

Updates/Agenda

(Dr. Paul LaMarca)

Behavior Manual

- You can find the behavior manual now, was in the DS Weekly yesterday (8/6/2020). You have a link to that.
- We expect one more change the behavioral manual and that will be updated and available next week. Those will be minor changes. The manual is in very good shape, you can start working with it now.
- We are in a very peculiar time, but we still have to adhere to federal and state law and the variety of requirements. One of those is the development of your progressive discipline committee.

Changes for SY 20-21

- Inspire
- Organizational

Progressive Discipline Committee Requirements

- Elected committee.
- There are timelines as to when you have to submit information.
- Mike Doering is the main contact.

Behavior & Discipline Guidance & Supports

(Trish Shaffer)

Focus on the strength, health, & safety across all school environments (classrooms, busses, etc.) while being mindful of state and federal regulations regarding behavioral supports and discipline for students in general education as well as those receiving supports through special education or 504 Service Plans.

- Health and safety is paramount.
- Teach, Re-teach and reinforce pro-social

Teaching & Re-teaching COVID Compliant Behaviors

- Behavior manual

PBIS supports and sample lesson plans

We still need to comply with the state and federal requirements.

Public Health/COVID Compliance Behaviors within the context of an educational setting, the health and safety of the school environment is paramount and is the lens in which we will review behavior supports and discipline.

Our primary focus will be to teach, re-teach, and reinforce pro-social and public health behaviors.

In addition to explicit attention on the public health and COVID compliant behaviors, an increase in frequency of teaching and re-teaching and reinforcing school-wide and class-wide pro-social behaviors will need to be given in a much higher dosage than previous years. As you know, our students have not been in school since March 13th and they all have experienced some level of trauma.

We want to remind you that teaching public health behaviors is very similar if not identical to teaching any other school-wide expectation. In that we want to teach, re-teach, and reinforce and should non-compliance persist, please remember to look at the function as to why the student is non-compliant (attention, escape, or is it a sensory issue such as an aversion to wearing mask) and then we will address re-teaching and behavioral supports accordingly. However, if willful, continued non-compliance occurs after attempts to teach and re-teach and there is a disruption of the health and safety of the school environment (and that's the key) then we will follow the progressive discipline plan. We're going to go through the details of what that would look like specifically and how it will be coded in a moment. But because we are focusing on the pro-active strategy of teach and re-teach, we want to draw your attention to supports that are ready for you and your staff as you prepare to welcome your students back on August 17th.

Paul called out the behavior manual updates; you'll also find in there that we've provided you language to address public health behaviors. We start on page three (3). There's some great language in there for you to use with your staff and your families and your students. Also, giving a huge shout out to Stephanie Keating, Cristie Gilkey, and our team, we have created PBIS supports and sample lesson plans. You'll find them all in your toolbox and they are leveled for you. So, we have elementary and secondary. You'll find specific lesson plans on wearing masks, teaching social distancing, and hand washing and sanitation. You'll also have questions that can help guide re-teaching behaviors, sample matrices on how to incorporate public health expectations and behaviors into your matrix, PBIS on the bus that includes social distancing and mask wearing, PBIS home matrices, and a list of new reinforcers that are appropriate for social distancing and COVID times.

As always, the MTSS-SEL Department is ready and happy to work with you on site specific needs; so, please reach out to us and let us help you. But you don't need to re-create the wheel; we spent hours creating those for you and they're available and up and again please reach out if there's anything we can do.

Specific Guidance for Behaviors & Discipline
(Trish Shaffer)

Social Distancing

- Failure to comply with social distancing/touching/sharing materials
 - For students failing to comply with the public health requirements by displaying intentional actions that harm or threaten harm a person, a group of persons or school, they may require disciplinary action. These new public health categories may include social distancing (which would be failure to social distance and/or continual and purposeful touching), sharing materials (and this is a tricky one because we're asking our students to unlearn a behavior that they've been taught since pre-school), so be sure that it is with the intention to cause harm and that appropriate teaching and re-teaching have been applied.
- Wearing a mask: refusal to wear a mask or wearing inappropriately
 - Next, and probably on everybody's mind, is wearing a mask and that may include, not only refusal to wear a mask but wearing intermittently and wearing inappropriately. For those two, we have an addendum to address progressive discipline that Paul will go over in more detail and that will be part of the new manual that will go out.
- Spitting or touch with intention to do harm
 - Spitting or touch with intention to do harm can go under battery so we're going to look at that and Paul's going to go into that with more detail. But that intention to cause harm by spitting or touching with intention to spread germs is a new code that we will have to deal with.
- On-campus during non-designated days
 - The next one that you are likely to face and that you had questions about is the on-campus during non-designated days or students purposefully going into spaces that are temporarily closed due to public safety. For that, you can definitely look at trespassing if you want to. But we also have on page 36 is in the behavior manual the event of the disturbance of school activities and disturbing the peace. And that provides progressive discipline guidance that does include contacting school police and eventually looking at trespassing. So those are some of the codes that we've made available to you when you're getting into how to support a student who may be intentionally violating our public health expectations.

Progressive Discipline Guidance & Steps

(Dr. Paul LaMarca & Dr. Jessica Medulla)

Use of Distance Learning option as IAES

- Health and safety of classroom and school
- Teach & re-teach/identify the function of the behavior
- Intentional Acts (skill v. will)
- Progressive discipline (1st, 2nd, 3rd occurrence)
- Conference within 3 days to determine ability to comply and return to school
 - This is a tough situation. We're teaching kids a bunch of new behaviors that they're not used to, actually, they're probably more used to them now than we think because they've been having to do the same thing walking around the community. But again, our emphasis has to be on teaching these behaviors, re-teaching these behaviors, and then really being able to distinguish between whether what's going on is a skill deficit that can be remediated through additional teaching or in prevention or are we talking about willful misconduct.
 - We are very concerned about the health and safety of the environment and that's a chief concern. As you know, in the past, there's very restricted rules as far as excluding a kid from the zone school and usually that's the big three: the battery, weapons, distribution of drugs. There is a catch-all category on threatening the safety and health of the environment and given the situation we find ourselves in that's more relevant now than it probably ever has been. So, when we do have a student who has been taught, we're confident about that. We have intervened to give them additional supports and they're continuing to exhibit problems then we have some tools that are available to us.
 - You're all familiar with the behavior manual and you know the behavioral matrix in the back. And what the behavioral matrix does is it defines a behavior or an event, it describes what that is, it makes some references to statute, any board policy that is relevant, and then it goes through guidance on what you do in a first incident, a second incident, and a third incident and beyond. It also provides strategies: Tier 1 strategies and Tier 2 strategies. So, we are going to work with information technology and have an event code added that is basically failure to adhere to safety and health measures designed to mitigate against the spread of the COVID-19 virus. And that's going to include, as already referenced, failure to wear a mask appropriately or at all, failure to maintain social distance, touching, violating restrictions for sharing food or materials and, again, that's a very difficult thing as it is a counterintuitive behavior, failure to wait in lines, things of that nature. We're going to take spitting a little bit separately, but that could fall under here too, depending on the willfulness of the act.
 - Under the first incident we're still going to recommend administrative conference with parent conference,
 - 1st incident—we're still going to recommend an administrative conference, parent conference, there can be loss of privilege, and you might want to do some Restorative work (Restorative Practices) so that the child understands really that when they violate these things that there are potentially big consequences. We want to strengthen their sense of empathy and hopefully that will gain some traction.
 - 2nd incident—same sort of things can be used but we do think that it is appropriate to creatively use your temporary alternative placement options. So, as you know, with the teacher if the student is disruptive in a classroom repeatedly, a teacher, within statute, a teacher has a right to temporarily remove them, you probably put them in in school suspension, must call parent within 24 hours regarding the incident, have a teacher conference within three days where you go over expectations, you get a commitment from the parents that the child is going to adhere, but then you as the principal are going to make a decision as to whether they go back into the classroom or not. We think in this particular instance that temporary placement doesn't have to be in the school, it can be at home. So, if a child is willfully violating these rules, gone through all the re-teaching, you've already had an incident that's beyond that, or a second incident you may want to do this. You've got to follow the same rules, you certainly have to notify the parent because they're going to be picking up the child that day. You also have to schedule a conference with the parent and have a discussion of the expectations for the child to be back within the brick and mortar building, which would include all the safety and health measure rules, the social distancing, facemask wearing, etc. Parent agrees, we need to bring that child back. If parent does not agree,

distance learning is a viable option in our district. We're allowing all parents to choose distance learning, so we feel we can do that.

- With a third incident, and you've already done the tap at home, you do the tap again. Depending on the actions, and again, our guidance is guardrails, it does not replace your professional judgement and common sense that you have to apply. If you're getting willful defiant behavior, at this juncture, you may want to refer this over to our office for a potential hearing. Definitely, if there's a third incident, you do a tap in the home environment, you allow the child back and there's a fourth incident, we're going to allow that to be treated as habitual discipline. And a referral can come and we may indeed hold a hearing and potentially recommend distance for a longer period of time, the rest of the semester for example. As you guys know, everything works fairly well when we're talking about general education but as soon as we talk about special education it gets a little more complicated, there are more restrictions, there are additional laws we have to comply with. We've worked with legal. We've worked with Jessica in the compliance department. We've worked with special education and we do think that this can be applied to special education students as well...
- When these children go out on this temporary, alternative placement under these conditions you're just going to move them over to distance learning for general education, so they're not absent, they're just on distance learning and, as long as they log in and make contacts daily, they follow the attendance rules that Brynn has laid out, they can attend from home. That's okay.
- But with a Special Education student this is also a change of placement, so any days in that home environment are going to count towards the 10-day rule. That means a couple of things, with special education students as opposed to going 72 hours or three days on home environment I'd only go two days. And try to get that conference and try to get that child in more quickly. Certainly if this happens a couple of times so you're up to four days or six days, I'd be doing those manifestations. And that's complicated. We cannot assume this isn't a manifestation. In fact, in many cases it might be a manifestation and, just like anything else, battery, distribution, any other kind of a behavioral problem, if it is a manifestation of the child's disability that's going to affect what we can do long term. This alternative is for you for both general education and special education students.

- **SPITTING**

- Spitting is a tough one. We have kids that spit and we've had lots of kids, especially in special education settings who have engaged in this behavior and it's in fact been a manifestation of their disability, so that's a very tough situation; however, whether it's a general education student or special education student we know that that particular behavior now is quite threatening. It was never written into our document but previously it could have risen to a level of a battery and you are going to see in the next edition of the behavior manual that we're going to add spitting as a possible battery on staff or battery on student. It doesn't have to, and this is where your professional judgement has to come into play. If it's a kid on a playground who is very tired or exhausted and they spit and they spit near other kids, they weren't intending anything that might be a violation of our safety and health measures and that needs to be corrected, but that's not necessarily a battery. If a child is spitting at another kid in their face maybe even saying they are going to spread the COVID virus that might be a different situation. And as necessary, in your judgement, you may treat that as a battery.
- Again, with special education, especially battery on staff, you know that takes into process a different kind of level of attention from Mike's office. You've got to do those manifestations, we've got to work through that process we have to comply with the law.
- Gina Session typed in the chat—"Remember that when spitting is a battery it will also fall under the bullying statute and bullying protocols would apply."

CPI Hold Guidance (Dr. Jessica Medulla)

- We are going to have to still comply with NRS, which is ensuring that students are not putting themselves in physical danger or others.
- We're going to be putting out some guidance in next couple of days that is going to focus on in using hold as a last resort and using the de-escalation strategies that are in the CPI course. We're going to make a one-pager or two-pager for staff to follow so that they're not resorting to a hold immediately.

- We've also requested a waiver from the state to help us comply with the state directive while still have the ability to do holds and any mechanical restraints that are outline in IEPs.

First Amendment guidance (logos on masks, wall décor, etc.)

- **5102 Board Policy:** Please remember that face coverings will need to follow Washoe County School District Board Policy 5102: Student Dress Code (clothing shall not contain unprotected speech, including but not limited to, obscene, vulgar, or profane language or illustrations and nothing that promotes illegal activity including underage drinking, illegal drug use, to include marijuana, domestic abuse, gang membership, battery, assault, or any other civil or criminal conduct which would violate state or federal law). Use behavior manual for progressive discipline plan to address any of those sorts of issues.
- In talking with general legal counsel regarding these issues, this is a bit of a gray area--Kids (not adults) can wear a facemask that says Black Lives Matter, Blue Lives Matters, All Lives Matters, Make America Great Again, I Love Whales, they have First Amendment protections. As long as they don't wear something that falls into the categories that we just outlined. So, there are some symbols that may be a little bit more murky. But there's a general consensus that they convey hate.
- So, they can't wear a facemask that has a swastika, they can't wear a facemask that has the confederate flag, they can't wear a facemask that says white supremacy, really this is around disruption. While kids can wear some of these masks, if they do and that leads to a conflict or a disruption on your campus you can address that. Be you have to be very cautious as to how you follow through and I would strongly encourage you to contact Gina Sessions if you find yourself in a situation where a child has worn something within their First Amendment rights but has apparently created some animosity or antagonism or disturbance within the school setting.
- What's interesting about this is while we all have these First Amendment protections, they're more limited in nature when it comes to staff. Staff do not have the ability to wear a Black Lives Matter mask, a Blue Lives Matter mask, a Rainbow mask. And the reason why is because we have Board policy, and there's also other restrictions...employment restrictions, but there's Board policy that prevents us as employees of the school district to engage in political activity on school grounds. We can't get away from it, regardless of our personal feelings, we can't get away from the fact that many of these things do convey political positions and stances. This is going to be potentially a volatile area—we are dealing with two pandemics, not one pandemic. And the second pandemic is not a new pandemic even though there's new heightened reaction to it with the murder of George Floyd and some other injustices. This is something that's been ongoing for a long time, and I'm very proud of our district for taking on some of these issues but I do think we can expect that our kids are coming back to us...and staff... not only impacted by COVID but also impacted by a variety of social justice issues within our community. I don't know that there will be guidance beyond the policies that currently exist around political activity as it relates to adults. We will be looking at these issues on a case-by-case basis.

Q&A and Follow-up Support

Trish Shaffer→We'll send the answer to your question out in the Deputy as we want to keep things as current as possible. If you email with your question, we will respond to you and also put it in the FAQs so you have an answer in a timely manner. So, we'll get going with that, with all your questions. I did want to add one note: I was looking at the addendum for COVID compliant behaviors and restorative supports are referenced throughout there. We will also be putting up some sample language to help you with that and if you need help facilitating that, please let us know.

- **Bandanas, are they allowed as facemasks?** Dr. LaMarca—the short answer is yes. Now we know and expect that some of you have concerns about red bandanas or blue bandanas or bandanas that may signify gang affiliation. So, this is where your professional judgement is going to have to come into play. There is a First Amendment right and bandanas will kind of meet the requirements of what a face covering is. We can't just assume that because a child has a red bandana that their a blood or whatever their affiliation might be; however, if you have concerns, there's no reason not to sit down with the student. There's no reason not to talk to them about what that bandana may represent, they may not be aware of it. And/or you may find out that in fact it does represent some sort of an affiliation in which

case you have guidance within the manual around gang affiliation that can be followed. You can certainly involve school police in that process as well.

- **Asked by Courtney @ Hug: Paul, are we just not allowed tell them no blue/red bandanas? I mean that potentially is going to be a large problem at Hug. Dr. LaMarca: what I've been told is we can't make a blanket no on blue/red bandanas. I get what you're saying and if we find, however, that there is a disruption being caused by that, we'll work with you immediately and maybe something special will have to be done.**
- **Is there any type of fabric that doesn't count as a face mask? Masks with ventilators—are those allowed?**
 - Looking into these questions as Margaret Allen was not able to be on the call and Paul thinks there's a facemask guidance that's available that's going out and we'll be able to make sure that question gets answered.

How do we access the toolbox?

- Trish Shaffer: Area Sups sent that out to principals. Area sups will re-send the link so you will have access to the Principal Toolbox.

North Valleys: Question around no rainbow masks but kids can fly their colors?

- Trish Shaffer: Paul, correct me if I'm wrong, but kids can wear a rainbow mask, but staff may not.
- Dr. Paul LaMarca: Yeah, so, that's a tough one and Gina Sessions is on the call too. She can chime in. There is a need for safe places for kids in our schools and it is okay for a teacher to have a pen or maybe a small flag in their classroom that allows kids to know this is a safe place. They can have a sign in their classroom with the words "all kids are welcome in this classroom" or "this is a safe place for all kids in my classroom." The problem is if you were to display a very large rainbow flag on your wall, at least I've been told, that gets us into more of a political sort of area and that's not allowed. So, because the facemasks, we're making some distinctions around some of the other political messages that can't be worn, rainbow facemasks should not be worn by staff. Gina, do you want to add anything?
- Gina Session: Yeah, no, I think you've covered it pretty well. I think it's really important that our kids know where there are safe places. And I think you can just use those words that "this is a safe place" and so that students know where they can get support. And I understand, some of these things are really facts specific. The legal office, we're happy to provide guidance if there's questions that come up, give us (legal) a call because a lot of it depends on the factual situation.

(Question directed to Gina by Trish) We had a question (in chat) Why are exceptions being made for blue/red masks when we are concurrently adhering to a WCSD dress code?

- Gina Sessions: I think Paul addressed that pretty well. I think saying no blue/red masks is a little too broad prohibition. Again, if there seems to be some gang affiliated issue with the masks and the blue/red bandana we can address those on a case-by-case based on those facts rather than making a broad blue/red mask prohibition.

Can individual school's do that based on case-by-case or does it need to be student-by-student?

- Gina Sessions: I'm not sure I understand that but...
- Trish Shaffer: I think the question is can a school prohibit those colors versus the entire district.

- Gina Sessions: I can appreciate Courtney's concern. If we have a particular school where it becomes disruptive, that's something we can look at for a particular school.
- Dr. Paul LaMarca: I think if several boys or girls started grouping up, and their all wearing red masks, I think immediately we have to intervene, and we have to assume that there is a potential for disruption. If we can't correct that immediately, then we may need to work with you on making a school-based prohibition. But right at this point, if there's just a single individual walking around, or several individuals but their not grouped and their just mingling and going to their class or doing what they should be doing otherwise, that's within their right.
- Courtney: I get it. I appreciate the support we can get, and we can come to you if it does turn into a situation. So, we'll hope for the best. We don't generally have too much of that because of the dress code. I'm just worried that if we're opening it up we might have more of it. I appreciate the support and the explanation.
- Gina Session: One extra little piece on that, that kind of drives the point home, is that for Free Speech purposes, you can't prohibit things prospectively. Meaning you can't say, we're going to keep this from happening so we're going to prohibit it before it happens. And so that's why I think an overall ban of red and blue would be too broad. But as soon as we have specific things that come up, we can address those when they arise. We just can't prohibit things prospectively, looking forward, before we've had something actually happen.
- Trish Shaffer: And there's a lot of questions in the chat about bandanas and colors, too, so we'll also dig in and continue to give you guidance with that and in the mean time as Gina said, please reach out. But we'll continue to work on getting you some guidance or dig in to make sure that what we're saying is appropriate. We will definitely post this on the MTSS website. We'll pop it up on a few different sites. We'll send you the link in the weekly and put that in the toolbox. And the lesson plans for teaching the public health behaviors are all in your toolbox. Your principals already sent that out and we also posted everything on the MTSS webpage. So, you don't have to have access to the weekly and/or the toolbox for the lesson plans on how to teach pro-social behavior so those are very easily accessible for your teachers as they're using them in their classrooms and in various spaces. So, go ahead and access them and/or just let us know if you need anything.

Verbal question: (Dillworth—Melissa Cook Sanford) Let's say a kid gets in a fight. They're on the hybrid and we suspend them for a first offense for 3 days. So, Monday they got in a fight that day, they're actually at school; Tuesday they're at home...does that count as a suspension? Or not because they're at home? And then Wednesday would be an on-campus day, so is that day two or is that day three? We're looking for some guidance as to what counts or what doesn't count for those days as we start having to deal with discipline.

- Dr. Paul LaMarca: First, if one of the area superintendents wants to weigh in. The fact that, so if they're an A student, even on the B-days they're still going to school. They're just going at home. So, I don't know, that would be treated as a suspension day, I believe. But I don't know if Gina or anyone else is on the call, or Ann Marie, if they want to address that. We'll get further clarification on that. That's a good question.
- Ann Marie Dickson: I think it is a case-by-case, Paul. We'd have to look at it but I think maybe we can talk about it further with maybe even Trish and I.

Melissa Cook Sanford @ Dilworth: This may also be related to some of the health services stuff. When we do have to send a kid home for a discipline or even a health situation is there any sort of a timeframe that we use that is actually documented somewhere? We've had situations where the parent will not come for several hours and then we've got a kid sitting in the office and then of course us and everybody else are trying to limit the number of kids, especially if we also have the clinic and potentially COVID exposed kids in the same sort of area, obviously not the same space, but we're kind of wondering what is the guidance on the timeframe once we call a parent to come get their kid for whatever reason at this point before we call school police or social services?

- Dr. Paul LaMarca: I don't think school police/social service will not escort the student. We're going to have to work with the parents on that. At this particular time, depending on the reason for the pick-up or maybe for any reason given the nature of the environment, we will need to impress upon parents of the need to comply. That is going to be a problem. We need to make sure in every building we've got a place for kids to be isolated that is not the clinic. Because there'll be kids that need access to the clinic regularly and also who aren't going there because of a possible COVID related situation. So if you're talking about another kid that needs to go home who has nothing to do with COVID then you need a place for them, too. And I know that's a challenge because it's not like you have a bunch of empty rooms in your buildings. We do not have anything beyond what was in place last year regarding timeframes for parents to pick-up their kids after they were called.
- Melissa Cook Sanford: I appreciate that. I want to put that out there because, whatever the reason is, we have parents that just don't come and get their kid and then before we know it the school day's over and with the pending COVID stuff specifically I don't have the extra staff and I don't have the extra room and so I need them to get here and get their kid out of my building. I don't mean that disrespectfully, but that's the reality that we're dealing with, the longer that kid's around and potentially sick we have a situation but it would be the same if I had a kid who got in a pretty nasty fight, I've had that where parents don't pick-up and let the time go by and then school's out and that kid either missed instruction all day long or sat in the office all day. I am kind of wondering, I think that'll come up everywhere what our timeframe is. And even then, we don't have parents pick up even when school's out and if a kid is sick, then it becomes an unaccompanied minor situation. I think it is something that is going to come up especially longer in the school year, and with kids being put out for 10-days at a time, if that happens two or three times the parent's going to be less likely to want to rush and come and get their kid for the sniffles or a headache.
- Trish Shaffer: Melissa, I just want to assure you we have folks writing down your question verbatim and you have several of your colleagues [agreeing] in the chat [NVHS: Good question, Marcus Culpepper statement in chat, etc.]. We'll dig a little deeper and see. I agree with Paul, I don't think social services or school police will be coming. But definitely you need guidance on how to handle that and are there any new parameters or supports that are available. So that will be one of the questions that we'll work to get you the answer to as soon as possible and it may come in phases to be honest.
- Dr. Paul LaMarca—Let me mention too, on the reopening taskforce we've had members of the business community that have been a part of that and what you're saying is absolutely correct. And we can anticipate some of that. What we can also remain cognizant is that this pandemic is affecting the entire community. And there's a real tension and dependency between school and business. There are lots of families, that even within this pandemic, they do not have the ability to not work. Even things like the A/B schedule, which we have to do for safety and health, that is really challenging some families much more than other families. We have to have a lot of grace for one another and that's with our families as well. I know you didn't not mean that. We've got to be reflective of how this situation is affecting multiple people. We are trying to work with Anne Silver who's I think the chair of the Reno Sparks Chamber to get information out to businesses, all businesses, so that they're very well aware of the very tenuous situation where we have the ability to open up school. Like you mention, we are going to have lots of kids get quarantined, or isolated, or excluded, and it is going to have an impact and it is going to have a super bad impact impact if businesses do not have a level of tolerance with families as well. We are working with them. We'll try to make sure that parents have as much latitude with their occupations in order to help us. We've got to realize this is a community wide issue.
- Dr. McNeil—I think, Melissa, what we can do at the district level is to continue to put out like in an Op-Ed piece that I wrote, I really stressed upon on face coverings and we really need our families to help support our schools. But we can also, we've got the board meeting next week where we're going to be talking about the updates. We definitely can put that message out. Maybe we could all provide you guys some verbiage in your welcome back letters and your welcome back Connect-Ed messages, as well, that if we were to call you to pick your child up for whatever reason, we really need our families to help and to support us. Maybe that just kind of put that little thought in the back of their heads that if I get that call I do need to step up. And to

Paul's point, we know that we have many families with transportation issues. We're going to have to work together and see how we can get this done. That's what we can do for you is help get that message out that we need our families to get their kids as quick as possible.

- Melissa: Great. I really appreciate that. Because that is the reality for a lot of us at the lower income schools. I really appreciate that the more we can get out to the families to partner with them would make all of our lives easier.
- Dr. McNeil: I'll just say, it is probably just as frequent too in our high SES schools. There have been a couple of times as a parent, you know, it's just a fact of life. And we're just going to have to help our parents work on that, too.

Is there guidance for breaking up fights?

- Trish Shaffer: I'm going to invite Jessica in on this, too, because we've been talking about the need for safety as well that goes along with the hold or the hands on with the students and some of the guidance conversations we had yesterday. It was also echoed that there are times where we have to physically intervene to breakup a fight to ensure student safety and they're concerned about the exposure issues.
- Dr. Jessica Medulla: In talking to Sara and Jenn, we feel really strongly we need to ensure safety for students and that involves as a last resort going hands on with students. We are going to be applying for a waiver or a variance from the state just to make sure that we are in compliance with the governor's directive and allow for people to wear PPE while going hands-on. Like I said earlier, we are going to be doing a one-or two-page FAQs sheet on all of the de-escalation strategies that could be used following CPI. We are going to be doing CIP virtually. We're going to be offering a new kind of class that we're trying to create with CPI so that staff can refresh on the de-escalation strategies and the holds. Like Trish and Paul said in the beginning, we still do need to comply with state guidelines.
- Trish Shaffer: We'll continue to nurture these. We're capturing them whether you're asking them or putting them in the chat.

Students in SpEd anticipating that they will have a hard time keeping their masks on; we did speak about determining a manifestation but assuming the student struggles legitimately with keeping their on masks what advice do you give to teaching staff, how strict should we get, imagining a student with difficulty and a teaching staff being scared by their lack of masks. (Stacy?)

- Dr. Jessica Medulla: I don't know any other SEAs that are on but I do know that we are working on some videos and video modeling for our students for our strategies and CLS classrooms. That's what we are currently working on. So, we're hoping to have that for the next week. If it is a true medical reason, we understand. But the district has purchased face shields and other PPE so they will be able to maintain and reduce their risk exposure. We're working on strategies for staff to help their students with trying to keep their masks through video modeling and a strategies packet through Trisha Lazanno.
- Trish Shaffer: I know Brynn talked about some strategies where you keep your mask on for 5 minutes you get to take your mask off for a minute when we go outside and building it just like we would with any other behavior where we're providing high levels of reinforcement to work with them.
- Dr. Paul LaMarca: I'm sorry I was trying to read the dress code policy while Jessica was talking so I apologize to Jessica if you mentioned this and this is in response to Stacy's question; we already talked about if kids are violating the safe and healthy measures related to COVID that we could do this temporary alternative placement in the home environment and, of course, you've got to very carefully follow the days, do manifestations. If a kid is continually struggling to adhere and it is creating not only a safety issue for them but for everyone else in the building. It is appropriate to discuss this with the parent. The parent may opt that the home environment would be a better place for that child for a period of time, as long as the parent makes that sort of the decision, we're in a better situation. Certainly, I'm not talking about convincing them or cajoling them or anything like that. But they probably need to know how much time is being spent just

trying to deal with these measures and their child is at risk because of it in addition to everyone else and they may opt for a longer period off campus.

- Dr. Jessica Medulla: To add on to what you're saying, what special education...our SEAs, we will be giving out exemplar prior written notices and guidance for you so that when/if that happens, we will have that language that you'll need to cover you from a special education lens.
- Dr. Brynn Lapenta—I haven't heard anything about kids taking their masks off for five minutes, but I did hear an elementary school principal had put some dots on her playground so that teachers could take their kids out and give their kids a break from wearing their masks because they are outside and they will be six feet apart. I have not seen any guidance where it's okay to have them take their masks off indoors except for when you're eating or drinking.

North Valleys HS question on school police and their roles and responsibilities at this time. Do they understand that they may be more involved with enforcement than they have in the past?

- Dr. Paul LaMarca: Could whoever wrote that maybe elaborate a little bit? And I'll just say upfront, Jason [Chief Travino] wasn't able to be on the call.
- Tomas Macaluso from NVHS: The reason I asked that is because a lot of things we're talking about like spitting, you talked about battery specifically, talked about disturbance of school. You talked about things that maybe in the past haven't escalated to that level as quickly; however, with people's health and safety involved, I anticipate the escalation in a faster pace. I think maybe they may be even more involved than they have in the past in terms of situations escalating to a point where they may have to step in to enforce some of those things that you brought up: battery, disturbance of school, and in related behavior, some of those things that fits in their purview and that we need to team up with them to do. I wanted to know if you guys have worked with them so that their more aware that there may be more instances on school campuses than they've had in the past only because now everyone's health and safety has to be the number one priority.
- Dr. Paul LaMarca: Tomas, we'll talk more with Jason more specifically about this question. I can assure you, yes, we've been working with Jason and, yes, he's involved in reopening and our COVID group and he's very well aware of this very strange context that we're walking into, but I want to defer to him in terms of any of additional responsibilities. I don't know that there are any necessarily. But your point's well taken, and we'll bring that back to him.

Will there be a centralized process for parents to submit their requests or notification that their child will require a face shield (versus a facemask) and will this responsibility fall on the school? (Don't know who posted this)

- Trish Shaffer: I don't know if that's a Margaret question, Paul.
- Dr. Paul LaMarca: Since I can't answer it and it doesn't seem like anyone else wants to, let's say it's Margaret's because she's not here. We've got facemask guidance going out and we can get information out on that. It's not...I'm not sure it's a discipline related question unless I'm reading it wrong.
- Trish Shaffer: We have to ask Margaret some questions anyway so we can throw that in there and at least answer it or ask her to send out stronger guidance.
- [In the chat written by Eddy (Ray) Hirschman: I think it relates to principal approval for medical exemptions.].

Amy Coombs @ MTSS monitoring forum: There was a question up that asked being an election year, can our history teachers have politica signs if they represent all sides?

- Dr. Paul LaMarca: Gina, can you work with Sarah on that and we'll answer that in writing because I do think it's something we ought to think through.
- Gina Sessions: I missed that question. Can you tell me the question again? I'm sorry.
- Dr. Paul LaMarca: It's a political year, it's an election year, so in history courses in some social studies courses it's very relevant. We want our instruction to be very relevant. Is there some latitude, what is the latitude, what are the parameters for history teachers or other social science teachers given the time we're in right now?
- Gina Sessions: I agree. We'll get back to you on that.

- Dr. Paul LaMarca: Can you involve Kindra [Fox], too?
- Gina Sessions: Yeah, I was going to say Troy [Dr. Parks] and Kindra [Fox]. I'd like to have that discussion with them as well.

Who should we contact when we have situations that come up and we aren't sure how to handle and there isn't documented guidance? (Melissa?)

- Trish Shaffer: I think that's still typically Paul, Mike Doering, or myself.
- Dr. Paul LaMarca: For special education, I think it just depends.
- Trish Shaffer: We'll put that in there and right now we were planning on doing this once a month with the FAQs being the intermittent guidance and support. Certainly, we're available any time to help you problem solve and answer a question. Also, let us know as you get going if you want to meet earlier.

Did we get an answer on facemasks with ventilators?

- Trish Shaffer: I think that's a question we're going to get answered with the bandanas and ventilators guidance. Is that correct?
- Dr. Paul LaMarca: Yes.

Reorganization/Who do we call? Touch on the reorganization and the BCBAs and how that might look a little different moving forward. on who to contact.

- Trish Shaffer: The four BCBAs who were previously in special education have moved over to our office. So, all of the behavioral health and management staff are under MTSS with the idea of helping support all schools and looking at the school holistically. So, referral forms will still be the same; they're still generated through the singular form that can get you access to SARB, DIAT, special education or general education. At this time, if you have a student in special education, your first point of contact when you generate the referral will likely be your SEF and/or the SEA and they'll come out and provide support and then they'll work with you if a BCBA is needed. We want to take the opportunity to remind you not to write the BCBA support into the IEP without working with the SEA. The IEP team ultimately has the control and the opportunity to make the decision, we're not saying that, but we do want to make sure that we're working in conjunction with you. Yes, we'll re-send the referral form. It's the same one and it's on the MTSS website. It's a quick one pager and then we follow up with you to make sure we have all the information. We have heard year over year please don't have multiple forms, and please don't have lengthy forms. So, we continue to strive to do that. But all of the outside external behavior support in terms of BCBAs, and we also have Inspire elementary allocation designed to support our students with extreme behaviors who may have been previous years gone to Inspire before AB168, we have an allocation to help you with that as well.
- Dr. Paul LaMarca: Let me add, like a lot of what you're trying to do in your buildings, the DIAT process, SARB process, and probably probation and parole are all going to be done virtually. We are still in those cases where families are present, and some of those cases they're not, we are still going to try to coordinate a virtual presence as opposed to in-person presence. But still Rochelle's the contact for attendance and Mike for behavior hearings and we'll be contacting you about transition meetings. Let me keep going a little bit as this is a little more relevant for secondary, but it could create some questions for elementary for behavioral support. There's a couple of changes at Inspire. I think Tristan's on the call, and he may want to elaborate. We are going to attempt on a case-by-case basis, not in all cases, use Inspire as a step-down program. So, when kids come to us through the probation/parole process, especially when they've been in a lockdown detention facility, given some criteria, and we're working out the criteria, we may have them go to Inspire for a period of time prior to going to their larger zoned high school or middle school. Related to that, any of the high school people who are on the call I think they are going to like this, nothing better than getting a kid who transitions back to school within 2-weeks left in the semester. So, what we are going to do is try to be a little more flexible with timelines. As you know, typically kids, for these major behaviors, they're excluded for 45-days that may have to stand because of special education, but also 90-days, 180-days. What we are going to try to do is adhere as closely as possible to those timeframes when they're applicable, but we're going to try to make the transitions occur at the beginning of the year, at the quarter breaks, and semester. So, what that

could mean is a kid who's supposed to be out for 90-days, but the end of the year comes at 80-days, they may go back to their zone school after 80-days. But vice versa, if they were supposed to go back to their zone school with 2-weeks left in the semester, we may make 90-days into 100-days. So, we're going to try to work with you more on the scheduling of transitions, so it doesn't get in the way of the continuity of learning.

- Tristan McElhaney: Pretty much covers it.

Katherine Loudon: Substance abuse and violence intervention programs.

- We have had people call and ask if they will look the same as they've had in the past. We won't be able to do that; however, I'm going to be meeting with Paul to go over more details but we're looking at recording some of the instructors teaching some of the lessons and providing that to you. And then, because we did receive the social workers in schools and social worker safe school professional funds, we will be working with them on some ways that they can help support for MS and HS on the substance abuse and violence intervention requirements if that's an option that you're using.

Who do you call if when you can't get a parent? (Mandi & Melissa's question)

- We're looking into that for you.

Dr. Paul LaMarca: There's no requirement that we're here for the full 90-minutes. Thank you to Dr. McNeil for being present and everyone else. Thank you to the site-based folks. I know there's a ton of tension out there. We feel it every day. It's a surreal experience. I can assure you that many of us, you included, since the shutdown, since Spring break, I didn't even have Spring break, none of us probably had Spring break. We've been working every day for months and we walk into work and we still feel like we're behind because there's just so many unanswered questions, and now as teachers are coming back and now as kids are coming back it's kind of like "Wow! I wonder what's going to happen." It's a curious kind of situation. There are other things that are happening now that are really moving us in different directions. We appreciate your patience with us and we'll help you every day as much as we can and as quickly as we can. Several questions about if this is being recorded. Yes, we're recording it. It'll be posted. We'll get an FAQ out. We also intend to hold this type of forum probably monthly. We'll monitor if there are problems that we need to address. Or maybe it will be an opportunity for you to share some strategies with each other as to what is working in your schools.

[Continued]. We are working conservatively so we can instill a sense of safety among staff and among students. Things like facemasks. There's state guidance, the governor's directive and state guidance that they only time you can't wear it is when you're eating and you're drinking. And I know Bryn pointed out something when she saw from a school. Even out on the playground, the state guidance is the same, kids are supposed to be wearing the mask. But that's where we have to inject our common sense. If a kid is exhausted and, we need to stay away from really strenuous activity, but when a kid is exhausted/needs a break then they need to get a break. But they need to be more than six feet apart. And I don't think we want to be in a situation where all kids are taking a break at the same time. So, we have to be very judicious. The reason why I say that is with all of our decisions, exclusions, facemask wearing, the discipline kinds of things, we want people to feel as if issues are being taken seriously so they feel they can be in the environment and be safe. So, we're going to be as conservative as possible going forward until the bottom of this pandemic starts to decline.

Trish Shaffer: All of items will be posted on the MTSS website so everyone can access it easily. And certainly, if you have questions in between, please please please reach out to us. We're happy to take your questions and get you an answer as quickly as we possibly can.

Dr. Kristen McNeil: I see Heidi's question up there and if I have a couple of minutes I just want to make sure and maybe you guys answered that...about the distance learning. I didn't want to repeat anything. Our reopening document—we are working really hard to get this posted online today, the entire reopening document, and that will have clarification as far as how long. What we don't want are for parents to pop in and out. For example, at an elementary school, for today I feel like I'm on distance learning and then on Thursday I'm going to change to in-person and then the following week I'm going to come back...we're not going to do that. And I don't want to put that on the schools. There will be clarification where if a family wants to change...I see Murdock out there shaking his head like

that would never happen...there will be clarification in that document that families have to give you all 2-week notice for that. That is in the document; read it at about 3 o'clock this morning, want to get it out quickly, and I want to give a shout out to our communications team for their work. It goes through elementary, middle, and high school. Other than that, great visits out at schools, I'll be out again today. Hope to see some of you. Thank you. Angel wings are on your backs. I say that about our counselors all the time. But you guys are holding it up. You guys are holding your ships and just thank you thank you thank you.

Dr. Paul Lamarca: Closed with Trish on thank you to everyone and Katherine [Loudon, host].

What is the protocol for parents who refuse to wear a mask in the building?