01:27:25 Speaker 11

And that kind?

01:27:26 Speaker 11

Of thing because since this is a state mandated same state mandated committee, they have to appear.

01:27:33 Speaker 1

And the notes. But I meant like for the Super.

01:27:43 Speaker 11

We also become listen to something that we are considered very, very important.

01:27:50 Speaker 6

I would ask, I would ask that you take good notes. My team will not be a part of your subcommittee, so to make sure that you have that, it's not required that you record it. But I would just OfferUp that would be a really good idea if you had good minute.

01:28:10 Speaker 6

Notes from the movie.

01:28:10 Speaker 11

We will certainly do that. I believe in precision.

01:28:13 Speaker 11

And accuracy and dates and.

01:28:16 Speaker 11

All that kind of things.

01:28:16 Speaker 6

Do not doubt that not one little bit.

01:28:19 Speaker 11

Well composer to that because I want to hold people accountable and and I'd like to start at the top and.

01:28:24 Speaker 11

Trickle down because.

01:28:26 Speaker 11

Of the the top people are going to make decisions to allocate the money and the resources so, and I think our Superintendent would be, would be willing or say the Rep can you hear what we have to say? If we identify an area we're going to try to identify some critical areas.

01:28:43 Speaker 11

And she has mentioned already her budget.

01:28:46 Speaker 11

Questions for what we would request and the budgeting process are being put together and this is a critical piece of our academics critical to well-being of our staff and students, so it needs to be included.

01:29:00 Speaker 11

The money without this budgets moral document so.

01:29:05 Speaker 1

Our agenda deadline is the 1st of March.

01:29:09 Speaker 1

So if you could.

01:29:11 Speaker 1

I don't know what two days before ish like, I mean, which is no time, but next week. But like, maybe in a week, if you.

01:29:19 Speaker 1

Want somebody for?

01:29:20 Speaker 12

That first meeting.

01:29:23 Speaker 8

Great. That's wonderful. Stay ahead of you like.

01:29:27 Speaker 11

Ohh, we might be so you have a.

01:29:34 Speaker 1

Maybe that's something.

01:29:37 Speaker 11

Like February, like next week.

01:29:41 Speaker 1

Yeah, our deadline is the first.

01:29:46 Speaker 11

I'll and I'll e-mail.

01:29:48 Speaker 11

It to you know the the guest guest.

01:29:54 Speaker 1

And then it is.

01:29:56 Speaker 1

The other thing we wanted to update was we brought up in this meeting with the idea of advocating for some of the things that are valuable resources that we need.

01:30:05 Speaker 1

A lot of our work that's going on is being able to and advocating whether it's the school board or to legislative. So we do have Mario Pena front. He's a regional address.

01:30:18 Speaker 1

Advocacy director raise your hand. Texas, who has offered services to training, and we're still.

01:30:26 Speaker 1

Back and forth or whatever, that would be the like regular check time period or during the day or

weekend or whatever. So pulling together the survey together to see what that's in the works so that we can offer that up to anybody.

01:30:45 Speaker 1

And I know we are over a couple of minutes, but are there any items from members that we did not?

01:30:54 Speaker 1

Get in here.

01:30:59 Speaker 1

OK.

01:31:03 Speaker 1

So yes, if you are going to huddle after this, we ask that you puddle outside of this room so they can come in and clean up.

01:31:22 Speaker 6

Thank you. Thank you.

01:31:26 Speaker 6

That's what I need to do.

## Audio file

[2.21.24 Meeting\\_audio1180984576.m4a](#)

## Transcript

Their brother. Right.

You know.

Right. See, I like well, I have mine adjusted. OK. OK, perfect. Yes. Do we have any guests that would like to be introduced? Are you speaking to us like?

Oscar Adams, director of Standards and accountability.

Thank you for being here. Ladies, would you like to introduce yourselves?

I'm Carla delarosa. I also work in.

The Office of Disciplined.

Thank you for being here, practice coordinator.

Is there anybody else that is awesome?

Communication, please. Do you mind meeting there? Sure.

So shape meeting norms. Please note the process for public comments on video conference meetings. Persons wishing to provide public comments when you have to state your name and acknowledge that they have read the notes about the comments listed below. If more than five people wish to speak, that voucher will draw five names in random. Notes about public comments, speakers or visitors are expected to provide comments in a respectful manner from the Siding officer being to speaker for visitors to be disrespectful, that person may be born, perhaps to seize any further comment or behavior. Non compliance may result in injection. Thank you very much. Do we have any public comments?

OK. Moving on to approval.

That's fine if you go. If everyone had a chance to read the.

Somebody make a motion to.

Awesome. All in favor.

Any of them.

Perfect. Thank you.

Hold on two seconds.

I think you were coming from the north. I had it too. Yeah. Yeah, semi in the middle of the road. We're good. Don't think everybody signed in.

Hi, how are you?

We can have.

We have somebody's going to take care. Of that for us.

Thank you for getting.

Thank you.

Everybody's restorative practice coordinator. Pleasure to meet everybody.

Being here. Are you ready?

So it was a clean out day at work today. I just have to. Put out that caveat because he comes in like a three piece suit. I'm glad that I'm before him, but I'm the executive director of health services and nursing, and I'll give a shout out to Miss Warner and to you all, because I've heard the shock is running like TikTok this year. So I heard. Great thing. So I would shout out to you guys.

This is just.

Kind of a brief overview, I always have my e-mail if you guys have questions you can. Always reach out. Am I pushing the wrong button? I'm using the worn off 1.

Is it gone? I know nothing. Thank you very much. And then this is the.

Thank you.

You're worn out the button this.

One, you're going to push.

So really quick, we want to go over some questions that the shop had and then just to kind of apprise you of nursing services. So I hope I'm not cutting anybody off. We've worked really just simply just fulfill the task of staffing all of our high schools. So all of our high schools have a mix of an RN and a health room assistant, so 27 high school and middle schools are staffed in total 33 full time Pi State School nursing and our health room assistance that for this year. That was our goal. And then a ISD campus registered nurses. We're not asking them to share or cover other campuses. They just have sole campuses for this year. We had a creation of a nurse leadership team. This is something I brought from my other district in El Paso. It's going to ensure best practices and we're going to give our organs a voice. And so it's kind of like this advisory committee, but. Our contractor, Edu Healthcare, it's covering 5 middle schools. The original contract was for 18. They were unable to hire. So we've taken thirteen of those medals back this year, one year ahead of when we were supposed to do it. So we'll just have 5:00 to take back for next year. And then Ascension season continues to be an integral partner for us and there are certain our element. And then they have a a fabulous nursing coordinator or nursing director over there. And so we do weekly meeting so that we can just be apprised of what's going on.

How do you prioritize which festivals and schools to set?

So they all they all have coverage, yes, but the RN health room assistant is by census. So how many are in the campus? And then the individual needs of the campus. So if they have 27 speed units, let's say they're ranked top priority and they have, let's say, 2000 kids. So we rank them by the population and by the acuity. Yeah, so LBJ would fall down on the bottom there just because they're a very small high school. Would I love to have it staffed by both? Yes, but financially it doesn't always make sense, nor do we have room. Some of the high schools. Oh my gosh, they're nurses. Offices are like a closet. So they're you can't even. What two people? If you wanted to. You know, OK, I'll get the hang of the technology in a minute. I can start an IV like nobody's business. Just can't do that, right? Yeah.

Thank you.

Ascension team. So we have asked kind of the timeline for this and this will be a process we want to continue with speaking until we're 100% sure that all is rolling in. So it will continue next year. Next year to stabilizing year to take back Edu, the rest of that contract, so no transition next year will chunk out over the next three years and those changes going on with Ascension. I have personally no problem with leaving them in place. They been a fabulous partner, so we want to make sure. That transition is success. When will AFC Health Services receive a more sophisticated data system? That's the \$1,000,000 question. But for the last six months we've been meeting with Frontline. And so we're moving into a new module and so, right, Pat? So it's painful process and slow, but at least our data seems to be like. I can get you guys more. Data in the coming year. So we did move frontline ERP starting started in 2223. The upgrade will happen this coming year shifts is our old school health information system. And so that's by the wayside now. So technology we're moving slow but surely. Who on HSD staff is handling the vision screening of pre-K and three and four? And so it continues to be that our. Austin, founder of Lions Club, is an interval partner for doing the little for us and so they come in with their vision screeners and their

teams and that has been an amazing partnership with Tommy Callen and is also part of that. So we're we're kind of just chunking out schools now and getting ready for next year. We're on the down slope of our screen. And again, I can't say more than that about them. They're a great group of people. They've always been very responsive, very helpful. So we're getting that all finished with the screen for a little the data. So just as of two states, I just wanted you to see some of the amount of data that we have. So are hearing 22,540 students. I believe in screen vision they do them at the same time, but kids will have other vision like other grade levels will have vision problems. Two and four are not mandated grades, so we might get a few more from there, but 23,597 final close to 4400 or screen and then our eight count those if we report them directly to the state when we do them each campus. So I don't quite have those numbers, but every kid except grade 2:00 and 4:00. Must have 4 mandatory screenings, so you can only imagine the number and to pull kids and to screen them and re screen them and send notices and get follow-ups like it's. A chunk well worth it, right? But I talked to Tommy the other day and we're just we want to really shoot for December time frame for next year. So that by the time star doesn't come around, they're like I can't see the board. I I don't. I want that to be out of the equation that that's a problem, a learning difficulty for them. So we're really shooting to get them done in the first semester. August. I know we don't want to hear the C. Word anymore but.

It is it.

Is down, but what I will tell you is there's a trifecta of COVID and RSV and flu. B is extremely deadly right now. So the hospitals are seeing young teenagers from our campuses that need chest tubes that are in critical care. So if I just could be on the soapbox for a minute. Like, yes, COVID, but also flu. And I don't think we caught it all. All of our flu that we should have caught this year, the guessing game. So 459 cases were reported about this same time last year. We have 379. Interesting. Our employees have tend to have more COVID than our kids, right? So. There's a couple of theories on that, but I won't go into it, you know, but but also we have an 18% reduction in the student, so that's good. Any reduction is a good thing. As part of our 2324 initiative, we have a current MU that Austin Community College. I'm really proud of this partnership. And soon, UT of Austin will get their MU and and she's been doing it for many years. But we formed the bridge to these student nurses so they could come on, see what we do, what I'd love to have them join our our organization. Absolutely. It's personal in nature. But but they've been a fabulous partner for us. We've also done. And MOU with UT Arlington and we've been pre sectoring there. This is a doctor and nurse practitioner and so we've taken her under her wing and she's doing some Narcan focus for us. So she's doing the reporting form how we're going to report. How do we track inventory? Thank God we don't have to use in our account that much, but the state does mandate that you have a tracking system. So she's working on that for us. That's cheap labor. They don't have a nursing program, but they have like a health professional program like PT, somebody else. Yeah, I'm not involved in it, but I I know that is a feeder pattern. It's not mixing though, but it is a health alliance. Yeah, yeah, probably before my time. Maybe. Yeah. Yeah, that would be wonderful, though. If we could do that again, even if we have just a CNA program.

And then and maybe they do. Yeah, yeah, maybe they do. Yeah, that's awesome.

I think a lot of this.

UM. I think these are maybe awaiting. We're just talking about our. Middle schools again. And then technology. So there was a question for the Department of Enterprise System. She just, I just threw this in here in case you guys want to know it, but they are switching over our systems, our technology

system. It's nothing new. They're just upgrading what we have and kind of modifying the data into the new system. Many school districts are using that frontline system. So it's nothing we had to vent and start new from. It's something that's well reported in the system, but but the new system I looked at it today and it does look like it's going to be much, much better. The Federal awareness campaign I just, I'm kind of throwing this also in here because the program is up and running. We're actively not doing a whole lot because our parks kind of the Narcan. So the Narcan will continue to be thought, we'll continue to do training will continue to get the grant, hopefully order it, but each campus. Really took our main program and ran with it. So then McCallum had their kids do what they wanted to do for McCallum. And then LBJ had. So that was the intent. Is that over urgently, the district has a campaign, but we wanted each campus to take it on. And so. So we went to different advisory councils. I did the safety and Security Council, I did the board update, so they know it's out there. We continue to work with Hays County for the school district. They just, they continue to have these problems that I feel for them. And so but we do learn a lot from them and we're trying to prevent those on our. Composing so. We're going to continue to work with the AISD Police Department, the other districts that we're partnering in, region 13 employees, parent students regarding fentanyl and that Narcan, we don't use it a lot, but it's there in every AD on every campus and I feel great that there's at least some life saving medicine there for them. That application I'll redo that in this. We are privileged and I will say that to have pregnancy related services under us now, so I think we are actually the best department for that because nurses are going to act like the case managers for the kittens. So when they report a pregnancy, we start from Ground Zero. Did you take your prenatal? When's your appointment? Out of the pregnancy, get there, like nurses. Have an inroad to that, which is a natural place to be, so we refer them to homebound when they get out of homebound. We transition them back. We do childcare, we do any baby can like. We try to really do the from beginning to end and then shocks, you know, support on on our education is going to be imperative to that also. So but anyway we're going to serve as a bridge to those kiddos. We do and we.

Is that?

Have that, unfortunately, and I I'm kind of grateful because I'm not. I'm not good at taking care of little, so I'm going to be the person, but not that little anyway. But that is a campus. Kind of situation with they have a coordinator to do it over there. Yeah. And up House is a fabulous place where a lot of our employees. Have their kiddo. Just really quick on the future and of course we're going to strive for the best nursing care of our students, but we're going to continue special education processes, procedures close to my heart 100% because of my family. So we're going to make sure those kiddos are taken care of. I've worked with refugee newcomer migrant because I'm from El Paso, also a Natural Bridge for me to understand those coming across the border and how we can help them. So we're setting up some immunization clinics, we're going to help out with that. Resources for vaccination flu clinics Austin is huge and yet so small, and resources for vaccination. So we're just going to do our very best shots for toddlers work with them in the summer to get some flu and shot.

I mean chocolate, except all of their food distributions. And so if you get them get in with.

Oh, nice.

Them they get on their calendar, yeah. Yeah, I'm familiar with 100%. Yeah. So ask them because they they offer those things a lot. And so it is.

We're working on summer school staffing for health rooms. It'll be our first summer to staff AI campus and so we're. Working on that. The Bond Committee we're working for the new and remodel health rooms. Super exciting to be able to to do that space unfortunately, like if it's a 300 square foot that that's what it is. But at least they get lots of new stuff in there, right? You won't hear me complain about that. Safety and Security Security Committee and District attendance committee. I work on both of those, so those are important replacing replenishing. So the Narcan, the FBI, the AED's, the emergency equipment, stop the bleed, that all comes under us. So we're just working on making sure that that equipment is valid, people are trained. That's a big initiative of our, I think for me it must be because I can no longer.

Mobile clicks from coming out, are they still coming?

Out to some of the high schools.

They are. I wish we could get them their brick and mortar with to be at LBJ. I don't know the status of that. I worked on the MU. I think it's still in progress, you know, it's just a workout. And I would love to see more of that. So yeah, it's good. Yeah.

Do we know how many teachers and our staff members are certified and so is there going to be flexibility that will have training so that everyone is certified? That's the one where I'm like I really.

Like for that, yeah. So I. Mean it's a, it's. Not something we can mandate, but absolutely something that I find super important. We're trying to work with Fed first to kind of get them on board because they work with our most. But to track that every expiring every other year and then when they leave or come in, that's not something I track, so I can't tell you, but what I can tell you is every summer, if they open up their, you know, their courses, they will see that all of our trainers are offering to pay for the trainers to do that in the summer.

So it prevents it from being a mandate.

You know, I think probably the teachers themselves and the Union has kind of put in what they feel comfortable with, and I think they're more apt if it's an ask than a mandate, and I don't want someone who does, who doesn't want to do that, to be tasked with it. You know what I mean? And same thing when I train people, if you are truly not a needle.

OK.

Person then I'm not going to show you a nappy thing, but you could go do this or that. But I think that's why Mary is just, in my opinion, it should be part of the job description for our speed personnel and I'm going to shoot for that. 1st and then I just try to encourage them, but there's many openings in the summer. It's free of charge. Our trainers are wonderful. You know that. So yeah, we're going to try to chunk that out. For the this. That, I mean, stop the bleed. You know, if they would just give me a minute to listen. Seizures like, you know, they could not only. Save someone here but their own family. You know, I just. I try to afford that. If you guys need me to be somewhere to the South of lead or and I'll be happy to to do that also if you get your folks together, I'll be. Happy to come. Thank you. Yeah.

Yes, Elena, I got an inquiry from someone who works in the Emergency medicine department at UT DMS, asking about how they might be able to help with the stop the bleed training. Yeah. Is that a

collaboration that SHS would be interested in his concern? Was and going to his own elementary school just sort of randomly pulling teachers they didn't obviously know how to do stuff to bleed, and I explained to him that I thought it was something that might be a little too. Arduous in terms of getting everyone trained as you explained first, yeah. So is that like a collaboration potentially that.

I would love that.

OK.

Yeah, I'll never turn down any anything like that. It is sitting in a force that anyone can access, right? It's just not part of a mandatory Bund. But we encourage, like, the anaphylaxis, the seizures, the stop, the bleed. You know, we're going to encourage that 100%. The nurses on each campus are encouraged to do that during their staff development time in August. So when they have a captive audience, I say, you know, use it. So we did have some models that actually were like sporting blood and stuff like go, maybe not, maybe not do that because we think it's.

Got you.

You know, fun and cool, but other people don't think that so. But they were laughing because teachers are more involved in it. And so any collaboration is super helpful with them. Yeah. Yeah. All the nurses and healthcare assistants are trained at staff development. I know that seating people, people are as well. So yeah.

OK, John.

You always have my e-mail. I'm. I'll be super helpful wherever I can. It's Shaq is such a great place to be in such an important institution. So thank you guys for allowing me to present today.

Thank you.

I'll pass it over to the the man and.

Good. Good evening. I'm glad to be here. How's everybody alright? Well, my name is Oscar Adams. For those of you have nothing that I'm the director of this book. Standards and accountability. They got the longest title in AI I have with me this evening. My fabulous team. That's also going to Co present with me. So I'm going to. Introduced them. We have Frankie Mendoza, which is a restorative practice coordinator. Carla Delarosa, our social review administrator, and Veronica Silva, another restorative practice coordinator as well. I I will show share this slide at the end to you if you want to get our contact information, you can reach out. For this event, we're going to talk about a couple of things. One being house Bill 114, that was a new bill that was very, you probably heard about on the news and other districts talking about we're going to discuss AIC's implementation of House Bill 114, discuss our culturally responsive restorative practice campus support. And a new pilot program that we received a grant for that is being piloted at two of our middle schools. So the education code, which outlines chapter 37 and those are all of our guidelines how we administer and respond to certain discipline offenses prior to the 88th legislative session, it says that it's student, it requires a student to be placed in the district alternative education program. If the student possesses used. Under the influence cells gives the. Delivers marijuana THC to another person at school. Within 300 feet of school grounds or at a school related event, so most of us have been familiar with that. There's nothing new but in the most recent legislative session, it made three changes. The first change is that it added E cigarettes to that

statue. So an e-cigarette, because sometimes I've learned that people have different definitions. It is a nicotine based product. So they do have some vape pens that have THC. But when we refer to e-cigarette, it is a nicotine based product. So it now made an e-cigarette the possession, use sale of the E-cigarette a mandatory placement to the DA. And the second change is that it removed the mandatory expulsion for felony marijuana, or THC or alcohol related offenses. So previously, if a student was in a law in possession of a large quantity, those students would be expelled to the JAAP instead of the alternative school, which is a LLC. So it now removed that and students that receive a felony can be served at the local A. And then it added a DAP capacity guideline. So when the state created this new guideline, their thought was by adding E cigarettes, some districts may not have the capacity to serve all of the students at the DAB. So they put in a clause that if your DP is ever at capacity, that you can take a student who's been there for a. Couple of days. And that and that's near returning and send them back to their home schools where they can finish their placement in in school suspension so that a new student can be placed. So again, they were anticipating that there would be an increase in offices. So I want to go over our three-year data. This chart here shows just fall semester data, so we're matching apples to apples and you can see in school year 2122 we had 218 drug offenses for the first semester and last year there was 535. But when you heard the reports that because of the vaping and accessibility that most districts in Texas and Spirit experienced the increase, our data does show. That again, a lot of concerns about DA's being at capacity for this school year, our fall semester, we had eight 387. So we've actually had a decrease in the number of offenses. Tobacco and E cigarettes was classified as one pens reporting category. So we we tracked our data because they were. Fine. So in school year 2122, we had 161 offenses last year again, we had an increase of 215 and then with the new change of the law and how we have to report it, we now separate those. So we had, we've had a total of 82 E CIG offenses for the fall semester and 80. The backup. So again, we're right at 162. So very similar to two years ago. So we've actually seen improvement with our or reduction in our data. So when the new law came into effect, I think we learned about it in June and it was effective September 1st. Districts had to quickly determine like how are we going to respond to this new law that says we have to place students for a nicotine product or a tobacco product, which you never place students. Your cigarettes, right? Now we have to price them so you know, we quickly started reaching out to neighboring districts. They were calling us asking what are you guys going to do? Because we always want to be somewhat similar, you know and and and make sure that we're addressing this. Correct. So we had a quick turn around of how we were going to update our guidelines. So with that, our guidelines for e-cigarette offenses and and let me back up just a second. So with any placement, chapter 37 states that a district must consider or the administrator must consider mitigating factors when when assigning a student to DAP. One of the mitigating factors that has to be considered is a students behavior. Mr. right. So if you have a student that has never been in trouble, the administrators require to address that. So we we decided we would take advantage of that. Loophole a little bit and include that in our guidelines. So for E cigarettes for first offense, we are not placing students at the DEP. We are assigning those students a one day intervention for one day in school suspension where they receive intervention at the home campus for second offenses. It is it is a 15 day. Gap placement and then for 3rd offenses. It's a 20 day placement. For marijuana and THC, guidelines for first offense, it is a 10 day placement. Second offense, 15 days. And for third offense 20 days.

Question. Are there LCDC's available to the students if they're replaced DEP.

What else?

License dependency counselors.

We have licensed mental health professionals there. I don't believe we have a licensed mental LCDC, but we're actually in the process of redesigning our alternative center there. So that is one of the things that we're going to be looking at. We've actually hired an external evaluator that's coming in to do a programmatic audit and make recommendations. On you know how we. Can improve our supports for students. So thank you for that. So these these are our current guidelines now, now that school has started, we have recognized there's opportunity for us to improve. Again, we've historically have not removed students for guidelines and we go from one for we recognize there's an opportunity for maybe for us to. Do something different.

OK.

So we are in the process of requesting an exemption under the district's innovation plan. The language of for the exemption under our our deal I plan is that a student may be assigned to the DAP. This exemption will apply allow us the flexibility to look at to maybe use more education and more intervention before placing the student. So this is actually on tomorrow's board agenda, our board. Discussed it at the work session earlier this month and they will be voting to approve it tomorrow. And if it's approved, I will. Gathering of the lean of assistant principals, teachers, anybody that wants to meet so we can come up with some new guidelines on how we can best serve our neighbors, but focus on education and intervention. So two of our AID values that we always make our decisions based on that is cared for every child to be healthy, safe, engaged, supportive and challenge. And educational equity to ensure every child receives what is needed to develop to their potential. So I am going to turn it over to Carla and she's going to discuss the interventions that we currently have in place at the home campus and at LC. Yes, ma'am.

Also determine the placement in DAD or like number of days. Or was that that was just. Historical practice, yeah. So or sorry for marijuana related offenses.

So for any placement other than, there's only one offense that chapter 37 determines the days, and that's where gun related offense. It says that a student has to be removed for a year. For other offenses, it's left up to the district. I will say we have one of the. Shortest placements a lot of times, most districts when students are removed for drug related offenses is for 45 days or 30 days. So we have one of the shortest length of placements we talked about Hayes earlier. Hayes is. Policy that they came up for E cigarettes, I believe on the first offense is five days, then it's 10 days, 1520 and it just continues after that. So we are looking at updating ours, but if there's no link to placement guidelines that's identified in 30 chapter 37.

The efficacy of the link placement could be and you know, as you're reviewing the process for the alternative schooling etcetera you know. Why 15 days were marijuana related events versus one ISS for Esig, I understand the kind of outside of school. Ramifications for marijuana versus E CIGS, but. I think that that might be something of interest to to consider as well.

Yeah, and that's one reason why we're. Looking at that with that. Because again, there's no guidance on that. We try to calibrate. I I meet with Del Valley, Pflugerville means and we all and Travis and just we all talk about our guidelines and making sure that we're, you know doing something just enough to deter students but also keep trying to keep them in. At their home campus as. Much as possible, so I'll hand

them here.

Say that I've recently been in the manifestation determination for a student in a neighboring district. And they bring students their first events for that, then they.

Were sent to.

The for 45 days straight, A student like there was no consideration for any other mediation and so I appreciate that the timing is lower. But I also wonder if the increased amount of time decreases the frequency of recidivism returning to be a cause.

And and you. Know that that's a great point because. You know, a lot of times we hear both sides of the spectrum, right? We hear some parents that have voiced concern that when their children go to the restroom, it's as full of vape smoke and you know, there's the opportunity. So they feel very strongly that there should be stiffer consequences. And then we have the other, you know, parents that may feel different that we need to address it. So we try to find. Something that's you know, appropriate and then we look at our guidelines yearly to see how we. Can adjust it. Which is what we're doing at this moment. Yeah. So it's never to find that sweet spot, but it's never just, you know.

Perfect. I'm sorry. One more very quick question. My husband is a teacher on a high school campus, and recently he shared with Dean. Or maybe it was my kid thinking about him. I mean, my kid won't go to the bathroom, ever at all. She's a junior because there's so much thinking in the bathroom. Did you guys?

Yes, yes.

Recently installed monitors in the bathroom that.

So as a district, we have not installed monitors, but I do know there are some campuses that. There's a couple that I think their PTA's may have purchased that, and even that system. It is. I mean, there's a lot of things that go into that. Some of the districts, they've that have it they for some of the campuses. I know they share that their administrators spend all day just running from restroom to restroom. By the time you get there the you know the students already left. So you have to have your cameras. Racing to see who's coming in and out. I mean, it really is that time consuming because of the volume that, you know campuses are experiencing. I don't know. I think that's, you know, it depends when you. Hear it? Talk to. Any other questions?

In the demos, they work. To a conference over this summer and they show us the demo, just like certain metal detectors work and things like that. So.

It is, it is and.

Like \$20,000 per rescue.

I'm Carla della Rosa. Nice to meet you all. And this view of administrator I work with officer. I work closely with all the campuses. So any time a student gets removed, it goes through our office to make sure that it meets the criteria and the coding from Chapter 37. So that. We don't have administrators, you know, just removing students for any reason. So we are making sure that they're doing it with fidelity and appropriateness. So that's kind of my role. And I I see it all. So I do have a different kind of perspective than than a lot of people do. And we're just going to take a few minutes to talk about some

of the interventions. Again, I want to stress this prevention, right, because this is coming kind of from the Office of Discipline and accountability versus like a preventive peace. But we have tried to, we have been partnering with our law enforcement, you know, to do some prevention pieces. A lot of our campuses are the Health office has been working to do some more of the prevention piece because we do know the more education and prevention is helpful, kind of what we've been doing with our offices, the intervention, once it does occur. And so, like Oscar was saying, the first offensive possession used influence of nicotine and tobacco. Again, not THC. This is specific to nicotine products. And when House Bill 114 came out and we decided that it would be a one day placement, we did create options. For campuses, and we do have some campuses that had been doing some really wonderful things on campus the last few years when students were found in possession, but we were trying to make things a little bit more streamlined, so we gave secondary campuses some options about what that would look like when the student is in ISS, we use two different courses that have been vetted. One is from Texas, say what anti vaping course. This is created by Texas State. They have a very huge program that is statewide. It is prevention and intervention that their program does, but this is the intervention course. And so I think you're going to share is it, is it LinkedIn, their presentation. Let's say I linked the link so that if you wanted to flip around, you can look and see on what these courses are. So the students do have a course to complete. There's options for the different kinds of access that students have. This would be for middle school. And high school students. So there is a hard copy packet for kids that need to write and read like hard copy. I'm a hard copy person. I like to do that. It's also a blend option. So campuses can create. It's a an ISD blind course, but then they can import it to their campus so that they can control who gets access to it and.

Who works through.

It and then they can also access it directly through the Texas State website. So there's just options. There is a quiz that students have to complete to show that they have worked through. The information on there, but that was one of the options and then another option is ever 5 which our district does have a subscription to. Ever files. Lots of courses and one of them is vaping. Know the truth. And so we did allow campuses to use that already published and vetted course through everfi if they wanted to use that as an option instead. At elementary campuses, it is a little different, but we do have. Elementary campuses that have 6th grades. And they have the same consequences, right? As a 6th grader who would be at a non elementary campus. But we also have seen, as you may or may not know, the availability and access of E cigarettes and vapes are a little shocking when you think about it. Especially when I, from my perspective, when I get to see it all we do have elementary students, even in 3rd grade, 4th grade, 5th grade. That have access. To them, they get them at home. They bring them to school, they're sharing them, they're using them. So it. All is happening and so we did. We did make sure that the course for elementary is different for the elementary students and it is designed to be done with the counselor, the school counselor or the administrator. Whoever is it, and it can be a teacher if that's who's available. Because we know that sometimes elementary campuses. Is is difficult, but it is a more interactive where you look at pictures, you click on things and you have more of a discussion base because of the of the level that the students at and making it more accessible and understandable, yes.

Community partners who have they saving programs, bring them on campus because they can stretch the resources much further and they can also address family issues that you just mentioned. Availability kind of. Thing so sports specialists are good at this. You got Canadians in schools, you got some voices that could bring in people there. I know there's kind of county underage drinking program. I'm

wondering if there's standing vaping program that can come in. They would come on campus and they wouldn't just target the state. They would target the whole family. So that dynamic would be addressed and it would be more than just seeing an ISS and completing a packet. He's sending ongoing after school or during school because some of these organizations come in school, so I would encourage you to come and look, just surf the web or something or contact us. You know, we're always.

Yeah, we, I mean, we'd love to have on demand in person resources. But we have several campuses that so we would need to, but any resources, yes, please send them away.

More resources further than just this, just like to sit and do, they'll do packages and get out of they'll do whatever they can get out of there. They'll take all the boxes and then nothing will change. So addressing the parents I think would be.

Confident, we have talked to with our campuses, but again, you know our office is more. Or on the the when it happens versus the preventative measure. But we we are, we do have a lot of campuses that are doing that, but any resources that you have we would love to share with principals. We do have lots of principals that are doing parent nights. We had a campus. I can't remember what middle school campus actually had a night where they laid out the vapes. On a table so parents could actually see like this looks like a highlighter and this looks like a USB drive and this looks like a who knows what I mean. They're they're they look so different and parents. You know some, they just don't know. Some don't. Some do. Some. You know, that's where students are getting them. So it just depends on the community. It depends on the campus. And so making sure it's relevant and applicable for that campus. So those are the interventions for the. Again, the first time offense of a student that's within. And nicotine Easter egg sorbate. The substance abuse interventions these are currently what's happening at ALC. We don't oversee a LC, we just kind of work with them. And so these are not our programs. These are a LC's programs. But what we did change our work with ALS to help facilitate. Was there intervention programs were optional and happening after school or on the weekends? And so with House Bill knowing that we were kind of changing some of the. The guidelines we did work with them and now the interventions are happening during the day and again, you can't force a student to learn, but you can provide the intervention for them. So all the students are receiving an intervention for substance abuse when they are. Not the LC. And that was part of the reasons why some of the the length of placement changed because actually board policy says 306090. So first offense, 32nd 1690 and ours again you keep on we are decreasing because we're actually trying to put the interventions. Thing, because we do want them back on their home campuses as soon as they can, but we also want to make sure that there's some learning that's happening and we're following, you know, state protocol, which is a required thing. So what LC developed is they had already had the invest program, the Invest program is their program. That they provided to all students. It was the optional for substance abuse or use program, and so they took that program and they embedded it into the school day. And it's it's spread out over the 10 days that they are at the LC for their their placement. So the first offense again is Oscar said at the 10 day placement. The 2nd is we just are we're piloting a an online course, it's by third Millennium classrooms and they do they have a variety of intervention. We do have some prevention courses too, but it's self-paced and kind of specific for whatever offense it is. So if they're there for an e cigarette, there is a specific course that is just for students nicotine. There's one for cannabis. There's one for a THC, there's alcohol, so depending on the offense and the reason that they're there, that course is specific for that students intervention and.

Need. Yes. You mentioned that they have some preventative and then some like more intervention

based courses. I was just wondering like they're both educational. What's the difference?

Between programs.

And I think some are more talking about how to make lifestyle changes or preventing it from when it does happen and then the intervention is when you find yourself using XYZ or how to talk to someone about or if you have an addiction or how to know if you have an addiction versus being mindful and aware of. What does the baby look like? What does it do? They still they have some shared things that I did look at some of the modules where it talks about just health issues, health concerns, warnings about what it can do to your body, things like that. But there is. I couldn't. I don't know the specific outline about what it is, but if you Google or Millennium, it'll tell you the outline of it kind of gives you an outline of what those courses entail, so I could give you.

A little vest similar to the.

So they invested in person and I think they kind of do it through blend. So you're working through it, but it's run by their lead counselor and.

But it's not a program, it's just.

It is invest is for it's not a chemical depend. It's a I. I don't want to use that word because I don't know. I just know it's that's that's their intervention program for students that have all. Or any sort of substance use versus saying that they have a chemical dependency versus using it one time. So it it's it is a kind of just like an awareness and this is just it just kind of. Drilled down a little bit more.

I want to ask because I know that's one of the questions that we get from a lot of our community members is, you know, is there a therapeutic setting over at LC is it's very similar to rehabilitation and you know we have some parents that feel differently about that. But that is 1. Reason why we. Are working through the redesign of LC we hired and. Harder to come in and look at it and. To look at effective models that are around the country that are working. So we're trying, we're going to redesign the program so that it is they are and it's going to meet our students needs. So that is one thing that we're going to be exploring is more than just a decision making for us. Do we need something more with a, with with chemical dependency?

Program before there's been an event that they know that. They have a problem.

You know, being able to participate in a or in a program.

You know to not have to enter this, you know, and that's good about partnering with other other departments where because you know our focus is really on making sure we're following policy and protocol with discipline and accountability. But we really you know we we would love a whole department that's based on prevention.

I mean.

So you wanna get that funded and let us know we're happy to. We're happy to help. And also just just well, let me get to this next one. So we do have and they they are very rare where we do have a student that goes for a third time. And what we worked with is we worked with our licensed mental health professionals in the counseling department through ID and they created a very specific. Curriculum so

that they will work directly with those students. Again, it's not a dependency, right, but it's more of a year specific, more one-on-one intervention and. Support and and just so you're aware they do campuses do have the option and they they do allow students and students that do. Our parents are saying, you know my student has a problem. We want to get treatment campuses can't accept that the student going to a treatment facility. Instead of going to the Alternative Learning Center so it can be for a variety of things that students get removed for if they're going to get specific treatment, but no one's trying to do, like double down on anything. So if they're going to go and get treatment and get help. Then yes, do that and then come back to school instead of having to go and do that. So that isn't, that is an option. But again, that's not funded by.

Huge gap in services for this age group to receive. Substance use treatment from the community. It doesn't exist. Phoenix House flows like they're. There is no habit in there that I am aware of to direct the family to receive that kind of support.

It's not there.

The campus based counselors have some access, but what we frequently get the feedback is that there's there's no beds. So the one the access we do have.

Right. Yep. Yep. So Austin Austin is very, extremely.

Correct. And we do have people that go.

Out to get girls services. But yeah, we can't. AID does not have those services. Yeah, I'm.

Just curious about the program itself. Is this a three hour based online course in a like? What environment do they do that and is it?

Like they take it home? No, in the class or in the dance room. They're provided time during the day to work.

Through the course, OK. And do parents have any access or information about, like, what's in the program?

They have. They don't. Have access to the course they have access to the topics that are that would be discussed in the course. Yeah, those are those are funded things and subscriptions and cost money and all that kind of stuff. So again, we're piloting it. That's the first time. So we're going to even see if it's. We find it useful or helpful or.

Anything like that?

Three hours. What happens like? Are they still doing classwork while they're there, or are they?

Here at the ALC, they're doing schoolwork. They're doing classes, they're coordinating with teachers back at their home campus.

OK. So they're still staying on track?

All right, now I'm going to pass it on.

To our culturally responsive.

Tears of the time.

That is the principle that a C monitoring. This interaction with the campuses that you were just describing is that monitored to make sure that the students are actually Learning LLC and all that with dovetail back with their learning at their on campus monitors that.

I wouldn't be. Able to speak on that. Cause I'm not. That's a that's a director, right? Monitor the the so. Students are taking courses that they don't see, and that's supposed to transfer back, keep up with all the requirements that are on campus. We monitors to make sure that actually happens, because that is not happening.

Yeah, great question. So we have two transition facilitators at ALC. So when they students first get there, they're assigned a case manager that they. Learn what courses they're into. They're you know, ALC doesn't offer every course. They don't have art, art, band, things like that. So they still stay connected with their home teachers. And then when they're when it's time for us you to exit the transition facilitator schedule the meeting with the home campus and they go over their progress there, their attendance. Their grades, how they did and they make sure that that's taken place, that hasn't always been the case. Sometimes you would have a transition facilitator and then students. Just returned, but that has been one thing that I've been working on this year and making sure that those transition meetings are held first. That is required by law. Second, it ensures a smooth transition and that there's nothing that's dropped there.

He's he's usually appointed to meet with y'all or with that, with that transition coordinator.

Counselor. Sometimes the counselor and the assistant principal. It just kind of varies at each school, but they.

Campus administrators.

The coordinator will send a calendar invite to the assistant principal and then he'll schedule whoever he wants. He or she wants to attend. So because a lot of times they have, they may even assign them support when they get back to the campus. So it does look different at every campus.

So if that's not happening. Some kind of appeal process, some kind of reporting process to end with their report do. They know about. That do they know that they do? They know that they can.

They can report that to me. That they.

And I. They told that they gave your contact information.

So my contact information is in the student success guide. We can look at strength in that. It's like that's something we need.

I know one or two in particular. That you would really have to monitor strongly because there's a certain resistance to me making sure that everything transferred all the work they've done in credit and that the kids really get what to do then for all the work they they can accomplish. A definitely encourage that you let parents know. They can get with you. If that's not happening.

We'll do. And that's one thing that we always talk to campus about is, you know, when a student made a

mistake, you still have to welcome that student back because when they come back and the first thing you say is if you do this again, this is going to happen and you you meet them with that. They're not returning with a fresh start.

Being like really? You are not welcome.

Good segue. So a brief history on culturally responsive started practices. This work started in 2016 and the Office of Cultural Proficiency and inclusiveness. In 2018, the district was awarded the Grant and there were seven restorative practices associates hired on to support 10 campuses. I was one of those. In 2022, the district hired on 2 restorative practice coordinators, and so that is how you'd have Frankie and I here today with y'all sharing about the. Work that continues. And so this is our definition. It's creating a campus environment where students, parents and staff nurture trusting relationships, are invited to share and be their authentic selves and have a sense of belonging and connection.

In the campus community.

This is the overall big picture of this work and this tiered model is in alignment with the response to intervention model. You can also see that it's connected to NTSL and academics and so at this tier one level at the bottom. That is universal. That's for all adults and students campus wide. It's all the ways that we build, maintain and a firm relationships. And when that is done with fidelity that supports Tier 2 implementation. Tier 2 in the middle. That's when harm has occurred in the community, and some adults and some students are needing to repair that relationship. And then at the Tier 3 level, that is when students have been excluded from the campus environment, either from the suspension or they've been placed at the Alternative Learning Center. And so there's a need to welcome back that student and make sure that they have the supports they need to be successful. And when this is done with fidelity and you have that strong tier one foundation, you should only see about 1 to 5% of the student population ever needing that Tier 3 support because at that tier one level that should be campus wide, we should be seeing students who are engaging in this stuff. We should be seeing adults engaging with this in our meetings and. We're acting from a very proactive stance as much as possible, instead of being very reactive and punitive to behavior. And then here our role for Frankie and I is really to build adult capacity because we serve multiple campuses this year. I served better check. I was over at Travis High School.

For this fall semester.

And I'm now at Doby. Frankie is over at Covington for this spring semester. He was over at Dolby Middle School for the fall and is also at Kealing Middle School. And so our work, there's a lot of problem solving, communication with administrators, teachers. We're going into the classrooms with Co, facilitating with them ways to embed restorative practices in their classroom and build that trusting relationship with students. We're also collaborating and understand ways to further implement this work and providing professional learning also facilitating facilitating community building circles and so.

The list goes on. It's not just these six bullet points, but there was a wealth of work that we do. Is there any work that is done? This problem solved figures to address that behavioral needs and unfortunately, it's been our experience that sometimes those behavioral challenges. Not just on the part of the children, but we have had a situation where we've experienced a very isolated teacher and so I'm wondering if you'll do any work to support the needs and the teachers in that kind of situation.

Yes. So embedded in that professional learning is ways of how we as adults understand how we're coming into situations and to understand how.

Situations that can escalate. How do we come into the situation more grounded and not escalating the situation? How do we have more empathy? And then what happens like after the situation where a teacher is really escalated? Because in our particular situation we pass? Or some restorative practice intervention. We asked for the grievance about this and we were repeatedly denied any of that kind of support, so I'm just wondering, like in in real life, an application that's not been my experience that we had access to this kind of intervention even in a situation where I felt like we really needed it, the teacher. Ended up pressing assault charges on my child, which were. I felt like they were really retaliatory and we were specifically requesting this intervention and not being given access to it.

I would say at a Tier 2 level, when there's conflict between a teacher and and the child, that's where we have individual meetings and we assess is the individual. Both adults are they open to being honest and are they open to having a conversation where they're not. They're not continuing to attack a child, they're not continuing to come with them and they're willing to. Come to an agreement with them. So there are some protocols that we look for to make sure that they're ready if they're not ready. We continue having individual meetings to work towards gaining trust and so opening up that conversation.

Once again this semester to make monitoring and accountability issue. Canvas black canvas. Personal designees. In implementing this and making sure it happens so there's a bigger issue here and we've already identified that numerous times, I think in conversations around special education and other things. So Mr. Adams, I wish you would take that back to you. The person who's supervised his principles. And talk to them. About these issues as a recurring theme. And I think it's important that they hear from you in particular. But and and and. At the Superintendent, here's and the trustees here. Is a big issue in this in. This district and has been for a long time.

Yeah. And I completely agree with you. And I've seen that ourselves. So the work we have, we have two restorative practice coordinators who support and we have 100. And 14 schools. So they actually are limited with, you know, they have two schools each that they support and we do wrote, you know, look every year at the data and then they assign new schools. And I'll just talk from my own personal experience. When I was a high school principal with the school I. Was working at. They had already engaged in restorative work before I got there, so I was actually learning from assistant principals there. And when I first got there, you know, when I was middle school principal, there would be times that I would have a conflict between a student or two students and parents. And I would have a parent that would say, well, can we meet with the other family to to try to resolve this? Just like you. Said no, no, no, no. I was like, no, no, I don't. I don't do it because I can't control adults, right. And I don't know what's gonna happen. That room. But it wasn't until I got to my new school and I had assistant principals like you trying to do grandparents saying we send, you know, we sit down and we work through that. And I grew in that capacity and that's one reason why I believe in the work would store it and we one of the things that Frankie and Veronica do is we support campuses at that Tier 3 level. As Veronica just went through the different levels of restorative, that's Tier 3 and what we'd all always like to do is just come in. And when there is a Tier 3 situation, their job is really working on that tier one building, that foundational support. Build a repair and arm and then you know, yes, we do go in and do Tier 3 work. There's been a couple of schools that they've worked with this year where they've had to bring entire teams together and do restorative work with students, coaches. So there's a huge need for that.

Hopefully we can get there and hopefully with your. Yeah. So we are always happy to come and share this work because we know the need. We see this every day.

But you need. You need to express it to them up. They're the executive team, not their financial. Because in this district is going to continue. And I was on. The like the ground floor, all this stuff, 2012, this district is going to continue to count its restorative practices. It needs to, but it's not. So I will be happy to landline ways to that. But y'all need. To say it, everybody needs to say it. The teachers, their job will be a lot easier. And they would do it.

And as you know, we do have the new Ombudsman's office and I did have met with that. You would ask me her first name, Don last name. Starts with an. E But I'll I can get that with you before I leave, but that is one thing that we have. The district has put in place is the Ombudsman's office to help work through some of those concerns. We have one and I think there's plans for a second one to come in. The future as well.

And and. And and I would like to add like Veronica and I, that that's like music to our ears of just advocating for more restorative practice.

You no longer work. The district would be willing to have their voice. And they have. Their names, so that would be also. Thank you.

Yeah, having worked in other districts. I mean, even having this at all, even if it is at a certain level, I also you know, want to expand it and scale. It and would. You know, just highly recommend, even at the elementary school level. I think that. Would be a. Huge. You know, preventative practice in and of itself and alerting parents and administrators to the. To even these concepts right? Because I don't think they're thinking of that at that at that age. But that's I think when it starts even preschoolers. So that's when it starts and so just would advocate for that as well.

On a personal note, some of the stuff that we do in our conventional learning is stuff that I do with my pre K4K, but non violent communication because I want her to be able to know how to advocate for herself and use that language because I'm not always there and so.

Yeah, yeah.

You also talked about how the previous grant actually started at the elementary level, and we fed into the middle school for that continual.

We were at the tank campuses we were at, we're at Barrington, Piggie Blazer Blanton. Oh goodness, forget the other two, Becker or another elementary campus we were at Garcia Middle School, don't we? So we were at Mendez at that point, Burnett. So we were at those six elementary campuses. I forget the the six elementary school, but that was we're trying to support from going into the feeder schools for the very part of making sure that they were continuing to have these restorative experiences and they were understanding students were being being able to advocate for themselves and saying, I want to restore. Process and this and what we know is that. If we're being pulled in to do a lot of Tier 2 repairing farm work, it only works if there's a relationship that's had. If there's no relationship that's been built and they're going back into a community that there are no practices, it's really hard to sustain this work. And I know I'm preaching, but just wanting to share that sometimes that is the. The the thing that is forgotten, of making sure that that tier one is solid canvas wide.

Yeah. I just wanted to add because you have mentioned like elementary right and that elementary does a lot of the one right the recurring relationship because if you notice I ask every middle school and high school student, do you remember when you got together in your elementary class and you know in a circle and just kind of passed around and the teacher asked how your day was and had that real connection they.

Go. Yeah. Yeah, yeah, yeah.

That's tier one, and somehow it misses in middle school, where we assume that our kids don't need it. We assume that our kids just don't need to connect. You need to do what I tell you and then it falls. And Veronica and I, it's just it's. I mean, she hit it right on the nail. We come into these campuses and we have no form of relationship. So our best bet is to. Support our administrators, our leaders, to say hey, do you do you know this student, do you know this staff and so a lot of it just falls down in the middle school because it goes we we get called for the. Tier 2 tier. Three, right. And so if we use that form back up tier one of like the elementary of just connecting, how is your day doing? I mean how can just a quick connection, it's huge, right? And so that's kind of like what we we do.

I met with two middle school students to do repair on Tier 2 circle and we're always starting off with checking in and already they're just. It's just they're not getting asked that on a regular basis. This this idea of talking about how you're doing what you're feeling, thinking about that in that way and being able to vocalize what that is and sharing that that's not a part of the process. And so it becomes difficult for us to support it. That's your two levels.

How are you doing? 2 minutes. How you doing?

I just wanted.

To say thank you, my daughter, three years ago went through restorative practices with her physics teacher. Even at high school, she had a college professor who wasn't exactly sure how to to. Water that down. For high schoolers, and she took her to this teacher to restorative justice practices. Very interesting process. And I was really, really proud of her and. Reading it, but it was great. I was like you. Went where? With who?

Explaining it and I was like. You know, it was it.

Was many needing situation and I'm not sure it ended up as she would have wanted necessarily because I don't necessarily think the professor could could do what she wanted. As far as like water down, what he had been doing for 30 years, but it was an excellent process and I really, really appreciate that. Thank you. So real quick, we do have some data here from the schools that you've been serving and this is specifically the discipline, incident count and this is for.

Discretionary referrals that resulted in in school suspension or home school suspension. And we come. African American and then and then speed for students receiving speed services. We compared fall semester from last year to this semester. And so you can see with better check last school year for the fall semester. They had a total of 214 discipline incident counts. This full year it was 56 for their total this funding they count so out of that African American students went from having 19 disciplined state counts to six, and students with speed services had went from 61 to 717. Discipline incident counts. So you can see a decrease from better check Adobe and killing. And then at Travis, there is a decrease for

African American students when it comes to the discipline incident count. However, when we do get for to students who receive special services, there was an increase from 28 to 35 disciplined state counts and a total from 98 to 105.

So there's no other races that we track, only have.

So there's. This actually line to our scorecard. So our district scorecard monitors American and.

Receiving special education services. So that's why we show this data, because if we I run a report every two weeks for our campuses, make and monitoring those two student groups, which is aligned.

So and unfortunately.

Yeah. Larger. More than that. It's. I think it's like you're intoning a whole lot of other ethnic groups, so.

Agreed. All right.

Yes, thank you. Thank you so much. So I am honored to our grant overdue that we just received from the Bureau of Justice Assistance. So this is a great alternative plan that we get to go with our to do with our students and this is providing. Violence. It is called Austin Isly, looking forward, destructing school violence through inclusive disciplinary practices. And it's a grant that is going to pilot an alternative to exclusionary discipline at 2 middle school campuses paired with professional learning and support. Just two for right, right. And I'm going to show you here in a SEC. And so the desired outcome is to reduce the school.

Right.

Violence and helping students to connect better and with with faculty and peers, and utilizing A restorative lens and practice. To prevent and resolving conflict and so Speaking of, we are calling this this grant the forward program which is focused on reflection with authentic restorative determination. It's going to be a scalable, disciplined alternative that will expand a secondary campus district wide. And so we focus on these two campuses. The reason why we chose these two campuses is because they were chosen by analyzing the district wide data regarding school climate perception of. Safety and suspension rates and disproportionate disciplinary percentages and so and also we partnered with the principles that really believe in the restorative approach and they're really going to use this with fidelity and saying I am all in and we're going to do this as a campus to support our students as an alternative. And so we did or we are in the process of hiring 2 restorative practice associates, one for each school. And so that those two will be responsible for designing and offering a curriculum of academics and holistic and doing a lot of sell a lot of check-ins and doing a lot of reflective and. Restorative practices with the. Students and they are also going to be partnered with and Integrated Systems facilitator. That facilitator is going to be paired at both campuses and shared both campuses. And they're going to be providing personal and pilot campuses with. Resources strategies for implementation and positive behavior intervention. And lastly, we also are going to bring in evaluation coordinator. They will be doing the design evaluation design, they will be doing the data collection analysis and reporting evaluation results for this three-year grant. And so if you notice, the reason why we did this. As I mentioned, it's because a lot of these principles already bought them and I'm already assigned Keely. And so it we really wanted to focus on the building relationship piece instead of just coming into a principle not knowing the principle of having a relationship with them and saying, hey, we're going to implement this. The program, and so we wanted to make sure that in order for programs to work, it starts with relationships. So we're actually modeling it as a restorative approach. And so we chose these

campuses to support the alternate the out of school suspension in ISIS that would be granting a school suspension. So students were able to kind of reflect even more. And this is how it's going to look. You have a. Question what's that \$1,000,000 going to be spending? Oh, so it's going to be spent spent on Covington Resources materials and we're going to make sure that we're supporting these coordinators salary.

To be paid through them.

You wanna evaluation for?

It. Yeah. So the \$1,000,000, it sounds like a lot, but it's really not a lot to think about three years, right? So that's 300,000 per year, year and we have with the grant we wrote in three staff members. So we have each campus is going to have a restorative practice associate and we hired. An integrative systems facilitator who is an MTSS specialist because we know behavior is a lot of times it's tied to academics, right? Or instruction and occurring in the class.

Yeah, yeah.

Teachers not familiar with how trauma shows up in the class, so we have an integrated systems facilitator that's going to be working with the group Perry model. TBRI newer sequential model provided professional development to between those three positions. That's the book of the expenditure. We also there is a part in there for an evaluation. Because if we are going to be able to scale this, we want to make sure that we've collected the correct and appropriate data. We also have written into the grant to go toward Dallas sizing. Many of you may have heard last year, Dallas implemented reset centers, so they eliminated all suspension. So we're going to take a trip up there and meet with their team, learn their best practices. But we're excited about it. We're.

Gonna get the money to continue it.

Look at your right and mat left person. Well, and that's again, that's what. Yeah, but that's again what we're looking at like maybe where we seek other grants to continue this funding, but you know.

Are you looking now because it's now it's time to start looking. They're kind of in the state. That would be. Willing. But you got to start. Now asking for that.

And that's yeah. Yeah. Thank you. So yours are long range planning goal and we were talking about this, how is this going to work. So if we're awarded this three-year grant for the 2 middle schools, so the forward classrooms will serve students historically would be suspended for serious you know various violations according to our student success guide. But the lessons learned. I'll read this loud and clear. The lessons learned can be skilled to implement forward rooms across the district. If every school would have some sort of alternative just like this. So that way we other than suspending students, this will be a great thing. And so some of the actions are we're going to modify structures, that collaboration with communities and families. Staff and students, we're going to create new classrooms, curriculums, content, logistics for students who receive these sort of disciplines forward. Classrooms will focus on academics. We talked about that. And sell components to address the root cause of behavior. Again, we're not focusing on the student. We're focusing on the behavior. And we want. To make sure that we're clear with that when we're implementing these four class. It's going to provide building relationships, opportunities between students and teachers, and I'll the next slide will kind of give you the day in a life of what the classroom is going to be looking like. It's going to provide staff coaching and

alignment with trainings and campus needs and our outcomes for these goals are increasing campus awareness for cohesiveness and collaboration and reducing. Overall suspension numbers that promote equity and reduce disproportionate suspensions increase academics and most importantly, is where we get the money, right, increase attendance. And so that's going to be helpful for implementing these. So here's a day in the life of the four program. If you look at this picture, this is how it's going to kind of look like it's going to be a very structured environment. At the same time, a place where students can reflect. So if you look at this schedule, this is just an example of what each period of course is going to accommodate to Keeling and Covington periods and their bell schedule. And so students will have requests like everyone, they will have an SEO video. This is a classroom that they're actually going to be assigned. Meeting. They're going to have their organized work. They're going to have a check in and check through circle and a checkout circle at the end of the day it's going to give students to really reflect and research their behavior. So we talked about vapes and we talked about bullying and things like that. They're really going to research what bullying does. They're really going to research what vaping does, so they need to know these type of things and the data on what it shows. Aren't incarceration, drug habits, and things like that. So students are going to be reflecting on the behavior and getting more information. This is where we're going to partner with a lot of organizations to come in and do a lot of presentations for the for the. And so they're also going to get a restorative assignment. We're going to be talking about what happened has been affected, how they're going to make it right. And students, when they leave this program, they're going to leave with the plan. And when I say a plan, they're just, it's not just a check off the box plan. It's going to be a plan where I have to, you know, maybe meet with my teacher for academics, for tutoring. I have to make it right at the facility. I have to write an apology letter to to. A parent I. Have to meet, you know, my my AP. So it just really depends on the fraction of why they're in there. Students are actually going to be in a plan and the apps are actually going to be following the student with that plan when. Neat. And so I'm just so excited that students are able to use this and this campuses that we chose are very important for us. Does anybody have any questions about this one? No. So here is our professional learning plan. We need. We need. Training and so our year, one year two, year three. If you look at the snapshot, we're going to be going all over these trainings. We've already started already a few. So we're going to do closely responsive, PBIS, boot camp scaffolding, classroom management, right? Because staff are actually going to be coming to visit the the forward room and AP's and principals are going to have the teachers to come check in with the student. So it's no longer going to be a disconnect where the students in the forward room and you're just there. I don't see you anymore. The students are still on campus. And so teachers are able to come and reflect. With them, and have you have a one-on-one with them, then understanding classrooms for wide restorative practices? Sell and I'll just kind of let you look at that for a little bit, but that is our year, one year two, year three professional learning plan.

Has there been any discussion about the district having a CBA's because correcting, but currently we don't have a CPA on staff.

So we have a new position. And we do have RBT's registered behavior technician.

Right, but it's.

And that's a new position. I think that we just started hiring specifically with special education, but that's something that. I've not heard of. Are you familiar with some districts that have that?

Position. Well, we used to.

We used to have.

11 and we don't have any anymore.

Board certified behavior analysts. Thank you. Thank you for that. So this is where I may need your help. We're in the process of hiring the restorative practice associate positions. So if you know anybody that has any experience with restorative practice, been a teacher, but you know, just wanted to spread the word out, we are going to be posting the other. Actually, there's the other integrated facility is already posted on our on our site. We are going to be making a flyer for that. So that way it's easier to kind of access. If you know anybody that is interested, you know our Oscar and our by e-mail is are there so just. But yes, I'm just so excited about.

This program and.

And we've already kind of identified classrooms at Keeling, Huffington, and our principals are excited about this. Is there any assurance that they do apply for this, that they could be kept on after three years? I mean, that's the goal, right? The goal was for these probably programs to work, which I know they that's right. And so it will continue with their maybe even more rent money or maybe permanent positions that would be that would be amazing.

Well, if you invest in this, it's gonna be a whole lot easier to download everything.

And and just we didn't share this information, but this is actually phase two of the grid. So we were previously awarded the grant and did so well with that that we applied for the phase two. They awarded us another and grant. So we're hoping that you know based on our data, our performance and that they see that. It will open up future opportunity as well for even increased funds.

There's so many questions I know who are going to continue to have so wondering, are you open to if we can file some questions from the group that they e-mail them to?

You can forward them to you for further and certainly can review those, bring it to me and then I'll get it and we'll take a screenshot or they're going to get.

Absolutely come back.

OK, great. Well, thank you all so much for your time. Appreciate it. You guys are going to get this OK. I will link it as a PDF. So you'll have all of their slides that you can see when you get the minutes.

Send them to us. And then we'll give them the answer against. And we do want to make sure we address. Another important thing. 14 seconds. But one of them is the charity that has the check mental health subcommittee. And do you have to e-mail this out? You. Did you? Did thank you. So I'm not sure if you all had a chance to review this today, but it's basically in order to start a subcommittee. For the Jack, the process that we have to go forward with is this. Charge we have. To vote on it? Or is it? Just charge we are charging.

No, it's you are the you are the the powers that be.

Wonderful and so. You are already sharing this right? Alright.

We're gonna cuddle. After this meeting, we're gonna find a meeting.

OK.

So now that it has officially been charged in our meeting, it is official subcommittee and you begin your meeting and then we will be keeping moving forward a line item on the agenda at that date to report back anything to happen.

We do have the power to invite people to come in and present things that we consider important for you all to hear. So we'll be, we'll be accessing all the staff here and you guys need to meet the needs of those requests. And that kind? Of thing because since this is a state mandated same state mandated committee, they have to appear.

And the notes. But I meant like for the Super.

We also become listen to something that we are considered very, very important.

I would ask, I would ask that you take good notes. My team will not be a part of your subcommittee, so to make sure that you have that, it's not required that you record it. But I would just OfferUp that would be a really good idea if you had good minute. Notes from the movie.

We will certainly do that. I believe in precision. And accuracy and dates and. All that kind of things.

Do not doubt that not one little bit.

Well composer to that because I want to hold people accountable and and I'd like to start at the top and. Trickle down because. Of the the top people are going to make decisions to allocate the money and the resources so, and I think our Superintendent would be, would be willing or say the Rep can you hear what we have to say? If we identify an area we're going to try to identify some critical areas. And she has mentioned already her budget. Questions for what we would request and the budgeting process are being put together and this is a critical piece of our academics critical to well-being of our staff and students, so it needs to be included. The money without this budgets moral document so.

Our agenda deadline is the 1st of March. So if you could. I don't know what two days before ish like, I mean, which is no time, but next week. But like, maybe in a week, if you. Want somebody for?

That first meeting.

Great. That's wonderful. Stay ahead of you like.

Ohh, we might be so you have a.

Maybe that's something.

Like February, like next week.

Yeah, our deadline is the first.

I'll and I'll e-mail. It to you know the the guest guest.

And then it is. The other thing we wanted to update was we brought up in this meeting with the idea of advocating for some of the things that are valuable resources that we need. A lot of our work that's going on is being able to and advocating whether it's the school board or to legislative. So we do have

Mario Pena front. He's a regional address. Advocacy director raise your hand. Texas, who has offered services to training, and we're still. Back and forth or whatever, that would be the like regular check