

DISCUSSION TOPIC 1

Based on the information presented on policies, procedures, and protocols, please identify at least three areas for improvement. Identify benefits or concerns related to the Marshall Program and the Guardian Program.

Committee Discussion:

Policies, Procedures, Protocols

- Post signage that all bags and vehicles are subject to search
- Zero Tolerance Media campaign explaining in general language (not legal) our new security expectations
- Add random searching of bags as a method of precaution
- Define degrees of bullying vs. discipline
- Consistent enforcement of existing rules
- Plan of action for types of disciplining events
- Is there a consistent committee/person who reviews the offenses and discipline to ensure proper response/follow thru/consistency?
- Better definition of weapons (knives/pepper spray)
- Less use of legalized verbiage
- Administrative group/board to make decisions regarding discipline action regarding discretionary DAEP/expulsion, rather than an individual making the decision
- Recommend adding Governor Abbott's offense list to CCISD Policy pg. 29 (stalking, cruelty to animals, any weapons felony, any organized crime offenses)
- Mandatory counseling for kids who make threats (independent or by school personnel)
- Increased education penalties (mandatory expulsion) for threats – use resources – criminal charge
- Social media – need to make sure kids are better educated about the consequences of what they put on social media
- What is the threshold for a single significant act?
- Should the policy be revised to include mandatory expulsion if discipline is committed on the property of another district? Mandatory vs. Discretionary

Marshall Program

- Must wear clearly recognizable uniform
- Would it be possible to add more officers instead?
- Collaboration between SLO & Marshalls to clearly define responsibilities
- Raising the profile of any officer on campus – personal interactions between officers and students/officers and teachers
- What is the cost of a Marshall vs. a Police Officer?
- Can existing employees be the Marshalls?
- What is the level of training/continued training/mental state?
- What if an incident occurs where weapon is commandeered by student/accident occurs, and/or Marshall uses gun in a situation in error. Potential backlash/community outrage
- Added security on campus
- Can we get police officers instead?
- Quicker response time is a benefit
- More lives will be saved
- It is a local choice?

- Would students have access to the weapons?
- What are the liability issues?
- How will this program be funded?
- District would have to perform repeated background checks and psychological evaluations
- Regulation for the Marshall training is much more extensive than the teachers receive
- Benefits of licensing & certification, psychological exam, and 80 hours of instruction
- Adds an extra layer of protection
- A person is always on-site
- Concerned if the Marshall holds another role, would they leave their class unattended?
- There would only be 1 per 200 students?
- If they have another position they aren't readily available
- Like the idea of there being a trained professional who looks different than anyone else and has attended the alert training
- May need more than one on bigger campuses
- Would be using capabilities of trained staff

Guardian Program

- Should not be classroom teachers but possibly administrators
- There is not enough regulation
- Rules and education are too relaxed
- Concern that there is no required training or certification
- Potential of making handgun available is a concern
- There currently aren't enough specifics regarding this program
- We don't like the idea of arming teachers
- They can call a fight with a student "self-defense"
- How will one know the difference between who is a guardian and who isn't?
- Concern about limited training and response to high stress situations
- Disagree with Governor Abbott's recommendation to remove firearm safe requirement
- Teachers are there to teach

DISCUSSION TOPIC 2

Based on the information presented on mental health supports, please identify at least three areas for improvement. What additional supports/agreements need to be in place to establish effective school-community partnerships?

Committee Discussion:

Improvements

- Add an additional support counselors as the volume of students per counselor is too high
- Adding more counselors overall. Divide them between academic and mental health support (this was recommended during the Governor's Roundtable)
- There is a disconnect between concern about a student if they haven't done anything and more training for staff and teachers on other mental health issues
- Provide staff strategies to deal with a student who has anger and/or anxiety issues

- Are subs trained the same as staff to identify potential mental health issues?
- Incorporate mental health into the physical education classes at all levels
- Foster greater awareness that counselors serve as mental health support, not just academic advisors. Students often view counselors' purpose as academic and they only see them once a year
- Counselor contact should exceed a 5 – 10 minute visit
- Hire additional counselors to lighten the case load. Ideally one academic and one mental health per grade level in high school
- Establish protocols for tracking/following cases in a timely manner and when cases are considered "closed"
- Bullying apps publicized and accessible to students
- Digital citizenship: students more involved in lessons
- Provide lessons on better citizenship (morals, empathy, sympathy, anti-bullying)
- Provide mental health training for bus drivers
- More faculty training for all staff, not just counselors and teachers
- Provide more in-school services for staff and students
- Communicate to parents and students what we offer, maybe in a newsletter
- Proactive Responses – High School (face time with counselors). Counseling services and programs are not done with fidelity during advisory
- Reduce caseloads at all levels
- Increase access to specialized services
- Provide more training for students and teachers and offer after school trainings for parents
- How can we make visiting subs more aware of students with disabilities? Situations can escalate if subs have no idea of students with special needs or situations
- Need to have a universal screener for behavior/social/emotional issues
- Counselors should be required to check on mental health of students
- Lessen the counselor to student ratio significantly
- Increase the number of consulting psychologists available to the district
- Provide a mental health 1st aide – youth & adult (to ID staff, too) for students and parents
- Provide social/emotional learning curriculum and culture such as empathy training, bully proofing, peer mediation, peer support groups, relationship building, conflict resolution, and mentorship programs
- Build mental health check-ins into all "scheduling" conversations
- Provide outside support to the campus to help relieve the load
- Provide more frequent, repeated trainings for staff. Expand topics to social-emotional issues, other diagnoses/challenges, etc.
- The current ratio of mental health in children is 1 in 5
- Outcome measures for data tracking (ex, ACORN)
- Provide training on how to manage disconnect when parents don't respond

Additional Supports/Agreements

- Student data on diagnosis and medication
- Parent survey about student's mental health
- Mandatory community service field trips
- Rachel's Challenge
- HPD mentorship
- Invite parents

- Institute Watch Dogs and more parent programs
- Provide more faith based partnerships/Kids Hope
- Local law enforcement/community liaison officer
- Family Outreach Program – Is general ed offering any mental health meetings or supports for parents? Is it easily accessible?
- Mentorships
- School Community Partnerships - League City Police guardian program mentors child under 18 with a disability?
- Provide a universal screener for behavior/social/emotional issues