

18:03:13 At this point time no but I will go ahead and hit record and thank you for the reminder I have a big sticky on my laptop right here and it didn't do me any good.

18:03:20 Yeah.

18:03:21 So yeah, lot of good. Thank you, Suzanne.

18:03:28 How many members do we have here so far?

18:03:33 Make out.

18:03:34 And how many is quorum currently? I know we added some new members. Yeah.

18:03:45 4 66 8. Now, we have 20 quorum is 10. Let me see what we have.

18:03:56 12345678910.

18:04:07 We have Quorum.

18:04:09 Dignity. This is wonderful.

18:04:13 Yes, she is. Yes, they are.

18:04:16 There are.

18:04:16 Hello.

18:04:19 Awesome. Can we call this meeting to order?

18:04:26 Sure I am going to call the meeting to order at 604.

18:04:32 Perfect. Do we have any introductions? That need to be made. I see that, Trustee Gonzalez is here with us.

18:04:40 Do we have any other, visitors that we need to introduce.

18:04:58 Somebody happens.

18:04:58 I don't know if that means that I'm supposed to introduce myself or if that comes later.

18:05:02 Thank you. Yes, no, please do. Hmm.

18:05:05 My name is Stacia Paschal and I'm with the SCL and CPNI department in Austin ISD.

18:05:11 Wonderful. We look forward to hearing from you later.

18:05:14 Awesome. Okay, Addison, if you don't mind with the. Community communications that would be awesome.

18:05:27 Alright, I will let you know. I don't have to cheat with me, so I'm gonna do my best.

18:05:33 Okay.

18:05:33 We have to verbatim. Can I text it to you?

18:05:35 Yes.

18:05:37 Okay, give me 1 s, or actually can somebody who has not their phone as their Zoom situation? Can they email Addison that information on the bottom of the agenda?

18:05:53 Let me grab it here.

18:05:56 Suzanne is coming to say this all.

18:05:58 Yeah.

18:06:00 Thank you.

18:06:00 My technology is lacking of all the things, but we have to say it legit, so.

18:06:06 Hello, opportunities at this time, Addison.

18:06:12 Well. Corporation for the future.

18:06:16 It's okay. Okay, there it's in the chat too if you want that.

18:06:21 Oh, you just, someone beat me to it?

18:06:23 Yeah.

18:06:24 No, I put the agenda in the chat. I've been dropping it for anybody. So I forgot that it is

on the back side of that so sorry about that.

18:06:32 So it is in the chat.

18:06:34 You're fine.

18:06:34 Okay. Let's see.

18:06:41 Okay, got it.

18:06:43 Go for it, sister. Wrong.

18:06:48 Yeah.

18:06:48 Hmm.

18:06:50 I'm gonna be able to wake up and I would be fully present very soon.

18:06:53 Persons wishing to provide public comments will be asked to stay their name and acknowledge the they have read the note about public comments listed below.

18:07:01 If more than 5 people to speak, the co-chairs will draw 5 names of random order. The note about public comments is that speakers and visitors are expected to provide comments in a respectful manner.

18:07:11 If the presiding officer deems a speaker or visitor disrespectful, that person may be warned or asked to cease any further comment or behavior.

18:07:19 Non-compliance may result in ejection for the meeting.

18:07:25 Thank you very much. Do we have anybody here for public comment?

18:07:40 It is not.

18:07:41 Do you see me one, Belinda?

18:07:42 But I don't see anybody, but I can't see much of anything. So, Okay, great.

18:07:46 Yeah, I'm not seeing anybody shout if you're here.

18:07:53 I'll give you 1 s to tell me if you're here, otherwise we're gonna move on.

18:07:59 Okay, Suzanne, do you want to do approval of the minutes from? October.

18:08:04 Has everybody has access to the minutes that have been emailed out and it's had a chance to review those.

18:08:14 Would anybody like to make a motion to approve the minutes?

18:08:17 And I.

18:08:17 Motion.

18:08:23 I'.

18:08:20 Let's see, was it? You guys are so quick, that Addison is making an emotion.

18:08:27 Is there a second?

18:08:35 Thank you.

18:08:32 Second, this is a Lana.

18:08:35 Thank you, Alana. Second. All right, everybody who approves with or everybody who would like to vote yes on approving the minutes please raise your hand either digitally or in

18:08:50 Visually.

18:09:12 I count 12 and I'm going to need you to turn your mic on to vote either yes or no so we can count your vote.

18:09:19 I was not voting because I was not at the meeting, but if. That's okay.

18:09:21 Okay, thank you.

18:09:24 That's why I'm not voting.

18:09:26 Thank you.

18:09:26 Thank you.

18:09:33 Got it.

18:09:33 So we need to do no books, right?

18:09:35 Are there any nays?

18:09:39 If I can give everybody a second to remove their digital hands.

18:09:49 Okay, are there any nays?

18:09:54 I see none, there's anybody abstaining. I believe Anne was abstaining.

18:10:00 Hmm.

18:10:01 Correct.

18:10:04 Alright.

18:10:06 Bye.

18:10:13 I think we're good to go then.

18:10:18 Okay, moving on to our SEO update with, we're so glad you're here.

18:10:26 Thank you for being here to present to us. We're excited to. Hear about what you have to say to us.

18:10:36 Thank you for the opportunity to share. I just want to actually walk you through what SCL and CPNI is using some of the strategies that we actually use.

18:10:48 In the spaces in which we occupy. So let me confirm, I have like 10 min, Pat, right?

18:10:57 And then. Question and answer time.

18:11:01 Correct. Spalenda, Suzanne. She's got Okay.

18:11:03 Let's see, we actually love you for, We've got you for about 25 min so you've you've got plenty of time no rush.

18:11:15 I have. Fabulous. Okay, that is helpful. Do I have the ability to share my screen?

18:11:22 Yes, you do.

18:11:24 Awesome. Okay, so let me go.

18:11:35 And actually you even have a little extra time since we're running. Quick on schedule. We didn't have any community comments.

18:11:41 So we have that additional time if you need it.

18:11:45 Oh, lovely. Don't tell someone who loves

18:11:50 Well, we love that again.

18:11:58 Yeah.

18:11:52 To talk about the wonderful work that we're doing that they've got time because, Alright.

18:12:03 Can we see the screen that says SEO and CPNI connected on purpose?

18:12:07 Yes.

18:12:08 Awesome, awesome. Okay, so this is intended to give you an idea of who we are with some historical context plus what are some things that we're doing now.

18:12:22 So anytime we're in a space we always start with a welcome. And so I'm inviting this group to participate in the welcome as well.

18:12:31 So I want you to look at this quote. The world will ask you who you are and if you do not know the world will tell you.

18:12:41 And that's from Carl Jung. So I want you to just sit for a second. And then any way in which you'd like to share out, you can share via the chat or you can share out loud, what does

this quote make you think about?

18:13:03 This is, this made me think of my teenage years because that is a. A real testing point.

18:13:11 Time when the world starts to tell you who you are.

18:13:16 Thank you, Anne.

18:13:23 Anyone else?

18:13:34 I would say this is Michelle Gallas. I would say that, You know, when Anne said that it makes her think of her teenage years, it also kind of makes me think of her teenage years, it also kind of makes me think about when I was young and sort of makes me think about when I was young and sort of decisions that I made.

18:13:50 About what I wanted to do with my future and it's because the world sort of put it in front of me, right?

18:13:56 The universe put it in front of me like you know, in terms of like what I wanted to do and for my occupation and, the population I wanted to work with and that kind of thing.

18:14:10 So I, you know, that's That's what I think of when I read this. Yes.

18:14:13 Oh, yeah. Thank you, Michelle, for sharing. I thought I saw a hand, then it went down.

18:14:20 And please jump in if I miss out. One of the challenges in presenting virtually is right now all I see is my screen.

18:14:30 So I can't really read your faces. So, I know Pat will have my back and let me know.

18:14:38 And I believe Nina had her hand up, Statia.

18:14:35 If I'm missing someone trying to jump in to speak. But. Okay, thank you.

18:14:44 Yes, it makes me, think about the importance of listening to your inner voice. And to respect what you're what you feel in yourself and who you are and what you want.

18:15:01 And to not over analyze things or to, make too much of external stimulation or other people telling you what you what they think of you or what you should do.

18:15:15 Hmm.

18:15:16 But to never override your gut instinct. I think that's one of the best like pieces of advice ever for everyone.

18:15:24 Thank you, Nina. I appreciate that. I see Addison's iPhone.

18:15:34 Yes, hi, that's me.

18:15:38 I would say that this kind of reminds me of speaking my truth and being able to do that because recently I was actually given the chance to present and share my truth with the United Nations and like people who are super big like the Princess of Denmark were like showing support for me and they were like you're on the right path.

18:16:02 You got like you're going to make a difference just keep going. And it like. We kind of gave me that reassurance when I felt like I hadn't been supported.

18:16:13 Nice. Thank you. Thank you. Thank you all for bringing your voices into this space.

18:16:22 A welcoming ritual is one of the 3 SCL signature practices. And I welcoming ritual is designed to open a space to the learning that we're about to participate in, as well as give voices an opportunity to join in as much or as little as they choose.

18:16:40 And so when we talk about creating these inclusive spaces and we talk about equity of boys, we have to have intentional practices.

18:16:49 That allow space for that. And so a welcoming ritual, it's also called a warm welcome, is one of the things that does that.

18:16:56 And so today we're thinking about What are the spaces that we create for students? And what is the messaging that we're telling them about who they are and how much room do we give them to go on a self-discovery journey.

18:17:12 To do that. So

18:17:19 Go back one. There we go. So the essential question that we're going to focus on today is what does it mean to practice SELL in CPNI together in the service.

18:17:30 Academic achievement. So I first want to make sure because in education we've got acronyms out of the wazoo.

18:17:37 SL, Social Emotional Learning. CPNI, Cultural Proficiency and Inclusiveness.

18:17:44 And so when we are talking about SCL and CPNI, we're talking about the 2 working together.

18:17:51 So the agreements that we're going to have for this time come to us from Glenn Singleton's Courageous Conversations about race.

18:17:58 And these agreements we're saying are ways of being that we're asking you to lean into during this moment.

18:18:05 Staying engaged, speaking your truth, experience discomfort, and accept and expect nonclosure. So you can jot this down on the sticky side of your brain.

18:18:17 You can write it down on a piece of paper. These are just notes for you. If you think about doing a KWL chart, this is a way to see how much do you know.

18:18:27 So just for yourself, we're not sharing this out loud. I want you to make a quick note.

18:18:31 Social emotional learning is Fill in the blank. Cultural proficiency and inclusiveness is filling the blank.

18:18:40 What is your understanding of what it is? What did it look like for you and your school experience? What has it looked like for perhaps a student of yours?

18:18:49 What have you heard that it looks like in the district? Anything that you might know about these 2 things and that may be you saying I just learned that SCL stands for Social Emotional Learning when you said that.

18:19:03 And that cultural proficiency and inclusiveness means CPN. That's fine too. So let's just take about 15 s to just jot something down.

18:19:33 Oh. So we don't ever go into space without providing resources. And so when you have words like SCL, CPNI, Equity, you want to make sure that we have some common understandings of the 2.

18:19:52 And so, if you can scan the QR code, the QR code is here. There are some definitions that we're providing for you to really have a common sharing of what these words mean.

18:20:06 There's also a bitly if you want to log in to that to be able to see some common language that we use in our department.

18:20:13 And so when you have time outside of the time that we have right now and I will put the link in the chat after I'm finished presenting.

18:20:21 I want you to sit with how do these definitions change, deepen or clarify what you thought? Prior to coming into this presentation.

18:20:32 So. So again, just for you.

18:20:38 So in new concept that many people may not know and part of why SCL and CPNI were connected on purpose is that Castle, which is the collaborative for academic social and

emotional learning, They're kind of the goat.

18:20:55 Greatest of all time. Of SEO. They have been around doing research and are pioneers and leaders in the field of SCL for decades.

18:21:05 And so Castle is making this shift in evolution into transformative SEO. Because when we deepen our understanding and practices with social emotional learning, it becomes this lever for equity.

18:21:20 So I invite someone to bring their voice into the space and read for us the definition of transformative SEO.

18:21:36 Transformative SCL is a process whereby young people and adults build strong respectful and lasting relationships that facilitate co-learning to critically examine root causes of inequity and to develop collaborative solutions that lead to personal community and societal wellbeing.

18:21:57 Yeah, Dina Simmons, Dr. Dina Simmons, as another. Expert in the field.

18:22:04 She says there is an urgency to expand the definition of social emotional learning to ensure that we serve all students more effectively and equitably.

18:22:14 If we don't take care in the ways in which we create opportunities to deepen our SEL skills, it can become something that can be harmful, especially for children that fall into the ethnic group of black or brown.

18:22:29 So. What do we do as a team and as a department? What are some of the ways in which we serve?

18:22:36 Okay. There. So let's look at what this evolutionary process has looked for look like for us.

18:22:45 So if you look at the wheel which is on my left where it has the orange and green, you will see that those are the 5 S.

18:22:54 Competencies. So maybe you've seen these before, maybe students have come home and shared these with you, but these are the 5 SCL competencies.

18:23:04 Self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

18:23:10 Now, oftentimes in spaces people think, we got to bring some SEL in here so these kids can learn how to get themselves under control and get their emotions under control.

18:23:21 That is not the totality of what SEL is. And when we think about SCL as a practice, it really is about inside out work.

18:23:31 It really is about all of the people in a space and how their identities impact their perception of self, which in turn impacts their perception of others and how they engage one with another.

18:23:43 We aren't born with the innate ability to navigate spaces with other people. I know, shocking, right?

18:23:50 We do learn how to do these things with practice, with intentionality, with reading and with learning. And so when you look at the evolution of moving from the competencies into the constructs, ASD has created the wheel that you see on the right.

18:24:08 So the one that has like the teal kind of color, green, yellow brown on the outside, because this wheel in comp.

18:24:20 Hmm.

18:24:15 Composed of the competencies and the constructs. So self-awareness when we're moving towards equity, it's about exploring identity.

18:24:27 When we talk about self-management, it's not limited into controlling of emotions, but how do I utilize agency and how do the adults in spaces facilitate the ability for me to have agency and sharing of power?

18:24:41 Responsible decision-making evolves into curiosity. We were curious to avoid judgment. In order for us to be able to intake other perspectives, there has to be a curiosity about it as well as a belief that I can learn from someone else's perspective.

18:24:58 So this wheel that you see here on the right, this is kind of the anchor. The visual anchor of the work that we do.

18:25:07 So here are some reflective questions for you. What does this evolved wheel offer that the old one didn't?

18:25:15 How are we an AISD? Taking the implementation of transformative SCL to the next level, because that's what we do in Austin, because we are pioneers, right?

18:25:26 We have been in the business of implementing district wide SELL since 2,011.

18:25:33 No, I'm sorry. Yeah, cause it's been a decade because this is 2,023.

18:25:37 Yeah, 2,011 is when we started So we've got a long time. And my second reflective question for you is, how might this new wheel influence how people think about SCL on our campuses.

18:25:50 So what are your thoughts?

18:26:10 And I'm gonna flip back to the wheel. So you can see it. So what does the new wheel offer?

18:26:18 That the old one did not.

18:26:23 Mary, I see your hand.

18:26:27 I really like that it has the outside wheel, or like the outside labeling on that is, on top of some of the same skills from.

18:26:39 Previously, or the same. Core conferences. I think it's really nice that that's available and it kind of gets into detail like hey.

18:26:45 You know, for example, like the curiosity and how that's there on top of the responsible decision making and you know how Alright, like the self-management.

18:26:52 Hello.

18:26:55 I think it's really nice that those labels exist. It's a little bit more. Detailed to certain extent.

18:27:02 Thank you.

18:27:05 Anyone else?

18:27:12 I really, I'll get real quick that I really like that there is that the learner is in the middle.

18:27:18 It's learner centered. It's just a little added thing that I know was intentional.

18:27:25 Yes, thank you. It very much was and we use the verbiage of learner and not student because this process is not something that is limited to just students.

18:27:37 Thank you for noticing.

18:27:41 I think that, approaching somebody who's different from you with, empathy and kindness and this idea of having respect for differences is important, but maybe more old school and what excited me about the new chart is the idea of curiosity because if you approach

somebody who has a completely different religion or race or background with the idea that here is a learning opportunity.

18:28:13 This is something interesting. So this is somebody who's different. What can I learn and to teach children that it's exciting to have the opportunity to discover.

18:28:25 A way of living or you know different culture or religion that's different from one's own because that's framing it actually in a really positive light.

18:28:39 So that's a jump to mine.

18:28:41 Thank you.

18:28:43 Yeah, and I really like how it opens up beyond just. Yourself and puts you into the larger community as a whole, whereas everything And the on the left is all about not me me me it's me and how I fit into other things, but I just think it broadens up the picture of where you've been in the world.

18:29:05 Yes, yes, thank you. Thank you.

18:29:15 Definitely.

18:29:17 Yes.

18:29:19 Let's start.

18:29:22 Yeah.

18:29:24 Jasmine, did you want to share?

18:29:29 Oh.

18:29:27 Yeah. Hi. 20 first.

18:29:32 Oh, Jasmine, you may just wanna mute. Someone behind you just answered. Yeah.

18:29:39 Yeah.

18:29:41 Yeah, no problem. So. As a department, this is a portion of our statement of purpose. On the SEO and CPNI department aims to inspire reflection and inquiry and co-create opportunities in transformative environments.

18:29:59 For restorative, respectful, equitable, inclusive. Actionable and sustainable. Culturally and linguistically responsive social emotional learning practices throughout Austin ISD.

18:30:14 It is very. Wordy because the thoughts of inclusivity are vast. Right. And so we as a department work with so much intentionality to be a thermostat in the spaces in which we occupy.

18:30:32 We don't approach this as the experts. Our role is to help in the co-creation and facilitation of spaces that invite people to reflect.

18:30:43 Because at the end of the day, the ripple effect of change comes from each individual that is a part of a system.

18:30:51 Making a conscious effort and decision to be a great implementer of practice. How many of us have read books and attained new knowledge?

18:31:01 That was just new knowledge. There was an intentional implementation of said practice. There has to be the focus in application of this new learning knowing that this journey may be an steps, it may be elephant strides.

18:31:18 There may be times where you fall flat on your face. But you get up and you keep going. And so as a department, we work very hard to create practices that allow us to be in.

18:31:31 The reflective inquiry co-creative spaces. We use a coordinated leadership approach because our department have 10 specialists that support our 130 plus campuses.



18:31:44 So there's no way that they are at every single campus. So we have a coordinated leadership approach.

18:31:50 Our SEL and CPNI specialists housed in the central office level is assigned a group of campuses and that ranges from 12 to 14 campuses that they serve as a point person.

18:32:01 A coach. A connector to resources. Each campus has one to 2 facilitators that work at that campus that the campus chooses.

18:32:11 Oftentimes it's a counselor. Sometimes it's a teacher and we currently are offering a small stipend to those facilitators.

18:32:20 The stipend is ESR funds, so we know where ESR funds are going. Just putting that out there.

18:32:24 We're not quite sure what's going to happen for facilitators. There are some people who love to do this work and would do the work without a stipend.

18:32:31 Then there's some others that the stipend is really helpful. Just putting that in the space.

18:32:37 Thanks. The other thing is facilitators sometimes on campuses create a steering committee. Some people in bed their steering committee as a part of their See, I see.

18:32:56 Campus.

18:32:57 Campus improvement plan.

18:33:00 Well, the campus team like the team that does your, it's like a campus advisory.

18:33:07 Yeah, I see.

18:33:06 Good advisory council, CAC. Yeah.

18:33:08 Thank you. Yes. See, it's all of the acronyms. Some people embed their transformative SELL work in their CAC committee.

18:33:19 Some people have steering committees that are just focused on the implementation and meeting their SELL and CPNI goal.

18:33:27 Some campuses. So exciting. Actually have students that are part of their seeing. And so we are very, very excited about the campuses that have sustainable practices that include student agency.

18:33:41 And we also work very closely with the campus administrators. Right? So I'm bringing it home.

18:33:49 Here is a menu of the services that we provide for campuses. I will put this link in the chat as well.

18:33:59 So that you will have that. SCL and CPNI together provides a foundation for understanding the connection between identity, belonging, and relationship building.

18:34:10 Which are essential to academic tenacity and meaningful learning experiences. Nobody wants to learn in a place where they feel like they're not valued.

18:34:19 No one wants to learn in a place where they feel like, oh, you are the expert and I'm just the empty vessel for you to fill up.

18:34:28 No one wants to learn in a place where they can't see themselves as a part of the community.

18:34:32 So we have to understand that all of the people, not just our students, but all of the people in spaces where we want learning and community to be the essence of who we are.

18:34:42 Requires us to take our own personal self-examination into how proficient am I. In

mind, transformative, SEL skills and practices.

18:34:52 So here are a couple of the programs that we have. We have Families as Partners, which are at 21 of our campuses.

18:35:01 Currently only elementary campuses. That work to, create parent champions and identify parent champions.

18:35:07 And those parents champions have their own professional learning that they are a part of. And then they become the extra support.

18:35:15 And connection to parents to empower them to be involved with the campus as well as self-improvement.

18:35:22 We are the largest no place for hate district in the United States and so no place for hate is from our partnership with the anti-defamation league ADL.

18:35:34 Campuses take. A pledge and they curate activities to enforce this is no place for hate. We have our Student Equity Council, which is represented from all 15 of our high schools.

18:35:47 They meet once a month at a district level. They also have campus coalitions that meet and our student equity council when they meet at the district level has now evolved into our superintendent student equity council because they're in space with the superintendent to not just share this is what my learning experience is like.

18:36:04 But here are some ideas that I have to make improvements. And then lastly, we have our seed model program where campuses intentionally name, we are a campus that wants to focus on this SEO and CPI goal.

18:36:16 It falls into this critical practice. And we walk hand in hand with them through that process. Provide them with resources and at the end they share their seed model story with others they're a part of seed model tours we are this I'm excited to say we have a visitor's coming and this happens often because when they look us up online they're like oh my gosh us and I see SCL and

18:36:40 CPI they're doing amazing things they are coming to learn about what we do and how we do it.

18:36:45 So our seed model campuses provide tours for visitors as well. Here are the different ways in which you can connect with us.

18:36:54 This is the last slide that I have. I'm going to leave this up here. I am open for questions.

18:37:00 That you may have. Thank you so much for your time. But I lied. This is not the last slide because I talked to you about our practices and we never ever walk out of a space without intentionally closing the space.

18:37:13 We started with a warm welcome. We had engaging pedagogy. That's why I had you to talk to me.

18:37:18 That's why I wanted your peers to hear your thoughts. And then at the end, we close out the time together.

18:37:24 We intentionally wrap around the learning that we've had. So. For our closing today. What does it mean to practice SEO and CPNI?

18:37:34 Together in service of academic achievement. How might you begin to answer this question? And that's the question that I'm going to leave you with.

18:37:43 I thank you for your time and your attention. And I'm gonna stop sharing and make

sure to drop those links in the chat and I'm all ready for Q&A.

18:37:54 Thank you. We're so glad you were here today. I learned so much. I did not know what CP and I was.

18:37:59 Now I know, have written down in my notes. Thank you, thank you. Well, questions do we have for her guys?

18:38:07 Okay.

18:38:09 You all better jump in because I've got a list written. So.

18:38:18 Okay, well maybe I'll get it started then because I did have a question about what does that facilitator on campus do?

18:38:26 I know that there are SCL lessons that are woven in throughout classes. So I'm assuming that that is different.

18:38:34 That's something the individual teachers do as a lesson plan versus a facilitator having to go into all those classrooms.

18:38:39 So what would a facilitator do versus what does a student do with us? Our teacher do with SCL plans.

18:38:46 So the facilitator is the main point of contact that we have with our department. So the facilitator shares with us whatever the campus is SE on CPI goal is they let us know if there are resources that are needed.

18:39:03 They also organize whatever activities or practices will happen on that campus that relate to the campus goal. So they are kind of how you have a grade level lead.

18:39:15 That brings in the. From the administrator for the grade level. They are the campus lead for bringing in information from our department and then they are the point people to organize whatever happens on a campus.

18:39:29 Typically it's the campus activities for the adults on campus. It might also look like the facilitator brings a group together to personalize their SCL and CPNI lessons that happen in advisory or their morning meetings.

18:39:50 Perfect. Yeah, as soon as you said that the grade level organizer was like, oh, OK, that makes sense.

18:39:55 I get that.

18:39:57 There is a question in the chat, Statia, from Michelle asking, are there any campuses that do not have SEO?

18:40:06 Hmm. Let me get straight in my seat. So Michelle, one thing that people learn about me very quickly is that, My mother raised me as a person who believes in telling people the whole truth and nothing but the truth, right?

18:40:28 We at a district level do not have the control or the accountability of what happens on a campus.

18:40:38 When you look at our website, you will see that every single one of our campuses has as a signature program listed, SELL, in their SCL signature program campus.

18:40:49 If that is a reality and truth for every campus? I cannot say campuses have the autonomy to implement as much or as little as they see fit.

18:41:00 Some campuses have had practices that have been rooted in who the campus leader is. So when they are campus leaders that have experienced the benefits, they have more intentionality in those practices happening across their campus.

18:41:15 When you have change in leadership, it can be change in what happens on a campus. What I will tell you, the things that we control, we provide elementary as well as secondary advisory lessons, morning meetings.

18:41:30 We provide prompts for facilitating community building circles. We also give every campus the opportunity to be a seed model campus.

18:41:40 So, I like to equate it to when you go to the library. And you have all those floors of books.

18:41:48 And everyone gets a library card. But if you don't check out a book or go and engage in a library.

18:41:54 Venues have a library sitting there full of books.

18:41:57 .

18:42:07 Francesca, would you like to ask your question?

18:42:12 It's in the chat as well. If I could read it if you'd want, but that's a TM.

18:42:16 Oh, I see it.

18:42:17 Sure, but I think somebody's hand was up to Nina, but happy to read it.

18:42:22 Yes.

18:42:24 Okay. So I was just curious about, how facilitators work with particular subject areas or if they work with them differently to understand how.

18:42:36 These concepts might affect their. They're pedagogy or their students and differently.

18:42:42 Yes, so. Some of the strategies that are shared with campuses, for example, with circle practice.

18:42:52 Circles aren't just limited to community building. There are circle strips that specifically walk, facilitators through?

18:43:02 How do I hold a content-focused circle? We have for every facilitator circle forward, which is a, I don't have lines plus 5, but is a manual that has how to hold circles.

18:43:20 Okay.

18:43:17 The key parts of a circles, it even has circle scripts for them. We have held professional learning around how to facilitate circles.

18:43:29 So any ideas or any thought partnering that at campus. Might have around how to implement. That's where the partnership between the facilitator and the specialist comes in into play.

18:43:43 So if they ask. It shall be given. Seek. And you will find.

18:43:52 Knock and the door will be open.

18:43:53 Nina, I see your hand.

18:43:55 Yeah, speaking of, and you shall find, I just want to throw out a comment that I recently had been, privy to 2 environments that I really felt like were sort of like post-racial, post cultural and religious and I grew up in Boston, which is one of the most segregated cities in the country and they went to school in Chicago, which is

18:44:18 the same and so. I've grown up with a lot of. Real division in my life.

18:44:23 So the first one is Lhasa where I went on a bunch of field trip chaperoning and it amazed me that I saw kids break off and there'd be like in a black person Puerto Rican person, a white person and and and non-bind and I just felt like people were bringing off into proofs just because they were there and they were finding friendships that were completely not tied to any

kind

18:44:50 of difference that they had. So I think while respecting differences is important, finding common ground is actually also maybe in some ways more important.

18:45:01 And then just recently I was at Austin Startup Week and is literally people from all over the world come.

18:45:09 And all different races, all different, you know, genders and nationalities. And people at different levels in their life.

18:45:16 And I was trying to people from all over the world, all different genders and and and races and I felt like nobody cared and it's such a fascinating thing to be in a place where you really see that people don't care and I realize that the key is that everybody has common ground.

18:45:35 They're all there because they're a startup or an entrepreneur or a funder, right?

18:45:40 And so there's commonality and that's what they're focused on and so they don't really care at all about the other stuff.

18:45:47 And so I just wonder how that could be brought in. People bring people together and instead of shining a spotlight on how we're different and of course that's important to respect the differences but shine a light on our commonality or goals, our humanity, things that bring us together.

18:46:02 So it was just a thought that occurred to me that I wanted to share.

18:46:07 Thank you.

18:46:16 Okay.

18:46:16 And we're getting close and I just wanna make sure does anybody else have their hand up? I have a couple other questions in my own before we get to the end of our time.

18:46:26 I wanna make sure I give everybody else a chance to speak up though.

18:46:32 I think there was at least one more question in the chat.

18:46:32 So. And this is and I have a question too if there's time.

18:46:39 Okay, who was in the chat that we missed here?

18:46:49 While we look for who we're missing in the chat and why don't you go ahead.

18:46:53 Right, so first of all, I wanna say that when the district implemented SEO and. I thought this is the way for us to create world peace.

18:47:05 I'll just put that out there. And my question is, do you all keep data to show how these programs support our academic success of our students.

18:47:15 I would think that that data if you had it would be very convincing to campus leaders you'd perhaps don't.

18:47:23 Bye into it as much.

18:47:24 Yes. Yes, and thank you for that. One of the beautiful things when we started the implementation process back in 2,011 and we have continued to be in partnership with Castle which is very research focus.

18:47:38 We had in the past the Department of Research and Evaluation and if you do a search right now on our ASD website, you will see the numbers and it shows the levels of improvement that happen and there's this correlation, right, into improvement in absentee test scores.

18:48:00 In the response of a sense of belonging on campuses. So there is the data. Peace with it as well.

18:48:10 And oftentimes even with the data being there. I have found that the most convincing argument has been being immersed in it, seeing it and then having the celebration of the outcomes on the other side.

18:48:28 Having the connections and families letting you know, hey, I was in the store with my kiddo and there was this little kiddo crying and my kid all went and knelt down and started talking to them saying it sounds like you've got some big feelings right now.

18:48:44 Can I just hold your hand and breathe with you? And then when that caregiver asked, how did you even know to do that?

18:48:52 Oh, that's something my teachers taught me at school. That's what we do. We've got a peace corner.

18:48:57 And so anytime we have big emotions, we can go into the peace corner, we can have a friend to breathe with us.

18:49:03 And so that parent in turn reached out to that principal, let the principal know how amazing that experience was for them.

18:49:11 And then that principal was like, well, how do we make sure that we've got more of these happening?

18:49:16 Because this is great to hear. So yes and. Data as there it's available and we continue to advocate for people to share what has it meant for you when you've seen it happen well and what has it meant when it hasn't worked well?

18:49:32 Like when you found that it would have been beneficial for your kiddo to experience or have available to them some of these practices to lean on.

18:49:44 Excellent. And I really, I'm glad to hear that stories are being shared. Are they being shared in such a way that other people can read them?

18:49:52 Or is it just one of them?

18:49:55 Both. We have with our seed model tours. We have and it's the cutest little boy i think he's probably in third grade now but there was a video that was created at the end with a seed model campus.

18:50:13 And he was then in kindergarten sharing how you regularly relate reason and he went through all of the things had a little song his little tie it was cute so in our seed model campuses at the end, their presentations, we do have some sharing of success stories and what it has looked like.

18:50:34 Those seed model tours aren't things that happen for everyone and if you aren't at our symposium at the end of the year, which I'm inviting you all to in the summer of 2,024 we'll have our symposium it's our largest community event for community members.

18:50:51 District staff, students, everyone so be on the lookout. Then sometimes those stories don't get shared and that is something that we are working on.

18:51:03 How do we make sure to tell our story better?

18:51:06 And first parents who maybe are at a school where it's not as supported and the lessons are not being shared.

18:51:14 Are these lessons available on line for parents to be able to access and use them with their kids at home.

18:51:26 Okay.

18:51:23 They are not. They are just ASD facing. And we are working to See how we can take

some of the practices that we had during the pandemic.

18:51:38 Because there were a whole lot more intentional resources shared, how can we bring those things forward in a way that is accessible and helpful for families.

18:51:51 So, we are open for any suggestions, ideas, things that work well, platforms that we should leverage to do that with families as well as frequency and how to do it.

18:52:04 All ears. Help us.

18:52:10 Wonderful. Are there any other questions?

18:52:16 Francesca had one more question about funding since the Esther funds might go away. How can we advocate for funding for this going forward.

18:52:24 If that's a good summary, Francesca.

18:52:28 Yeah.

18:52:30 Yes. Thank you. And I'm so grateful that Trustee Gonzalez is here to hear it first.

18:52:36 I would say that.

18:52:43 Any ways in which you have advocated for there to be local funding for other programming to remain in ASD.

18:52:55 Would be a way to share how beneficial it is for your students. How much it's needed for our community.

18:53:08 Besides. Using those avenues, I don't know unless you know someone who's like got a big checkbook and wants to go ahead and fund us forward.

18:53:21 We're for that as well. But, really. Just sharing how vital this is to continue practices on our campuses.

18:53:30 It's very much appreciated.

18:53:34 And then I just wanna make sure, cause I saw. That one of our Student Equity Council members.

18:53:41 And I think they dropped off.

18:53:43 Thatison, Addison is here.

18:53:47 Yeah.

18:53:44 Oh no! How are you?

18:53:50 Good.

18:53:53 Good, how are you?

18:53:54 Doing great. It's so good to see you and I actually know who you are like now I see your face.

18:54:01 I'm like I

18:54:00 Yeah. We met at the. African-american youth leadership harvest.

18:54:13 Hmm.

18:54:08 Yes, and I have the picture. And I need to get it to you. I do have the picture.

18:54:13 Oh, you do. I do need to get that picture from you.

18:54:19 Okay.

18:54:16 Yes, yes, yes. If I send it to your ASD student email. Do you check that regularly to get it?

18:54:24 Yes.

18:54:28 Good to see you again.

18:54:24 Okay, cool. I will use that and send it. So good to see you. Thanks.

18:54:32 Yeah

18:54:28 Yeah. It's college admission time. You better be checking that email. Yeah, well, we.

18:54:33 Well, we love it.

18:54:37 We are so grateful to all this information. We're going to be talking a little bit later about the survey that all the board members did about things that are really important to them and one of the big ones is mental health and we had a speaker come last month about mental health services and AISD, but I feel like Sel is like pre mental, I mean it's very much mental health but it also is trying to a eliminate problems

18:55:05 from even forming in the First place by helping kids feel secure, important, valuing others, all the good things.

18:55:14 I just can't say enough about it. I think there is a lot of misunderstanding misinformation about what SCL encompasses.

18:55:24 So I'm glad that everybody has a lot more information now to be able to clarify. Any information out there and I'm just so excited for all the work that you do in the district.

18:55:34 Thank you.

18:55:36 Yes, no problem. I appreciate the invitation and we are housed in the counseling crisis mental health department.

18:55:43 So. We all together.

18:55:46 Wonderful.

18:55:47 Thank you for your time. And we so appreciate it.

18:55:52 Thank you.

18:55:52 Thank you.

18:55:50 No problem, y'all have a wonderful evening. Okay.

18:55:56 Alright.

18:56:00 How services update, Alana? You ready?

18:56:05 Good morning.

18:56:04 I am. Good evening, everyone. I need to talk to the person that put me, behind Statia because that's the hardest place to be after she presents.

18:56:13 Yeah.

18:56:14 Sorry.

18:56:17 Sorry.

18:56:17 Okay.

18:56:14 So. We gotta talk about this, but. Station your blood pressure just by hearing her. So I really enjoy her.

18:56:25 So I wanted to give you all a few updates. We have been working with the programmers to get a better understanding of the health data.

18:56:35 And so I'm going to be able to present that. I don't know if I have it by December, but definitely by our January meeting.

18:56:40 January, February, whichever time we meet, I'll have a better idea of how many screenings.

18:56:45 Kind of the common health conditions. I'll have a little bit of a better update as far as data statistics go.

18:56:53 So that's something in the making.



18:56:55 Great.

18:56:56 We have also confirmed with our trainers that the summer is pretty open. For CPR classes.

18:57:03 So if nursing is gonna work with them in the summer to provide, I think they get the teachers. Don't hold me, but I think they give them like an exchange day or a pled day if they'll come to CPR, we're working on that.

18:57:15 So all of us will be hand on deck. Those summer months to give any employee wants to be CPR AED.

18:57:22 First aid, stop the bleed train, will do it all, there. But health services as we do courses for nurses and our health room assistants are trying to feed in our life skills teachers and teaching assistants.

18:57:36 So that's kind of party for us right now is those special education skills. Classes, you know, to get those in.

18:57:44 Those are the most, medically fragile students. So we're gonna work on getting all of them completed this year and it's on a volunteer basis, but we're gonna encourage it, especially for our regular employees, encourage that in the summer.

18:57:57 And then I have. Let's see. I think that's all I have except you all have me for vapes and I wish I knew more about.

18:58:09 ALC and vaping. We did have a meeting there. But it was it's a lot of police information that I'm thinking maybe chiefs need.

18:58:20 Or Lieutenant Cox might be able to help us with. I don't know if I do a great job in imparting kind of the new guidance on that.

18:58:30 Thank you for that update. Is there any way we can roll in the Narcan conversation to the first date and CPR conversation that you're having this summer.

18:58:40 Is that something we can include?

18:58:43 Good. Okay.

18:58:39 Okay. Absolutely. So that NARCAN training is already up for all employees. Yeah, we can do an, kind of subset when they go through that.

18:58:53 We'll just kind of roll it all up into a. As much as, yeah, a capital audience.

18:58:52 Great. It's great. Education for more people. Come on.

18:58:59 Yeah, that's great. Yeah.

18:58:59 Yeah, we'll get that. And then I just a shout out to Dr. Gallas because we spent the afternoon with Trustee, to Dr.

18:59:11 Gallas because we spent the afternoon with Trustee Zapata on a really important vision project for the kiddos.

18:59:12 On a really important vision project for the, on a really important vision project for the Kiddos.

18:59:15 So I'll update you guys as that comes, but we included like a bunch of different vision project for the Kiddos. So I'll update you guys as that comes with it.

18:59:18 We included like a bunch of different foundations, a bunch of different entities and it's getting bigger.

18:59:20 We're going to include all the region 13 nursing directors. We're just trying to find ways to screen kids better, get them glasses, you know, make them successful in the classroom.

18:59:30 So I'll share those updates.

18:59:32 Okay.

18:59:30 That's awesome. Thank you. We are not meeting in December, so just let us know. It's anywhere or effective way would be best for you.

18:59:36 Perfect. Yeah, I think January we should be able to do it.

18:59:39 Any questions for allami all?

18:59:49 Okay, well thank you a lot. Appreciate it.

18:59:51 Okay. Well, Linda, I believe we do have chiefs that scheduled for January. Is that correct?

18:59:58 So we should I know that there a board member had actually brought up the question about the vaping infractions and vaping policy.

19:00:08 Bye.

19:00:07 And so we will be ask that question during that meeting.

19:00:13 Yes.

19:00:13 We have 10 to heavily scheduled for January. He did respond back. And, we, I will definitely get that confirmed for Jane.

19:00:21 Awesome.

19:00:21 If I might suggest Oscar Adams is a wonderful resource for that. If he's able to help too, he does all of.

19:00:29 That disciplinary situation so he might be able to help also.

19:00:34 What is what role does Oscar have?

19:00:37 He is, I knew you were gonna catch me on Avelyn. He's the director.

19:00:40 No, I'm not trying to catch you. I'm just trying to like place. Like I need an orchard people there's a lot of people doing a lot of things

19:00:47 I, I cannot be the learner.

19:00:47 I called the safety guy. Elena, I'm not real sure what is titled as either.

19:00:53 Yeah, that's what we'll call him. Yeah.

19:00:52 I just calling the safety guy. I don't that's yeah. Yeah.

19:00:57 So Oscar Adams is specifically a vape information person.

19:01:02 He handles the discipline section for ASD. So I think they might tag team each other, but at least you could hear it from.

19:01:11 You know, 2 different perspectives. But, Oscar or his counterpart. I also don't remember her name, but she's really good.

19:01:19 One of those can also help us.

19:01:20 Okay, good to know. Thank you all. Appreciate it.

19:01:27 Okay, so Dan you were jumping about the survey stuff. Oh, hold on. Oscar Adams, thank you, Ava.

19:01:34 I'll look at the full title. Thank you.

19:01:37 Alright, well that does lead into actually some of the the hot topics that came up in the surveys that you all filled out over the past couple months.

19:01:48 We've been collecting the information for that to see things that are the most important that we should be having.

19:01:53 Guests come speak to us about or one of the other things that we wanted to bring up

was the idea of the subcommittees that people can form as part of the shack for things that they do want to take to a next level that maybe we don't have time to do in the individual meetings.

19:02:11 Or we also soften the survey results that pretty much 99% all but one of you was interested in doing some type of training about being able to testify to the school board or testify to legislation.

19:02:24 They're they're similar but I think that that would be a good use of time. We probably would just set it wouldn't be part of a shack meeting.

19:02:33 It would be one or 2 opportunities that we would just set, it wouldn't be part of a Shack meeting.

19:02:40 It would be one or 2 opportunities that we would set up with someone who can walk us through some of the best practices for people who want because there's a lot of things that are kind of shack adjacent but we don't necessarily have the power to influence that would be better addressed in front of the school board or in front of the state legislature and knowing that you all have a lot of interest and you're going to have a lot of

19:02:57 know-how and knowing about these subjects from all the great presenters that we have this year, being able to take all that information and help influence in other places.

19:03:07 So we'll get some of those dates on the calendar, but I did want to share. Let's see if I can share my thing here.

19:03:16 There did it go. Everybody had so many different Interest? Oh no. You need to talk about anything while I look for my spreadsheet that just disappeared.

19:03:30 I'm just gonna mention that I testify to the TEA yesterday. And, I testify a lot of places as well as you have, Suzanne and I can use some more training yesterday on the follow-up question.

19:03:43 You can never have enough training.

19:03:47 New. So yeah. I was testifying about the Science, textbook adoption.

19:03:56 No, yeah.

19:03:54 Thank you for doing that. Okay, I hope I'm just sharing this one document and not my whole screen because my screen is a mess.

19:04:03 You should be able to see just that Excel sheet here. We, I was going to make a pie chart of the top categories that interest came in, but, I think it worked more in these different buckets and I want to make sure that everybody's interest and causes are represented here speak up if something that you wrote is not included but under the bullying and discrimination and these are in no particular order they're literally just kind of

19:04:30 the order that they came through in responses so we have not graded these based on importance or anything like that.

19:04:37 Bullying and discrimination, there is issues around racial discrimination, LGBTQ IA plus discrimination, religious discrimination, also cyberbullying under the bucket of LGBTQIA issues ensuring that our health partners are not disclosing students pronouns or gender identities.

19:04:57 Issues around non-gendered bathrooms and also trans awareness and information. Accessibility to that. Which actually I believe it is technically.

19:05:10 It is.

19:05:14 Yeah.

19:05:08 Trans awareness week, I believe. Based on my my glisten socials so that's one way to become a lot more aware is go follow listen or tense.

19:05:23 Those are really great organizations to get on the socials up. Student supports so these are things around students in foster care and also diversity, equity, and inclusion student club supports.

19:05:34 We've already had some speakers on Sped, but I want to make sure that that was represented.

19:05:40 Around health for food, junk food at schools being used as rewards or for celebrations and then also a knowledge around how healthy you can impact kids ability to learn throughout the day.

19:05:52 We had tons and tons and tons of pretty much everybody had some type of mental health feedback. That encompasses mental health resources for students for teachers.

19:06:04 For parents and families and then there were also questions about the targeted project, the mental health centers and what the status is on some of those.

19:06:14 School-based mental health services, which we got some information about last month. And then also more mental health resources for student families and staff.

19:06:25 So that was obviously a big one and we're going to be talking more about that. Social media Save social media use, cyber bowling.

19:06:33 Punitive issues about culturally responsive, restorative practices, the SRs on campus. Again, the issue that we were just talking about the vape possession, trauma-informed care, and then also DFPS involvement with students.

19:06:52 Around illness prevention or COVID mandates and then tips on how to navigate 6 seasons, which based on everybody that I've seen with their sick notices in Facebook that seems to be upon us.

19:07:06 I'm staffing and training the CPR certification for teachers, which we just heard about. Continued updates on the nursing coverage on every campus and then opioid antagonist train.

19:07:19 And then there were some things around facilities and on campus activities. So facilities updates, I think this is primarily around.

19:07:26 And the mold. The pest infestations, those types of things that would be related to health.

19:07:33 Someone had said libraries, but I'm not entirely sure from it if that was tied into more of a health dance point and then a request to actually revisit the hot weather guidelines that we had spent some time on last year.

19:07:49 In particular, this person had mentioned the boogie football player who had had really, buyer health consequences from being practicing in the heat.

19:08:00 So those are the main things you can see it's a wide wide variety. So that's kinda where we're like, oh, how do we narrow that down in the next few meetings?

19:08:19 Okay.

19:08:10 But I do think that it's looks like mental health seems to be a really big top one. But if we want to leave it open to people who are maybe group up and are really interested in some of these other categories.

19:08:24 There's some opportunities to be able to do subcommittees. And so that is something that we just wanted to raise the awareness about that and see if that is something if anyone

feels particularly passionate about any of these categories and wanting to head up a subcommittee seeing if you could get more than one person on your subcommittee to move forward on some of those actions.

19:08:51 I will stop sharing here.

19:08:57 And also if I missed anything from any of the surveys that you all submitted, if you did not see one of your interests listed there.

19:09:07 Want to make sure we have a comprehensive list so you can either just type that or just shout it out.

19:09:13 I'm Ryan, do you mind? Asking your question. And I'm not sure what TBRI is.

19:09:22 That might be an abbreviation. I'm unaware of. Do you mind informing us about that?

19:09:23 Sure. Sure. Yeah, sorry. I don't, you guys don't know me very well yet, but I'm a, a former foster parent, so very involved in the world of.

19:09:38 Foster care and trauma informed care for kids. And just being trauma informed in general.

19:09:47 So what I put in that was my submission about trauma informed care it more meant that we should be training our staff in TBRI, which is trust based relational intervention.

19:09:57 And just, making sure that anytime we approach a situation or any or any one of our lives we should be approaching it in a trauma informed way.

19:10:07 And all, you know, the kids from all different backgrounds, can obviously be touched by trauma, but, lot, lot of kids who've been in the system obviously are touched by it.

19:10:17 So just something I'm hyper aware of in life.

19:10:19 No, that's great. Thank you for your feedback.

19:10:24 Yeah, thank you for clarifying that.

19:10:26 Sure. Yeah, I always forget that not everybody speaks my language.

19:10:30 Okay.

19:10:32 Okay. I just wanted to make sure I knew exactly what you were saying.

19:10:36 Yes, TBRI, Trust based relational intervention. I have lots of books on it. I can share.

19:10:43 Awesome. Yeah, that is actually the reason I think I probably mistakenly put it in. Some of the punitive stuff is because we're actually looking at that in wanting some of the SROs or chief to come talk to the group and talking about how The SROs on campus are approaching children and staffing anybody from a trauma-informed lens as well.

19:11:12 Oh, awesome.

19:11:12 So that's that's where that was in my brain and why it got grouped over there.

19:11:16 Oh, that makes a lot sense. No, that's great. Yeah, we, we talk about it a lot.

19:11:23 At, specifically my daughter's, campus. We're training all the, all the monitoring guides, all the staff in, TBRI this year.

19:11:30 So that was a big push I made last year. Like, let's do this. So.

19:11:32 Okay.

19:11:33 Just okay, great. Thank you for that.

19:11:38 Any other thoughts about this list? Or the need to. Group is a subcommittee you might want to read it over and kinda see what pops in your head as you you know reflect on it yourself.

19:11:51 I think there's a lot of commonality amongst the group, especially about our mental

health. Approaches to different things, which I'm grateful for.

19:12:01 I think we all see the need. For a bazillion reasons, but there's just a lot of commonality in.

19:12:06 In mental health support. So I think that's. I think that's so great.

19:12:12 And the

19:12:12 Does, do you wanna share the spreadsheet with me and then I can get it into the minute so that people can actually see the compilation of the survey.

19:12:18 Oh sure. Yes, and I'll re-categorize the TBRI as well there.

19:12:26 And one of the things that came out of Being on the shack for multiple years, but then also just looking at this wide variety of interests.

19:12:38 I think because interests are so diverse and there are so many important things to talk about. We try to kind of Hepper the meetings with a variety of topics that as Belinda and I were talking about this were like well we we had these great topics we learn a bunch of stuff about it and then we go on to the next topic for the next meeting without feeling like.

19:12:59 Maybe we move the needle on anything or that you know there was another level of information that would have been really valuable to get to build off of that last meeting.

19:13:08 So just something to think about whether we address it in this year, I don't know necessarily or moving forward in the next year.

19:13:16 If as a shack as a whole, if you feel there's more value or There's just different ways of looking at the value of it if, you know, at the beginning of the year you pick 2 or 3 things and really dedicate and dive deep and you know as questions come up in one meeting you find out who the people are in the district who can answer that and you bring them to the next meeting.

19:13:40 So you may be getting a lot of repetitive stuff, but it's a deeper dive into a particular subject where we might actually.

19:13:47 Have a little more movement in the needle or have some action items that come out of it versus doing a That's more shallow touch and do a bunch of different topics.

19:14:00 That gives us some more information about a lot more topics. But we don't have the opportunity to dive as deep into those.

19:14:09 So the idea of subcommittees helps address that a little bit if we can find some topics that people do that deeper dive in outside of this meeting and then bring us some learnings and into the meetings.

19:14:22 That's one way to address that or reformatting the way that we think about how one meeting.

19:14:26 And forms into the next. So just we don't have to come to an answer about this in this particular meeting but I wanted to throw it out there if anybody had any thoughts immediately or will probably be coming to you in the meetings that follow to see if you've had any thoughts on that.

19:14:42 Francesca, did that answer your question?

19:14:45 I was just thinking, I think it mostly did. Maybe I'm thinking a little bit more logistically to like Are there, kind of standardized ways in which the subcommittees maybe report back or is it kind of up to the committee subcommittee itself to kind of determine what they're charges?

19:15:01 And how, you know, the frequency with which they meet. Those, they may be getting too much into the weeds.

19:15:09 I'm just curious.

19:15:09 No, Ben. We left time specifically to be able to talk about this for this meeting. So, and that you can correct me if I'm wrong in the past iterations of the shack years that I have served on, there would usually be subcommittees and they would meet.

19:15:25 In between meetings. To do a deeper dive on questions, either to get, you know, contact someone within the district.

19:15:33 Or just, you know, just to have the brain power talking about it with each other and then coming back to us at a next step.

19:15:40 So similar to how we get the health services or the district update, there used to be a section of each shack agenda that was the subcommittee updates and then if they had had a meeting in between meetings they would just pop in and tell us.

19:15:55 Anything that we needed to know from that. But I don't think there was a rule as far as like they had to meet a certain amount of times.

19:16:01 It was just whatever their availability was and then we would just leave space for that on each agenda for people to come and report back what their meeting was about.

19:16:10 And that things were a little loosey goose here back in those days too, Pat, so I don't know what the rules are as far as the subcommittees, if that needs to be also recorded, like what, the accessibility for the general public needs to have into the visibility of those subcommittee meetings.

19:16:29 I can get all of that information to the group. It can be pulled from the by loss directly.

19:16:35 It gives the specific task of the subcommittees big things as they don't speak for the shack as a whole and they just bring things back.

19:16:43 They can't vote and vote something in in a subcommittee. It is truly just to discuss. That and bring that back to the Shack as a whole.

19:16:53 I'm looking at that right now, just making sure I, they do not as far as I know that do not have to have the same.

19:17:01 The same protocols that the chat does, I will get all of that information out to you all to make sure everybody has that as you're starting to think about forming subcommittees.

19:17:12 Looks like Leah and Alana are interested in a mental health subcommittee at this time. So if anybody else wants to join them in doing that.

19:17:21 Let us know.

19:17:27 And we'll shoot out, we'll shoot out kind of these buckets in the list to y'all so you can take a look at it and if anybody wants to raise their hand later thinking about like what your time commitments are and that type of thing.

19:17:41 The groups don't need to be formed right now. This is more just starting the conversation about. The existence of the subcommittees and thinking about how they can work.

19:17:51 There's a lot of interest for mental health. You got 4 people already. That's awesome.

19:17:55 Yeah.

19:17:56 Thank you.

19:17:55 So the subcommittees also can invite people who are not part of Shack to come in and give information and be a part of that.

19:18:05 Subcommittees do not all have to be Shack members. Those people, you can bring people in to give information at any time.

19:18:12 That's great. Okay. Do we have anything else from members that we need to chat about? We all the survey before we adjourn.

19:18:25 We won't officially see you guys until. Our January meeting because we're not currently having a December meeting.

19:18:33 And. I don't remember if that meeting, I think that is a virtual meeting.

19:18:40 Do you remember?

19:18:41 I do not have it as a virtual meeting. I have it as a face to face meeting and it's on January seventeenth.

19:18:44 Okay. Okay.

19:18:48 I let me check real quick to make sure I'm not misspeaking.

19:18:53 Yes, happy holidays to everyone. It feels a little strange talking about that. I'm literally wearing shorts, but I do have pie in the event.

19:19:00 So.

19:19:00 I've got my nest on. What are you talking about?

19:19:07 Yeah. I'm so past that.

19:19:08 It's the January meeting is a face-to-face meeting.

19:19:03 Well, some of us are in an apostle, Yeah. Okay, okay. Thank you.

19:19:14 January seventeenth terrific thank you

19:19:18 Anything else before we go.

19:19:25 Awesome. We're early. A journey is 7 21.

19:19:30 So great to be with you guys today and thank you for all the information. And thank you Trustee Gonzalez for being with us.

19:19:41 Thank you all.