



APPROVED

Jan. 9, 2020
S. Uribe

Meeting: San Antonio Independent School District - District Leadership Team
Date: Thursday, December 05, 2019
Location: Caf college, 131 El Paso St., San Antonio, TX 78204 Room 2
Chairperson: Pedro Martinez, Superintendent of Schools
Co-Chairman: Ms. Kristina Johnson, DLT Co-Chairman

Members Present/Absent: Please see information at the end of the minutes.

Call to order:

DLT Meeting was called to order by Kristina Johnson, at 4:54 pm.

- A motion to approve the November 07, meeting minutes was made by Kristina Johnson; minutes were approved by acclamation.
- We are now on the SAISD website and you can look at the Agenda and minutes. If there is a concern, they can email us so we can debrief during next DLT meeting.

Agenda Item 1 Superintendent's Update, Mr. Pedro Martinez, Superintendent of Schools

- I was in DC yesterday, I was personal invited to go testify on how, Immigration policies are affecting our schools right now. We talked to counselors, various staff across school just to get stories.
- We were hearing more and more stories about parents getting deported and children having to move with relatives and neighbors. It was rising this year, as we are hearing more and more about it.
- I was with a pediatrician, who was representing the health side of it and researcher who was really looking at the implications of children's trauma and how it affects children's learning.
- I kept it really close to our schools by talking about, what are teachers seeing, what are the statements that we are hearing from our staff. We talked about parent's fear. This is what our families are feeling.
- We talked facts, teachers are requesting more help than ever and trying to get mental health support for these children, to help with their fears. We are seeing it more and more.
- We just ask to tone it down, our children are listening and language matters. When people have anti-immigrant talk regardless of what your background is, our children are hearing it, it creates fear.
- Is there anything they can do to help our teachers?
- We need to make sure our families know their rights. They do not have to report children that are undocumented.
- Treating people just the way they should be treated. We do not discriminate against children that are undocumented, that's the law.
- Some exciting news, we are excited about our first Quest scholar, we have a young lady that got into MIT.

- We are looking into scholarships, Quest and Dell. Quest scholars get a full ride. Dell scholars get \$25,000.
- We are pinpointing to see where our schools are at.
 - If we see schools struggling, we want to see how we can help.
 - We do not have to wait to see what happens at the end of the year.
 - How do we make sure we are ahead of other certain schools?
- We are seeing more and more students are getting pulled from immigrant parents into foster care.
- Ms. Jones is working to create a care team that will be a group of therapist as well as staff from police department that are specifically trained on de-escalation for children that are going through severe trauma and many of them are going through foster care system.
- We are working with St. PJs, we are seeing a lot challenges because these kids that are getting pulled into foster care and coming to our schools and we do not know the background of these children. These children are upset and angry and are just planted in our schools and our staff has to deal with that.
- Any residential program we are working with; how do we ensure we are providing the right services to these children. My concern is, are we serving our children well? We are going to find the best service for the children, even if that means providing transportation to the home school the student attended.
- Questions:
 - Unidentified speaker: Can I get clarification on the Care unit? Is that the only population that will receive services?
 - Mr. Pedro Martinez: The care unit was created because we are seeing so many of our children having behavior challenges, I just wanted to make the connection. We just want a team of experts, to help with the de-escalations so it does not just fall on the teacher, principal or counselors.
 - Unidentified speaker: Is this a team for the school or whole district?
 - Mrs. Jones: What we are looking at, is students that are in such big crisis. What the campuses are doing is calling on our police department, so that an emergency detention could be consider. They are looking at the child maybe the child is so escalated in such great trauma that they should be consider for a psychiatric hospitalization. Sometimes that is the best route. Sometimes the students have an IEP and its part of their disability. Maybe we need a different route. It's very hard for teachers and staff to figure out what is the best pathway. We are looking into doing is hiring a board-certified behavior analyst, Licensed Specialist School Psychologist would be able to help us. Having that school psychologist will help us determine if that child with those behaviors needs an evaluation quickly and they could do that evaluation. They will be doing those evaluations for those children that need it hopefully that same week. The rest of the time their job is to work with the campuses so they can work with the campus to design a better intervention for the child, so when the student comes back that we have a better system better intervention and a better crisis plan, that we can adjust so that so we are no longer having the student going form escalation – de-escalation. Direct intervention and consultation with our BCBA's.
 - Mr. Pedro Martinez: Having a team at the highest level of expertise, can say, here are the trainings that we can get. Our goal is as we learn about social emotional and trauma inform care, we want to develop those trainings with our teachers. By the way that is something we are seeing across the nation, this is becoming the biggest demand for teachers to obtain training. Teachers just need that extra help. Having a team like this can give us a better insight on how to work with these children.
 - Unidentified speaker: How does a campus access that team because currently even with behavior specialist we see them maybe once a week, for like half a day. We have a lot of crisis situations going on daily and we don't have access to nobody.

- Mr. Pedro Martinez: They are going to work on a protocol. The good news, campuses that are having incidents are already on our radar and that is how we are developing the team. We are going to have a strong protocol on how to really leverage them but resources will be available.
- Superintendent Introduces: Vanessa Hurd, Chief of External Affairs.
- We have amazing opportunities in front of us. We are looking at two bonds, one is the general bond for the buildings and the second is the technology bond.
 - The technology bond will look at every classroom and make sure they have all the technology they need. The goal is every classroom having a technology standard.
 - The building bond, we have a list of schools that we will put out there. I want us to stop reflecting poverty, what I mean by that our neighborhoods are poor, our kids know that they are poor, and sometimes our schools reflect that same poverty. Is the look of our buildings, by the way our buildings are well maintained but it is just the look. That is our message to our community.
- We will be updating our 5-year goals and we will have community meeting as early as February. This is a big year for us.

Agenda Item 2: Vanessa Hurd, Chief of External Affairs, Introduction of New DLT Member

- One of my jobs is to enhance our communication, how are we are communicating internally with everybody and how are we talking to the outside world.
- My email is vhurd1@saisd.net, if you want to share any ideas that you have, I welcome you to contribute to my learning process.
- I look forward to supporting your work.

Agenda Item 3: Advice District Staff regarding SAISD Student Code of Conduct, Beth Nawrocki Jones, Sr. Executive Director Special Education Department

- We are excited about what we have done with the 'Student Code of Conduct' and the 'Student's Bill of Rights.
- We created a Student Bill of Right that really based on student's belief and student's voice about what kids think are their ethical, social emotional, behavioral, academic rights at school.
- The first thing that they did is review a lot of 'Student's bill of rights' around the country and create 14 focus groups of 4-8 students. We created a process where we could get a random sample of students so that we did not have the date skewed towards a certain profile of students, so we had a normal distribution in a group.
- This was a really powerful experience last year for me, really hearing what students had to say.
- Questions
 - If you had a guest at your school, which class/subject would you want them to see and why?
 - If you had an important guest at your school, which class/subject would you to avoid and why?
 - What is something your school does that you think all schools should do?
 - What are one or two things that you would like to change about your school?
 - What does your ideal school look like?
- Student voices:
 - "... I feel it's important for a school to recognize equity over equality and a perfect school would do so."
 - "I would want the guest to see my Culture Studies class because we have many deep conversations and debates about the world in that class. I would want them to join in our conversation and I would want them to think strongly about issues in the world because that's what we do in that class."

- “My campus doesn’t judge on how you look or dress. The teachers are always motivating us to push ourselves to a higher limit. Nobody looks at your background; they look at you now. They give you a chance to make yourself better.”
- What we found is that kids talked a great deal about academic access about being in a welcoming school environment, being in an environment where you can make a mistake and still be supported, where there are challenges that you have are really seen as opportunities for growth.
- What we did from there we created a survey but first we identified our common things.
- What we did in this survey that was conducted in the Spring Students. We had teachers take it, because we wanted teachers to also be in support of what students say. What we found is that actually the students were much harder critics of the statements than the adults.
- We will continue to do is to survey our students, so that we could create a mechanism, so we have multiple way to seek that student’s voice.
- When we look at our student code of conduct, one of the pieces that is important for everybody, a lot of people worked on this, we had people from many departments all involved in this process. If you want equity and you want ethical practices, you have to root that policy. Part of what we did with the Student Code of Conduct was to really try to shift what it was doing for us.
- We wanted to change how that Student Code of Conduct operated for us as policy and a platform on what we are really doing for kids.
- We wanted it to be responsive to student’s need instead of punishing students on their behaving. This is a learning or teaching opportunity and we wanted to connect the resources with the staff and also with parents.
- The old ‘Student Code of Conduct’ was very dense and it did not give enough information on what to do when you have this behavior.
- Some of the changes is we rooted, Social Emotional and Academic Development (SEAD) framework. We included restorative practices, behavior support and classroom management.
- We gave you tables of intervention strategies and it is not all inclusive, but it does give a place to start.
- We added who to contact if you need more information.
- We added a new section “Suspension: Cautions and Alternatives.”
 - Disproportion
 - Negative Effects
- We expanded the section for students with disabilities. When you are doing discipline with students with disabilities and an IEP it gets very complicated. It gets hard to navigate because you are not sure what your rights are.
- The next piece is community engagement, we had some community partners that helped us engage with parents and community members in advance of the Student Code of Conduct, we are going back to the community and stake holders within the district so we can get that feedback and that dialogue from our community.
- Basically, where we are now, is that we have an approved code and we want to do a lot of training around Student’s code of Conduct.
- The next thing that I want to see added to the ‘Code of Conduct’ is resources, “What do you do for that student who is in trauma”, as a teacher what are some effective practices.
- If you have any questions, email: Beth Jones EJONES@SAISD.NET
- We will be emailing parents with the new code of conduct.
- Question: Ms. Kristina Johnson: Can we look at all the possible languages spoken by our parents and translate document into those languages?
- Beth Nawrocki Jones: Yes, we will.

Agenda Item 4: 2019-2021 School Safety and Security Grant, Jose Curiel, Chief of Police

- My presentation today is about School safety and the security grant we are about to receive.
- I want to get our mind set on what security really is. Look at the gem and think of it as if it was someone that you care for a lot and value. I want you to secure your gem and don't let anybody take it away from you and hold on to it.
- Security is everyone's responsibility. I am very passionate about safety and security. I have people ask me, "Chief, how can I protect myself?", "How can we defend ourselves from all these windows here and we have an active shooter?" This really came to my heart as my responsibilities as a chief and keeping everyone safe.
- I want to pass this one to you, it's not only me but it is everyone that make our environment a positive climate in our campuses. That is what we are trying to stablish from our side the police department side, working on the relationships with students, so that they are not afraid of us, so they can reach out to us when they are in need.
- There is no other district that has what we have the challenges of life that we have.
- It is not an expense it's an investment when it comes to security. When we build structures, they try to take away when they run out of money, they try to take away, cameras, lighting, fencing, doors, locks, access control, because they cost too much. Reality is that active shooter does not breach a locked door. That tells you what to do, lock our doors.
- For us every second counts, when someone is pulling that trigger. You have the immediate responsibility when it come down, that is to protect our students and yourself. But how are you going to do it? There are zones of protection.
- Zones of protection first comes with you, with your mindset.
- Can you remember what leg went in first into your pants? Me as terrorist that want to do harm to you. If you can remember what happened, you have become very repetitive on what you do. If you continue doing things the same way every day, you now become a target. So, I need you need to change your way you do things. When you come to school don't park at the same spot, don't come in at the same time. You need to be unpredictable, change your ways.
- If you can't remember you have become complaisant, you can become a target. I tell you to start paying attention of what you are doing, for your own safety.
- You need to be aware of your environment. Where you live you have your environmental zone. Every campus has an environment and every campus has a different environment zone.
- You go back to your home, you might have valuables these valuable whatever they may be, the next zone of protection is your perimeter. Where your property line is at. Where the fence at school is, some schools do not have a fence. We are all open areas, but we just have to increase our awareness. Students are the top priority in our campuses.
- The next zone is the, Outer zone, from the perimeter to the building. If you have a fence because you are afraid of people coming into your home, now you have property. People can hide behind all those things. We catch burglars in the night hiding in the bushy areas in this zone.
- The next zone is the middle zone, the building itself. It can be your house, doors, windows. What do you have on your windows? Do you have an alarm system? Do you have a glass breakage inside? Do you have cameras? All that comes into play that is part of protecting whatever you felt is important to you.
- The next zone is the Inner zone, which is inside. Within that zone you have many things, many targets, people or information that people want, it happens during nighttime or during the day.
- This grant funding, we have talked about physical security and that is what is all about. The grant itself, 86th legislation, they did some good things for all district across the state of Texas and \$788,742 is what we were eligible to receive.
- Grant purpose was to provide supplemental grant funding to Texas public schools for safety and security (hardening) of campuses.

- Hardening- exterior doors with push bars, metal detectors at entrances, erected vehicle barriers, security systems, active shooter alarm systems, two-way radio systems, perimeter security fencing, bullet-resistant glass or film, and door locking systems.
- I recommended a general standard measure of security for the state to fund. Our scholars should not be left out having the same amount of security as other districts because of the economic status.
- At SAISD, we believe in the human element and human intelligence, we believe we treat every campus as a home, as our own family.
- Human intelligence plays a big role and we have to create positive climates, when you have positive climate you will know who does not belong.
- We created spaces with lots of lighting and visibility so that the students can see if someone is coming at them faster than if they are in four walls and no windows.
- What are we going to do with this money? Funding effective on June 6, 2019.
- Required Grant Application Components:
 - Campus Needs Assessment Process used to identify needs of the campuses.
 - Data Collection Needed. Teachers are to inform us if there is a door that does not lock you need to notify us immediately.
 - Current Priorities: Campus excluded from previous bonds. What is our priority? Our students. They hang out the most in our classroom. What can we do in the classrooms? We need to have our doors locked. The best practices here are an Emergency Operating Key, that they have been giving to teachers and training them. The only way you can lock your doors is through the inside and they cannot open it from the outside. That is the purpose of this lever. Some of our classrooms do not have it. I am focusing on these, on the classrooms that don't have it. Custodian, police, secretary and administrator have the master key, they can open it from the outside.
- I am trying to get a vehicle so we can have mobile key making ability in order to make the keys there at the campus.
- The Leadership team at the campus has done a quick survey and we have looked at our priorities and those are the priorities we should do with the money.
- Questions:
- Unidentified Member: At our campus we have external locks that are not protected at all as far as keyholes and there are windows, where everyone can see the children walking, should we black out the windows?
- Jose Curiel: If we were to black out windows it and something was happening on the inside we would not see and that would be a disadvantage. The locks on doors is the big key. We can use cameras, but they cost too much but it's an evidence gathering device after the facts. Every campus has at least access control to funnel people into one entry. Please lock the doors.
- Unidentified Member: Kids are always watching out they know what is going on with safety, they know the rules and if they put a rock there.
- Jose Curiel: All we got to do is redirect so we can get that mindset going.
- Unidentified Member: When they are coming in through the back area during lunch, how can we secure that?
- Jose Curiel: How can we secure that? Have a physical presence, again is being aware on who belongs and who does not belong.
- Unidentified Member: I just had a quick question, back to the locks. Would it be a priority for those campuses that have locks that could only be locked from the outside?
- Jose Curiel: Yes, and that is what we are trying to identify what doors cannot lock from the inside, because that takes too much time to lock from the outside. This creates a better opportunity to be safer.
- Unidentified Member: I have two questions; you are talking about home security that we looking at like our home, you say those doors and windows have sensors are those new

doors going to have sensors so that you are monitored after 4 o'clock and in those hours in the morning and those perimeters are locked.

- Jose Curiel: We do have an alarm system. We can see if there is someone in there. We have motion sensors. When teachers leave something hanging, it recognizes it and it goes off. I just want you to be aware that if you are hanging something in your room it picks it up. These things are so sensitive that it could catch a mouse and we have heat sensors.
- John: I just want to recap, on the 16 schools that have been excluded those are the schools that we are proposing to target, we plan on allocating dollars to those campuses. Needs assessment at the 16 campuses and we want to prioritize our needs. Door locking systems is our stop priority and seeing how far the money gets us. Our second priority is security cameras most campuses have them but there are some gaps so maybe buying additional security cameras and if there is money left after that maybe some access control systems where needed at the campuses. If there is any money left after that some perimeter fencing, some campuses have fences some don't. Campus allocations range from \$16,000 to \$60,000; the locking system is about \$320 dollars each.
- Unidentified Member: Do we have any money to replace the ones that we already have because of wear and tear. I have couple on my campuses that are hard to lock and hard to open. I have locks in my campus that do not lock.
- Jose Curiel: That will be part of the assessment. We are investing on IDs that have a button on for every teacher. If something happens wherever they might be, if there is an active shooter or emergency, they press the button and it activates to us at dispatch and then all of the sudden that card is being tracked anywhere you are at.
- John: We are possible on testing on 3 campuses.
- Unidentified Member: Have you identified the 16 campuses?
- John: ALA Euclid campus, Ball Academy Elementary portion, Carroll ECEC, Carvajal, Estrada, Green, Huppertz, Knox, Cooper Navarro, Neal, White WLA, Smith, Steward, Storm, Tynan, Washington those are the ones that have not been funded so security is really needed to get them up to speed with something.
- Unidentified Member: We have teachers that never had access to lock their door.
- Jose Curiel: That is why we are doing this and why we want to have this mobile so they can go to each campus. That is our priority, we need to know if your door can not lock. Remember to be aware of your environment.

Questions/Concerns

Unidentified Member: No concerns.

Announcements/Adjourn Meeting, Kristina Johnson - There being no other announcements, and no concerns the meeting was adjourned at 6:30 p.m.

Minutes submitted by DLT Secretary, Ms. Ana Valeria Gonzalez

Attendance Report for December 5, 2019

Present

Arizmendi, Graciela
 Arredondo, Jenny
 Balog, Steffanie
 Barnhouse, Elizabeth
 Casanova, Jennifer
 Diaz, Johnny
 Doyle, Kendra
 Fears, Isabel
 Garcia, Gabrielle
 Garcia, Frank
 Garza, Larry
 Gonzalez, Ana Valeria
 Grant, Tiffany
 Green, Christopher
 Hanovice, Kathryne
 Hurd, Vanessa
 Johnson, Kristina
 Martinez, Diana
 Martinez, Pedro

Molloy, Amy
 Mosley, Amanda
 Pegues, Lloyd
 Rodriguez, Nancy
 Rogers, Carla
 Stetz, Jenalyn
 Trueblood, Jessica
 Wyckoff, Erika

Excused Absence

Delgado, Michelle
 Elder, Elizabeth
 Espinoza, Manuel
 Thompson, Toni

Absent

Cantu, Amelia
 Castillo, Gloria
 Coley, Katherine
 Delahaya, Sara

Estrada, Grace
 Halderman, Ralf
 Lucio, Cathy
 Miller, Danielle
 Ramos-Coto, Claudia
 Sandoval, Anna
 Sledge, Sharita

Other Present

Amphlett, Luke
 Bordes, Mary
 Curiel, Joe
 Insall, Marivel
 Jones, Beth
 Neri, Giovanni
 Rendon, Sylvia
 Salzmman, Patti
 Strelchun, John
 Uribe, Sandra