

SPEAKER_7 00:00:03

Okay, today's Wednesday, May 6th, the 2026, and this is our fourth Shac meeting for the school year, and so we'll go around the room and introduce ourselves before we get started. My name is Starla Martin, I'm Director of Student Services here with Celina ISD.

SPEAKER_8 00:00:19

I'm Ginger Anderson. I am a parent. I have two kids in high school.

SPEAKER_0 00:00:24

Katie Wells, Lead Secondary Counselor.

SPEAKER_0 00:00:27

Julie Daly, parent

SPEAKER_6 00:00:34

Monique Goodwin, parent, high school and adult.

SPEAKER_4 00:00:40

Tamara Perry, Parent and Children's Medical Center.

SPEAKER_1 00:00:44

Hi, I'm Lenore Shannon. I'm the Director of Food Services.

SPEAKER_7 00:00:48

Kevin, you want to introduce yourself?

SPEAKER_9 00:00:51

Absolutely. Kevin Green, president for Cook Children's Medical Center Prosper. I have the honor of sharing this with Starla and I apologize for not being able to be there this morning, but obviously grateful for the opportunity to be a part of this committee.

SPEAKER_8 00:01:06

So let's start with the purpose. So the purpose of the Celina School Health Advisory Council is to serve as liaison between the community and school district and ensuring that local community values are reflected in Celina ISD's health education programs.

SPEAKER_7 00:01:21

Perfect. Okay. We, if you remember, at our last SHAC meeting, we had discussed maybe someone had asked a question about the resources our counseling team used.

SPEAKER_1 00:01:31

and so we have actually character strong is the resources that we use they'll be joining us approximately about 9:15 this morning to do just a brief overview of their program and that way we can see if we have any questions that y'all would like to ask, but Lenore while you're here you why don't we're going to kind of go out of order from our agenda today so that we can make sure that you can discuss. Hi, i'm lenore i'm the food service director so there's a couple things that we would like to add to our website and our wellness policy one thing that we would really like to add is an area about allergens and allergies so this way parents and students are more well on what type of allergies or what, for example, some people might think nutmeg is a tree nut. actually isn't, so we just want to get a spot where we can start adding more information. We're working with Nancy, but there's all different kinds of allergens, other than just the basic.

SPEAKER_1 00:02:32

This one thing we want to really post and put up because, you know, with more students from that are culturally linked or diverse, they also have different kinds of allergens to or allergies with using these different kinds of foods. So we want to just make sure that everyone is well-versed in possible allergies. For example, we had one student who was allergic to nutmeg and they didn't even know that they were allergic to nutmeg. We just want to make sure that people are aware.

SPEAKER_1 00:03:04

So that's one thing, too. And recently we had an audit with our auditor. We have an audit usually every year, we have two audits from Region 10. So we're with TDA, which is Texas Agricultural Department. So we've done really well. And then we usually have every four years, every four or five years, we have a really big audit. We had a really big audit last year. But the main thing is they did suggest that, with competitive food sales, typically food sales should not be 30 minutes before or 30 minutes after the school day, so nothing can be sold or served really typically. That has been competitive with student nutrition during the school day. However, though there are certain windows of opportunity— for fundraising and things like that—so that's in the wellness policy, but they suggested that we define it more in the wellness policy about exactly what we're looking to do.

SPEAKER_1 00:04:08

At the same time, for example, Let's say there's a pizza party going on and they're wanting to have that at the school that we need to have some kind of restrictions. Making sure that the people who are bringing the food in for those students, for example, if you're having pizza, your students having pizza, you want to know where that keeps is coming from. That maybe that's being held to attempt because it's not. Plus, its outside vendor needs to provide information. So that way, if your student comes home sick, we have that all in place that they should have provided that information when they brought the food. That was a suggestion from TDA.

SPEAKER_1 00:04:50

That we have that kind of in our wellness policy or suggestions, so this way there's no question— just for clarity.

SPEAKER_7 00:05:02

So, the fundraiser piece or the selling foods 30 minutes before, 30 minutes after. An example would be like maybe selling popcorn.

SPEAKER_1 00:05:13

I don't know.

SPEAKER_1 00:05:17

If there's going to be any kind of food that is sold or served, it can't be competitive to school lunch or school breakfast.

SPEAKER_1 00:05:24

And then, for example, if you want to have a fundraiser, I have it all here too. We can talk more. But for example, let's say you want to have a pizza party in your classroom.

SPEAKER_1 00:05:37

That team should make sure they know where the food is coming from, the allergens in the food, and making sure if it's a hot food that the temp is correct.

SPEAKER_1 00:05:47

Because we don't want it to happen where all of a sudden somebody calls and says, 'Oh, my baby's sick.' Well, they didn't get sick in the cafeteria. They had food from, maybe a pizza parlor or somewhere else, and we just want to keep track. You gotta keep track.

SPEAKER_7 00:06:02

So I know, previously, and this is just from years like when I was on the campus level, say, the class that earned the most money for PTA, whatever, earned a pizza party. Usually, there's communication that goes home to the parents, giving them consent to provide. Does that cover us? And that we're getting permission from the parents?

SPEAKER_1 00:06:23

I don't think there's always consent. Sometimes.

SPEAKER_7 00:06:26

Okay. So just make sure we added that in there.

SPEAKER_1 00:06:29

I think we need to have that every time, just to cover. Is that for any family, or is that like someone brings a birthday?

SPEAKER_1 00:06:37

Well, here it is, for example, let's say you're in kindergarten, right, and you have kids who are allergic to allergies, and maybe those parents don't know. Maybe the nurse is out, or maybe they don't have all that information. We just need to kind of get an idea of a scope of what those allergens are, because some school districts may be.

SPEAKER_1 00:06:57

You can't cook it at home or you can—yes, it has to have the nutrition label.

SPEAKER_1 00:07:07

We don't really have that in our policies, but maybe we want to start having that. Because, you know, it's nice that mom brings in homemade, which is great, but again, not every kitchen is clean or safe. It all depends on what we want. You know, it depends on what we're thinking. Not every kitchen is clean or safe. My main thing is that, you know, our students are safe at all times. We're bringing in from the outside is safe to the students because we try every day. We are very ridiculous and we have our times and temps and this and that we follow. Restaurants should be doing that same thing and they should be bringing it to you. I know Chick-fil-A does that. You know, they'll tell you the time that they brought it.

SPEAKER_1 00:07:44

So you can ask for that.

SPEAKER_1 00:07:47

we request it from what anytime so like for instance you're going to have a pizza party it's brought in it's brought in a temp and everything and the kids know that that food is safe should that is that a district policy or should that come like per classroom because not every classroom is going to have a kid with allergies is that should that just be well i'm talking about two different things. So I'm talking about allergies and, basically, I'm talking about safe food, which means allergies possibly because the parents, the classroom, but also the time intended. Food, let's say, the mom brings a salad but you know the potato salad that's been sitting out for hours. See, so we don't want we've got to be careless about how that all is done.

SPEAKER_0 00:08:27

So you're not stopping people from cooking or doing, for example, in high school athletics, like they get food. Yeah, we're leaving campus and all that, or breakfast, parents cook. Yeah, we're not stopping our main thing.

SPEAKER_1 00:08:39

It is somehow making sure that there's rules and regulations for safe food because not everybody's safe food is the same. Different cultures are different, which is okay, but what I'm just saying is, is that we had an incident where we were having our audit, and then all of a sudden, all this food was coming in that we didn't know about. And the temps were concerning or whatever, and it's really important that we discuss it and make decisions for the community about how do we want to manage it. How do we want to handle it as far as kids' safety, school safety, food safety? You know what I mean? All of that whole thing of a discussion is one thing. And then also making sure that the parents know, because maybe your parents are assuming that we're having pizza in the cafeteria.

SPEAKER_1 00:09:29

But they didn't know that their kid was having pizza, and then they got sick. Or there's an allergy. I'm just throwing out all these topics because anything can happen at any time.

SPEAKER_1 00:09:41

Topics of conversation and plus two typically to what they suggested too is that we make sure that during the lunch hour and the breakfast hour that we haven't defined that people shouldn't be really selling or selling other types of food unless it meets the natural school lunch requirement.

SPEAKER_1 00:10:00

So that would be like breakfast and lunch competitive food. So, like for instance, hypothetically, if there's a student store at the high school, they can't be selling the same time as lunch food that is not meeting the standards of the National School Lunch Program.

SPEAKER_7 00:10:16

An example being, I know one year we had—um— one of the campuses selling like chick-fil-a sandwiches during lunch as a fundraiser, you know, like, and so you can't do that because it's

during the same time that we're serving food in the cafeteria, but there are certain windows of days—you only do it with permission.

SPEAKER_1 00:10:36

You have set days that we know. That's where there's free communication. There are certain days for fundraisers, but not just a one-off. Here, every time you have a student store, and let's just say the student store is selling donuts. Yes, donuts. or something.

SPEAKER_1 00:10:57

And it's not.

SPEAKER_1 00:10:58

Thank you. Okay. Yeah, candy. Fruit roll-ups. Yeah, candy, fruit roll-ups, or anything like that. They shouldn't be selling, or let's see— your energy drinks. Like really, like Red Bull or something like that. You know, during lunch, where they really shouldn't be. Know there's certain things because we have certain ones that we're allowed to sell, but they can't be different ones.

SPEAKER_1 00:11:20

and this is where there's a partnership, yeah, so that's what I mean, or like. For instance, now that we're going to have our culinary school, they can't be selling to the student at the same time that we're selling our lunch, but it can't be different. So like, they can have a store, but they can sell it to an adult.

SPEAKER_1 00:11:38

Things like that.

SPEAKER_7 00:11:39

So what is the next step with this wellness policy? Like, what do you propose?

SPEAKER_1 00:11:44

Well, my suggestion is that we talk about it. We can think. I'm getting all the other school districts. I have Bristol. I'm getting all that. And then we can start.

SPEAKER_1 00:11:55

Thinking where we want to be as a district, what parents feel is important, because really it's ultimately your, I mean, you have students here. I mean, my students don't come here, but ultimately.

SPEAKER_1 00:12:07

My main concern is that I don't want any student not to be safe with their food. So, if it was me, I would want to know what my kids are eating and then make sure that the food is safe.

SPEAKER_7 00:12:19

So, maybe this time we can talk about it.

SPEAKER_1 00:12:22

We can look at when we come back next year and then I get more information and compile it from other school districts. In the meantime, what does every parent want? Since you were all parents of the district, what do you want? Because my main thing is we are moving towards culinary. Every year we're doing more cooking, more scratch cooking.

SPEAKER_1 00:12:45

But at the same time, it's important that every student's food is safe, whether it's brought in from a parent, whether it's brought in from another vendor, or it's provided by us. That's my opinion.

SPEAKER_1 00:13:00

Because I would hate for anyone to get sick.

SPEAKER_1 00:13:04

In any way. So that's where we need the input of what parents are looking for.

SPEAKER_4 00:13:10

I like the idea that you mentioned what other ISDs are doing. Doing good, right? Some good examples of this so we could, yeah.

SPEAKER_1 00:13:21

Because I know Frisco has some good ideas. Just pick up some other ones too.

SPEAKER_7 00:13:27

And wellness policies are all posted online, so that's something we could be looking at comparing.

SPEAKER_6 00:13:37

Athletics is going to be a big piece of it. There's always. Right.

SPEAKER_1 00:13:41

And we want athletics to provide still.

SPEAKER_6 00:13:46

We're not trying to take away from athletics. As a parent, you'll get a choice sometimes of like, 'Hey, we're going to order from Pickleman's. Your kid can pick. I mean, I don't know what time it comes, but I assume they keep it. Right.

SPEAKER_1 00:13:59

And then the athletics, I think it's after school. That's during after school hours for your sports and activities. Sometimes.

SPEAKER_6 00:14:06

Sometimes, like soccer or things that are during the daytime.

SPEAKER_7 00:14:12

And sometimes theirs are a little, because they have UIL regulations, so theirs could look a little different than in the classroom. Yeah. So, that might.

SPEAKER_1 00:14:20

And we just want to make sure. Partnership because we don't want to circumvent athletics in any way. You know, we want to do all I'm saying here as a parent, what are we expecting? Yes, Picklemans, are they bringing it the right way? I mean, I'm thinking they are, but usually I'm just going to use Chick-fil-A, for example.

SPEAKER_1 00:14:39

They will tell you they're very meticulous about the temperature so they want to sign up and say, 'Oh, they brought their \[their\] sandwiches at this time See, so all I'm saying is, what does the district and the parents want for their kids?

SPEAKER_0 00:14:57

Because we definitely don't want to

SPEAKER_2 00:15:03

\[elementary\] for sure.

SPEAKER_1 00:15:19

It's not written in our wellness policy. So we're just talking about the wellness policy. But it's not written. So that is something where we can make it written or decide it about where or how we want it. Because my main thing is, again, I don't want to.

SPEAKER_1 00:15:38

Circumvent you know parents bringing in classroom things, but you know if it is a policy then we want to make it in our policy because I do agree. Store-bought or purchased, we're in a safe kitchen because we don't know everyone's kitchen unless they have a cottage license. So let's say a parent has a cottage license.

SPEAKER_1 00:15:58

Because you're allowed to eat in cottage here in Texas where you can cook things and sell it. You know, you've seen a lot of parents do food that way. But usually, then, they have a certificate and they provide food and stuff like that. So again, it all depends on.

SPEAKER_1 00:16:13

what we're looking to do or how to do.

SPEAKER_1 00:16:17

Collectively, you to propose.

SPEAKER_6 00:16:30

I don't have a peanut-free kid, but I do.

SPEAKER_4 00:16:33

He sits by people and eats peanuts all the time.

SPEAKER_6 00:16:36

Yeah. Yeah. But when I would go.

SPEAKER_1 00:16:53

yeah we do so just you know, elementary we do not serve anything with peanuts right but but the kids might have peanut butter yeah right so that is something yeah But, yes, I don't see them being separated. They used to be. They used to have a table.

SPEAKER_6 00:17:10

I would just say, you know, free. Yeah.

SPEAKER_7 00:17:13

As an option.

SPEAKER_0 00:17:15

which is awful for the kid.

SPEAKER_0 00:17:25

Part of this policy, that's why I'm asking some questions, is yes, the district. I think we need to set guidelines as far as store-bought. Right. If you brought in temperatures, that's fine. Safe food, but just like everything else, it's also accountable on the parents' right of the kids, like my parents. After that whole experience, I went into the school and sat down with the teacher, the principal, and it was the kids in the class and their parents who said, 'You know what? We're not serving kids anything that.' So, that those days, he had a buddy. Yeah. And that's how they. Yeah.

SPEAKER_1 00:18:01

We don't want him to be by himself. The main thing is we want it to be a nice, friendly, safe, student-positive culture. But it's got to be a parent. Yeah. It's not just on the district. Right. Right, that's why.

SPEAKER_7 00:18:17

But it's similar, even allergies, but even our diabetic kiddos. I mean, you know, there's other.

SPEAKER_1 00:18:23

Right. Yeah, however works best. I'm just trying to approach the subject so that way, yeah, because allergies are important.

SPEAKER_1 00:18:33

Thank you.

SPEAKER_1 00:18:36

And there's many allergies.

SPEAKER_1 00:18:39

And just safe food in general.

SPEAKER_4 00:18:43

The population grows with the war.

SPEAKER_1 00:18:45

Yes.

SPEAKER_4 00:18:46

Thank you.

SPEAKER_7 00:18:47

Just not wanting to exclude a child from being able.

SPEAKER_5 00:18:56

Right exactly, I would see that he's not in the district yet, but like, if he were there, as like, is there anything like, as far as stuff coming into the classroom, like athletics is separate, but can't like, the teacher say, 'Hey, we have a kid with a birthday tomorrow here's a consent for this' is what the parents bringing or so, like that situation. He's not left out. I can send something with him so that's my teacher thing. I sent it in, but as long as the parent can consent or know ahead of time, doesn't that make like the district not liable if there's like an actual consent saying, 'Hey,

we're not providing this I think that would be something and I would think that would be good or some kind of consent form or letting people know what is coming in and going.

SPEAKER_1 00:19:44

Out.

SPEAKER_7 00:19:44

I mean, I know that's a lot of work sometimes for the teachers or, well, it's a shift of, um, and we'd have to have buy-in from the families as well because teachers don't always know, like, parents might show up the day before and say, 'Hey, here's cupcakes today's my son's birthday' and you're you don't always know. And so that's having that the shift of having to be prepared and make sure you're, you know, yeah, yeah.

SPEAKER_1 00:20:11

Something in the beginning of the school year, okay, sometimes we might have these special events. Please be aware. We can decide whether we want it to be comes from home or comes from, you know.

SPEAKER_7 00:20:22

And I'm speaking mostly of elementary because that's mostly where your class parties and things are. I know at class parties it might be, here's a list of. what we need.

SPEAKER_4 00:20:31

sign up genius whatever that where the things listed are on the approved list of your cheez-its or your or whatever it is that they can they can have if it's not on that then don't we can't bring it that was good yeah it's approved list yeah parents know what to do yeah because every parent is different yeah yeah Thank you.

SPEAKER_1 00:20:56

So like one school district where I was at, where I was very multicultural, we just had some set guidelines and standards on it.

SPEAKER_1 00:21:03

and what they could bring or like— a store-bought and usually typically for you know high school or middle school or things like that.

SPEAKER_7 00:21:11

Once you get to your older kids, they also are more aware of their allergies. They're more aware of their, you know, if they're diabetic, they know how to treat.

SPEAKER_1 00:21:20

And I typically think that that is more around. 8th grade.

SPEAKER_1 00:21:26

Because we didn't have a student, even though we had everything posted over at Brewer Middle School. This has, we're using peanut, this has peanut butter.

SPEAKER_1 00:21:35

All the signs and the words up there, they still ended up eating. Sure. And the poor kid got a heavy pet. Yeah. But, um.

SPEAKER_4 00:21:43

Yeah, they might send it to her. Mm-hmm.

SPEAKER_11 00:21:46

Thank you.

SPEAKER_4 00:21:47

The milking of a cookie that is chocolate, it just happens, right? Yes, it does.

SPEAKER_1 00:21:52

So we don't want to get anyone hurt.

SPEAKER_4 00:21:55

It wasn't their fault. It was his fault. He wanted the good game.

SPEAKER_1 00:21:58

You're welcome.

SPEAKER_7 00:22:00

I don't blame him.

SPEAKER_6 00:22:12

Turkey, ham, chicken, whatever the choices are.

SPEAKER_6 00:22:24

To one of their items. So, like, if there is a choice, like, we'll use Prosper Pantry, we'll use Peppermint, we'll use Chick-fil-A, whoever.

SPEAKER_6 00:22:35

If we can make sure, like, again, I don't have a kid with an allergy, but that's probably helpful for another parent who's going to look and say, 'Okay, their P &G is cool.' Right. It's actually got the allergy.

SPEAKER_1 00:22:49

Yeah, so we're doing our allergies and everything up online on School Cafe.

SPEAKER_1 00:22:55

Still, we can always find you more.

SPEAKER_7 00:22:58

Thank you. We appreciate that. So at this point, we know this is something we need to take a look at moving forward. Maybe our first track meeting is typically October.

SPEAKER_1 00:23:07

So maybe that's a time we devote to really digging into our wellness plan and making revisions. Parent, what would you like to see?

SPEAKER_7 00:23:24

What's worked, what hasn't worked.

SPEAKER_1 00:23:25

Yes, what you think works as a parent, what you feel is important.

SPEAKER_1 00:23:29

Older kids, younger kids, but at the same time, what we want to make sure is the vendor bringing it in as well.

SPEAKER_7 00:23:36

Perfect. Thank you, Lenore.

SPEAKER_1 00:23:38

Thank you.

SPEAKER_1 00:23:40

I do not believe it.

SPEAKER_7 00:23:41

you're great, thank you. Um, so we're going to jump right into like I mentioned earlier: character strong is... I don't want to say curriculum that our counselors use, but it is a resource that they're able to pull from and use as they see fit as they need. So as a district, the curriculum team has worked on developing their character traits that they're going to use. And that's district-wide, the character traits, and we try to align it with our five guiding principles.

SPEAKER_7 00:24:14

And so we don't just go August through May through. Through character, strong scope and sequence, we're pulling from. The character traits in our guidance lessons that our counseling team have created— but it is a great resource for them to have something for them to pull from, and so that's why we've set up this preview with characters strong for you to be able to see and then, of course, ask questions as you see fit.

SPEAKER_2 00:24:38

So I think we're ready. If you just want to jump in, you have a card.

SPEAKER_7 00:24:44

Did she hear me? Could she hear what I just said?

SPEAKER_2 00:24:46

Could you hear us? Could you hear us? Yeah.

SPEAKER_7 00:24:48

Okay, perfect.

SPEAKER_2 00:24:50

Um, if you just want to jump in, you have a room full of community members, parents, and within the district, and then district employees.

SPEAKER_2 00:24:59

Good morning, everybody.

SPEAKER_3 00:25:01

You'll get to see my lovely face on the big screen today.

SPEAKER_7 00:25:06

Four big screens.

SPEAKER_3 00:25:08

You I mean, we'll make it work.

SPEAKER_3 00:25:13

So today I'm excited to talk to you about character strong and just the ways that it can really help to support. Not only the curriculum, but also building a more loving culture education, which at the end of the day is our number one goal. You're a character strong and just like Starla said, right? You don't have to utilize it in its So I'm going to walk you through all of our different offerings. specifically in tier one is where you'll see a lot of our guidance lessons are going to be pulled from specifically within your counseling space one of the things that i love most about character strong is a former district administrator and counselor is that it can be used differently in different campuses and still meet the needs and scope of everything that we need. I'm going to stop right here really fast and just double check. Are y'all seeing my screen that says welcome to Character Strong? Yes.

SPEAKER_3 00:26:15

Beautiful sometimes Google beats just don't like me at nine o'clock in the morning.

SPEAKER_3 00:26:22

And so, within our Tier 1 curriculum, you will find that we offer resources pre-K through 12 that are all vertically aligned as well as horizontally aligned. And so, what that means is, within our elementary curriculum, all of our grade levels are broken down into these 10 character traits and many of them probably look very similar to what you currently see in your scope and sequence within the guidance curriculum as well. However, even though every grade level has the same 10 character traits, like respect and gratitude and empathy, the lesson skill is going to be scaffolded in a different way. So, for example, if I come into F & B, and I look at this kindergarten lesson, not only do we have four weeks of content, which also means that if our counselors are doing guidance lessons once a week or even once a month, there are supplemental ways that teachers could support, should that be an option that teachers and counselors wanted to do in the classroom.

SPEAKER_3 00:27:19

But one of the things that we'll notice is this lesson specifically is going to be all about listening. So we're going to be teaching explicit skills and what listening looks, feels, and sounds like. Now, I often say, 'Spent any time in a kindergarten classroom, you will know that we are not only going to be talking about listening for this one specific course of time, but we're probably going to be talking about listening every single day for 100 days. And you might find that you might want to use them with your children as well. I know as a parent, I've used them with mine along the way.

SPEAKER_3 00:27:53

Our lessons give us the opportunity to engage in what we call a 'staff pursuit' and so all of these grade levels have the same 'staff pursuit.' And what that truly does is it gives staff an opportunity to either model or practice whatever skill we're asking of students. So, for example, just because I'm an adult doesn't mean I don't need to practice my listening skills, my empathy, or my patience. And so this is a way for us to engage in a pursuit or a challenge. See later in middle school and high school as well to really engage with what does this look like for us to just practice these skills as adults because we're not immune to some social emotional. The other thing that you'll find within every lesson, every grade level, every week has a unique newsletter that you can utilize to send home to families.

SPEAKER_3 00:28:45

slide is a way for us to be in line to central 12 and so this would be part of your parent preview that is required if you are using that is more than just guidance which if you're using it for just guidance there's not necessarily something that needs to happen but what you'll find in here is this is a way for us to bridge the gap between what happens in school guidance lessons

in ways that parents can support at home. So we give you the same tools we'll look at here in a second, as well as conversation starters. I call these as a person that firmly believes that I will hang my hat on dinner every day with my family. These are questions I would very kindly ask my kiddos.

SPEAKER_11 00:29:23

You like?

SPEAKER_3 00:29:24

Can you share with your whole body needs and see if they can tell me some of these very things or even some of the motions as well? And then, just like we have staff pursuits, we also have family pursuits. These family pursuits again are just ways that families can engage with the content in a way that's fun and engaging and really bridge the school-home connection as well.

SPEAKER_3 00:29:45

We also have everything available in English and in Spanish. So anything that is student-facing or family-facing automatically translates into native Spanish-speaking. As well as more languages that will be coming into play next year, one of the things that I truly appreciate being in the state of Texas and having made many a new is that these two newsletters give the same educational experience for families and students, regardless of what home language is.

SPEAKER_3 00:30:15

Beautiful newsletter. It would look amazing and wonderful. And then I'd go to translate it into Spanish. And it would not look amazing and wonderful. And so they get that same educational experience, no matter what their home language might be. And again, we'll have more languages coming in the fall as well.

SPEAKER_3 00:30:32

Each of our lessons breaks down into five main parts, and this is where you could see other components done throughout the course of the day or even through other places within the school. And so we always have a start where we introduce this conversation. The very beginning of week one, we're going to introduce the character trait and really get more into the definition. How do we look for these different places?

SPEAKER_3 00:30:56

And say how do we know that Trey is showing soul? Are they different showing her empathy? What does this look like? And so they will be very familiar with these character traits by now. And one of the other things that we incorporate every single week, pre-K through third grade, are sing-along songs. And so these are just really great ways that you can engage with the content. I'll play a little bit of it so you can see what these look like as well.

SPEAKER_10 00:31:24

Remember a time when you felt scared and you wished you had somebody there.

SPEAKER_10 00:31:34

Remember I died when you felt small. And you need it to break your ball— try standing in someone else's shoes.

SPEAKER_3 00:31:53

So it's a really great way for them to engage with another form of learning, but also a way that teachers could use this as a callback song during the week. Counselors can do this over announcements or in the morning, but really bringing in another way. And as you saw, the reason for this is the definition of the character trait. So they're hearing that over and over and over again. As we go into further weeks, you'll notice that that gets a little bit deeper. So rather than just having the definition, now we have, like, what is this octopus doing to show the whale empathy and compassion?

SPEAKER_3 00:32:31

Then we have our connect games. These games are designed to build relationships and connections between students and staff as well as students to students. One of the other things that I really like about our games is that they are low burden. Teachers only need this deck. They can pull it up just like I'm pulling this up for you. and play any of them at any given time. This would be a really great break. A great way to start the day in a morning meeting. But also, it's a really great way to teach the skill of the week through play, which we know is very age appropriate for elementary age kiddos. For example, with Ida says, 'This is our version of Simon Says.' So, if Ida says 'Dance,'

SPEAKER_3 00:33:12

but if it just says 'Bark' like a dog, then it's a way for us to just not pick them randomly, but there's really an intention and a connection between all of our activities.

SPEAKER_3 00:33:25

majority of our lesson, which is where our counselors are going to teach those guidance lessons in its entirety, is here in our grow section. The grow section is the explicit instruction of whatever skill we're talking about, so in this case, it's all about listening and what it means to be an empathetic listener. All counselors or our teachers need is this deck. They don't need a script, they don't need a card. They don't need anything else in their hands. They just need this. And that way, they can be fully present with what they're doing, but it also allows them to be what we call 'low burden and high impact.' Which means they could go and start teaching in as little as two minutes between different lessons themselves.

SPEAKER_3 00:34:03

And so, this lesson, if there's any videos or anything that are needed, Ms. Bridget gives us a lot of information on what it looks like to have strong listening, but everything is included in the deck itself. And so we'll ask them, like, how do we show others that we're listening to them? What does that look like? And then we let Ms. Bridget tell us a little bit about what that looks like. She's a little friend named Fidget that the kids really love.

SPEAKER_3 00:34:24

And then we give them some tangible tools. How do we show that we are listening in things like, are our eyes ready? Are our ears listening? Is our brain focused? And so we give them those tools. This is another really great way that we can have that connection between what counselors are doing in guidance and what teachers are doing in the classroom, where they can say, 'Hey, we're getting ready to go into math. Are your eyes or your ears listening?' And this is a poster that can be available in the classroom as well to help bring that through line through all of the different places of the school setting as well.

SPEAKER_3 00:34:57

It's also very rare that students are just going to be engaged in a conversation or a video. Every single lesson is an activity of some kind that students are going to be using to engage with the content. So here they're going to find a character. They're going to find a book and they're going

to really look at how do we know that this person is listening so we can start to build those different pieces and they're going to draw some of our friends.

SPEAKER_3 00:35:24

We end with just some connection activities. What is it hard to be a really good listener? So they can think about, like, oh, maybe it's when I'm really excited about something. Or what are the times that someone in our class is a really great listener and how do we help others be that as well?

SPEAKER_3 00:35:39

The fourth section of each of our lessons, probably my favorite section, where I kind of get on a little bit of a soapbox as a former counselor, where we can't wait for students to be dysregulated. to teach them to regulate. Any school counselor will shake their head vigorously and be like, 'Yes, they will always need me to help them regulate.' Instead, what we can do is proactively give students skills that they can utilize no matter where they're at to help them self-regulate. So every single week there will be two different kinds of emotion regulation tools that teachers counselors can use. The first is what we call a brain booster. Think of it as your brain breaks or wiggle breaks. Anytime that you're like, 'I need you to get up' and 'I need you to move' because you're a little down. Maybe it's a rainy day, much like it's going to be here in Austin today. Maybe it's a day that it's after testing, or you just need to just like get some energy in the room. Brain boosters are really great for that. The opposite of that is our mindful moments, and so those are times where energy is really really high and having to simmer it down a little bit. So this might be a time where we give them an opportunity to re-engage.

SPEAKER_3 00:36:40

Some are video-based, some of them are teacher-based or facilitator-based. It's things like breathing techniques or I want you to notice two things around you that are the color blue.

SPEAKER_3 00:36:53

So it gives them different things that they can utilize, so that when they are dysregulated, we can say, like, 'Have you tried that body balance lately?' Let's do that together and go through that as well. If teachers are running morning meetings, we also give them different questions that they could ask to help support the work that counselors are doing as well. and then we exit intentionally again with that sing-along song and then with some kind of chat for chant for cheer or even gratitude. I'm like, when have you seen this happen today?

SPEAKER_3 00:37:23

Last thing that's incorporated into every single lesson is a different book recommendation. We know literacy is a huge component of elementary education, and so we give a book recommendation the teachers and counselors and librarians can utilize throughout the course of the week to help support the conversation that's happening in guidance as well. Each grade level has its own unique set of books, so they're not going to be repeated. Kids can't be like, 'We already did this book; I'm going to check out.' But they have that ability in there as well.

SPEAKER_3 00:37:53

The main difference you'll find between kindergarten and third grade is that I come in here and I'll stop and ask for questions. Again, you'll notice those same 10 character traits, but now, when I click on empathy. Rather than just talking about listening, I'm talking about perspective taking, which again is a course of showing my staff's pursuit. Is the same, so I now have this also kind of staff challenge that everybody is going to be working on that I can incorporate into different pieces. Again, I have a family focus, but now you'll notice it looks a little bit different because the conversation is a little bit different around empathy and respect of dating as well.

SPEAKER_3 00:38:32

And as we come in, you're going to notice that: This lesson is all going to be about the tree of choices, which is our way to really teach emotion regulation and resources. Anytime you see this little stop sign, this is all. An opportunity for us to really talk about how to spot or respond to negative pro-social behaviors or bullying prevention conversations. We firmly believe that, as a school counselor, we often teach our bullying less than in October during bullying awareness month, but we know that there's a conversation that can happen in a variety of different places to help teach pro-social skills like conflict resolution, like how do I name emotions and make a conflict resolution choice when something might be happening in the classroom.

SPEAKER_3 00:39:17

And then here you'll notice some different resources. Here, our Tree of Choices movement or in the zone for our reflection. and then again, a different book recommendation to meet the needs of these students.

SPEAKER_3 00:39:29

Now stop there and see if there's any questions before I show you some of the other resources that come along with it.

SPEAKER_7 00:39:36

Anyone have any questions so far?

SPEAKER_3 00:39:39

Included.

SPEAKER_7 00:39:40

Okay?

SPEAKER_3 00:39:42

One of the things that I really like about our curriculum is that it's not just the lessons themselves. There are a ton of different ways that this can happen throughout.

SPEAKER_3 00:39:52

Of school, so not only do you get the normal lessons but you also have morning announcements every single day for the entire 180 days of school. So teachers don't have to recreate this, counselors don't have to recreate this. Counselors don't have to recreate this. There is already enough stuff on educators' plates. If we can help and create these, we will. As well as student recognition conversations, what are we showing that empathy as well as assembly resources? If we're doing any kind of assemblies around our character traits, as well. You'll find tons of different graphics and resources that students can use and that teachers can use in the classroom for things like kind greetings, here's that strong listening poster, as well as following directions, and our lovely friends Otre, Aya, and Sol, as well.

SPEAKER_3 00:40:36

You'll also get in here seven different toolkits to help support the work that the counselors are doing. So not only will you have one specifically for student leadership, this is really great for student or safety patrol, or anytime we want to instill leadership in a select group of students. We also have an entire space just for staff and staff relational activities. As well as three

different ones for behavior, one for attendance, one for the deep behavior and discipline, and then that one for bullying. as well as well as three toolkits that are fully compliant with Senate Bill 9 around personal safety, child abuse, and human trafficking, we get into middle school and high school. This also includes healthy relationships, teen dating violence, mental health with suicide prevention and healthy well-being, and then healthy choices, suicide prevention. By the time we get into middle school and high school, there is language in vaping and fentanyl included in the conversations as well. You'll notice that these are scaffolded by grade level, and each individual grade level has its own unique set of activities to help support the work.

SPEAKER_3 00:41:43

But one of the biggest things about these three lessons and these three sets of lessons themselves is that we always go back to. I know which is our I know campaign. Who is my trusted adult? We're always encouraging them to go back and asking, 'Hey, who is this trusted adult that you feel like can have a conversation? Should you need help or need to have a really hard conversation with who might that person be? And can we help them identify that really early on so that they have tools that they need as well?

SPEAKER_3 00:42:12

That's elementary in a nutshell.

SPEAKER_3 00:42:14

Charlotte, do we want to go into middle school and high school in here?

SPEAKER_2 00:42:18

If we can just really quickly, Let's do it. This is all tier one that she's showing, so it's available to all students across the board.

SPEAKER_3 00:42:29

Middle school and high school look a little bit different, obviously, as they should. Everything that we need is going to be here in our character traits. This is the only deck that we need. You're going to notice that they follow those same five parts. So that's start, that's connection. Here our lesson is going to be all about habit hands. So a way for us to really teach this through a little social experiment where we have them take their hands and clasp them together. If you want to do this with me, you can. We have them do this about four different times. You'll notice

that, like for me, my left hand was over my right thumb. But if I have you switch them. They all freak out. They all think it feels weird. But if we have them do that more often, they'll realize, 'Oh, it's not so weird. Oh, it's not so crazy.' I can keep doing this. The same thing is true with the habits that we're building as well.

SPEAKER_3 00:43:19

So we have our character gear process. And in this process, you're going to see a way that they take whatever lesson we just did and go put it into practice. So walk out the door.

SPEAKER_3 00:43:29

The entire school now has the same character, Dare, throughout the course of the week as well.

SPEAKER_3 00:43:34

You'll find the same six toolkits for attendance, behavior, and bullying, as well as for those substance abuse, healthy choices, and mental health, coming next year in middle school. You will also find one for future-ready, which will help with some college and career readiness and future planning, as well. It's already available in high school. It will look very similar but age-appropriate to what we have here.

SPEAKER_3 00:44:01

I'm going to stop there and see if there's any questions. And then, Charlotte, do you want me to go into Tier 2 or just focus on Tier 1?

SPEAKER_7 00:44:07

We currently don't have Tier 2; we just have Tier 1. So I don't know that. We would need to go into Tier 2 right now. I think, if that's something that we were able to move forward, we'd be able to come back and bring that to the room.

SPEAKER_3 00:44:22

Any questions for me? You're learning more characters from me.

SPEAKER_7 00:44:29

Anybody see anything you like, dislike?

SPEAKER_4 00:44:33

I like it. I think it makes sense. It's pretty easy. How often, like utilization, how often do the teachers use it in their classrooms?

SPEAKER_4 00:44:46

Do we know?

SPEAKER_7 00:44:49

Yep. So typically at an elementary level, and Katie, correct me if I'm wrong, but every morning they have their pause and reflect.

SPEAKER_7 00:44:58

For the kids and it simply could be a 'Would you rather' question or just kind of getting a pulse of the room and setting the tone of the classroom. Um, and then, so the teachers do that in each room. The counselors obviously can't be in all the rooms. But especially at elementary level, they do try to get in the classrooms for a guidance lesson once a month.

SPEAKER_2 00:45:17

Thanks and we have our YAG, like Starla said, that centers around character traits that align with our five guiding principles and so that is just you know the culture and repetition that we're building throughout every month and guidance lesson.

SPEAKER_6 00:45:32

How does this work with the, like, isn't it opt-in this year for counseling?

SPEAKER_2 00:45:37

So that's what she was showing, anything tier one. Okay, anybody.

SPEAKER_7 00:45:42

If there were any, like, tier two or individualized. Um supports that we were providing a student, we would need to receive an opt-in before we were able to.

SPEAKER_2 00:45:54

So it's more used at the elementary level right now, and we hand-create at the high school and middle school levels.

SPEAKER_2 00:46:02

Again, building upon the skills that they've learned in elementary school, but not necessarily pulling directly from that built curriculum with Character Strong.

SPEAKER_2 00:46:14

Now the opt-in that we do have is the Use Equip to Succeed that we'll review again, and then the poison prevention that we brought in for Tucker as well.

SPEAKER_7 00:46:23

It also helps at the secondary campuses where they have student councils and the student ambassador groups. Sometimes you can use those clubs or organizations to help.

SPEAKER_2 00:46:33

Building upon is huge at the secondary level, more for student ambassadors to go a lot of that with teaming with the counseling department. It goes really well when the peers are you know teaching and supporting and using the terms

SPEAKER_7 00:46:53

'Good question'.

SPEAKER_7 00:46:54

Any other questions?

SPEAKER_7 00:46:57

Okay, great.

SPEAKER_7 00:47:00

Thank you so much, and thank you for waiting on us. I know we were running a little behind.

SPEAKER_3 00:47:05

No, that's fine. Used to run track, so I know.

SPEAKER_3 00:47:09

Sometimes we just have conversations.

SPEAKER_3 00:47:12

That's why we're here. I'll send you all some resources and information just that you can share with the larger team. And then I will.

SPEAKER_3 00:47:23

Yeah, I've got stuff for Monday to share with Charlotte this month.

SPEAKER_7 00:47:25

Perfect.

SPEAKER_3 00:47:26

We'll see what we need to do. Thank you.

SPEAKER_7 00:47:28

We appreciate it.

SPEAKER_1 00:47:29

Thanks. Have a great day.

SPEAKER_7 00:47:31

You too. Bye-bye. Um, you know, guys. If y'all need a break, I know it's it's been long, so the restrooms are spread across all um... okay. Let's talk briefly. Last month, we talked, and we approved in here that we were going to use cook. I need to cook children's came in and presented for fentanyl awareness. Um, the Senate Bill, House Bill 3908, and so we did approve for them to come in. That was last week. They set up the art display boards and then presented the assemblies for the students who opted in, for the parents who had opted in for their kids to attend. Katie, you want to discuss a little bit about our attendance in this?

SPEAKER_2 00:48:10

Yes. So at the high school level, we had around 60 students attend. We had a larger parent. Often, it's just those were the students who weren't at an athletic event or something like that. So it's competing with those things. And then I had a lot of early, like they were at a doctor's appointment and I'm like, 'Oh shoot.' I was impressed with the parent turnout. And so that's really. Good so it's just always navigating like schedules and absences and things like that. But um the students were well behaved and the presentations went well. So um our upperclassmen was the i split it by 11 and 12 and the 9 and 10 and our upperclassmen got really small group lesson and they asked a lot of questions and they were engaged and I just really loved that for them because they had the opportunity in a safe setting to ask any questions that they

SPEAKER_2 00:49:10

wanted to ask or they got to experience, you know, the goggles. And the interactive activity. So that went really well. And then at the middle school, we had a little over 350 sixth through eighth graders. Students participate in that poison prevention and so we broke that up by seventh and eighth graders in one session and then sixth graders in another session and the team brought.

SPEAKER_2 00:49:38

When I was handing them out, I thought it was homework. But it was just basically like a focus note sheet, which actually really helped them stay engaged.

SPEAKER_2 00:49:48

Kind of just focus throughout the thing because at the beginning you know there's a lot of just information that they were getting and then it started to get more it built to be more engaging and They did three rounds. We got you three rounds at the middle school level of them getting to use the interactive goggles and doing that puzzle. And so they really loved that.

SPEAKER_2 00:50:12

But for the most part, it went really well. I would be really interested in what information they took away from it when they walked out the door. So I know that you said you. Yeah, my eighth grader went.

SPEAKER_0 00:50:27

Is it? The one thing I would say for what he said, I think offering more sessions, maybe a couple different things, would be a better idea because he said he was eighth grade group, which I said they had like what 200, so that makes sense. Sitting on a gym floor, he said it was informative, he was really surprised, the whole he told me with the fentanyl that would kill him, the amount that surprised him. But since he was sitting on the floor for an hour and a half, he did go a while. He said he started an advisory. Missed science completely and then went to his next class. It was advisory into that next program, but it was 45 minutes. But it didn't. He didn't feel like he was there long; he just he had science test the next day, so he knew he missed that whole science class. So that kind of had him probably distracted too of what he was missing out on prep-wise for the test the next day.

SPEAKER_0 00:51:22

But I think, had it been a smaller group, like the high school, even for the younger kids, it might have been better to keep them all informed. Because he said, even that gobble and the puzzle at the end, he was howling at the end to try and get up there. And he said, I don't even know if I did it right, because it was the end of it. We had to get back to class, so he didn't really even get to. He said, I think other people got to do it, but it was just so many kids that he didn't.

SPEAKER_2 00:51:46

They only brought three, and so really they invited some of the middle school kids to stay after. To that's probably where it came into the class.

SPEAKER_0 00:51:57

Yeah, and then he um he said, whatever the handout was, he goes that was good because then we had something to kind of follow along or to read along to keep them, but he was also said, you know, he was sitting on the floor with all his buddies around him and missing out on science, but he did learn something and he did like it. That it was age appropriate, very informative, it was just I think it would have been more effective if not sitting on a gym floor, more in the setting and in a smaller group.

SPEAKER_0 00:52:26

So if they could, and if they could do, especially since you said you went into it with high school, not just do it one day. You don't have it where everybody that does often.

SPEAKER_8 00:52:38

Thank you.

SPEAKER_8 00:52:39

Like, what was the high school? Because I have two high schoolers. I actually just texted them. One of them is coming back from a doctor's appointment. The other one is probably just arriving. Like, what was the, I mean, was it timing or was it, I don't know.

SPEAKER_8 00:52:52

The older one just said that he didn't know anything about it, so I was just trying to figure out.

SPEAKER_2 00:52:59

So I try to, because usually it's cat's time that gets me for kids who have late arrival. So that's why I push them after cat's time.

SPEAKER_2 00:53:08

If there's a substitute in the class, they may or may not have pulled up that student list to release them. Because I have the same question. Actually, they both just told me now.

SPEAKER_8 00:53:18

So we know neither one of them would tell us.

SPEAKER_2 00:53:22

Because the whole staff got the list to release them, and we came over to intercom to release them. It's just really.

SPEAKER_2 00:53:29

It's difficult at high school.

SPEAKER_8 00:53:30

No, no, I agree. I agree.

SPEAKER_0 00:53:32

And maybe it went out and I missed it, but was there a reminder sent to parents of like, hey, don't get your kid too long. The day before, it was the week before.

SPEAKER_2 00:53:41

Okay. But I did do a poll. I was like, hey, did your parents tell you why you were here? I had one hand. The middle school, I had a lot of hands.

SPEAKER_0 00:53:51

High school, I had one. Because I know I missed either the email because there's 50,000 that come out from the district.

SPEAKER_0 00:53:58

From the week before, because my kid came home and he's like, 'Yeah, I missed my science test tomorrow because you put me in some poison class.'

SPEAKER_0 00:54:05

What are we talking about?

SPEAKER_4 00:54:11

Maybe the day before, I don't know.

SPEAKER_4 00:54:15

Well, at least he got the point. It's poison.

SPEAKER_0 00:54:24

You. He's a big kid, but he, you know, he's like, 'You know, I've learned this and I learned that.' And he answered, you know, 'He said it was age appropriate.' And he liked the handout. And I think he would have liked the Google parts of it if they'd have had more time to.

SPEAKER_0 00:54:39

Yeah, do all that, but that would have been down to the size.

SPEAKER_2 00:54:42

Yeah and it can run again next year right like you can do this one yes as long as we agree to bring it back yeah and i did speak with the person because we did have some parent feedback from the preview and just the fact that this all just got put in this year and so you have people developing material in kind of what they feel is a rush. So they are continuously updating this

material. and I provided some feedback to them and so they were very thankful for that and like they told us when they were here last time they're still continuing to work with a group down in A & M to kind of just providing and making sure that everyone is aligned on what they're offering to just make sure that we're all doing it the right way and providing the same material and not different messaging and things like that.

SPEAKER_2 00:55:48

But I did give them feedback on potentially changing it by level for our high school versus middle school. Very similar to how our Youth Input to Succeed does. It was all age appropriate, but I think it tailored more to the younger than a different older.

SPEAKER_7 00:56:12

We had the parent preview two weeks before, and it was a good virtual. It was online.

SPEAKER_2 00:56:23

And then we did attach that to that email, just so everyone had the ability to look at it. They didn't allow us to record it, but at least y'all had the material.

SPEAKER_7 00:56:33

The outline, at least, of what they'd be covering. Bye.

SPEAKER_7 00:56:37

Yep. Any other feedback that y'all heard?

SPEAKER_7 00:56:43

We'll bring it back next year so we can try to bring it back to this group to get it approved. are not approved; look at other some other resources if we need to for next year.

SPEAKER_8 00:56:53

When I'm wondering, like, get it earlier in the year, because I feel like April, May, October. Yeah, I feel like this is the busiest. Probably not.

SPEAKER_6 00:57:02

Oh, my senior's been checked out for.

SPEAKER_2 00:57:05

I would love to propose it to be.

SPEAKER_2 00:57:09

Aligning with our revenue. Oh, yeah, I've read revenue. Set down awareness. Yeah. That would be great. Yeah.

SPEAKER_7 00:57:18

Um, is if that's something we're looking at, we might could even depending upon our shack date.

SPEAKER_7 00:57:25

I don't know that we need to offer this before.

SPEAKER_7 00:57:29

Our next shack date, you know, for approval, like to get them on the calendar for next year.

SPEAKER_2 00:57:33

you When is our time?

SPEAKER_7 00:57:36

It's not until October.

SPEAKER_7 00:57:44

Almost wonder if we need to try to get it approved now, for where I can get them on the calendar for October.

SPEAKER_7 00:58:04

Thank you.

SPEAKER_0 00:58:04

Especially the month of October being SSS, I'm sure Red Rodent Week that'll be everyone trying to try to have an updated version of their programming button, like you know, I don't want to.

SPEAKER_2 00:58:16

I think that's a good question to ask Eric because of their partnership that they're doing right now, when they expect to be done with that, so we can show up at the preview.

SPEAKER_7 00:58:29

Okay.

SPEAKER_2 00:58:31

Okay.

SPEAKER_7 00:58:34

We can ask him that. Um. and then the only other thing that we have on the agenda for today is. You know, each year we have youth equipped to succeed for the past few years to come in, and we're on a three-year rotation with them right now. Um, and that's where they talk about, like, the family violence, the dating violence.

SPEAKER_7 00:58:58

Depending upon the age level, the The sexting and the, you know, some of the, this is also Senate Bill, Senate Bill 9, that's a requirement by the state. So we're right currently on a three-year rotation for them. There's aim for success, freedom to succeed. And there's a third.

SPEAKER_7 00:59:16

Title, I'm going blank on the third one, but we're on a three-year rotation. and so this year this upcoming school year 26 27 school year is aim for success and so they i have the sixth grade outline and then they also have provided us the seventh through twelfth grade outline and again it's it's um It's age appropriate, but they'll also have the parent preview, and then they talk about. I know, like, when they talked about, one of the things that really stood out to me one year was when they talked to our upperclassmen, like our 11th and 12th graders, talking about now, when you're 17 and 18, and you're you're dating at 15 or 16, you know, I mean, and so they talked about the The repercussions of that, they talk about teen pregnancy, just some of the some of the factual information that we know our teens are probably receiving, getting this is just more and be able to get Yes, yes, the windows coming in Yeah, so that the again this would be age appropriate, but the topics of aim for success

SPEAKER_7 01:00:19

would be they start by talking about your dreams and goals, um, they talk about teen pregnancy, STDs, emotional hurt, setting boundaries, healthy boundaries. And then the conclusion, then there's a survey at the end where they can get some feedback. And so that is the same for 6 through 12. The topics are the same, 6 through 12. The delivery is different depending upon the age. And so this would be our rotation for Aim for Success. Anybody have any feedback?

SPEAKER_7 01:00:54

further kiddos from Youth Equipped to Succeed.

SPEAKER_4 01:00:57

This is the one that occurs currently, right? Yes. I didn't have any negative feedback in regard to it. I think it was straight.

SPEAKER_4 01:01:06

We saw it. My husband and I, it worked well for us. It was to the point, but not too loose, if you will. It was structured well. The conversation was good.

SPEAKER_7 01:01:21

They provide the outline. I know that one time we had a parent like, how are we guaranteed that they're staying on that line and they're not? you know adding um more content but we're in the room with them and we're obviously aware of what the outline is and would be able to stop the program if need be but we've never had that as a problem before they've always stayed they have their their presentation and they just go through straight through the presentation encouraging them to talk to to their parents talk to a trusted adult you know with questions um Very good.

SPEAKER_6 01:01:59

we would still only offer yes yeah Yep. This is a state bill, so this is just the state bill 6

SPEAKER_7 01:02:12

-12. We have to offer it 6-12th grade, so we would still just offer it to the 6th grade. Yeah.

SPEAKER_8 01:02:19

So we see a motion.

SPEAKER_7 01:02:20

If we don't have any, I would like um. If we are all comfortable, because then I can book it and renew this year's rates instead of you know waiting until next year. But that's obviously up to the committee.

SPEAKER_4 01:02:35

Do you have to have a quorum?

SPEAKER_4 01:02:37

No? I second the motion.

SPEAKER_7 01:02:41

Okay.

SPEAKER_7 01:02:46

Okay, and then anybody have anything else they want to add?

SPEAKER_7 01:02:54

To the meeting today. Okay. It is 10:07. So we will stop the.