

# Welcome!

## Attendance Sign-in



[bit.ly/3WZi4wv](https://bit.ly/3WZi4wv)



Please sign-in, grab breakfast in the café,  
and say hello to someone you haven't met  
before!

# Advancing School Safety & Student Wellness Executive Learning Community

Mapping School-Justice Pathways

*June 13, 2023*

# Today's Facilitators



**Layla Fry, MSCJ**

*Senior Director  
Youth Justice & Family Policy*



**Edna Henderson, LCSW**

*Assistant Director for School  
Mental Health*



**Dr. Linda Webb**

*Senior Vice President for  
Education Initiatives*

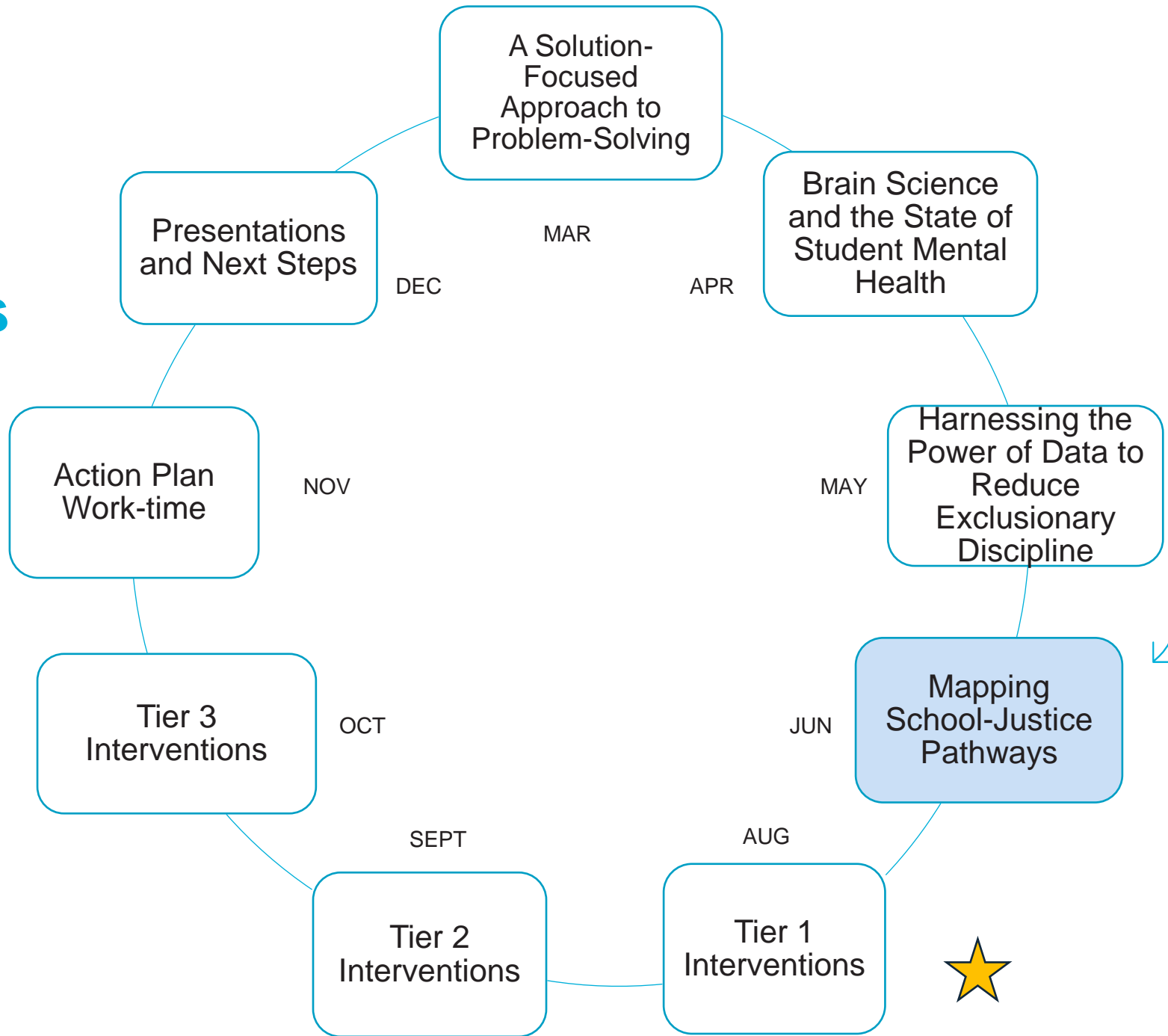
# Warm Welcome

**Your name, district, role +  
one takeaway  
from our last session**

# Agenda

- Using Mapping Tools to Reduce Exclusionary Discipline
- Analyzing Your DAEP Data
- Mapping DAEP Pathways
- Mapping Your District Discipline Process
- Optional Work Session: Action Planning

# Learning Sequence and Expectations



There will be two **optional sessions**:

- 1) **Adult Wellness** 8/29
- 2) **Trauma and Grief** 11/9

...and an informational webinar on **Legislative Update Webinar** 6/16



# Using Mapping Tools to Reduce Exclusionary Discipline

# 5 Key Action Areas for Reducing Exclusionary Discipline

1. District-Level Leadership & Systems
2. Clear Discipline Process & Continuum of Interventions
3. Equitable Discipline Policies & Code of Conduct Revision
4. Behavioral Health Infrastructure & Proactive Supports
5. Discipline Data Systems & Progress Monitoring

Meadows Mental Health Policy Institute

## 5 KEY ACTION AREAS & TOOLS

For Reducing Exclusionary Discipline

### Clear Discipline Process & Continuum of Interventions

A consistently implemented discipline process and toolbox of exclusionary discipline alternatives across campuses

#### Our Tools & Services:

- Mapping the School-to-Prison Pipeline
- Graduated Response Grid & Structured Decision-Making Tools
- Behavior 101 Training for Teachers and Administrators

### Behavioral Health Infrastructure & Proactive Supports

A school-based behavioral health system with strong proactive universal supports

#### Our Tools & Services:

- Campus Team Training for Tier 1 Universal Supports & Social Emotional Learning (SEL)
- Resource Mapping Template
- Implementation Workbook for Tier 2 & 3 Evidence-Based Practices

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### District-Level Leadership & Systems

A Multi-tiered System of Supports (MTSS) framework that aligns student supports, leadership teams, school culture, and professional development

#### Our Tools & Services:

- District Leadership Team Formation & Training
- District Self-Assessment & Action Plan Tracker
- Mini-Roadmap for Beginning MTSS in Schools



### Equitable Discipline Policies & Code of Conduct Revision

Intentional focus on the impact of policies on marginalized student groups

#### Our Tools & Services:

- Code of Conduct Review Protocol & Templates
- Root Cause Analysis of Data & Decisions



### Discipline Data Systems & Progress Monitoring

Integrated data systems and a progress monitoring plan to guide decision-making around interventions

#### Our Tools & Services:

- Discipline Data Dashboard
- Documented Progress Monitoring Guide
- Fidelity Monitoring Tools for Tier 1, 2, & 3 Teams & Interventions





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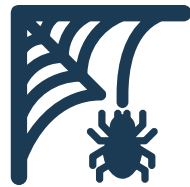
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# Connecting School and Justice-Focused Strategies

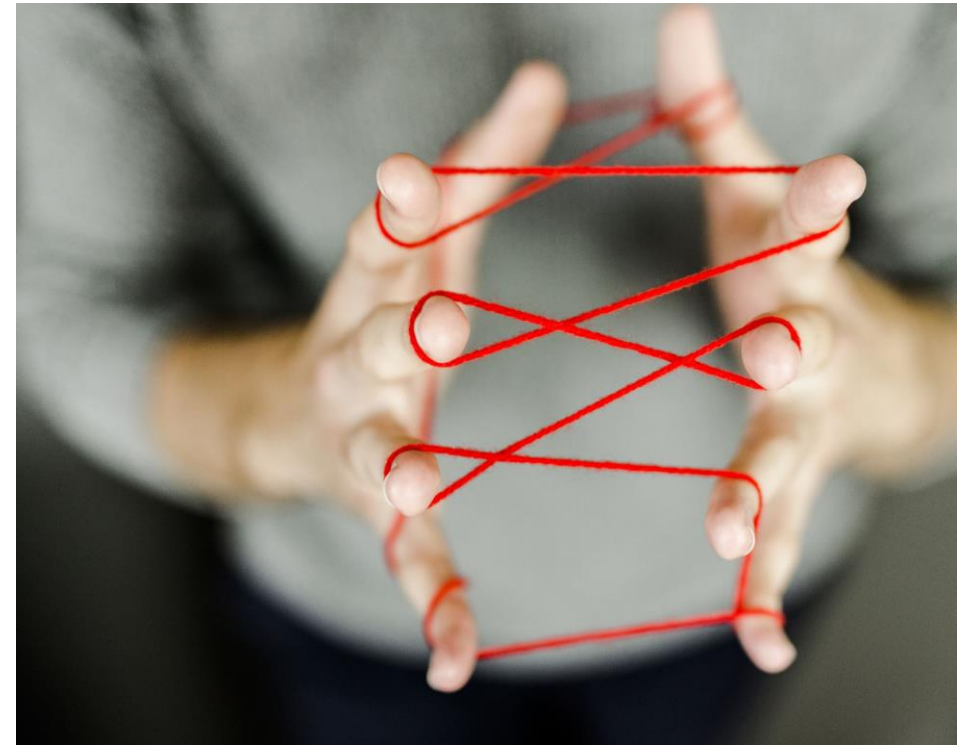
This is a multi-system problem!  
Schools cannot do this alone.



Pipeline...



Or web?



# The School-to-Prison Pipeline (StPP)

## Definition

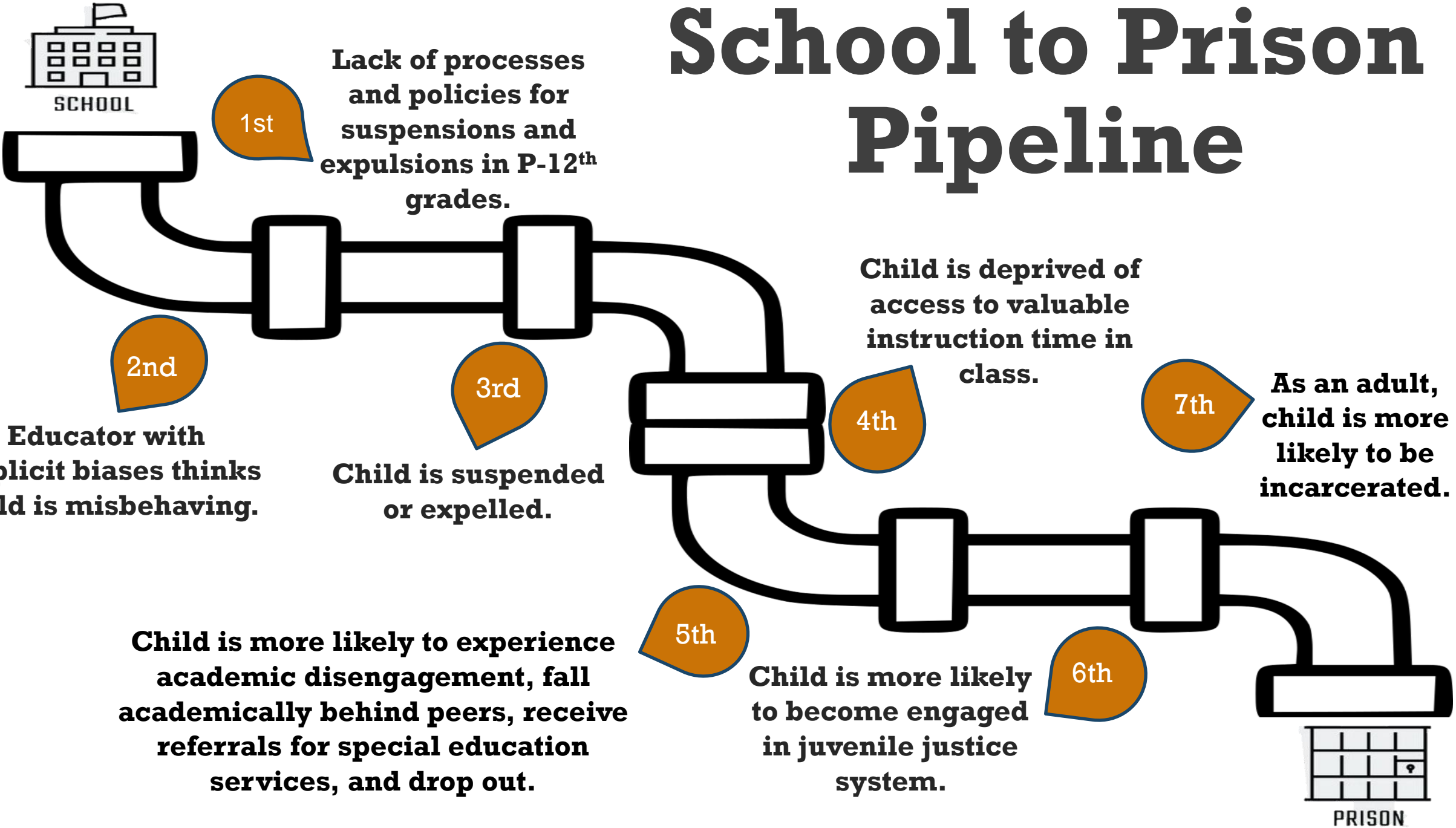
*Policies, procedures, and practices, whether overt or covert, that push students in a linear path out of school and toward the criminal justice system.*

*Current practices of discipline through punishment and policing.  
Can be traced back to 1960's policing of Black students in school.*



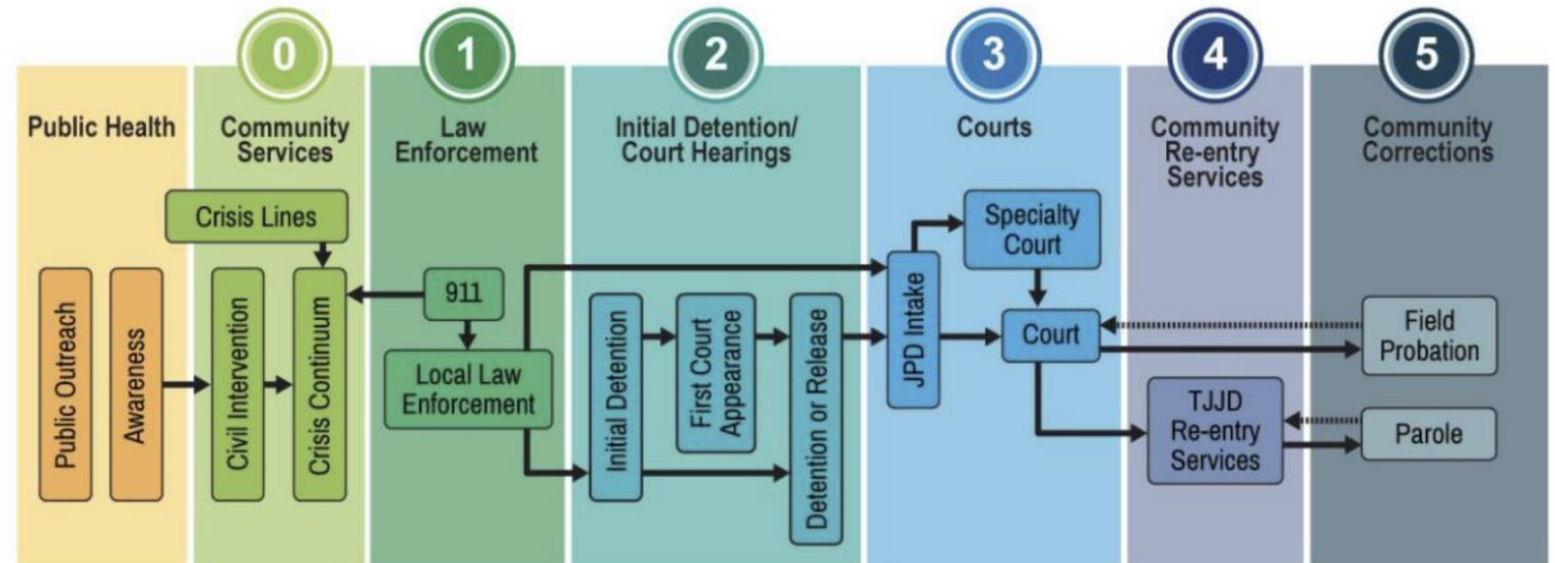
(Simmons, 2017; Sojoyner, 2013)

# School to Prison Pipeline



# Mapping the School-to-Prison Pipeline

**Meadows Institute is leveraging evidence-based justice diversion tools (Sequential Intercept Model (SIM) mapping) to disrupt the StPP pipeline**



## The value of mapping

- Making invisible processes visible
- System complexity and cross-sector connections: Schools + Child Welfare + Law Enforcement + Juvenile Justice + Behavioral Health

## Applying additional visualization and mapping tools to this problem

- Student Journey Mapping, Process and Service Mapping, Community Resource Mapping, Decision Point Analysis

# INTERCEPT 0

Community Behavioral Health (BH) Services & Schools

# INTERCEPT 1

Exclusionary Discipline & Law Enforcement

Community-Based BH: Services	Gaps & Opportunities
Community Mental Health	
Bluebonnet Trails LMHA	
Lone Star Circle of Care	
STARRY Counseling	
Intensive & Specialized Services	
YES Walver Bluebonnet Trails	
Any Baby Can (parents of young children)	
Wonders & Worries (family illness)	
The Christ Center (grief and loss)	
Cal Farley Family and Community Services - Case management services?	
Hope for the Journey - Sexual trauma	
Family/Parent Support Services	
Family Based Safety Services (FBSS) DFPS Program	
Bluebonnet Trails Family Partners?	
Wilco Children's Advocacy Center - Circle of Security Parenting Classes	
Georgetown Project - free and low-cost family and parenting services	
Foster Village Austin (CPS)	
Counseling	
Private Therapist Locator	
Grimmery Specialty Clinic	
The Samaritan Center	
Still Waters Counseling	
CK Family/Behavioral Health Services	
Texas State Round Rock Campus Counseling Practicum Clinic	
John Briery, Allyson Jervey?	
Lori Seeds Martin, Seeds of Hope (Lib. Hill)	
Trauma Counseling for Youth	
Pecan Creek Ranch - Trauma-Focused Equine Assisted Psychotherapy	
GTX Teen Therapy - Kristen Adams, LCSW	
Nurture Family Counseling, Hannah J. Platt, MA, LPC, CDBT, PLLC	
Kelly M. McCabe, LPC-S, LMFT-S, PLLC	
Chad Harrold, MA, LNC	
Hope for the Journey	

Schools: BH Systems	Gaps & Opportunities					
	GISD	HISD	LISD	LHSD	RRISD	TISD
Leadership						
Behavioral health (BH) identified as a priority in District Improvement Plan						
District Leadership Team (DLT) w/behavioral focus + cross-discipline membership						
DLT reviews behavioral data frequently						
Policies						
Code of Conduct (CoC) annual review with staff/youth/family input						
CoC discipline policy (p/s/r/s): removes zero tolerance language, positive behavioral response, dress code, etc						
CoC: clarity/training on mitigating factors						
Vaping - mitigating factors considered, staff trained on discretion						
Classroom & School Administration/AP						
Office Discipline Referrals (ODR): Major v Minor data monitoring						
Graduated response grid/behavior matrix for classroom vs admin response						
# Teacher/AP Training (Behavior 101, trauma, PBIS, bias, alternative response, majors/minors, punitive v restorative mindset, etc)						
Classroom management approach, training, behavior coaches, T-TESS						
ODR and Exclusionary Discipline Data Review Process - continuous review process + feedback loop						
JIAEP/DIAEP Transition Process & Reentry Supports						
Alternative Response to Exclusionary Disc.						
Crisis response team instead of police						
Restorative practices						
Tier 3 interventions + Evidence Based Practices (EBPs)						

Disciplinary Placements	Gaps & Opportunities
Disciplinary Alternative Education Program (DAEP) - Georgetown ISD	
DAEP - Hutto ISD	
• Impact Counseling	
DAEP - Leander ISD	
• Embedded Counselors	
DAEP - Liberty Hill ISD	
• Impact Counseling	
DAEP - Round Rock ISD	
• 3 campuses (es, ms, hs)	
DAEP - Taylor Opportunity Center	
• Impact Counseling	
Juvenile Justice Alternative Education Program (JJAEP) - Williamson County JPD	
• Impact Counseling	
• TBRI	
• STEP UP Restorative Practices	
Out-of-School Suspension (OSS)	
In-School Suspension (ISS)	

School Resource Officers	Gaps & Opportunities
Georgetown Police SROs (non-ISD)	
• MOU/role clarification w/schools?	
Hutto ISD Police SROs	
• MOU/role clarification w/schools?	
Liberty Hill ISD Police SROs	
• MOU/role clarification w/schools?	
Round Rock ISD Police SROs	
• Integrated Response with ISD Social Work	
Williamson County Sheriff's Office JJAEP Deputies	
• Crisis Intervention Team (CIT)	
Others?	

Behavioral Health Training & Cross System Collaboration
Wilco Mental Health in Schools Conferences
Wilco Behavioral Health in the Legal & Justice System Conferences
Youth Mental Health First Aid (Bluebonnet Trails)
STEP UP Texas - Restorative Practices and Trauma Informed Care (NEAR Science & TBRI)
Lifesteps Training Opportunities (SUD recovery)
STARRY Training Opportunities
NAMJ Central Texas Training Opportunities
Everyone Thrives Consulting Services

Health Care & Benefits
Williamson County and Cities Health District Help Line - Referrals for uninsured/underinsured
Lone Star Circle of Care (LSCC) - serve uninsured and underinsured clients (CHIP, Medicaid)
Samaritan Health Clinic - Healthcare for uninsured
Opportunities for Williamson & Burnet Counties - financial assistance, education, and coaching
United Way of Central Texas Community Hub

Youth Housing & Shelter
Safe Austin Housing for Families and Individuals
Hope Alliance
Texas Baptist Children's - Home Base Pgm 18yo+
Opportunities for Williamson & Burnet Counties - financial assistance, education, and coaching
United Way of Central Texas Community Hub

Prevention & Early Intervention
Youth Mentoring: Catalyst Collective
YMCA
Parks & Rec
Boys & Girls Club

Community-Based BH: Facilities	Gaps & Opportunities
Residential Treatment Centers	
Cedar Crest Hospital - private BH hospital	
Belton, residential treatment + acute care	
Meridell Achievement Center - private residential treatment, specializes in behavioral/neurobehavioral adolescents	
San Marcos Treatment Center	
Youth Detox/SUD Services	
Rock Springs?	
Georgetown Behavioral Health Institute?	
Youth Recovery Supports	
Bluebonnet Trails OSAR - Outreach, Screening, Assessment, and Referral ONLY, adolescent and adult SUD	
Bluebonnet Trails Recovery Services - supportive and intensive outpatient SUD treatment and recovery services to adolescents and adults, multiple locations	
Phoenix House - supportive and intensive outpatient SUD treatment and recovery services to adolescents in Round Rock & Austin (collocated with Wilco JPD)	
Sage Recovery Austin Adolescent Services	
University High School	
Children's Psychiatric Hospitals	
Rock Springs Behavioral Health Hospital - ages 8-18; age 13+ inpatient, outpatient adolescents at Changes in Cedar Park	
Georgetown Behavioral Health Institute	
Cross Creek Hospital - free mobile access	
Austin Oaks Hospital - age 4+ outpatient	
Cedar Crest Hospital	
Canyon Creek Behavioral Health, Temple	
Dell Children's Pediatric and Behavioral Health Hospital - serves children	

Schools: BH Supports	Gaps & Opportunities					
	GISD	HISD	LISD	LHSD	RRISD	TISD
Screening, Assessment & Referral						
Universal screener to identify risk and needs, consistently applied						
Assessment process triggered by flag on Screener						
Treatment options if need identified						
External provider network and structured referral pathways						
Behavioral Multi-tiered Systems of Support						
MTSS Implementation Stage & Fidelity Rating						
Tier 1 (Universal) Behavioral Interventions and EBPs - strong foundation?						
Tier 2 (Small Group) Behavioral Interventions and EBPs						
Tier 3 (Intensive) Behavioral Interventions and EBPs						
Behavioral Health Infrastructure						
School-Based Mental Health Center/Clinic						
# Licensed MH Providers Onsite						
Mental Health Service Array of EBPs						
MOU with LMHA + warm handoff protocol						
Texas Child Health Access Through Telemedicine (TCHAT) Utilization #						
Behavioral Threat Assessment Protocol connected to MH system, nonpunitive						
Communities in Schools (CIS)						

Crisis Services	Gaps & Opportunities
Hotlines, Warm Lines, Resource Lines	
• 988 Suicide Crisis Hotline	
• DFPS Texas Youth Helpline	
• Bluebonnet Trails Crisis Hotline	
• 211, other?	
MCOT (Mobile Crisis Outreach Team)	
• Bluebonnet MCOT	
• Round Rock Crisis Response Unit (city)	
Crisis Stabilization/Respite Units	
• Bluebonnet Trails Children's Crisis Respite in Round Rock: ages 5-17	
• LOS: hours up to 30 days	
Youth Drop-In Centers	
• Sandbox at Madeline's Place	
• The Nest - Georgetown Project	
Co-Response Teams	

Law Enforcement Agencies	Gaps & Opportunities
Georgetown City Police	
•	
Hutto City Police	
•	
Liberty Hill City Police	
•	
Round Rock City Police	
•	
911 Dispatch/Emergency Communications	
• MH Codes?	
• Youth training?	
• Co-location with clinician or LMHA?	
Williamson County Sheriff's Office	
• CIT trained	
Others?	

DFPS

911 Dispatch

# Analyzing Your DAEP Data

## District-Level Review

# DAEP Data Walk: How do you compare?

The 9 districts in this room represent a total enrollment of **264,685 students in the 2021-22** school year

- **23,837** of those students received a discipline record last year
- Average discipline population across the **9 districts = 9%**
- **High of 19%** discipline population in one district, **low of 4%** in another

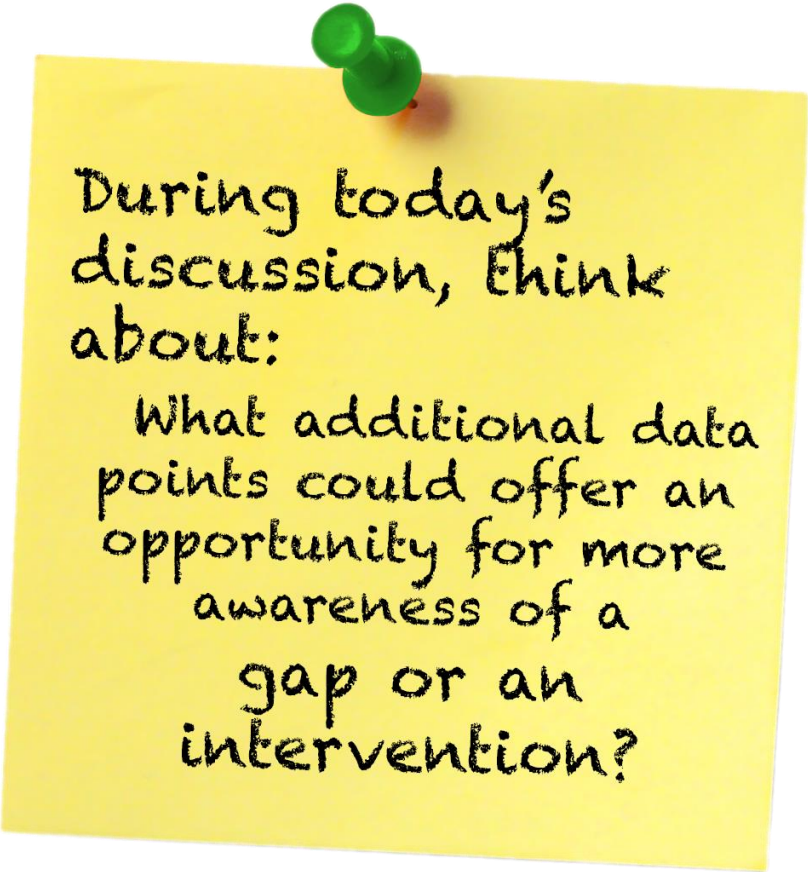
Over **3,746 students were placed in DAEPs** across the districts in this room last year; some more than once. *(Note: 2 districts do not have a DAEP)*

**40%** of those placements were Discretionary, **60%** were coded Mandatory

- **High of 69%** discretionary in one district, **low of 7%** in another

**Top 3 Reasons** for Placement in DAEP across the districts in the room:

- Violating Local Code of Conduct = **55%**
- Drugs = **27%**
- Fighting & Assault = **18%**



During today's discussion, think about:

What additional data points could offer an opportunity for more awareness of a gap or an intervention?



# Review Your Discipline Data Snapshot

Using your **Discipline Data Snapshot** from last session and indicators pulled from your internal student data system, complete your **DAEP Drill Down Data Worksheet**:

1. Drilling down into Code of Conduct Violations, list the top 5 reasons for DAEP placement this past school year (use 'school removal' if DAEP is not utilized by your district).
2. What is racial breakdown of students placed in DAEP compared to their proportion in the larger student population?
3. What is the average length of stay for students placed in DAEPs?
4. What additional data can you glean about DAEP placements from your internal data system?

DAEP Drill Down Data Worksheet	Summarize Your District Data Here
<b>DAEP Questions</b> 1. Drilling down into Code of Conduct Violations, list the top 5 reasons for DAEP placement this past school year (use 'school removal' if DAEP is not utilized by your district). <i>Example: #1 Excessive Tardies, #2 Insubordination, etc.</i>	
2. What is racial breakdown of students placed in DAEP compared to their proportion in the larger student population. <i>Example: Latino total enrollment: 20%; Latino DAEP 40%</i>	
3. What is the average length of stay for students placed in DAEPs? <i>Example: 45 days</i>	
4. What additional data can you glean about DAEP placements from your internal data system? Make note of that here. <i>Example: Total DAEP = 285 students: High School 200/70%; 57/20% middle school, 28/10% elementary Example: 25 students have been placed at DAEP 2 or more times</i>	

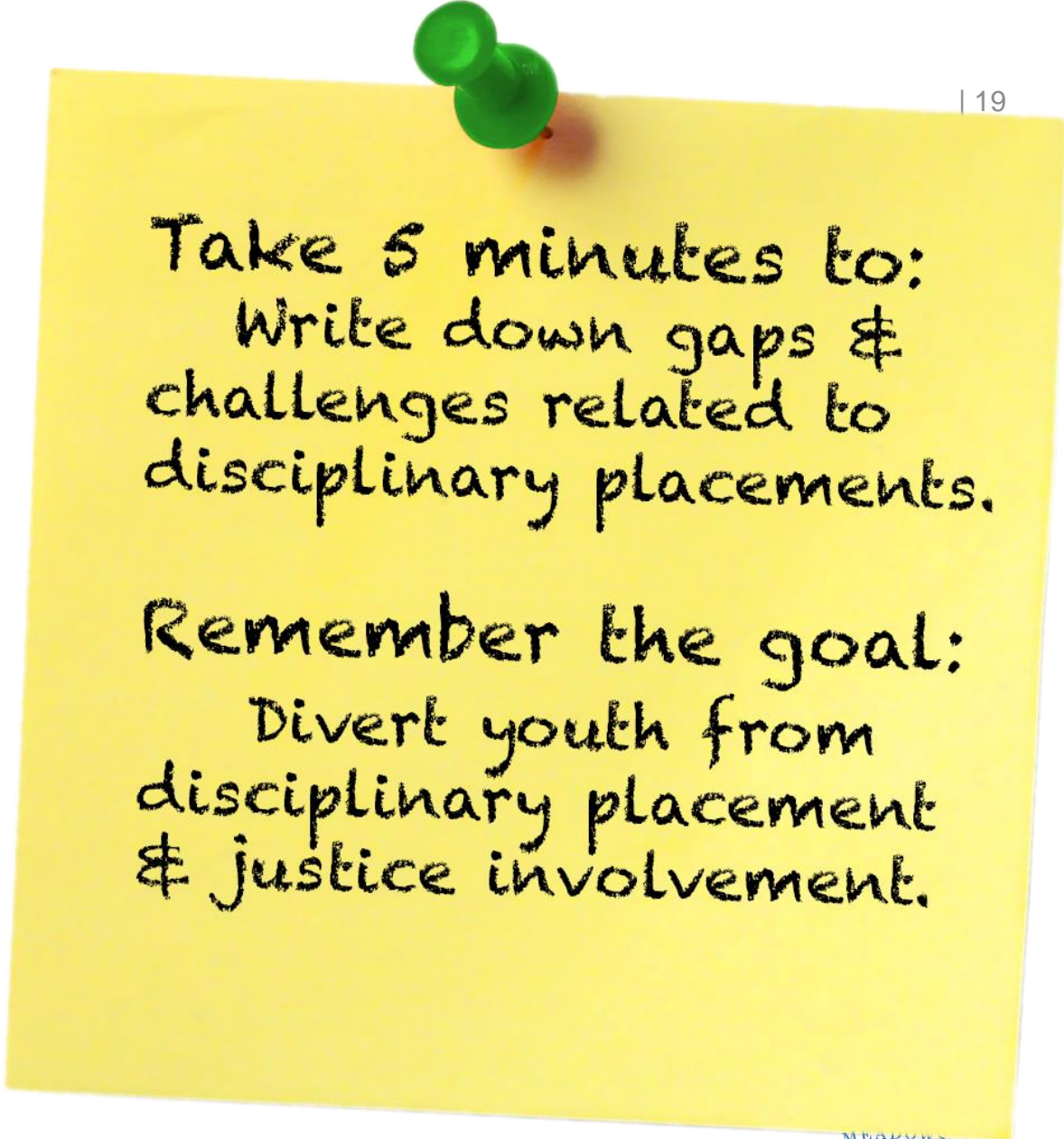
# Mapping DAEP Pathways

Process Flow, Decision Points, Gaps & Opportunities

# Gaps & Challenges

Some DAEP challenges we have heard:

- Little attention to the root cause of the behavior that resulted in DAEP
- Unsupported transition back to home campus
- Lack of substance use education or mental health supports at the DAEP
- No visits from home campus teachers or administrators while student is at DAEP

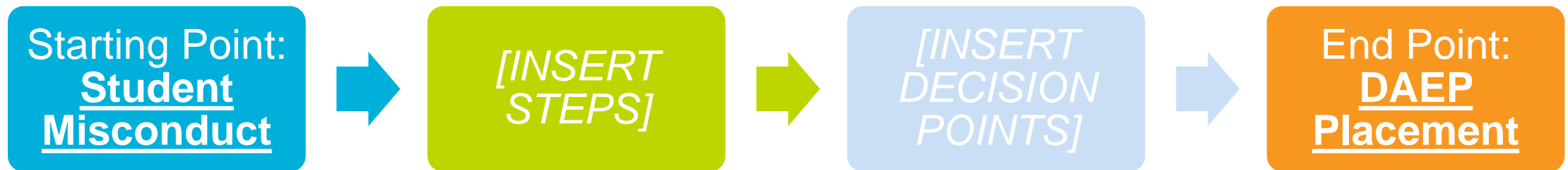


Take 5 minutes to:  
Write down gaps &  
challenges related to  
disciplinary placements.

Remember the goal:  
Divert youth from  
disciplinary placement  
& justice involvement.

# Mapping the Pathway TO the DAEP (and diversion opportunities) 20

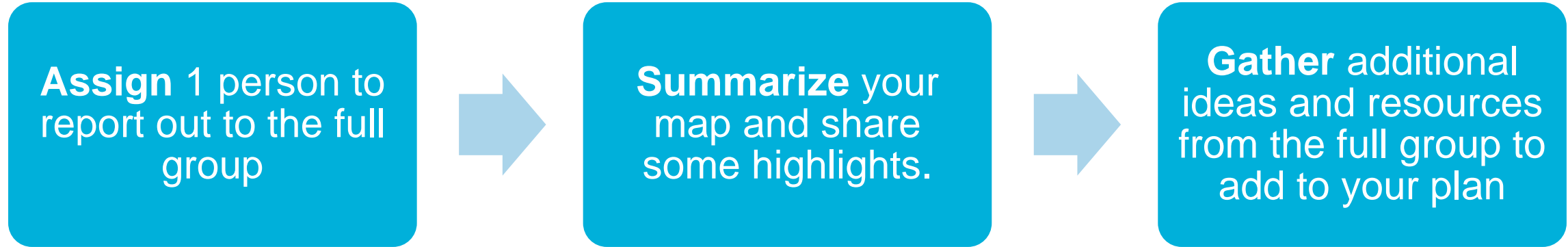
In your small groups, sketch out a rough **flow chart** on your **Blank Chart Paper** of a student's journey to the DAEP.



Discuss the following questions and jot down additional notes on your flow chart:

- What are the steps, decision points, and procedures involved?
- What factors weigh into the decision?
- Who is involved in the decision-making process?
- What are their other options and diversion opportunities?

# Report Out



# 10-minute Break

<https://open.spotify.com/playlist/0zljM7K3DdsNeawDhP26Pg?si=15fdca29717f40c8>



# Disciplinary Placements

Disciplinary School	Components	Gaps & Opportunities
<a href="#">Georgetown Alternative Program (GAP) DAEP</a>	Transitions counselor on staff BTCS provides substance use counseling 1-day/week	Opportunity: Impact counseling training and technical assistance, Starry counseling
<a href="#">Hutto Alternative Center DAEP</a>	Cenikor (substance use services) Impact Counseling partnership; Licensed Counselor <u>assigned</u> Licensed MHP (case management) for transition w/services initiated at DAEP intake	Gap: Transportation
<a href="#">Leander ISD Extended Opportunity (LEO) Center DAEP</a>	1 staff counselor; 1 staff social worker "Transition Counselor" 9-step transition process	Opportunity: Increase utilization of TCHAT services at DAEP
<b>Liberty Hill ISD</b>	No DAEP, co-ops with LEO (10 slots?)	
<a href="#">Round Rock Opportunity Center</a>	Impact Counseling partnership + 3 staff counselors Behavior Classes in addition to academics; Therapy dogs	Gap: SUD services
<a href="#">Round Rock Elementary DAEP</a>	Trauma-informed setting	
<a href="#">Taylor Opportunity Center</a>	Impact Counseling; Boys & Girls Club Partnership Clear <a href="#">Discipline Management Matrix</a> Granger, Coupland, and Thrall ISD Co-op with Taylor	Opportunity: Access TCHAT services at DAEP
<b>Bartlett ISD, Florence ISD, Jarrell ISD</b>	Impact Counseling at Jarrell ISD; STEP UP Texas RP/TIC Jarrell	
<a href="#">STEP: Williamson County JJAEP</a>	Impact Counseling contract; Case Management Substance use contract services; Therapy Dog; <a href="#">TBRI</a>	Opportunity: Step Up Texas Restorative Practices BTCS substance use groups

## Example DAEP Analysis at the County Level

# Mapping Components and Gaps at Your DAEP

In your small groups, discuss what happens in your DAEP, and identify gaps and opportunities for improvements:

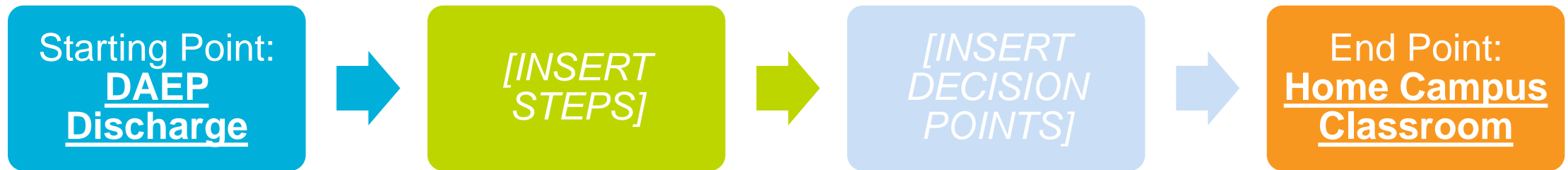
- How are DAEP staff **trained**?
- What base academic and additional **curricula** is used (behavioral, social-emotional, substance use, etc.)?
- What mental health and other **supports** are available to students at the DAEP?
- How are **students connected to their home campus** and teachers while at DAEP?

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# Mapping the Pathway from DAEP to Home Campus<sup>25</sup>

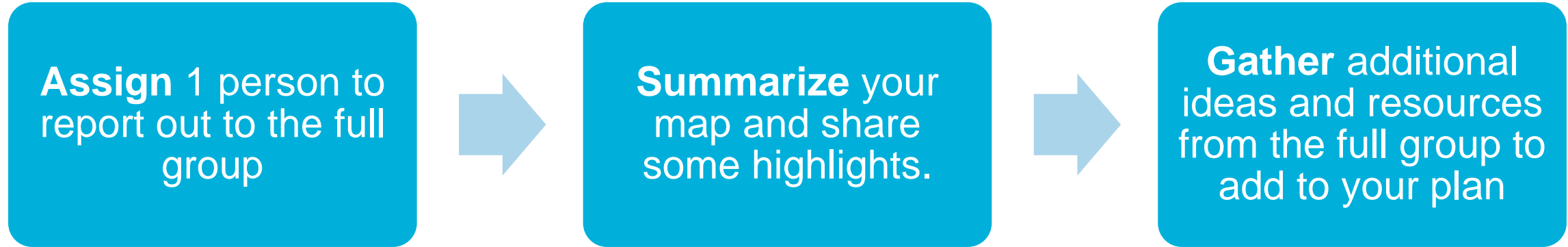
In your small groups, sketch out a rough **flow chart** on your **Blank Chart Paper** of a student's re-entry journey back to home campus from DAEP.



Discuss the following questions and jot down additional notes on your flow chart:

- How are decisions made regarding **extending** or shortening length of stay?
- What happens at the DAEP to **prepare** students for their return to home campus?
- What happens **at the home campus** to assist with the reentry process?
- What is in place to prevent **recidivism**?

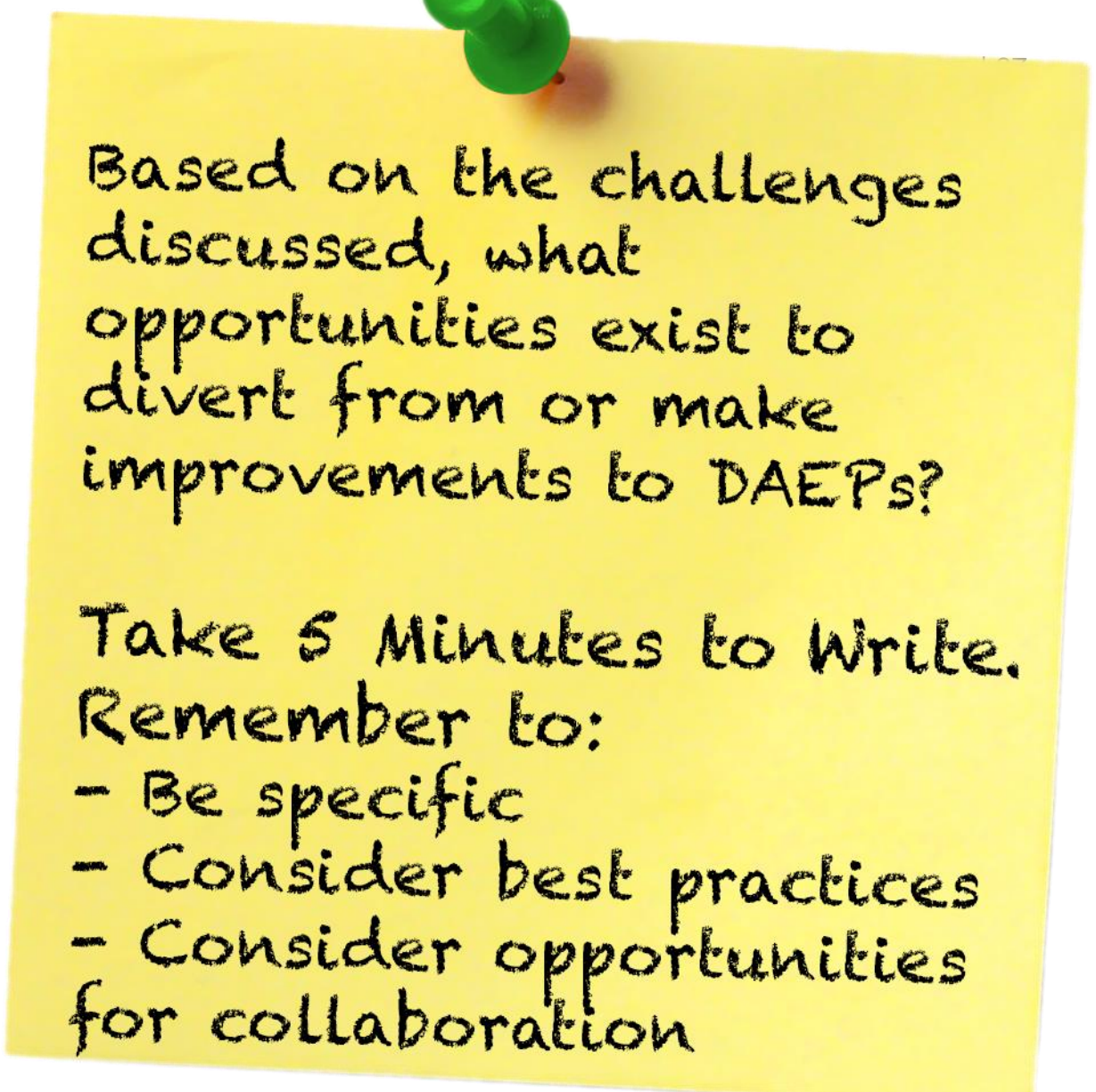
# Report Out



# Opportunities

## DAEP Best Practice Examples:

- Robust behavioral health services that address the root cause of the behavior
- Reentry planning that starts at intake, guided by a skilled case manager
- Opportunities to reduce the length of stay
- Substance use education and diversion options
- Structured reentry plan and meetings that includes teacher, caregiver, student, and administrator upon return



Based on the challenges discussed, what opportunities exist to divert from or make improvements to DAEPs?

Take 5 Minutes to Write.  
Remember to:

- Be specific
- Consider best practices
- Consider opportunities for collaboration

# Peer-to-Peer Sharing

- What has been one **benefit** of today's mapping session?
- What is a **challenge** you have encountered relative to DAEP placements and how might you solve it?
- What is **one step** you can take over the summer to gather additional data or begin implementing improvement strategies?

# TEA: 2024-25 Stronger Connections Grant

**Purpose:** To support systemic change in the way that school districts address the academic and non-academic needs of students by providing safe, inclusive, and supportive learning environments

**Goal:** To Improve academic achievement and mental, behavioral, emotional, and physical health and well-being of students.

**Funding:** Approximately \$89,285,990 is available.

- Approximately 60 grants will be awarded to local education agencies across Texas
- Grant awards for local education agencies of 10,000 or fewer students- \$850,000 – \$1,000,000
- Grant awards for local education agencies with an enrollment of greater than 10,000 students- \$1.2 million to \$1.5 million

**Eligibility:** High-need local education agencies with a high number of students living in poverty, including local education agencies where students recently experienced a natural disaster or traumatic event (including the pandemic).

**Application Deadline:** Applications must be received by TEA by 11:59 p.m. (CST) on July 18, 2023.

<https://tea4avalonzo.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>

# We'd love to hear from you!

Please assist us in making the time you spend with us valuable by providing your feedback.



[bit.ly/3MWY3Sy](https://bit.ly/3MWY3Sy)

# *Coming up after the summer break...*

## **Tier 1 Interventions & Alternatives to Suspension** August 22, 2023

**Presented by: Linda Rodriguez**  
*Senior Director of School Behavioral Health*

**Region 10 ESC- Mockingbird Room**

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**And our virtual session for ALL ELCs also in August:**  
**Adult Wellness**  
August 29, 2023

**Presented by: The Trauma and Grief (TAG) Center**

# Thank You!

Reach out to Linda Webb with questions at [lwebb@mmhpi.org](mailto:lwebb@mmhpi.org)



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**PASO *del* NORTE CENTER**  
Meadows Mental Health Policy Institute

TRAUMA & GRIEF CENTER AT  
THE HACKETT CENTER

CENTER FOR CHILD AND FAMILY WELLNESS

CENTER FOR JUSTICE AND HEALTH



# Optional Work Session: Action Plan to Reduce Exclusionary Discipline

11am – 12pm Final Hour Work Session

# Action Planning

- Using your own district's data snapshot, begin drafting an action plan for reducing exclusionary discipline.
- Identify specific goals, strategies, timelines, and metrics for your action plans based on the data.
- Plan for ongoing evaluation and reflection to assess progress and make adjustments as needed.
- Note challenges and potential solutions to implementing the action plan.