

SHAC Meeting In-person - 2025/10/15 17:39 CDT - Transcript

Attendees

AISD-HQ-221 (Lavaca), Alana O'malley, Brandy Gratten, Briana Davenport, Fernando De Urioste, Francesca Leahy, Francina Hollingsworth, Imee M.A. del Mundo, Jennifer Cofer, Juliette Owens, Kari Hazard, Leah Harshaw, Meka Johnson, Michelle Gallas, Yvette Cardenas

Transcript

AISD-HQ-221 (Lavaca): Okay, we're transcribe to you. Given that we will now begin. 6:04 p.m. the first order of business today is approval of tonight's agenda. Would someone like to move to approve the agenda as it was posted? If you make a motion, just for everybody, if you would please state your name before you state your motion so that we can capture it for the minutes. Nina Miller I make a motion to approve the minutes. Okay. And do we I'll second.

AISD-HQ-221 (Lavaca): if I can do that. And that's for the agenda. So, we're making a motion and we have a second. All in favor say I. And if you're online, if you could raise your hand. Thank you, Lana. Or come off mute. Juliet. Thank you. All righty. So, the agenda is approved as posted. Francesca, if you want to ask us for introductions. Yes, it changed. So, we're already down to 610. Yeah. Do we usually introduce ourselves? Y introduce ourselves. I mean, again, district staff and trustees that have joined us and then ourselves just if there's anybody here. Yeah.

AISD-HQ-221 (Lavaca): If there is anybody in here that would like to introduce any guests to the shack. Seeing none, would we like to introduce folks online who may be joining as guests? See a couple of the names that may be new. And we would like to introduce any AISD staff that are online as well.

AISD-HQ-221 (Lavaca): policy event.

Yvette Cardenas: Hi, good evening.

Yvette Cardenas: It's great to see y'all.

AISD-HQ-221 (Lavaca): Thank you for being here. And our director of discipline. Randy will be presenting for Anderson. Thank you for joining us tonight.

Brandy Gratten: Hi there.

AISD-HQ-221 (Lavaca): Hi, Brandy.

Brandy Gratten: Thank you for having me and forgive me if I step away. I may be feeding a near two-year-old. Hopefully the dinner is good.

AISD-HQ-221 (Lavaca): Totally understood and thanks for being here. And then we have Trusty Deio, thank you for joining us.

Fernando De Urioste: Sorry I couldn't be there in person today. I promise I will make it to one of these next inerson ones.

AISD-HQ-221 (Lavaca): No, it's perfectly all right. I know that the trustees are busy right now. Thanks for being here. And then I mean we all know each other so I don't feel like it's necessary for us to go through the formal introducing ourselves again. And just noting that Rihanna is online as well. R when they may introduce themselves as well. If you're there Brianna please feel free to come off mute and introduce yourself.

AISD-HQ-221 (Lavaca): I believe she is a co-presenter for Andy Anderson also. Yeah, I just need to recognize Brandy. Okay, I think that's all. Awesome. So then at this point we open to the floor to community communications. If any guest or member would like to address the council, please state your name and affiliation. I have a public comment script to Persons wishing to provide public comment must fill out a speaker card. Each person may speak for up to two minutes. It Public comment is limited to five individuals. If more than five people wish to speak, the co-chair will draw five names randomly. Non-Shack and non AISD employees may not interact with SHAK members during the meeting about SHAK specific items or questions outside of the public Any physical comment card, or virtual submission will be provided to all SHAK members after the meeting via email. I don't think we have anybody signed up to provide public comment tonight. Is that right?

AISD-HQ-221 (Lavaca): Okay, so we are zipping right along tonight. the next item on our agenda is reading and approval of the September 17th, 2025 meeting minutes. both an English and a Spanish version were provided. I sent them out prior to this meeting in your email. Did anyone have any edits or corrections that they saw that needed to be made? All right Hearing none, do we have a motion to approve the September 17th, 2025 meeting minutes? Mrs. Anne Tyson, and I move that we approve the September 17, 2025 meeting minutes. Thank you. And do we have a second?

00:05:00

AISD-HQ-221 (Lavaca): We have a second from Nina. So, all in favor of approving the September 17th, 2025 meeting minutes, raise your hand if you're online. Feel free to come off mute or just say I.

Michelle Gallas: I

AISD-HQ-221 (Lavaca): Can you see two hands on Michelle? seems she had a thumbs up, Michelle. So, the minutes are approved and we will move on to district updates from Elena and Dr. Lewis. I think I am good at updates. Okay. but I'll pass it over to Dr. Lewis.

AISD-HQ-221 (Lavaca): So, my update is going to be really quick. our RFP went to the board last week. it will go on October 30th for voting. but thank you to our subcommittee. We have some recommendations for four campuses that if our RFP is approved and we can move forward, we will be looking at Overton Elementary, Keeling Middle School, East Side Early College High School, and our alternative learning center as possible places for our mental health centers. Does anybody have any questions? Just want to thank Dr. Lewis for her work. you're very sweet. Thank you. Shepherding this through the process.

AISD-HQ-221 (Lavaca): I know it's arduous and sometimes contentious, but really really appreciate your work on this and I'm thrilled that we have four campuses that will receive mental health assistance. Thank Does anybody online have any questions or anything that they would like to ask about the mental health

RFP update? If not, then we will move on to our presentation from MD Anderson Cancer Center Cancer Research Aspire Program. sorry, Leah.

AIISD-HQ-221 (Lavaca): One thing we're going to do tonight is the review evaluation for this program. As we're going through, I would like the SHAK members to evaluate the program to see if it's a viable program for our district. on the screen is the QR code that will take you to the form and then there's a tiny URL if your QR code reader isn't working. And the form will also help prompt any questions that weren't covered in the presentation.

AIISD-HQ-221 (Lavaca): And so this is just a evaluation form for us to use as we listen to programs so we can vet them to see if they're not worthy but if they're viable for our district and if we feel like it's a much needed program for our district. Could we hold that I have very bad lingitis. Hold that QR code for about a minute because I'm still be lagging. And then may I ask a question just for clarity? Are we using this an exercise tool or are we evaluating this program Evaluating for consideration. Yes.

AIISD-HQ-221 (Lavaca): So, I just opened it up and looked at 10 questions. They're not really evaluation questions. They're factual questions. the person who So, if created the program would be able to answer these, but they're not really questions for us to weigh in. if the presenter during the presentation covers part of the information, you would, put yes, it is covered or they have this type of language. and you're just kind of making sure that they kind of meet those requirements on the form.

AIISD-HQ-221 (Lavaca): And then at the end you could kind of give your overall view on the program. Because it says for example if this is a grant who is the funer it's like an odd question for us to answer if what we're doing is trying to comment on so basically that question is there are some programs that are grantfunded that are free to us but they're being funded through another organization and so there might not be a cost associated with the program.

00:10:00

AIISD-HQ-221 (Lavaca): So there's questions as you go along that if the program doesn't cover then you can ask the presenter so you can get the answers from them. and some of it will be covered and some of it might not based on their presentation. Okay.

AIISD-HQ-221 (Lavaca): And Briana,...

Briana Davenport: Yes, I'm going to come up.

AIISD-HQ-221 (Lavaca): I'm gonna stop sharing and then everybody signed in.

Briana Davenport: Perfect. Okay,...

AIISD-HQ-221 (Lavaca): Everybody stopped. I'm good. Thank you very much. And then you'll be able to share. I made you a co-presenter.

Briana Davenport: Thank I'll get ready to pull up the presentation and we probably have one or two more people joining the team as well. I did tell a little bit time so they should be joining now.

AIISD-HQ-221 (Lavaca): Okay.

AIISD-HQ-221 (Lavaca): Would you like for us to go to Brandy and...

AISD-HQ-221 (Lavaca): then come back to you? Brandy, I'm going to start sharing again and...

Briana Davenport: Yes, you can do that. Yes.

AISD-HQ-221 (Lavaca): if you don't mind Can you just a second?

Brandy Gratten: Absolutely. Thank you,...

Brandy Gratten: Francine. And while you pull that up, I just wanted to say thank you again and My name is Brandy Gratten and I'm the director for discipline standards and accountability. And so I get to serve in that capacity. and really excited to be here with you tonight, especially around the topic that we're discussing here as far as the discipline data as it relates to vaping. now many of you are probably aware that this has been something that has been a topic of conversation in our city.

AISD-HQ-221 (Lavaca): I'm sorry. Just one second. I apologize for interrupting.

AISD-HQ-221 (Lavaca): I just want to make sure that everyone that pulled up the QR code for the program evaluation understands what we're doing right now is we're pausing the presentation from Indie Anderson because we're ahead of schedule and we're going to receive a district presentation about the district's let's see what's titled exactly vaping data report so I just want to make sure that the people that have the QR code pulled up understand

AISD-HQ-221 (Lavaca): that we are not evaluating the report that's being provided by the district and I apologize for interrupting.

AISD-HQ-221 (Lavaca): So we have clarification. Are there any questions about what Leah just shared? So we're switching to the 7 PM portion of the agenda and we'll return to the program evaluation code. Okay. Thank you.

Brandy Gratten: Yeah, absolutely.

Brandy Gratten: I'm glad you all clarified that point. so the QR code won't be used for this slide deck that I'm about to share with you just in regards to the vaping data that we have on the disciplinary side. And as I was sharing, I'm sure that many of you are acquainted at some level regarding the ongoing conversations in our city and perhaps beyond that regarding this is something serious for our students in terms of it being a strong temptation for multiple reasons. And from where I sit a lot of those reasons stem with how can we educate our kiddos more about

AISD-HQ-221 (Lavaca): This is

Brandy Gratten: what they may be putting into their mouths. and so that said, I want to share the disciplinary part and then why is this conversation with MD Anderson could be critical for us in terms of improving and increasing the education that we're sharing with our students regarding all the different ways that these companies try to entice and make this look like it's cool, tastes good and fun. So let's talk about some data here very quickly. the vaping data that I'm sharing with you here, the purpose that I have is simple and it's to highlight the need for increasing access to education about vaping.

AISD-HQ-221 (Lavaca): years. You don't have to

Brandy Gratten: So I have two data points and as you can see, it's two data points across three school years. So the two data points I pulled were possession or use or influence of marijuana through THC and we find it many times that's through the use of a vape. the joints and the parts or of weed or marijuana It still happens. But what we're seeing now is certainly that being inside of the vape itself. And then the second data point is possession use or influence of an ecigarette. So those are all nicotine related vapes.

00:15:00

Brandy Gratten: That said, the data, as you can see, goes from the school year 2024 all the way through current.

AISD-HQ-221 (Lavaca): Yes, you're muted, Brandy.

Brandy Gratten: Right now, what we have in terms of the incident counts that we've had by discipline referral. So, the numbers that you're looking at could be just for me, Brandy, let's say I'm one of the students that's counted in here, and let's say I brought a vape to school five times. so I could be represented in this data. I think I came off mute now. It's those cumulative counts from the beginning of the school year all the way through the end of the school year. So, as you can see, in 2024 for possession and use of marijuana, we had 617 discipline referrals. and in 2024, we had 218 discipline referrals for ecigarettes. some may ask, why are there discipline referrals related to these particular incidents?

Brandy Gratten: Brandy, you think that education about vape should increase. Yes, that is true, but it's also important for you all to know and many of you may already know this is that bringing a vape to school, being under the influence at any level or using it at school is against the student code of conduct. and per the state of Texas, that is a disciplinary situation by which we do write discipline referrals for those. And so it's important to note that even now in our most recent legislation, which I'm sure that many of you have been discussing at many levels if a student has an ecigarette and they're using it at school on the first offense,...

AISD-HQ-221 (Lavaca): I'm just

Brandy Gratten: it's either 10 days of ISS or they have to be removed to their district disciplinary alternative education program. And so the stakes are high when it comes to the chapter 37, the umbrella of discipline law as it relates to vapes. And so the costs are high certainly for our students on the disciplinary end, but the fact of the matter is that we know that discipline is not the primary pathway for our students to do better. We believe that our students at their heart and at their core, they want to do better. And for so many of us, we lean on the education in order to arrive at that better, for our students to operate at their optimum levels.

Brandy Gratten: And so with that said, I want to just pause there, and take a step back. And Francina, in and Shaq, if there's anything, questions that you have related to this particular data or recent legislation, related to vaping, I'll be happy to entertain those questions as our MD Anderson speakers get ready.

Michelle Gallas: Brandy, I have a question. in terms of the discipline counts,...

Michelle Gallas: Under this is Michelle Gallas, by the way. I just want to understand the 2026 column. Is that anticipated or...

Brandy Gratten: That's a great question.

Brandy Gratten: So the 2026 column is just the referrals that we have so far. So we're in and...

Michelle Gallas: Okay.

Brandy Gratten: the 2026 is this school year. That's just the way that this particular data counts it.

Michelle Gallas: Okay.

Brandy Gratten: So, as of when I pulled this data, which was at what the end of yesterday, we had 124 discipline referrals written for the marijuana THC and then 41 discipline referrals written and processed for the ecigarette.

Michelle Gallas: And hi to your little guy. the other question that I have is when they are on inschool suspension,...

Michelle Gallas: does that count as an absent school day? does the districts lose funding because those kids are in ISS.

Brandy Gratten: That's a great question.

Brandy Gratten: No, what I understand is that since the students are on campus, they're being educated on campus, even though they have to serve a inschool suspension,...

Michelle Gallas: Okay.

Brandy Gratten: that does not count against their attendant, their 90%.

Michelle Gallas: Thank you.

Brandy Gratten: Great questions.

AISD-HQ-221 (Lavaca): This is Anti.

AISD-HQ-221 (Lavaca): I have two major questions.

AISD-HQ-221 (Lavaca): Girl. Go away. On the way to Garcia. at what grade levels are you seeing Vaping used.

Brandy Gratten: Hey, Trusty.

Brandy Gratten: Yeah, that's a great question. Trusty I don't have that data here. but that's some data that I could get to you as far as taking a look at the grade levels that we may be looking at.

AISD-HQ-221 (Lavaca): That'd be great to know because I think it'd be helpful for Shaq to know...

AISD-HQ-221 (Lavaca): how early the vaping is going on.

Brandy Gratten: Yes. Yeah.

AISD-HQ-221 (Lavaca): We assume they said high school, but I'm guessing it's lower than that. Probably middle school, maybe even lower than that.

00:20:00

Brandy Gratten:

Brandy Gratten: Absolutely. I mean, and Trusty Ty, I can work to get that information for you in terms of by grade level, but I think you bring up a significant point, especially for our students or the fact that, the way that vapes are how do you say commercialized and packaged where it's appealing to students and it's reaching younger and younger for, multiple reasons, whether it's, the vape shop that is within walking distance of homes or sometimes of schools or parks or whatever the case may be. But also because again that education where I saw my older sibling do it. I saw my older cousins do it and they seem to be. How much more significant is that education especially at the younger ages on

Brandy Gratten: preventative side related to vapes. How much more so is it just absolutely necessary?

AISSD-HQ-221 (Lavaca): And then my second question is...

AISSD-HQ-221 (Lavaca): where are you seeing the vaping at what campuses? I mean is it all over the district? Is it located in certain spots of the district? Do you have that data? It's

Brandy Gratten: Yeah, I could get that data and that's a great question. and what we also see is that vaping its impact is certainly the district across grade levels. So even though there may be campuses that the numbers may be lower it doesn't mean that that's not something that the students may not be faced with on the weekends or after school hours so on and so forth. So this data that I would gather for you in terms of the grade levels and even the areas of the district in terms of the schools ...

Brandy Gratten: where there's data that's appearing for us via referrals. make no mistake that's just the surface. We know that there are many other hours of the day of the weekend and so on and so forth that our students are being exposed and tempted with babes.

AISSD-HQ-221 (Lavaca): If I could just one more.

AISSD-HQ-221 (Lavaca): So many students end up at ALC for a first offense.

Brandy Gratten: Yeah. ...

AISSD-HQ-221 (Lavaca): Is that correct?

Brandy Gratten: that's a great question for if it's marijuana,...

Brandy Gratten: definitely. On first offense, that's requirement by the state of Texas. That's not something that we have any ifs and buts or any type of discretion on. If a student has marijuana on campus, that's an automatic DAP standing for discipline alternative education program.

AISSD-HQ-221 (Lavaca): Is it?

Brandy Gratten: And for Austin ISD, that's also known as the alternative learning center. and for the elementary DAP.

Brandy Gratten: For ecigarettes, per this last legislative session, the legislative legislation states that if a student is not assigned to a DAP or...

AISS-HQ-221 (Lavaca): It's Thank you Brandy.

Brandy Gratten: ALC for us on that first offense, that they are required to have 10 days of inschool suspension on their campus. So, the legislation has certainly up the ante in terms of the stakes are high if this is, what a student does on campus and hopefully not at but definitely not on campus. there are some stiff disciplinary consequences that again there's no discretion on these. These are required removal placements. Thank you.

AISS-HQ-221 (Lavaca): So that I think answers my question.

AISS-HQ-221 (Lavaca): was that as a district of innovation, we used to have some flexibility about how discipline was handled for those first offenses. But if I'm understanding what you're saying that that flexibility has changed with this new legislation.

Brandy Gratten: That's a great question. We did and in years past have the DOI of the district of innovation to give us that flexibility to respond in accordance with what our student needs were to improve student outcomes. this past legislative session, chapter 37, every aspect of chapter 37 how do you say not subject is not quite the word I'm looking for. In short, DOI or...

Brandy Gratten: District of Innovation cannot trump over outweigh chapter 37. chapter 37 doesn't give opportunities for DOI to allow campuses, excuse me, districts to opt out of anything related to chapter 37.

AISS-HQ-221 (Lavaca): I have a question...

AISS-HQ-221 (Lavaca): unless there's others online but one additional

AISS-HQ-221 (Lavaca): related to the request for data regarding the breakdown by campuses is the breakdown by campuses and other incident counts, excuse me, by other discipline type. So in other words, I guess the question I have is will we see that certain campuses have higher incident counts?

00:25:00

AISS-HQ-221 (Lavaca): across discipline types or are there outliers where there are certain campuses where in the discipline incident counts by vape use is higher and...

AISS-HQ-221 (Lavaca): it is not tracking other types of discipline counts.

Brandy Gratten: I think I see...

Brandy Gratten: what you mean. So, we're wondering if there may be campuses...

Brandy Gratten: where the vaping counts are high, but their counts for perhaps violent offenses or other types of discretionary offenses are very, very low. But we see this very strange spike when at least in comparison to its other data this very strange spike when it comes to vaping. Am I hearing that underlying question?

AISS-HQ-221 (Lavaca): Yes, thank you for more eloquently than I did.

AISD-HQ-221 (Lavaca): And I think in general I mean the takeaway that I'd love to understand is do we have bright spots in the district from campuses that are doing better at addressing this type of discipline than others and...

Brandy Gratten: Yeah. Yeah,...

AISD-HQ-221 (Lavaca): do we have campuses that are higher need in terms of intervention for this particular type of

Brandy Gratten:

Brandy Gratten: that's a great question. I don't have that data with me now, but give me some time to take a look and to kind of wrestle with that a little bit to make sure that I not just understand, but that there's a way to represent that data in a way that's muscular and munchable, At the same time, we want to see vaping, but we want to see vaping in comparison to where we are with violent offenses, where we are with perhaps other discretionary offenses. kind of clustering some of those offenses together in comparison to vaping.

Brandy Gratten: That's a picture that I'm drawing in my mind in terms of how that data may look in terms of being visualized. yeah I think we can certainly do that and let me some more percolating around how we can do that.

AISD-HQ-221 (Lavaca): Thank you.

AISD-HQ-221 (Lavaca): Looks like trusty has the next question.

Fernando De Urioste: So, in talking about the new legislation, something that strikes me as, there was also strengthening for parents and the grievance process and...

Brandy Gratten: That's a great question that I don't have the data offhand.

Fernando De Urioste: I'm wondering if we're already seeing anything or if there's any thought to potential increase in conflict. we're putting in these positions of disciplining students. I feel like the state kind of put two opposing forces towards each other. there's strengthening on the disciplinary side and then strengthen on the parent complaint and appeal side.

AISD-HQ-221 (Lavaca): This is it.

Fernando De Urioste: Is that a consideration at all or are we seeing an uptick in the number of appeals on these offenses?

Brandy Gratten: My first inclination would be to my hunch is that when it usually comes to drugrelated offenses even perhaps alcohol-related offenses typically the appeals are not as heavy as some of the other offenses that occur over the course of a school day. but that's something I could take a look at to see what I could bring back to the committee. Yeah.

Fernando De Urioste: And I mean, I'm sure it's an outlier. I'm just thinking of a case I had as an advocate where the student was accused, but then the vape device was actually disposed of and it was never tested. And so, as part of our appeal in that process, we were saying, are you sure this was actually a THC

vape?" And there was some back and forth. And, I think at that point, the school said, even if it was just tobacco, it would still be an offense." And we...

AISD-HQ-221 (Lavaca): Nothing. Jesus.

Fernando De Urioste: We don't even know if it's tobacco.

Fernando De Urioste: You threw it away. So, we can't

Brandy Gratten: Yeah, that's certainly a tough one.

Brandy Gratten: And one of the things that chapter 37 and equently our student code of conduct, also known as the student success guide, that it speaks to is the reasonable belief of administrators. And so, we work to train our administrators in terms of, their investigative processes and, taking a look at what chapter 37 states, which is, an administrator must review all available,...

AISD-HQ-221 (Lavaca): Peace.

Brandy Gratten: or a, excuse me, all available information to them in order to make a determination. And so that's the standard if you will in terms of determining is something is it nicotine what was inside of the vape so on and so forth. So that reasonable belief in those investigative processes certainly are so important. for our administrators and important for the families as well and important for the students too because there is that due process side where students get the opportunity to share their side of the story to say okay Mr.

00:30:00

Brandy Gratten: Robert, if this is what you believe happened, this is what I'm telling you from my perspective what it occurred. And so, not only does it the chapter 37 give opportunity for that, but also our student success guide or student code of conduct as well as board policy give the opportunity for students to share their side of the story.

Fernando De Urioste: Yeah, thank you.

AISD-HQ-221 (Lavaca): there any other existing questions and...

AISD-HQ-221 (Lavaca): I'll look to Leah for and Francina for doing time checks but I'll ask my question which is...

Brandy Gratten: I understand.

AISD-HQ-221 (Lavaca): what are your thoughts regarding the length of days in ISS and what data do we have or do you think we should have or...

AISD-HQ-221 (Lavaca): analyze about the degree to which this is an effective punishment...

Brandy Gratten: history. Yeah.

AISD-HQ-221 (Lavaca): if punishment is effective at all. Sorry, I'm trying not to be not making a leading question.

AISD-HQ-221 (Lavaca): I'm curious about your thoughts here and what information we could be collecting now and thinking about myself as a parent advocate. so that when 2027 comes along or...

AISD-HQ-221 (Lavaca): when they're looking for feedback on this bill, we can provide that feedback with theation we want to have.

Brandy Gratten: Yeah, absolutely. that's a great question. as it relates to the effectiveness of the days in the days of removal I don't know that I've got something strong that I can say we know that if a student is gone for x amount of days that they stop vaping on campus I don't have anything to point to that what I can point to is that the first and foremost there's a law that states that there are only a couple things that the

Brandy Gratten:

Brandy Gratten: that chapter 37 states that there are certain days of removal that are required and ecigarettes is one of them. Firearms are the other where the state of Texas has said this is the way that school districts must handle these particular offenses. So there's not any wiggle room there. there's not anything at least on our end that we can move or have any type of discretion regarding those particular days. in terms of what those days being effective for students I think there's something important that I started this particular se section of time with which is it's not the discipline by itself that's going to get students to make better choices when it when it comes to putting things in their bodies that are not healthy for their bodies. It's going to take the education.

Brandy Gratten: So yes, we have these consequences that are a requirement per chapter 37. And then the shack has an opportunity certainly to hear and to be able to weigh in a bit about a potential tool for educating our students on they got there they're options. There are other things to do other than vaping. And there are also options when people around you are doing it and you're not quite sure and you're a little bit in kind of not wanting to but you need something to say that what we're about to hear today are things that can help give our students some tools on what to say when they're presented in those situations to operate be at their best self as many days as possible.

AISD-HQ-221 (Lavaca): Thank Would we be able to look comparatively at the disciplinary removals from 2024 and 2025 to see children that were being removed more than once? And then if Shaq made a recommendation for a program that provided education for children who were receiving these disciplinary removals,...

AISD-HQ-221 (Lavaca): see if there was a difference and children were not repeating and being removed as often. Does that make sense?

Brandy Gratten: Yeah,...

Brandy Gratten: I hear recidivism rates. and so yeah, let me percolate on some more about how we might be able to gather that data for these two particular offenses over time. okay I'll percolate some more on how we can get that data to you all as far as taking a look at students who have maybe one offense to perhaps three or more offenses of these two possession of marijuana or...

00:35:00

Brandy Gratten: THC or possession of a ecigarette. Is that helpful?

AISSD-HQ-221 (Lavaca): Yes, thank you.

Brandy Gratten: Okay. Mhm.

AISSD-HQ-221 (Lavaca): So, Brandy, who's responsible for the efficacy of education that students receive while they're in ISS and then while they're at ALC? because not only do we want them to have education about other choices, better choices, healthy choices,...

Brandy Gratten: Yeah. Yeah.

AISSD-HQ-221 (Lavaca): about things to put in their body, but we also want to make sure that they're continuing with their core subjects at least in ISS and ALC. It's been a while since I've been in the classroom.

AISSD-HQ-221 (Lavaca): I know that who was responsible on my campus when I taught, but who is responsible for making sure that kids are receiving core education in their ISS because 10 days is a long time. two school weeks.

Brandy Gratten: Yeah, absolutely.

Brandy Gratten: That's a great question. So, as far as the 10day, requirement that chapter 37 has,...

Brandy Gratten: there's also the expectation that students are still able to get their coursework.

AISSD-HQ-221 (Lavaca): There's something

Brandy Gratten: whether that be through a blend kind of the blended learning type of way or even go old school back when I was in the classroom when you had the paper packets and you had your packet of work and just like everybody else did you had to turn it in at the end of the day and it got graded and you had perhaps even the same projects as your classmate peers.

AISSD-HQ-221 (Lavaca): Sorry.

Brandy Gratten: As far as the education program that's at the ALC, I think the principal Hajes could speak more to that in terms of the education that students that are getting just again in the core subjects as it relates to education about vaping itself how we determine the efficacy of it. we have done some work in collaboration with Dr. J. around to create an exit survey for some of the education opportunities that we have right now available for students who have those days of so that exit survey just takes a look at essentially a student's readiness to return back to class. And so there are particular questions related to that and questions even related to the material itself.

Brandy Gratten: So students can weigh in on, what, that self-paced course was great. it was helpful for me or I knew all that already. So just getting a little bit of feedback from students in that regard.

Brandy Gratten: So that's a bit about the education on the core side,...

AISSD-HQ-221 (Lavaca): So does so each campus...

Brandy Gratten: but then also on the actual vaping side.

AISSD-HQ-221 (Lavaca): then basically is responsible for making sure that there is content in ISS available for students whether it's through a computer or...

Brandy Gratten: Correct. Absolutely.

AISSD-HQ-221 (Lavaca): whatever when I was teaching each core teacher was asked to send material to make sure that the kids kept up with what was going on in the classroom while they were gone. So, it's a campus by campus decision or is there a standard expected across the district?

Brandy Gratten: Yeah, that's a great question. I would say yes. the standard across the district is that students have access to whatever their classwork is. in terms that what would be campus specific is how that work might get to the students.

Brandy Gratten: Whether that be through blend, whether it's a drop off where teachers come in and drop off the work while they're checking on students and maybe there's a sign in, that part may differ by campus. but yes, every student has access and should have access to their daily classwork that they have to complete.

AISSD-HQ-221 (Lavaca): And who monitors to make sure that the students have access to what's going on in the classroom?

AISSD-HQ-221 (Lavaca): Is that an assist principal, instructional coach who monitors to make sure that at each campus students are getting...

Brandy Gratten: Yeah. Yeah.

AISSD-HQ-221 (Lavaca): what I call quality education while they're in ISS?

Brandy Gratten:

Brandy Gratten: Absolutely. It's a great question. I think the best way that I would answer that is that part may be specific to campus as it may be the campus administrator or the campus assistant principal particularly the secondary level that assigned that particular It could also be an instructional coach or even the ISS monitor and the collaboration between the ISS monitor and the assistant principal that maybe has assigned So that part I would say is in terms of monitoring the schoolwork and...

AISSD-HQ-221 (Lavaca): Sorry.

Brandy Gratten: teachers getting those works graded and getting into the grade book that may vary by campus, but the standard of students being able to have access and getting their work so that they don't fall behind in their coursework. That's standard. How they get it and then who's the one checking on students to say, "Okay, hey, wait, you forgot you have a project due." that part could vary by campus because it would depend on staffing and...

00:40:00

AISSD-HQ-221 (Lavaca): And so just to finish the process,...

Brandy Gratten: and all kinds of different ways that could be done effectively. There are lots of ways to do that, right? Mhm.

AISD-HQ-221 (Lavaca): what if a student alleges that the work was not available, if a parent's upset, that kind of thing? Is there a process for that information to get to the people who are monitoring this? So that sometimes students say, I never got to work or the parents come back later and say, hey, my student never got to work. my kid now has an F in this class, etc.

AISD-HQ-221 (Lavaca): Is there a process that is standard across the district or is it by campus by campus?

Brandy Gratten: Mhm. that part as far as it being ISS when there's a campus-based consequence the appeal process and...

Brandy Gratten: I think and I forget what board policy and I could take a look to see which one I'm quoting here. when it comes to campus based consequences the immediate person to go to is the campus principal. If there's a concern about student not getting their work or if there's even a concern about a student having an inschool suspension or a home school suspension, that immediate contact is the campus principal again because that's a campusbased consequence. when we start talking about consequences that are districtbased such as DAP, ALC in short or JJ, then that comes to the district office because now we're talking about a district level consequence.

Brandy Gratten: ...

Brandy Gratten: yeah, I would, if there's a family that has some concerns about what work they're getting from their teachers or not having access to it needing some extra tools or resources in order to finish the work that's in front of them, that first mode of communication should be going to the campus principal.

AISD-HQ-221 (Lavaca): I want to thank you for sharing your mom time with us...

AISD-HQ-221 (Lavaca): because you are multitasking like all moms do when they're trying to monitor or any parent when they're trying to especially I see I'm sorry I has a question and...

Brandy Gratten: Thank you.

AISD-HQ-221 (Lavaca): then Leah

Imee M.A. del Mundo: Okay, Thank you so much for that. this is Amy Delundo and second time here. So for those offenders, I hear two things that they get the consequence the suspension and...

Brandy Gratten: Mhm. Yeah.

Imee M.A. del Mundo: then they get the education about vaping and all. I'm just wondering if they get some form of conversation too because I think when you do get to vaping is it social pressure? Is it stress management?

Brandy Gratten: Mhm. Yeah.

Imee M.A. del Mundo: We don't know. Have we gotten to the common causes of why they have actually gotten into vaping? Do we have data on

Brandy Gratten: Yeah, that's a great question. that part we don't have data on the other questions about data. I think we could find a way to scratch the itch, if you will.

Brandy Gratten: But in terms of, what is at the root of, like you said, maybe it's stress, maybe it's a particular time of testing in the school year that a student is turning to this. I don't know of any data right now off hand that I have access to that we could go and...

Imee M.A. del Mundo: All right.

Brandy Gratten: what is emerging in the conversations that the students are having. but you bring up a really important point. What I can share is that for our campuses for many of them they're looking at the vaping part and the disciplinary part so on and so forth and even the education part in terms of students making better choices but what I can also attest to just based on some of the discipline action plans and conversations with principles and assistant principles is that they're consistently also looking for the trusted adult for our students that may be struggling and may have a high recidivism rate in this particular area or others.

Brandy Gratten: to see, who may be the person on campus, what may be the support on campus,...

Brandy Gratten: whether it be through communities and schools or otherwise. expect respect groups or a mentor or whatever the case may be, and matching those students with that trusted adult. And sometimes it takes a little bit of time, for even a student to open up and say, "Look, my family's going through something and this is what I use to, help calm myself a little bit." And so, that is something that I can testify and say that I've seen many campuses,...

Imee M.A. del Mundo: Right. Yes.

Brandy Gratten: many assistant principles, counselors, working to find that trusted adult and hopefully through that match being able to at some point uncover some of those root causes of, what's happening.

Imee M.A. del Mundo: Mhm. Right.

Imee M.A. del Mundo: And I think if we get to the root of those at least we can have our education more tailored to what the students are needing.

00:45:00

Brandy Gratten: Yes. Yes.

Imee M.A. del Mundo: So if it's about stress then you can go about stress management or emotional regulation and if it's peer pressure then you can give them the dialogue that they could need so that they can resist that. So maybe that will be a good data to have so you can be more effective in what we give them.

Brandy Gratten: You for sharing that. And thank you for the comments as well.

AISD-HQ-221 (Lavaca): I have one more question.

AISD-HQ-221 (Lavaca): I believe we have a few more minutes. I'm thinking about ALC and...

AISD-HQ-221 (Lavaca): children who are removed to DAP and sometimes multiple times and I'm not sure if I remember this correctly is bus transportation provided to children who are at ALC.

Brandy Gratten: Yes, ma'am. Password.

AIISD-HQ-221 (Lavaca): It is.

AIISD-HQ-221 (Lavaca): And so this was not my experience in this district, but it was when I was working with families in a neighboring district. And so I don't actually know if this is the process here, but parents would have to take their children in person to the DAP location for the first time to be able to enroll them in DAP before they could attend for the first time. And a lot of times like that would require a parent to take a day off work if a parent had a car, drive across town, gather the documents, go enroll. And so there were a lot of barriers. And what I would see happen with families is that they just would not go down and enroll in that district's DAP program.

AIISD-HQ-221 (Lavaca): And so that 10 days would turn into 15, 20, 25,...

AIISD-HQ-221 (Lavaca): sometimes kids not returning to school. And so I'm wondering what the enrollment process is at ALC. Is it just show up the next day, the bus will take you? Is there a delay in arranging that transportation? What does that look like? Are the kids able to go to ALC the next day? could you speak to

Brandy Gratten: Yeah. Yeah.

Brandy Gratten: Those are great questions and I've been able to serve in Austin ISD proudly for nearly two decades now and that's a question that I've seen that has come up over the years in terms of days and how the days start and end so on and so forth. But what I can share in terms of the orientation and the enrollment process is that I'm certainly not the voice for C particularly in that regard. And I think that we had a fantastic principal there, principal Jay Hodes could share more about the enrollment process and...

Brandy Gratten: and how that works for parents and families and even how transportation is determined. so I can't say that I know the X and O's or the details on that part. he would definitely be the best ask and could give some good information regarding that.

AIISD-HQ-221 (Lavaca): Thank you.

AIISD-HQ-221 (Lavaca): If there are no other questions, I have another question if we have time. I'm sorry I'm looking around live for timekeeper...

AIISD-HQ-221 (Lavaca): but I guess you can let me know. so if we have time Leah so we zipped through the first part of our agenda so quickly we had allotted 20 minutes for this presentation and...

Brandy Gratten: You need the panel.

AIISD-HQ-221 (Lavaca): 20 minutes for the MD Anderson cancer research aspire program presentation.

AIISD-HQ-221 (Lavaca): So if you have seven more minutes. great. I'll state my questions and...

AIISD-HQ-221 (Lavaca): but please if anybody else has questions feel free. We always want to hear from folks who have not spoken to what extent do we have a protocol across the district and maybe on campuses to ensure that counselor,...

Brandy Gratten: Ow.

AISSD-HQ-221 (Lavaca): the nurse and the teacher and the administrator who's in charge of on the campus it's campus are aware or oring in these cases. that are involve any type of drug use.

AISSD-HQ-221 (Lavaca): And just me that an art or...

00:50:00

Brandy Gratten: Ow.

AISSD-HQ-221 (Lavaca): a committee that you would have for students who are referred to special education that I am not aware of that type of being provided to kids who are being referred to have discipline referrals for drugrelated offenses. and I'm just curious if about any information you could provide in that regard.

AISSD-HQ-221 (Lavaca): And then my second question is I probably for trustee and we can kind of get back to this later but to what extent are trustees under given everything that's going on in terms of kind of oversight able to discuss disciplinary issues

Brandy Gratten: Hello.

AISSD-HQ-221 (Lavaca): as a part of board meetings right now. And what would we need to do in order to ensure that these types of conversations are very clearly in this parent's mind related to student outcomes given that that is prioritized for trustee or excuse me schoolboard conversations. So let me know if I can clarify. Sorry for being longwinded. That's the best I could do.

Brandy Gratten: Thank you for the question and...

Brandy Gratten: if you could share with me I'm trying to wrap my brain around question number one and it sounded like the question was around collaboration across multiple departments but if you don't mind helping me by sharing it Again,

AISSD-HQ-221 (Lavaca): Is there currently a process for teachers,...

AISSD-HQ-221 (Lavaca): counselors, nurses, and disciplinary admins, let's say, to

AISSD-HQ-221 (Lavaca): be alerted when a student is referred for drugrelated offenses at the same time and...

Brandy Gratten: Okay. Yeah.

AISSD-HQ-221 (Lavaca): do we even collect data similar to a school safety assessment team is there some kind of multi-disciplinary team right that comes in and starts talking about problem solving or providing support for students who are receiving these types of referrals right so what does the MTSS look like for these kids?

AISSD-HQ-221 (Lavaca): And I mean again I keep thinking about special education you would have a group of people with different expertise and I would think nurses should be involved in these conversations but I would be surprised if what I'm happens but I wrong.

Brandy Gratten: Yeah, that's a great question. I think the first thing is that the campus itself would determine based on multiple data points where a student may be in that MTSS or that child study team process and again that's based on multiple data points. So, as a former campus principal, our campus study team would be looking not just at discipline, but we'd be looking at attendance and grades and different things that occur. And so, it wouldn't just be discipline that would, make our attendance go point. It would be multiple data points that we bring to the table.

Brandy Gratten: it may be discipline that's emerging the most that may be the loudest or attendance that's the loudest but it will be multiple data points that would provoke that CST meeting in terms of the discipline part itself whether student is part of a CST right now whether they will be in the future whether they just hadn't made it to that CST process for a multitude of reasons those three groups of people that you spoke to or that you asked about it depends on the situation in terms of those three being involved because it may have been the teacher that observed Brandy who was, maybe I was stumbling to class or there was clearly something in my behavior that you clearly knew that I was not myself and that teacher may have been the one that alerted the campus administrator to say, "Hey, Brandy she is not herself today. something's going on. Can you come check it out?"

Brandy Gratten: I wouldn't say in all, but in many cases, the campus, in certain situations where an administrator may be trying to, again, I'm going to go back to that reasonable belief where you're looking at available information to you as a campus administrator to make a that campus administrator may be leaning on that campus nurse to say,...

AISSD-HQ-221 (Lavaca): Just

Brandy Gratten: "Hey, can you check some vitals for me? what's going on with the student? there may be elevated blood pressure here. there may be some things going on with eye dilation and otherwise if students have taken some gummies or whatever the case may be. and nurses certainly are often conferred within that particular process in terms of determining what behavior as the administrator am I looking at right here? is this a kiddo that's sleepy or is a kiddo under the influence that's something that by law I got to act on as an administrator and...

00:55:00

Brandy Gratten: so it's not I guess as clean and pretty as a MTSS or child study team process may be but in terms of the investigative process all three of those parties could in any given circumstance be connecting and collaborating and communicating I wouldn't say 100% of the time but in many instances that is the case.

AISSD-HQ-221 (Lavaca): Thank you.

Brandy Gratten: Absolutely. Absolutely.

AISSD-HQ-221 (Lavaca): Thank you so much for answering all that question. Thank you, kiddo, for sharing your time with us. and so it is time for us to move on.

AISSD-HQ-221 (Lavaca): So, if you guys can pull up the QR code that we had and if you still have your survey open, we're ready to hear about the Aspire program and complete our evaluation.

Briana Davenport: Great. Yes.

AISD-HQ-221 (Lavaca): Thank you guys for joining us tonight. Thank you, Brandy. so we will turn it over to Shemica.

AISD-HQ-221 (Lavaca): Please correct me if I'm mispronouncing your name. And Briana.

Meka Johnson: That's perfect.

Meka Johnson: You got it right. That's perfect. So, I want to thank you guys for your time. Brandy, you did a really great job. my leader is on today. and so I think she wants to connect with you offline as well. Brianna's going to run our slides. She's in all that policy space and everything. And so, she stepped away to get a bottle for her baby really quick. But I'll go ahead and introduce everybody again. My name is Shemica Johnson. I'm here today with my colleague Jennifer Kofford which is our executive director of the in tobacco program and Briana Carter who's going to be running our slides. We are in Tobacco is in our 10th year with MD Anderson and we are excited about our expansion in Austin, hence why we're here today. our institution is expanding and building a new campus in Austin.

Meka Johnson: And so without further ado, I'm going to turn it over to Jennifer. She's going to talk about those expansion efforts and then just a little bit about what the problem is. Jennifer, are you there?

Jennifer Cofer: I am here. Brandy, can I just interject? I got a six-month-old and...

Brandy Gratten: Thank you.

Jennifer Cofer: I'm in awe of you and just want to say kudos because mine's about to wake up from his catnav and wants this bottle, so I got it ready. kudos to working moms. thank you guys for being here. Yes, Dr. Jennifer Kofer here. I'm a public health nerd of 25 years, grateful for this opportunity. I am enthralled by the conversation. I share a hat doing advocacy work with the state coalition that helped shape some of that Brandy. So I may come back to you because they are open to amendments and they need to hear real world experiences where laws have unintended consequences or may not play out as they intended.

Jennifer Cofer: And so, nonetheless, I dropped some chats, but come back to me and that's my side note. But as a representative of MD Anderson, I just wanted to say thank you for giving us the opportunity to present Aspire and the X program that I'll come back and talk about to help for intervention with kids. But we're excited to have a presence in your city very soon. you can see we're going to have 6.7 acres of 1 million square foot. We're going to break ground next year and we're 2030 opening to see our first patient.

Jennifer Cofer: So, we're in the cancer prevention space and I always say when I fly around and people know I work at, MD Anderson, they ask me what I do and I tell them I do prevention and I hope to never see you walk in our building, but if it hits your family or friends and you need somewhere to go, we will be there in Austin for you with our state-of-the-art facility. And, for the treatment side, the next slide will show you what we're going to provide. I already said those numbers,...

AISD-HQ-221 (Lavaca): Yeah. s***.

Jennifer Cofer: too. we're going to do insion diagnostic imaging, women's imaging, path and lab, pharmacy, OS, surgery, radiation therapy, interventional radiology, kath lab, endoscopy, nuclear medicine, specialized care for all service lines, brain, breast, colurectal, GI, you name it, it's there. So every major cancer site, you will have almost what it looks like in Houston at our main campus and the TMC. And so just wanted to say thank you again for having us. I hope we have a long-term partnership. we have

colleagues that also do some other prevention work and behavioral change as well if you're interested. But we're the tobacco prevention team and again I do tobacco policy and my other hat. But we're just grateful to be in front but wanted to set the tone for we are going to have a presence in your city and hopefully we can be longtime partners. So I'll come back and talk about the X program.

01:00:00

Jennifer Cofer: Did you want me to set this up,...

Jennifer Cofer: Shemica, or you got it?

Meka Johnson: Yes. Go ahead.

Meka Johnson: Ask. Yes.

Jennifer Cofer: Again, as a public health nerd, I'm all about data because data should drive your intervention. And so, in Texas, we have made great strides of reducing youth tobacco use. I was a part of the campaign raising the age to purchase to 21. We saw a major decrease in our youth Smoking rates in Texas for high school students used to be It's now 4%. Prevention programs are Policy is working as it should. We still have an ecigarette rate as y'all see of 14% and I got a peek at the youth tobacco survey just came out for Texas and it's dropped to 8%. and so we are seeing some

Jennifer Cofer: some progress there with hopefully some retail establishment rules of not having every type of vape available to our kids. but we still have a lot of work to do intervention. Again, why MD Anderson cares about this is 27% of cancer deaths are caused by smoking and tobacco use. And so we want to prevent people from ever starting and help people quit. So we are here to set up the table for Aspire and then again I'll come back for X

Meka Johnson: Thank you, Jennifer. Aspire is a smoking prevention interactive experience, which is an online tool for educational resource for middle and high school students that talks about tobacco and vaping prevention at a self-directed pace. students will travel through five educational modules and they will take quizzes along the way again learning about all traditional nicotine products and also ecigarettes and the dangers of hookas and a little bit about synthetic marijuana use. they will hear testimonials from former smokers, health care professionals, their peers and cancer survivors.

Meka Johnson: This program is evidence-based and it aligns with TESS in health science and technology. And so it is available in English in Spanish and it is no cost to students and educational educators at this time. The program again takes three hours. They don't have to complete it in its entirety. they can log in and log out without losing any activity. And for our Texas educators we do have an incentive plans for students the program at a 50% completion rate will get a \$50 Amazon gift card. If their students have a 80% completion rate, students will receive a incentive item. At the high school level, it'll be a phone charger. At the middle school level, it will be something like a Rubik's cube.

Meka Johnson: We do have a memorandum of understanding process that I've already given to Miss Hollingsworth it's a document that's required that you sign at the school level or at the district level allowing you guys to have access to the program in its entirety at the district level and it just states that MD Anderson the Aspire program belongs to MD Anderson. if you implement it, you won't profit from it, but use it as an educational resource. And as mentioned before, there are five educational modules. here's what's brief synopsis of what's in each of the five modules.

Meka Johnson: I've sent this information to Miss Hollingsworth as well, but students will learn about the overview of all tobacco products, their health and appearance, financial impact, effects of tobacco, environmental factors, recognizing triggers, peer pressure, saying no to tobacco, talks about the 13 smoking related cancers and module three. it continues with talking about steps to avoid tobacco, how to quit, nicotine's effect on the brain and mood. and then in module five, it talks about the tobacco products, the industry. And so all throughout the program, the students are going to be getting factual information, that they can make a more informed decision about their health and the consequences of using these products rather than relying on their peers and big tobacco.

Meka Johnson: And so we do have two portals. There is an administrative portal and a student The administrative portal is what teachers and administrators will have access to. we also call this the back end of Aspire where it provides information about how many have passed, failed or incomplete. It also gives you the ability to monitor your students progress and access their grades. As I mentioned before, they will take quizzes along the way. They'll start off taking a pre-assessment, which is 26 questions. They'll take that same assessment at post, and we typically see a 20% increase in knowledge from pre to post. And the kids will get a grade for each of the five modules, and educators will be able to run reports to access those grades. And those grades can be for a final exam grade, a test grade, a homework grade, a daily grade.

01:05:00

Meka Johnson: educators will have the ability to decide how much the grades will carry. So that's an added bonus as well. And then the student portal is where the students will go to create their accounts. And again, this is what that will look like. they will need a username and email address. and again, once they create their account, it's self-directed from that point in the event that they forget their password, a link can be sent to them. Once they successfully complete the program, they will receive a certificate of completion. There's also a closed captioning feature for the hearing impaired. roll out for this program is typically again at health science technology biology.

AISD-HQ-221 (Lavaca): What?

Meka Johnson: Again, a lot of our educators have elected to roll this out during Red Ribbon Week, Great American Smokeout Day. when they are teaching, they can use it as a supplement to what is already being taught. just a variety of ways to incorporate and implement this program within the curriculum. Next slide, please. there's also we do staff this help desk five days a week from 7 to 5. So in the event that a educator needs additional support outside of the information call and the training, they can access the help desk links and students can also access this link if in the event that they're having issues.

Meka Johnson: So we are here to support them in their efforts. just a snapshot of our FY25 numbers. We were in across 371 schools and education I mean in organizations. We service just under 31,000 students nationwide and specifically in Texas. Next slide we had 159 schools and organization participate in Aspire and we serve just under 25,000 students and so we are looking to expand. we do have new districts in the queue. just so that we do ask four evaluation questions once students complete the Aspire program and I'll focus on those four questions.

Meka Johnson: We asked if they learned a new tobacco fact associated with tobacco 90% reported yes. Did Aspire influence your decision not to use tobacco in the future? 88% said yes. And do you have a greater understanding of how tobacco affects your health? 88% reported yes. And would you recommend

the program to a friend or family member? 83% stated yes. So, we're excited about these numbers and we know that students are taking the program, listening and digesting the information. Next slide, please. And again, as I said, we do evaluate This data, it belongs to you. We have several districts that implement this program. Every year, they have made tobacco vaping prevention a priority within their district. So, we're able to evaluate this data and send out reports.

Meka Johnson: And typically again we see a 19 20% increase in knowledge going from 75% to 93%. And here's a few testimonials from different students and educators about what they're saying about As Next slide, Lyanna. And I am going to turn it back over to Jennifer.

Meka Johnson: Aspire is our prevention, education, and awareness. And X program is our cessation programs. Jennifer, off to you.

Jennifer Cofer: So, we partnered with an organization...

Jennifer Cofer: who created an evidence-based initiative in 2021 when the vaping epidemic got so high with youth in 2019. It was declared an epidemic by the surgeon general at the time. Truth Initiative got busy and created a product that worked for kids and specifically 13 to 24 year olds. at this time they have evolved that whole program so that it is available for anyone over the age of 13 and it helps anyone using any type of tobacco product. This is a free program. It is a text to quit program. Texting is the way our youth are communicating. So there's no phone calls. There's no other engagement opportunities other than texting.

AISD-HQ-221 (Lavaca): What was that?

Jennifer Cofer: More than 1 million people have used this program nationwide. in Texas, MD Anderson purchased the partnership with Truth Initiative to offer our own keyword. So, if you were to text 8879 and put in the keyword vape TX, you would automatically get this algorithm to say, "Hi, welcome to Xprogram. How can we help you quit? What product are you using? How old are you?" It's free. It's confidential. It's 24/7 support. The algorithms are created with Mayo Clinic and Truth Initiative to understand the behaviors for each type of product being used and age appropriate messaging. So if my 40-year-old brother was going to talk about needing to quit dipping, it's not the same as my 12-year-old niece whose friend is vaping and she wants to help her quit, right? So it's definitely tailored for each age group and for each product.

01:10:00

Jennifer Cofer: even the dual users in our high schools and our young adults, college students who might be using more than one product, it can talk them through quitting. we in Texas have had 6,000 people enroll just this past eight months. it is an amazing program. It is helping people quit. We have abstinence rates at 50% when they set a quit day for not using a day. we have 20 something% I just gave a presentation on this earlier at 7-day abstinence and then 30-day abstinence is about I need to look at my numbers but it's 50 23 and I think in the teens right now for 30-day abstinence which is not fully fantastic where we want it to be but it is people quitting at 30 days where we want them to quit it takes an average of seven times for people to actually quit and stay quit for life.

Jennifer Cofer: So we want them to have this support in their pocket and in their phone that they always have on them. And so we want to offer this to Again, this is free of charge. We have posters, we have

business cards, palm cards, digital things that you can add into TVs that have digital announcements or newsletters. we are welcoming any school district to roll this out and for you guys to use X program. Again, it is free. It is for intervention. we do not love the punitive approach for kids caught vaping and having possession. We think that is a sign for intervention. And if we can intervene early, we can disrupt that nicotine addiction because we know nicotine disrupts the brain development and...

Jennifer Cofer: the synopsis in the brain.

AISS-HQ-221 (Lavaca): Please. Jennifer,...

Jennifer Cofer: And we want to get to them early and help them set them on a path free of nicotine addiction. So we're leaving you with this program. let us know who, and how much to send your way for X program. Again, we can get you access to the one drive for all the digital assets for free. but anyone right now can just text 88709 and go ahead and have it in your Vapefree TX. Anyone can have access to this program. if they're outside of Texas, they use a different code, but that vape TX helps us track our own Texas numbers. Do we have one more slide on that, Brianna? I can't remember. We added that in. Nope. Okay, that's it.

Jennifer Cofer: open to questions for Aspire is in Spanish for X program I do believe.

AISS-HQ-221 (Lavaca): we have a question in the chat asking if this program is in other languages.

Jennifer Cofer: Yep, it's in Spanish as well, but I'm not sure about any other language that they've rolled out nationwide yet, but both of our programs are English and Spanish. Yes. for Aspire or...

AISS-HQ-221 (Lavaca): Thank you.

AISS-HQ-221 (Lavaca): I have a question. Is there a parent component to this or is this totally focused on the students and for student use?

Jennifer Cofer: X program or...

AISS-HQ-221 (Lavaca): Both Dr. Kof,...

Jennifer Cofer: both. I didn't hear it.

AISS-HQ-221 (Lavaca): if you didn't hear for both

Jennifer Cofer: Okay, I'll go first and then Shmica come to you for X program, they do have a supportive adult component. If you were to text that program, it will ask you if you want to help someone who's using and you would answer I want to help someone who's using. So, they have developed a parent support track and X program.

Jennifer Cofer: Shmica, do you want to speak to what we may be rolling out for a separate application on the parent component or do you want me to speak to that?

Meka Johnson: Yeah, you can speak about that.

Meka Johnson: But for Aspire specifically, we don't have a parent component.

Meka Johnson: It's specifically for youth middle and high school students. It's evidence-based and it was tested with that age range. But Jennifer, you can speak to the

Jennifer Cofer: We have seen a lot of interest in your exact question for Aspire.

Jennifer Cofer: And so, some colleagues of mine, we're going to work to write a secret grant to develop a component for Aspire for parents and supportive adults. and we're going to need school districts to join us in rolling that out once we get I'm speaking it into existence funded.

Jennifer Cofer: Not yet for Aspire and for X program. Yes. Just text that you're a supportive adult.

AISD-HQ-221 (Lavaca): So this is Antike again.

AISD-HQ-221 (Lavaca): My next question has to do with how it will be implemented in AISD and that might be a staff question. How are we planning to do this? after school, at the students convenience. It sounds like it's at the students convenience. Is that correct? it depends on the school district. we haven't talked about a actual implementation plan. we wanted for the chat to hear the presentation. They've been going around to other school districts in the area promoting their program. I actually know about it from being in the Houston area. but we don't have a plan.

01:15:00

AISD-HQ-221 (Lavaca): a lot of school districts implement it during their health classes, but some school districts use it as a supplemental piece. So, it just depends on the actual school district. So, that's Would it be available to all campuses? If it's a district-wide implementation, it'll be available for all secondary campuses. if they opted in. And also for instance if Shaq would like to implement this then you guys can also gear like you want it in a middle school at a specific grade level or high school health just available for campuses under coordinated school health.

AISD-HQ-221 (Lavaca): So if the campus deems that they need additional resources, then this will be available for them. So Leah raised a good question. Is this an in program or is this going to be just available across the district once plans are made because I would advocate that the shack recommend that it be not opted, that it be available at all campuses. it's sounds like what you're suggesting is that would be up to us to discuss and tailor the recommend how implement make recommendations or suggestions. So Dr. Kofar, I heard you say and there are two questions. Sorry.

AISD-HQ-221 (Lavaca): I can't see Ivy has a question in the online portal virtual space.

Imee M.A. del Mundo: Okay, thank you so much and thank you for the presentation. That's sounds like a great program and u it's also great that it's free and I'm just curious if it's free which funds this and...

Meka Johnson: What?

Imee M.A. del Mundo: you mentioned separate and...

Imee M.A. del Mundo: what other Yeah.

Jennifer Cofer: That's a grant we're going to apply for next year.

Jennifer Cofer: MD Anderson funds this from our core dollars.

Imee M.A. del Mundo: That's awesome.

Jennifer Cofer: It's a prevention program. So, we fund it.

Jennifer Cofer: MD And we don't charge schools.

Imee M.A. del Mundo: just end the song for the most part.

Imee M.A. del Mundo: Great.

Jennifer Cofer: Yes. And in fact,...

Imee M.A. del Mundo: Thank you.

Jennifer Cofer: we don't even use our MD Anderson institutional state dollars. We use an endowment of philanthropy dollars and...

Imee M.A. del Mundo: That's awesome.

Jennifer Cofer: and the tobacco settlement dollars that come anyways MD Anderson funded.

Meka Johnson: behind.

Jennifer Cofer: We're good.

Imee M.A. del Mundo: That's awesome. Thank you guys.

Jennifer Cofer: We believe in this for sure.

Imee M.A. del Mundo: Right. Awesome. That's it for me. Eggs.

Jennifer Cofer: And the curriculum is aligned to 6 to 12 health ties tekks standards. Yes, correct. That's the question in the chat. Some fifth graders have viewed this when middle school rolls it out, but it's really geared to 6 to 12 and X program is anyone over 13. Just to answer those in the chat.

Fernando De Urioste: And so then I don't know if anybody had asked, but I assume with the digital nature of this, this can just scale to as many students as you want. You're using the same backend across all the districts and...

Jennifer Cofer: We have major servers backing us up. We actually have international use across a couple of countries as well. but yeah, we're in 33 states.

Fernando De Urioste: then it's on their survey, but I'm just kind of curious I guess programwide across the US, how many students are you trying to get to?

Jennifer Cofer: Trying to get to is a good question. but we hit right under 31,000 last year and we're hoping to hit and break 31,000 this year. if we had more staff, more funds, we could scale. But hey, we have a call with Hawaii next month. So, we're trying to get in Hawaii and see if they'll have us down. Anyways, yes, we're trying to scale, but we really want to focus at home. we're not in Austin ISD. We have a meeting with Round Rock ISD as well coming up. We're really trying to see where our footprint is. And so, since we're building there, we'd love to build relationships here at home.

AISS-HQ-221 (Lavaca): Are you collecting student data so there's no risk of confidentiality breach you're not collecting

Jennifer Cofer: Yeah. Sharica, do you want to speak to what they sign up for? We have emails, but again, our staff, we don't even have access to some things. Shemica, do you want to speak to the

01:20:00

Meka Johnson: We do ask demographic information, but's so that we can know who our students are. We do ask the students for their email address to create their accounts, but it's encrypted. We don't even see that. The only way that we know who the students are if they contact us through the help desk.

Meka Johnson: But We don't share any information. We use the information to report out to our leadership.

AISS-HQ-221 (Lavaca): Thank you.

AISS-HQ-221 (Lavaca): Nina has a question in the room. have you considered using immersive virtual reality or augmented reality to motivate kids to want to do this? Because if you introduce the element of fun and...

AISS-HQ-221 (Lavaca): make it really exciting and so they're in a really fun new universe. Remember kids love video games and all this. So if we kind of meet them...

AISS-HQ-221 (Lavaca): where they want to be wouldn't it be more successful? I mean you talk about modules so I kind of feel like that's

Jennifer Cofer: That's what it is.

Jennifer Cofer:

Meka Johnson: It's a Yeah,...

Jennifer Cofer: Shmica, do you want to share

Meka Johnson: it's a gamified program. So students will travel through time and different modules and it's interactive and that's why we recommend that this program is rolled out with everybody so that it can be fun learning about tobacco and vaping facts through a fun gamified experience rather than trying to implement it with students that were caught violating the tobacco policy. That's like a punishment. and nobody wants to do a punishment.

Meka Johnson: Nobody's excited about having something to do as a punishment. So, they're going to get through it just because they know they have to, but when it's the whole class or the whole school or the district rolling this out, it is fun. And then to know that they're going to be graded on it, they'll typically do better when they know they're going to be graded on it. And then we also again have the incentive plan as a thank you to teachers and students to say that we appreciate you vaping prevention a priority within your district.

Meka Johnson: And that's exactly what you're doing. So you'll be able to tell your leadership, your parents that you're partnering with the number one cancer centers to provide prevention, education, and

awareness, but also cessation for those kids that may identify having a problem once they go through Aspire program. Because again, if they're caught violating the tobacco policy, they may also already be addicted. If I'm pregnant, don't give me a birth control pill. they need cessation. That's not going to work if we're prescribing that. So yes, it is a gamifying experience. It is fun and it is exciting when everybody's getting the information at once. Yes.

AISD-HQ-221 (Lavaca): is it like a video game?

Jennifer Cofer: It's Yes,...

Jennifer Cofer: it's entertainment. Their avatars, they can choose their avatar and they walk through these things. Yeah, it's definitely immersive. That was the whole point of the researcher getting gamers that created this program together in 2018 and...

Jennifer Cofer: then when they revised it.

AISD-HQ-221 (Lavaca): Good job.

Jennifer Cofer: And we have test accounts with test account.

AISD-HQ-221 (Lavaca): Shemica, can I I'm sorry, Jennifer, Shemica,...

AISD-HQ-221 (Lavaca): can I share the I almost said dummy account,...

AISD-HQ-221 (Lavaca): but that's not what it's called. yeah.

Briana Davenport: Yes, I was pulling it up as well.

Briana Davenport: I was pulling it up and trying to log in, but go ahead and...

Jennifer Cofer: Mhm. Sure. Yes.

Briana Davenport: you can share it.

AISD-HQ-221 (Lavaca): can I send that out to everyone in a follow-up email so they have an opportunity to go through it themselves?

Meka Johnson: And that's an unlocked text account that you should have,...

Meka Johnson: Francina. So guys, you won't take the pre-assessment and the quizzes because it's You'll be able to skip through the modules.

Meka Johnson: We didn't want to have you sit through the whole three hours in its entirety. But if you want to do that, we can send another account as well. But Francina, do share that please. And also the efficacy document that we sent. I briefly went over in the PowerPoint slide of what's in each of the five modules, but I think that it would be important if they had it in front of them as well.

AISD-HQ-221 (Lavaca): And I did share a resource link on the agenda.

AISD-HQ-221 (Lavaca): So, a lot of the information that was shared with me, I put it in a file for you guys. Thank you.

Meka Johnson: Thank you, Francina, and thank you for all the work that you've done. And I want to thank everybody that we've met with thus far. We've had about five or six meetings. and are there any other questions? I don't

AISD-HQ-221 (Lavaca): Just want to know question in the chat. Would the program need HIPPA considerations?

Jennifer Cofer: It is not.

Jennifer Cofer: So we have oversight obviously being here at a research center and we're in prevention. we even tried to get QIAB and there's nothing about our program that even needed QAB review.

Jennifer Cofer: No IRB review, no HIPPA considerations because we're not collecting any area codes, no identifiers. again, we're asking a gender, race, ethnicity, and grade level. That's all we want to see is the basic demographics of who's taking our program. Good question.

01:25:00

AISD-HQ-221 (Lavaca): There's no other questions.

AISD-HQ-221 (Lavaca): Thank you guys so much for your presentation. And SHAK members, if you have your program evaluation pulled up, I don't know about everybody else, but I was doing mine as you guys were speaking. So, thank you. You touched on so many of these questions. I'm ready to hit submit. So, if you guys will submit your program evaluation, I know that the district will appreciate that.

AISD-HQ-221 (Lavaca): And then for the last section of our agenda, we just have an opportunity for items for members. if anybody has any brief announcement, suggestions for future topics or recognitions, any other ideas that you would like for Shaq to talk about moving forward. And very quickly, I want to personally apologize for not sending you uation, the survey results. When I created the survey through my Microsoft forums and I transferred it into the district's shared drive, the link broke. And so for everybody that had submitted information into the survey, the link was broken and I was not receiving your results. But it is fixed now.

AISD-HQ-221 (Lavaca): So, if you could please kindly, I promise for the last time, third time's a charm, provide your input. If you would like to participate in a subcommittee at our meeting in November, I have asked Miss Hollingsworth to add that as an item on our agenda that we will talk about creating subcommittees. We have to have a standing PE subcommittee and issue charges in November. So, that was my last bit.

Michelle Gallas: Wait, so just understand...

Michelle Gallas: if we completed the survey that you sent this afternoon, we have to do it again.

AISD-HQ-221 (Lavaca): No, if you completed it when I emailed it today,...

Michelle Gallas: Okay.

AISD-HQ-221 (Lavaca): the link was repaired today, it's good. If you had completed it prior and have not yet completed the link that I emailed today, then it does need to be done again.

Michelle Gallas: Gotcha. Thank you.

Imee M.A. del Mundo: U clarification. If I did it around a last week of August,...

Imee M.A. del Mundo: do I need to redo it?

AISD-HQ-221 (Lavaca): Yours was collected before the link broke.

AISD-HQ-221 (Lavaca): So, no,...

Imee M.A. del Mundo: Okay,...

AISD-HQ-221 (Lavaca): I have yours. Thank you.

Imee M.A. del Mundo: great. Thank you.

AISD-HQ-221 (Lavaca): So, I would like to let the shack know that Lee and I have been in conversation with a couple that has a virtual reality immersion education program to prevent abuse, sexual abuse, human trafficking, etc. And the couple come out of the gaming industry and they have an articulation, an agreement with Meta for the equipment. We're going to be bringing that couple to you with a proposal with what they can offer in October, November.

AISD-HQ-221 (Lavaca): I thought that was the shade. and In December, you're right. Zay is January. I may need to go back and revise. But anyway, that's coming up and we're very excited for you to hear about this. we've asked them not to bring their equipment that night. We're going to set up a separate occasion probably at the performing arts center room there. We're going to talk to staff about that for use to use their equipment because it is virtual reality equipment and we don't want to distract you from what they have to offer, what it's going to cost, etc., how it could be implemented. Secondly, we have an AIC student named Zayn Shade who has developed a teen as part of his Eagle Scout project that he did, he developed a teen tell me again depression. Is it about teen depression?

AISD-HQ-221 (Lavaca): It's a peer support for teens who are experiencing depression. So, he's going to be doing I don't know if you know Zayn, but he's got his own band. he's developed this. He's like Mr. Wonderman. His dad's a local architect, James Shay. So, James is coming with his wife and as well as Zayn and making a presentation. I heard about this through I'm Facebook friends with Zayn's dad and I found out about this Eagle Scout project. I thought how wonderful an AISD student developed a peer support program and I think you need to see it because he really wants to spread the program as much as possible so I think that's coming up in January. That's what I mentioned to the shades.

01:30:00

AISD-HQ-221 (Lavaca): He has presented at his band is played at Travis County Children's Mental Health Acceptance Day and he's also presented to Texas Health and Human Services Children's Youth and Behavioral Health Subcommittee. So, I was aware of him. He's phenomenal. An AISD student of our steam program. we do science, but we also do the arts and we combine them. And that's a great way to learn something else. So if nobody else then we will trusty the

Fernando De Urioste: Yeah, I mean I appreciate that. I just wanted to bring up the opportunity, while we're in the midst of the consolidation talks and the kind of larger restructuring around AISD, I would appreciate either through the shack as a...

AISD-HQ-221 (Lavaca): Yes. Yeah. Good.

Fernando De Urioste: body whole or even individual shack members reaching out to me just to inform any concerns about the effects of the restructuring. I know in the wealth of input that we're getting from the community, one of the discussions that I think is particularly relevant to the shack is the effect on the emotional effects to the students. kind of I think the community engagement piece that is surely needed with any type of undertaking like this. I think also touches on the shack as far as going on mental health going past just basic health but to stronger resiliency. I think there's again this community element that we need to have this type of endeavor be successful and I do think it kind of touches on areas that the shack is engaging with as far as fostering healthy communities for students.

Fernando De Urioste: And so, not that I'm expecting responses in this, but I think that would be kind of a fruitful lens to maybe bring that conversation to the shack.

AISD-HQ-221 (Lavaca): Can I ask a clarifying question?

AISD-HQ-221 (Lavaca): Are you suggesting that this should be on the agenda or through individual comments to the district through common card process or...

AISD-HQ-221 (Lavaca): is there another

Fernando De Urioste: I mean I would leave that up to I don't know...

Fernando De Urioste: if Leah or any of the executive committee would decide or how the shack would want to handle that. I mean I would certainly appreciate a full discussion on the matter. and I think it would bear, giving it some thought before we come to the table. But also, I'm just soliciting as much input as I can from, informed members. And particularly as the atlarge, kind of abusing my privilege here, but I'm looking for communities that are not getting represented in the conversation.

Fernando De Urioste: And it strikes me as I've received some of these emails that, the mental health effects and the general wellness of the students, navigating that I think is a valid concern. And so yeah,...

AISD-HQ-221 (Lavaca): So that would take us going to our communities and...

AISD-HQ-221 (Lavaca): asking them. So I'm just thinking about time before the board comes to a potential vote. And can you remind us of the date of the vote for we would have to contact maybe community leaders at our schools etc and...

Fernando De Urioste: November 20th would be the vote on the plan that we have in front of us. So I know it's not a lot of time.

AISD-HQ-221 (Lavaca): ask how are things going? I mean what's the reaction? What some of them don't know still they know they've received the information but they don't have a full grasp of what that means to those campuses.

AISS-HQ-221 (Lavaca): So that's something to take into consideration too because they know changes are occurring but they don't know what's going to happen to their student in that change even though that information has been provided to them. So I would hope that each campus is reaching out and having some kind of PTA community meeting where all that information is presented to that's the best way to disseminate the information and...

AISS-HQ-221 (Lavaca): many campuses have other resources besides a face to face. They'll do a Facebook, they'll do a text, they'll use Allison Austin voices to communicate the information, Parent support specialists. So, I'm hoping that's all that's being done.

AISS-HQ-221 (Lavaca): So is it possible that maybe we continue this conversation in email for the sake of time tonight...

Fernando De Urioste: Yes. Sorry.

AISS-HQ-221 (Lavaca): but try to intentionally get something more formal together so that we could provide the kind of feedback that you're looking for before November 20th.

Fernando De Urioste: Yeah, let me clarify though.

AISS-HQ-221 (Lavaca): But we

Fernando De Urioste: I'm not necessarily looking for community feedback from the shack because the community is speaking and we are doing those gagement sessions. I guess maybe what I'm envisioning more is if the shack can make some sort of comment as to the level of detail needed or the level of attention needed. I like if this plan goes through, there's a huge transition effort and that will start over the spring. And I think that is something in particular that would be relevant to the shack as well. And so I think I'm envisioning it more as far as guidance from the shack on what protecting students would look like or what transitioning would look like for those students. I know it's going to be disruptive for their students.

01:35:00

Fernando De Urioste:

AISS-HQ-221 (Lavaca): Got And I would want to know...

Fernando De Urioste: I don't think anybody thinks it's not going to be. I'm talking more about for students? How do we help this work for the community? If that's something the Shaq could comment on.

AISS-HQ-221 (Lavaca): what the district has already planned to do that transition piece. I need to know the district's plan before I can do anything further.

AISS-HQ-221 (Lavaca): Yeah, I would love your suggestion of an email form in with input on what that conversation should look like with the shack. I have, thoughts as well on what information we might need before this conversation. We have this conversation here and what the output of that conversation will look like, whether it's a statement that we all sign on to which personally sounds terrible or whether it's just a written summary of the discussion.

AIISD-HQ-221 (Lavaca): So just if I would suggest and Lou and I can talk after this that we have some email input on how you'd like that conversation to go and maybe what information you'd like ahead of that conversation in including what plans that have already been.

Fernando De Urioste: Yeah.

AIISD-HQ-221 (Lavaca): I think I need to emphasize again we need to know the district's plan for ition. Period. Before we can further I don't disagree. I just Yeah.

AIISD-HQ-221 (Lavaca): and I've been in several of the community meetings over the last few days and have heard that it sounds like to my understanding there's not a fully fleshed out plan and that's forthcoming and so it's hard to provide input when we're building the airplane hasn't been taken yet so we've got that waiting period this is the period not to prolong the conversation but what we could do without actually having a plan is giving suggestions on how we can support the students and what programming or talking with Dr.

AIISD-HQ-221 (Lavaca): Lewis with mental health, what is feasible for us to do without having a concrete plan, but things that we could put in place for student support. And maybe there's other organizations in the area that we could vet and help with some of the things that the community and our student population will need. great idea. Thank you for bringing it up,...

Fernando De Urioste: Thank you.

AIISD-HQ-221 (Lavaca): Trainee Deio. we will keep talking. And can I make one one last we've got some missing members, there's a vacancy for one person in my district, So, we had a little bit of conversation about this just informally before the meeting started. Thank you for bringing this up.

AIISD-HQ-221 (Lavaca): Just really quickly, the open seats that we have are two open seats in district 1, one open seat in district one open seat in district three, one in district 5, two in two in district 7, an opening for a student and an administer representative. we're going to have to continue talking because I've heard tonight that there have been two people that have confirmed that they have submitted applications, but they're being lost in the ether. they're not, for whatever reason, I don't know where the disconnect is happening, but we're not receiving those applications and getting them forwarded to trustees to be able to make recommendations to fill these seats. And that's 11 open positions on Shack.

AIISD-HQ-221 (Lavaca): So we do have a lot of opportunity to get a lot of other community input and we want to hear from everybody and Shaq is one of the purposes is that we are supposed to be reflecting the community's wishes and needs and it's difficult to do that when we have 11 open seats. So please, if you know someone that's interested, they can come to a meeting as a observer, but if you have someone that has applied through the standard application, please let me know because I am following up on everybody and I'm trying to find out why they're not hearing back. we do want to fill those seats. I just might suggest maybe we could have paper applications available. Yeah. if people could we do that?

AIISD-HQ-221 (Lavaca): in person. no. Unfortunately, we can't because it actually is submitted electronically on the district end and it goes through Dr. Reach in his group. he's retired. Yeah. So, it's submitted and it goes somewhere and then it gets disseminated to the appropriate. We can follow interject that maybe that is something I don't know if this

01:40:00

AISS-HQ-221 (Lavaca): appropriate ask or not, but something that had been suggested to me when you joined SHA as a non- voting member is that you might be able to help us work out some of those kinks when we were having issues with functional processes like that.

Fernando De Urioste: I can certainly try.

AISS-HQ-221 (Lavaca): So, I don't know if that's something that you could help us with, but if you could, I'd really appreciate So, we will adjourn the meeting at 7:45. Thank you everybody for being here. Have a good night.

Fernando De Urioste: Thank you everyone.

AISS-HQ-221 (Lavaca): Thank I've been through so many of these conversations already with my own good.

AISS-HQ-221 (Lavaca): I don't know if we've ever Thank you. I've been messaging the transition.

AISS-HQ-221 (Lavaca): I don't know if there was a missing person and now I did. it's just not stop home room, Yeah.

Meeting ended after 01:42:22 🖐️

This editable transcript was computer generated and might contain errors. People can also change the text after it was created.