

SHAC Meeting Virtual - 2026/02/18 17:05 CST - Transcript

Attendees

Amanda Toohey, Amy Tyler, Ann Teich, April Jones, Ellie Gamble, Fernando De Urioste, Francina Hollingsworth, Gretchen Pierce, Imee Del Mundo, Kaitlyn Kash, Kari Hazard, Kelli Page, LaShanda Lewis, Leah Kelly, Nina Miller, Nissa Roark, Pam Martin, Rachel Dunn, Shakira Hamilton-Adams, Stephanie Hebert, Yvette Cardenas

Transcript

Francina Hollingsworth: Okay, we're

Leah Kelly: Okay, thanks.

Leah Kelly: So my name is Leah Kelly and we will call our meeting to order at 6:04. may I have a motion to approve the February 18th, 2026 meeting agenda?

Ann Teich: So moved.

Ann Teich: Can we vote on that? If we don't quarrel,...

Leah Kelly: We don't have a quorum.

Leah Kelly: Thank you, Ann. we'll wait.

Ann Teich: I would suggest we proceed as indicated on the agenda...

Leah Kelly: ...

Ann Teich: unless Okay.

Leah Kelly: we just made quum, so we have it. So, ...

Ann Teich: So, I'm moving that we approve the agenda for our February 18, 2026

Leah Kelly: thank you, Ann. Is there a second?

Imee Del Mundo: I second.

Leah Kelly: Will you please state your name for Miss Hollingsworth's notes?

Imee Del Mundo: I need Mundo second motion.

Leah Kelly: Thank you. All in favor? that is so hard guys to get your thumbs up while we're in a virtual meeting. This kind of Thank you. if you could either come off camera and...

Leah Kelly: raise your hand or put your raise hand function up.

Francina Hollingsworth: U yes the raise hand function.

Francina Hollingsworth: We can see the total We have seven raised hands.

Leah Kelly: So, if you could use your raise hand function to put your virtual hand up.

Francina Hollingsworth: Remember only Shack members will be eligible to vote. We have five raised hands or five affirmed folks.

Leah Kelly: Is my hand raised?

Stephanie Hebert: We had seven. Were they not members? Or did they just go down?

Francina Hollingsworth: It went down. now it's six.

Leah Kelly: Six is the number of shock voting members that we have present. So, the motion passes.

Stephanie Hebert: Any opposed or...

Leah Kelly: Are there any opposed?

Stephanie Hebert: any abstained? Can we just be clear about that? Okay, thank you.

Leah Kelly: Thank you, Stephanie. and no obsessions.

Francina Hollingsworth: Yeah. If all...

Stephanie Hebert: Thank you.

Francina Hollingsworth: if all sits voted in the affirmative, then we won't have to do the extensions or

Stephanie Hebert: Because on virtual it's really hard to see. I just want to make sure I'm not missing

Leah Kelly: Okay. Thanks,...

Leah Kelly: Stephanie. so I will read our community communications statement.

Francina Hollingsworth: Leah introductions real Wait.

Leah Kelly: Do I'm just skipping right over that section. Sorry, guys. So, I am Leah Kelly. I'm Austin ISD Shack co-chair. And if we could go around, do we have any district members that we would need to prioritize to go first?

Leah Kelly: Trusty deoste, would you like to introduce yourself,...

Fernando De Urioste: I'm Fernando Deioce,...

Leah Kelly: please? Thanks for coming.

Fernando De Urioste: trustee at large. happy to be here.

Leah Kelly: And then if we could go around the room, would official Shack voting members if you would like to take a moment to introduce yourself?

Stephanie Hebert: Leah, you might want to pick someone to go and then they can pick someone to go next.

Leah Kelly: Someone All right,...

Stephanie Hebert: It's just hard to do it this way.

Leah Kelly: let's start with Ann an would you please go next?

Ann Teich: Good evening. I'm appointed by Trustee Foster to District Three.

Ann Teich:

Leah Kelly: Thank you. And Amy, will you go next?

Imee Del Mundo: Good evening. my name is Amid Mundo. I'm a recently joined SHAK member. Thank you.

Leah Kelly: Thank you for being here. And Nina,...

Nina Miller: Hi, Nina Miller. a Pate District I was appointed by Ailia as a district 2. I'm a health and wellness coach. Thank you.

00:05:00

Leah Kelly: thank you for being here too, And we have with us this evening two new members to Shaq. Gretchen, would you like to take a second to introduce yourself to the group, please? Thank you.

Gretchen Pierce: Hi, I'm Gretchen and this is my first meeting and I was appointed by Trustee Boswell for district 5. I'm a parent. I have two kids in AISD in elementary school. So, I'm h excited to be on this committee.

Leah Kelly: We're excited to have you here.

Leah Kelly: And then we also have Amy is with us tonight. Amy, would you like to take a minute to reintroduce yourself?

Amy Tyler: Hi, I'm Amy Tyler and I'm in district 7 and just recently appointed by trustee Dr. Kaufman and I have two kids in middle school at Griski and we've had a great experience with ASD. So I'm happy to be here and...

Amy Tyler: be able to give back professionally. I'm a naturopathic doctor so I have a keen interest in all these health related topics. I'm really excited to be here.

Leah Kelly: Thank you.

Leah Kelly: We're really excited to have new members joining us With the addition of our two new members tonight, we have reached a place of compliance.

Leah Kelly: So, I really appreciate all of the shack members that have helped and trusty deorost's help and filling these positions. So, thank you everyone that had a hand in that. and then if we can move on to AISD

staff. I am not 100% confident that I know all of the AISD staff members that are in the participant list, but I will hand it over to Miss Hollingsworth. And then, Miss Hollingsworth, when you were done, you could please choose the next person to go after you.

Francina Hollingsworth: So, I'll go first. I'm Francina Hollingsworth. I am the administrative supervisor for fiscal education and coordinated school health. And looking at the list, I see Amanda If you could introduce yourself real quick.

Amanda Toohey: Hi, my name is Amanda Tui. I'm the director for mental health and crisis management. And I will pass it over to Dr. Lashonda Lewis.

LaShanda Lewis: Thank you, Hello everyone. My name is Lashondaanda Lewis. I am the executive director of student support services and for tonight's purposes counseling services and mental health fall underneath my department. And I'll send it over to Pam.

Pam Martin: I Pam Martin. I'm the director of elementary counseling. And I'll send it to Shakira.

Shakira Hamilton-Adams: Hello everyone. I'm Shakira Hamilton Adams. I'm the director of secondary counseling. I will send it to Kelly Page.

Kelli Page: Hi, I'm the health and PE curriculum specialist. And I'll send it over to Hazard.

Kari Hazard: Hi y'all. Excited to see so many new faces today. I'm Carrie Hazard. I'm the PE curriculum specialist for the district and I'm sending it to you Stephanie.

Stephanie Hebert: I figured you would. I am Stephanie Abear. I'm the health education curriculum specialist on the HPE team.

Stephanie Hebert: Glad to be here with everybody. And let's see who else is in the room. I can't see. I'll hand it to I see Nissa.

Nissa Roark: Hi, I'm Nissa Roark.

Nissa Roark: I'm a licensed social worker and I'm the health and social services specialist for AISD Head Start. And I'm looking over here on the list. Evette

Yvette Cardenas: Hi, thanks Nissa. My name is Kadliness and I'm the executive director of academic programs and I'm actually not sure who is next. Dr. Lewis,...

Yvette Cardenas: did you already All righty.

Francina Hollingsworth: I think you might be the last person,...

Francina Hollingsworth: Thank you, Leah.

Yvette Cardenas: Thank you.

Leah Kelly: And yes, thank you. just for transparency so we all know who is in the room. Caitlyn Cash is joining us tonight. She is an parent who is interested in serving on SHAK from district 7 and she's here just to learn a little bit about how our meetings go, what we're about. and then we will be touching base

after this meeting. So Caitlyn, thanks for joining us tonight to observe. did we have anyone that was registered for public comment?

00:10:00

Francina Hollingsworth: No.

Leah Kelly: And I see a hand up. April, did you have a question?

April Jones: Yes, I'm just a guest and I wanted to make public comment. I didn't know there was a place to register. I'm sorry.

Leah Kelly: No. Thank you for being here.

Leah Kelly: So, if we do have someone who's interested in reading public comment, I will read our community communications statement first. and then we would be happy to hear from Just one second. Let me get my timer. So, a note about public comment. Speakers and visitors are expected to make respectful comments. If the presiding officer deems a speaker or visitor disrespectful, that person may be warned or asked to cease any further comment or behavior. Non-compliance may result in ejection from the meeting. Please note the process for public comments on video conferencing meetings.

Leah Kelly: Persons wishing to provide public comments will be asked to state their name and acknowledge that they have read the note about public comments listed below. If more than five people wish to speak, the co-chair may draw five names randomly. it sounds like we only have one speaker who would like to leave public comment.

Leah Kelly: You have two minutes, so if you would please begin by stating your name.

April Jones: Hi, my name is April Jones.

April Jones: I'm a pediatric nurse practitioner and I've actually attended Shack meetings before. I'm also a creator of a gamified health literacy app which I am building to be free for AISD. So, I was looking to see who I could be connected with, and it seems like everybody here seems to be who I should be connected with. we're building a health and literacy, sorry, health and wellness and physical activity as well as science and social emotional learning modules that align with TICSS. And it will be grant eligible.

April Jones: It is free in general but grant eligible for the book series that I also wrote and I would like to coordinate book donations to elementary schools and know who I can collaborate with for new ties align modules and access to the AISD portal.

Leah Kelly: You have 43 more seconds, but

April Jones: I have two kids in elementary school at Oakill. I should probably say that. and I actually developed this program for them and their school and I've donated books to their school and I've done a author reading and I think that's two minutes. I can just keep elaborating. I would love to get information from I just wrote down a couple of the names. Nina, Amanda,...

April Jones: Lean, I don't know. I stopped writing because it was like everybody about who I could connect with about creating the TEICS align modules and also like I said who in the district I can connect with about collaborating and doing book donations. That's it. I think I absolutely did last year,...

Leah Kelly: Thank you for your public comment.

Leah Kelly: I believe as a visitor to Shaq, we are not able to engage or ask questions, but somebody please correct me if I'm wrong. And then I also believe that Ann has her hand up, so I will defer to you, Ann.

Ann Teich: I'm going to go ahead and ask it anyway. Nina, didn't you present to the shaq before about your program?

April Jones: but it's evolved so much and it's a million times better now, but it also has like I said,...

Ann Teich: Yeah. ...

April Jones: social emotional learning, but now we're focusing also on actually putting programs that teachers can implement. And again, it's grant friendly and free Great.

Ann Teich: what I would suggest to Francina and Leah and other members of the shack and staff here that we have another presentation by April so that we can get an idea of the full scope and then our usual process is to evaluate and then write a recommendation.

00:15:00

Ann Teich: So, that doesn't preclude that you connect with staff here, but I think it would be helpful for current and new members of SHAK to know more about your program.

April Jones: I'm eager to talk to everybody.

Ann Teich: I meant to take that away. Okay.

Leah Kelly: Thank you for being here again. I believe that our agendas for the remainder of this year are built out, but Miss Hollingsworth and I will meet after this later this week and we will start talking about building out our agendas for next year. thank you for continuing to come back and staying engaged. All right. So, next on our agenda is district updates. I do not believe that Elena is here with us tonight.

Francina Hollingsworth: Not yet. We have to approve December minutes and January minutes. That's

Leah Kelly: Why am I all out of order tonight? Thank you, Miss Hollingsworth.

Leah Kelly: So, I do have them open and sent out the English and Spanish versions of December 17th meeting minutes and January 21st meeting minutes in advance of tonight's meeting. So, I'm not going to read them in their entirety, but we all have had an opportunity to look them over. So, if anyone has any corrections from reviewing the minutes, please let us know. If there are no corrections, I would ask for a motion to approve.

Francina Hollingsworth: approve the December 1st and...

Leah Kelly: Let's month at a time.

Francina Hollingsworth: then we'll do it January.

Leah Kelly: Let's look at just December's first.

Leah Kelly: So, does anyone have any corrections that needed to be made before we vote to approve the minutes from With no corrections, do I have a motion to approve the December 17th, 2025 Austin ISD shack meeting minutes?

Ann Teich: This is anti. I move that we approve the December 17,...

Ann Teich: 2025 shack meeting minutes.

Leah Kelly: Is there a second?

Nina Miller: This is Nina Miller and I second the motion.

Leah Kelly: Thank you, All in favor, please raise your virtual hand. Remember, Shack member.

Leah Kelly: Track members only.

Francina Hollingsworth: We currently have four.

Leah Kelly: Okay, I think in Google your hand goes down on its own after a little while.

Francina Hollingsworth: All right, it's five now.

Leah Kelly: Okay.

Stephanie Hebert: Nina, I don't see your hand raised, but Did you also vote to approve? Okay, I just got it.

Nina Miller: Yeah, I seconded.

Stephanie Hebert: ...

Stephanie Hebert: I know you still have to vote. ina I believe. So, Nina would make it six.

Leah Kelly: Thanks. Okay.

Leah Kelly: So, six members in favor of approving the December 17th meeting minutes. And are there None opposed? No abstentions. The meeting minutes from December 17th, 2025 are moving on to the January 21st, 2026 meeting minutes. Were there any noted corrections that needed to be All Hearing none, is there a motion to approve the January 21st, 2026 Austin Dshack meeting minutes?

Ann Teich: Okay guys, this is Anti. I move that we approve the Janu January 21st, 2026 Shack meeting minutes.

Leah Kelly: Thank you,...

Leah Kelly: Ann. Is there a second?

00:20:00

Imee Del Mundo: This is Simon Delo and I second a motion.

Leah Kelly: Thank you, all in favor, Shack voting members, please raise your virtual hand.

Francina Hollingsworth: We have It's

Leah Kelly: Okay, with six in favor. do we need to do that if we're all six in favor? That's all that's present.

Francina Hollingsworth: No.

Stephanie Hebert: Just so long as you know nobody else has showed up.

Leah Kelly: Nobody else is stirred up. So, six in favor. The motion passes. The January 21st, 2026 Austin ISD shack meeting minutes are approved. Thank you. Now, moving on to our district updates. Is Elena with us this evening? I don't believe I saw her.

Francina Hollingsworth: She couldn't make it this evening,...

Leah Kelly: Okay.

Francina Hollingsworth: but I do have her information on the slides.

Leah Kelly: And I don't believe that. no, we do have an update.

Francina Hollingsworth: This is the information she was going to present last month, but we ran out of time and we altered our agenda. So, health services and nurses, health room statistics, not including Rosedale, 1,543 average daily visits, 2,400 students with PRN medication, 500 students with daily medications, 250 students with seizure disorders.

Francina Hollingsworth: 50 students with special procedures. And I think that's all over I should have said over those numbers and they're not the exact but they're over those numbers. And then health services and nursing immunization compliance for state report kindergarten 97.2% 7th grade 99.3%. And that's the end of her report.

Leah Kelly: if I recall, I think that that is a significant improvement in the immunization rate. So, thank her for sharing that information. I know that that was in response to some information that Dr. Gallas had specifically requested and it looks like Dr. Gallas was not able to join us tonight. So, can you remind me, Miss Hollingsworth, if these slides are available in the shared shack drive? Okay.

Francina Hollingsworth: Yes, they are. And we can send them out to our members. And we also have the video available on our website if anyone wants to watch the video

Leah Kelly: I just wanted to make sure that since she had specifically requested that information that I make sure that it gets to her. So I'll share the slideshow with her after the end of our meeting. and then next I believe that we will hear from Dr. Lewis, thank you for being here with us tonight and providing us this update and...

Leah Kelly: all of the previous updates over the last year.

LaShanda Lewis: Yes, absolutely.

LaShanda Lewis: Francina, can I share my screen? Thank you.

Francina Hollingsworth: Let me know if Okay, you got

LaShanda Lewis: All right, I'm on my laptop, so I'm just making sure I can see everything. So, thank you everyone. This has been a long road. I know this started even before I got here, but I wanted to just give you guys a little overview of our RFP timeline. So we started this conversation when I first got here in January of 2025.

LaShanda Lewis: And I understood that there were some conversations before I got here about this process and partnering with a mental health facility to bring in additional mental health services to our district. So it wasn't until August of 2025, so this fall semester, where we were able to actually post for this RFP. Part of that was understanding what funds were available to us and making sure that those funds were still available to us and secure before we moved forward with the RFP process. So August 15th we posted for our RFP. We had time on August 16th for individuals who were interested to submit any questions that they had and then we were able to respond to those questions by August 29th. The deadline for any submissions for interested parties was on September 2nd and then we completed all of our evaluations by September 15th.

00:25:00

LaShanda Lewis: It was in the October board meeting that our board graciously approved us being able to move forward with this RFP. Shortly after we were able to meet with Interigo Integral Care because that was our provider that we selected and to set some foundations and get some ideas about what they could actually provide and what our thoughts were about the services that we wanted with them. We had a follow-up meeting in December and then also in December Amanda Tui who's on this call our director of mental health was able to meet with our campuses to talk through their desires to be our pilot campuses. And so we have chosen Akens High School. We chose Lively Middle School which is part of the Travis vertical team.

LaShanda Lewis: We also selected LBJ High School and then Keeling which is split between East Side and Macclum vertical teams. We are also wanting to bring in additional services to ALC and so we will have one individual who the individual that is split between Akens and Lively will also service our ALC campus to provide that extra support for the students that are going to that campus as well. We've had more recent conversations with the principal at ALC to kind of further identify what those services will look like because we know that there are students who will go to ALC for just a few days as minimum as 10 days and then we have students that will stay a little bit longer.

LaShanda Lewis: And so what we're thinking now is that the services through Integral Care will be for those students who have a long-term stay at the alternative campus just so that they can continue to meet with those students in that setting in that environment. So we are currently in the contract process with We received the contract from Integral Care on January 5th. We were able to do our initial review of that contract and get it to our legal team by January 8th. So, less than a week time from having that contract in our possession. There were a lot of things that we wanted to make sure that we understood moving forward. This is our first RFP as a unit.

LaShanda Lewis: Both Amanda and I are relatively new to our positions and so we wanted to make sure that our legal team was reviewing that information and that we understood everything. So we received that contract back from our legal team on January 15th. We also had some questions about the financials that were there and making sure that we were properly covering our staff as our district staff but also Integral Care. And so we brought in risk management on January 20th to have some additional meetings and for

them to look over their portions of that contract. We resent that information to our legal team and had our finance department finalize that information at the end of January and then sent that information back over to integral care for them to review and so they could go through that same process with their team there as well.

LaShanda Lewis: And so as we stand right now, we're still waiting for that information to come back to us from Interl Care, but we hope to receive that information very soon. It's only been a couple of weeks since they've had it in their possession. but we are following up with them to get an idea of when they'll be able to turn that back over to us. So, just a few things just to keep in mind as we move forward. because of the time of year we are in and because of all of our budget concerns in the district, there is an added process or an added step that we have been asked to do. this is not unique to us our department or because this is a RFP but for any 199 funds which are local funds there has to be an end of the year approval form that has to be completed.

LaShanda Lewis: We have actually done that already and that is in the process of being approved. Once we do receive the contract back from Integral Care, we will submit that information into Bonfire which is how we get all of our contracts signed and processed. And so we're hoping that won't take very long. but we are going to also once we receive that contract have additional meetings with Integral Care to establish all of our guidelines and make sure that we have a clear understanding of the paperwork and the requirements that are going to be needed for the services for our students. in the meantime, we are working with our campuses to ensure that we are all following the same referral process because we do and you'll hear from our team this afternoon, but we do have our counselors that are on campus. we have our licensed mental health professionals. These individuals will continue to service our students on our campuses.

00:30:00

LaShanda Lewis: And so we want to make sure that all the individuals on our campuses, whether they're in our mental health spaces or our principles, our nursing staff understand how to process a student from counselor to mental health, our LMHPS to our individuals that we'll have from interval care in a proper fashion which students will need the services from those individuals. in the meantime, Interl Care has posted positions to hire the staff that will service our students on these campuses and our understanding is that once they are hired that their staff will take a couple of months for onboarding with interal care before they're able to actually service our students here in the district. So, this is a lengthy process. I think I can speak for my team to say that this process is a little bit longer than we had anticipated.

LaShanda Lewis: But we are moving forward with it. in talking with our finance department we have and I think I may have mentioned this in our last meeting. I know one of the concerns was what will happen to any of those funds if we don't use them by the end of this school year. We have been ensured that any funds that are remaining at the end of this school and as you remember that was \$500,000 that those funds will be rolled over to next school year and then in the subsequent school years we are able to ask for any additional funding that we may need. So that is my presentation for our RFP.

LaShanda Lewis: And so if you have any questions, feel free to raise your hand or just ask Miss Tish.

Ann Teich: First of all, I want to thank you and your team for shepherding this. I know, as you said, it's been very arduous, but we are so grateful for your leadership on this and your team's help in getting this accomplished. It would be really, really helpful, I think, for the shack at some point, maybe at the end of

the 2020 6207 school year, to have an update on how this whole program is going at the target campuses. So, is that something that one of your team members could come back to the shack and let us know how successful what barriers have been encountered, etc. Thank you.

LaShanda Lewis: Yes, absolutely.

LaShanda Lewis: We'll be able to give you some updates. Leah

Leah Kelly: Hi. Also,...

Leah Kelly: huge thanks from me. My question is I have heard superintendent Sugura say that there would be ongoing commitment from par funds since it is a tax that's collected every year and that they wouldn't be equivalent to \$500,000 every year. But do we have any idea what that ongoing commitment will look like or are we waiting until we have an update at the end of this pilot to see what the demand is or has there been any conversation about what that ongoing financial commitment would be?

LaShanda Lewis: Yes, we actually spoke with our finance department and we were able to secure in writing because sometimes that can be the deal breaker that we had the ability to ask up to \$250,000 for subsequent years. So that's after the 26 27th school year.

Leah Kelly: Thank I appreciate that information. That's been an outstanding question that I've had for a long time and I'm really happy to hear that they will continue to make a considerable investment in the service. I appreciate it.

LaShanda Lewis: Thank if there are no more questions, I would like to turn it over. And actually, Francina, I'm probably taking over your meeting. I'm sorry. I'll be quiet.

Francina Hollingsworth: No, go ahead.

LaShanda Lewis: Okay. Okay.

Francina Hollingsworth: Yes. Go ahead and introduce your

LaShanda Lewis: So, I have my amazing counseling and mental health team here today. and so they wanted to bring to you some of the information that they have been capturing over the last few months. This is our first year really being intentional with collecting some data. And so we u are excited for the data that they're going to showcase you tonight.

LaShanda Lewis: But in our conversations as we talk about what it looks like, we know that there are some places that we can kind of refine our processes a little bit and maybe even make sure that we're collecting data at the same time. So you will hear from our elementary counseling department, and you'll see that their time frame looks a little different than our secondary counseling department, and that looks a little different than our time frame for our mental health professionals. And so that's one of the areas that we want to make sure that we work on for next school year moving forward. But we are excited that we are able to get the data that we have available for you tonight. And so I am going to turn it over to Pam Martin. She is our director of elementary counseling.

00:35:00

Pam Martin: Thank you so much. And I've asked Shakira to share my little report because if I share on my screen,...

Shakira Hamilton-Adams: Hold on. Just

Pam Martin: we go into infinity and that's not So, thank you very much. We support each other this every day. just to kind of get started, I'm going to give you a little bit of background about school counseling. So the role of the Austin ISD professional school and wellness counselors are to help students fully develop their academic career personal mental health and wellness capabilities. The professional school wellness coord counselor delivers a comprehensive counseling program as recommended by the Texas education agency and the American school counseling association.

Pam Martin: The comprehensive counseling program at each of our campuses should include core counseling lessons, individual planning, responsive services, and system support. Our goal is for students to demonstrate self-awareness, self-management, relationship skills, as well as a sense of belonging, academic tenacity, and college and career, military readiness, and life readiness. the Austin ISD counseling framework pictured below if you scroll down is a combination of the Texas Education Agency's framework as well as the American School Counseling Framework.

Pam Martin: So the long and the short of it is school counselors should be spending 80% of their time and with students doing direct and indirect services and the other 20% managing and assessing their program. So those statistics that are in that little graph, you can see there's a difference between middle, and high school. In elementary, a bulk of our time is spent on tier one core counseling lessons, universal service, and presentations to support students mental wellness. as you go across and look in middle and high school, that green bar comes down a little bit, but you'll also notice the responsive services stays the same and individual planning increases.

Pam Martin: So you'll see some of that as we talked through the evening about how that applies. So you can scroll down. So I'm going to talk a little bit about how we're doing. So if you'll come down just a little more to the graph. perfect. So this is what our data looks like for the ASCA model. So, we are doing really well in terms of direct and indirect service. I'm sorry, that's the ASCA model. Come on down. that's what they recommend. And then this is what ours looks like. So, really well in direct and indirect service, but we're still doing about 9% of our time non-counseling duties.

Pam Martin: Non-counseling duties are things like testing coordination, lunch duty, morning duty. It is expected and okay for counselors to support a system and what we call fair share, but we don't want that number to be quite that high. So, we are happy to support kids in the lunchroom to do lunch bunches to open car doors and help them get safely to their families or their services in the afternoon. so that just gives you a little bit of a picture of that. It's about 9%, we'd like to see that be probably closer to 2 or 3%.

Pam Martin: So if you'll come on down, this is how we compare to the Texas education agency model. So for elementary the goal would be between 35 and 45% of counseling curriculum and that includes planning of counseling curriculum as well as providing it. we are about 27% and I should share that this data comes from snapshots once a month week long snapshots and some of things like ad advanced academic testing sometimes skews our numbers a little bit and that definitely happened for us in November.

00:40:00

Pam Martin: So, we're at about 27% for counseling curriculum. Our responsive services, which are things like short-term self-referrals from kiddos, small group counseling, lunch bunches, responding and consulting with our element licensed mental health professionals regarding situations and kids that may need additional support. That's all in this responsive service category. Individual planning for elementary focuses a lot on how are they academically performing, what are their goals, and how are we helping them in transitions. So today we were at an elementary school talking with them about their course selections to go to Mendes. So that's a lot of what it looks like in elementary. That individual planning gets a lot higher when you get into secondary.

Pam Martin: Then system support is providing service attending 504 AR meetings, going to professional learning, being involved in staff meetings in professional learning communities. That all lands in that category. So that's what it should look like. If you scroll down, this is what ours looks like for the snapshot for fall. You can see we're doing okay in counseling curriculum. Our responsive services is pretty much in alignment with the model as is our individual planning. Our system support is very high and part of that is we are including assessment and program programming in that category.

Pam Martin: So, we may need to tweak our data collection tool to help adjust that. But that is something that we talk about with the counselors and the lead counselors is really looking at their data, finding those places where they could reduce that and increase those more direct and indirect services for kids. Then we have about 9% non-counseling. And as I said before, we'd like to see that come down, but we also are happy to be a supportive per person within the school system. can go on down. That kind of summarizes what I just said. And then if you go keep on coming down. Okay, so our mental health trends.

Pam Martin: So I want to explain that we collected data starting in the month of November because we were working with our lead counselors to calibrate what we needed to collect data So this data represents the month of November, December and January a period of about 10 weeks. so we have a tiered system of support. We do universal support tier one, more in more targeted support in tier two and intensive support in tier three. So in tier 1 for those that 10-week period, school counselors presented 4,639 counseling lessons, which is an average we have 78 elementary schools currently, which is an average of 60 lessons per school provided by the school counselor.

Pam Martin: In tier 2 group counseling, we provided 793 groups serving 3,413 students and that's an average of about 44 students per school. tier 2 we had 2700 So a student self-referral every counselor has a referral system for students to access them. it's usually in elementary it's a little form and there's a mailbox and they fill out the form and put their form in the mailbox. There's also a Google form that parents, families and children can fill out to come and see counselors kind of on an incidental basis. So they can see the counselor.

Pam Martin: Sometimes it's some very minor friendship issue, conflict issue, maybe they've lost a family member, which is not minor, a pet. And then sometimes it's a safety concern and they are coming to report or outcry about neglect, or abuse. So it's a super important category for us so that our kids know that we're there for them and they have access to us. Come on down. we consult like this with our licensed mental health professionals. Counselors in elementary are often by themselves on campuses. And so our partnership with our LMHPS is crucial to our work. So you can see and Amanda and I were discussing this yesterday.

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Pam Martin: This number probably doesn't reflect how many times a counselor and an LMHP consult because we do it constantly. But our data indicates districtwide all levels 2416 LMHP referrals which is an average of about 21 per school. And then at tier three school counselors do provide individual counseling on a short-term basis. And we provided about 1,099 sessions in the 10-week period, which is about 14 per school. And that service is provided by the school counselor at this point. So, school they're trained in mental health and they're also trained in school counseling. Some school counselors have a clinical license and some have certification.

Pam Martin: Our LMHPS are clinically licensed. though at some point when it gets beyond our scope maybe we've done six to seven to eight sessions and we realize this needs a more clinical lens we then refer forward to our LMHPS and there were 221 referrals to the LMHP school-based mental health therapists in that 10e period which is about three per campus and that varies quite a bit some campuses

Pam Martin: have zero, some campuses have five or six. and then we make referrals to our CARS providers are counseling as a related service. Students who are eligible for special ed and have an educational need can be referred to CARS therapists are licensed therapists. we've made about 60 referrals in that 10week period to cars. All right. And then referrals to mental health partners like tat integral care CIS and others was about 177 safety conversations.

Pam Martin: If a student outcries that they are feeling like harming themselves or we are aware that they're harming themselves in some way, we have what we call a safety conversation. I'm sure all of you are aware of SB12 and the fact that we have to have parental consent for a lot of services we can have a safety conversation before we contact the family about doing a Colombia screener, which is a suicidal ideation screener. So, we had about 217 safety conversations in that 10e period. 59 of those students required a Colombia screener, which we got consent for before providing.

Pam Martin: And then 41 of those students were recommended for an further evaluation. Can you come around a little bit? Thank you. So if a student has clear suicidal ideation, we would then refer them to mobile crisis outreach team through interal care, sometimes Dell Children's Hospital depending on the family. and sometimes psychiatric services. So There are other options but if a student has clear ideiation we refer them out for further evaluation.

Pam Martin: 20 of those students who were referred out required hospitalization. and then separate from all of that, there have been 96 critical issues or incidences where the LMHP and district level leadership teams have responded. And that can include the school counselors, the administrative supervisors, directors, and executive directors. It's sort of all hands- on deck to help stabilize and Amanda's going to speak more to that in a few minutes, but to help stabilize campuses so that learning can continue. the rest is sort of a summary of what I've shared. There are some emerging mental health issues. the internalizing ones are anxiety, grief, and suicidal ideiation.

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Pam Martin: The externalizing ones are dysregulation and social skills deficits. We have seen non-suicidal self-injury trend up a little and we have with the help of our LMHP partners created systems of support at tiers 1, 2, and three to help mitigate that come back on down. there's a high acuity. We have a high need. Our school counselors on a daily basis may do a friendship lesson and before the day ends do a respond

to several suicidal ideations or possibly even other issues. So we really try to support our counselors so that they can do their very best work.

Pam Martin: One of the things when I put all of this data into a system that spit out some analysis for me was we must provide time for counselors to consult with each other and other mental health professionals to prevent burnout. So, we do that. We get to meet with our counselors half day once a month in addition to a half day once a month for our new counselors. And each new counselor has a mentor. And each vertical team has a lead counselor that helps us communicate information and support every day. So that's the long and the short of elementary counseling.

Shakira Hamilton-Adams: I will talk about secondary counseling and share information from our midyear use of time data for middle and high school. So, let me share the right thing. Let's see. Okay, that sure.

Stephanie Hebert: Leah, I have just a quick question.

Shakira Hamilton-Adams: While I'm finding it,...

Stephanie Hebert: Sorry. Yeah.

Shakira Hamilton-Adams: we ask

Stephanie Hebert: Sorry, I'm just curious about our Is the outside presenter here to speak? I'm just looking at the time. Okay. Wanted to be sure.

Leah Kelly: No, no.

Leah Kelly: Thank you for checking. I let Miss Hollingsworth know ahead of time that Mr. Wheeler was not able to come tonight.

Stephanie Hebert: Okay.

Leah Kelly: He had a conflicting meeting. We do have a link to some printed material that he shared ahead of time,...

Stephanie Hebert: That's fine.

Leah Kelly: but he won't be joining us.

Stephanie Hebert: Okay. Thank you.

Leah Kelly: You're welcome.

Shakira Hamilton-Adams: Can everyone see that?

Leah Kelly: Yes, we can. Thank you.

Shakira Hamilton-Adams: Okay, perfect. So, this is the midyear use of time data. Pam talked about the model and how the model looks different from middle school and high school. but I will go through this. So, let me zoom in a little bit and look at the key findings for In middle school our category we put them into the 80% with which is a joint goal of direct services and system support. So, our district average is 78.4% and our target goal would be 80%.

Shakira Hamilton-Adams: For the 20% goal of program planning and school support or system support, it is our actual district average is 21.6%. And the target goal is 20 We have in middle school 12.3% of the time is used on nounseling duty. and that part of that pre prevents us from reaching our 80% goal which we are working towards. So some target performance indicators and constraints that we saw some of the campus campuses exceeded almost 35% of the responsive service threshold.

Shakira Hamilton-Adams: So, we were seeing a lot of high crisis needs on campuses. because there are a lot of high crisis needs there's more support needed for mental health support. Pam stated, we have community partners that we use TAD as well as the relationship between the LMHPS and the counselors. You'll see the referrals that were made to LMHPS in the next slide, but there are just some campuses that are high having higher mental health needs in their communities. So, we had campuses that were between 6% and 35.2% of time spent on non-counseling duties.

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Shakira Hamilton-Adams: and we've gone over them, but a big one in middle school is master testing administrator duties and then morning and lunch duties that are supervisory, not the lunch bunch type where we're connecting with students, making sure they're safe, doing check-ins, doing many meetings if we can do that based on SB12. and we do those if we have consent to talk to students. So a target performance area that we found, we found a few campuses that maintained a balance of that 8020 split and that speaks to the systems that they have. It apologize. so this speaks to the indication of good systems, the continuity of staff and the collaborative processes across the campus.

Shakira Hamilton-Adams: that includes LMHPS, the wraparound services that are available and any community partners that are there contribute to campuses being able to do that 80% of direct support and system support and then 20% of the planning piece for the comprehensive counseling program. So across we have 20 campuses and 49 counselors. We tracked information from September and November. Also, information is included from December and January based on their 40hour work week. And we track information the same way across elementary and middle school. So, it's once a month, one time in each week or that month. what we noticed was districtwide we could have recovery of 240 hours.

Shakira Hamilton-Adams: if administrative tasks were taken away or aligned with the role and responsibility. And then we noticed that 960 hours in middle school were spent on non-counseling duties across those campuses. So there's a lot of information in this piece and I will briefly go over it. We did remove and mix up the data so that campuses would not be readily identified but we want to show you what is happening. So we have the mental health data that our middle school counselors are collecting in there. we've had 371 referrals to our LMHPS or outside referrals. So those are the community partners that we're talking about.

Shakira Hamilton-Adams: and then the LMHP connection that we have so that we're referring students to receive supports at our school-based mental health centers and for any outside provider groups. As you look at the groups, we have 123 students who have been referred to outside groups. But one of the trends that we noticed as we're looking at different trends of anxiety, depression, school avoidance, we've seen in the anxiety codalum, we have high numbers of students who are seeing their counselor for these concerns. we have self-injury, suicidal ideation, any crisis symptoms.

Shakira Hamilton-Adams: So that's if a student self-reports or they need to go in to talk to a counselor about a sit situation that would not fit in one of these. And we also have instances of substance abuse

where there are concerns with our middle schoolers about that. One of the bigger trends is the interpersonal issues that we're seeing at middle school. And as I scroll down, you can kind of take a look at how many students have been seeing from September to January with those instances.

Shakira Hamilton-Adams: So districtwide in middle school there are a high volume of cases at least two of the 15 middle schools that we have reported high instances of self-injurious behavior and suicidal ideation. Our primary noncrisis concerns are anxiety and interpersonal relationships. They were frequent frequently reported. some campuses have consistently reported high numbers of about 30 or 40 students who are having interpersonal relationship or anxiety concerns.

Shakira Hamilton-Adams: So the support there are a couple of campuses that are leading in referrals to approve district providers and our licensed mental health professionals and you can look at the referrals in these two columns. So in some areas we have over 44 students being referred. in the case of provider groups there are about 7 in some cases. So this campus 11, if you will look across here, we have over 60 stu students who have been referred to LMHP or an outside provider. Okay, so that's the middle school data.

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Shakira Hamilton-Adams: Are there any questions before I switch to high school? Okay. Right.

Shakira Hamilton-Adams: Okay. Yes.

Nina Miller: I have a question.

Nina Miller: Do you collect data on if you have some schools that only have three reports of school avoidance and another school has 63 reports? Do you look into what is possibly going on there? Because there could be some really valuable data. I'm interested also overall on whether you're trying to over time reduce the need for the counseling for the incidence of anxiety and these other problems or whether to just identify and treat them. So is there a goal of over time treating in a way...

Nina Miller: where you're treating the child but also looking to see if you can resolve the root cause so that over time the incidence of all of these different things on the rubric go

Shakira Hamilton-Adams: ...

Shakira Hamilton-Adams: and I see your hand, Pam. I will answer and then pass it to Pam. So, to the short answer to your question is we do progress monitoring. we look if there is a high number at a campus we're looking at that number to see what is happening checking in to see what are the supports that are available on that campus and then what it is that we need to do as the district counseling team to support that campus. So our goal is to reduce the number over time. It's not just to collect the data and have the numbers.

Shakira Hamilton-Adams: It's really about seeing what supports our students are needing and then what informed practices we need to be participating in service provision in our comprehensive counseling program to make sure that counselors have what they need so that students have what they need. one of I'll pass it to Pam. There's something else that I will tell you but Pam pass it to you and...

Shakira Hamilton-Adams: then you can Okay.

Pam Martin: Okay. ...

Pam Martin: thank you for that question. We work super closely with our attendance folks and the counselors work really closely with administration and watch attendance and look for those indicators of school reluctance. And we do something that comes from trustbased relational intervention called we chase the individually and systemically why are there so many students h not coming to school due to symptoms of anxiety and then we pro provide interventions that actually try to mitigate that need. and we look at tier two and...

Pam Martin: tier three. Go ahead.

Nina Miller: Are there model schools or...

Nina Miller: model schools that seem to be doing better on all these measures where you can collect information about maybe things that they're doing differently?

Shakira Hamilton-Adams: Okay, I will.

Shakira Hamilton-Adams: So, there are some schools what we've been doing, we've been able to do this is our high school side. We've been able to do collaborative meetings with those campuses and the systems that they shared in creating their systems looking at how their mental wellness is trending and if they're doing a really great job. We take those systems, we either bring them up to the district level or when we have our lead counselor meeting and our counseling learning series, we share out those strategies so that they can be implemented at campuses.

Shakira Hamilton-Adams: So we are looking at the campuses that are doing a good job. And we do this both for mental health and academics. where we look at who is doing well with one building relationships, climate and culture and all of those things. And then we ask about the systems if that campus is and Our counselors are amazing. They're really willing to share what is happening on their campus that is supporting them to be successful and they're willing to pack help us package it so that it's useful for the needs of every campus...

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Shakira Hamilton-Adams: because the needs are unique districtwide but we do look at our model campuses and share out information.

Pam Martin: It's

Nina Miller: Thank you very much.

Nina Miller: and oppressed.

Shakira Hamilton-Adams: Thank you.

LaShanda Lewis: So everyone, I am looking at time and you guys can't see me, but I am here. and I'm looking at time and we still have Amanda Tui who is with our mental health department that needs to present. I know that Shakira still has her high school data to present, but if you all don't mind because I know we try to stay as close to time as possible. If we'll have Amanda share out and then if we have

enough time, we'll have Shakira then share out the high school piece, but if not, we will have all of that data available to you in a PDF form for you all to look at a later time.

Leah Kelly: That sounds great. Thanks,

Ann Teich: If I could before you move away from Shakira and...

LaShanda Lewis: Thank you.

Ann Teich: Pam, thank you so much for giving us this information. Had two questions. One has to do with reducing counselors having to do stuff they're not supposed to really be doing and master scheduling is a big issue in middle and high schools. have you had conversation with office of school leadership because technically the assistant principals are supposed to be doing all that.

Shakira Hamilton-Adams: Yes.

Shakira Hamilton-Adams: So, we've had several conversations and Dr. Lewis has been helping us to lead that charge of talking to leadership about the trends that we're seeing. We're using that use of time data to show what is happening on the campuses and how it's impacting the ability for counselors to be able to provide direct services.

Shakira Hamilton-Adams: So, we're sharing that with Dr. M Maxwell with the school leadership so that they know and we're using that information for counselors to also have conversations with their principals and show how it's impacting student outcomes.

Ann Teich: Excellent.

Ann Teich: And I'm really glad to hear that the counselors are being gathered together to share best practices and also avoid burnout. That's critical. My second question had to do with our social emotional learning program. has that just gone by the wayside? Because that's kind of like the first level of surfacing issues with kids and then also it's intended to build bonds between teachers and kids so that they feel comfortable in sharing things. where is our SEAL program?

Shakira Hamilton-Adams: So we have what we call the real campaign and that real campaign is a program that was reurposed from before to make sure that we're meeting guidelines that the state law has put into place. So with seal we do partner with station Pascal and we are also using the I cannot call the name of it.

LaShanda Lewis: character strong.

Shakira Hamilton-Adams:

Shakira Hamilton-Adams: What is it Pam?

Pam Martin: character strong.

Shakira Hamilton-Adams: character strong lessons. So, we have SEO components built into our scope and sequence for school counseling, but we're also still partnering with the small department that is Stacia Pascal and her other team member.

Ann Teich: So it' be really really helpful if those people's names could be we make sure we get those into our notes and so that we know who to refer to and that kind of thing and at some point once again perhaps get them in front of the shack to explain what is going on with our social emotional learning. Thank you very much.

Shakira Hamilton-Adams: And I know Dr. Liz, we're going to pass it to Amanda. What I will tell you just in case we can't come to it. When you get the data from high school, you will see that high school I have them broke printed out here, but high school is at for the 80% and for the 20% goal we're a bit over at the 929.6. So that means 9.6% of our time is being spent in non-counseling duties.

Shakira Hamilton-Adams: I digress and I will pass it to Amanda.

Francina Hollingsworth: Amanda, ...

Francina Hollingsworth: because of time, would you be interested to share your information at the, March or April Shack meeting because we really do want to hear and Shakira, maybe come back March or April to, do the secondary high school because this is great information and I don't want to just pass over it because you guys have spent time, and analyzing the data and given this report.

Francina Hollingsworth: So, we definitely want to give you an opportunity to continue to share out to us because this information is valuable to us while we're thinking about how to help you guys support our campuses and programming that we could do as part of Shaq. And so, I'll reach out to you guys so we can kind of plan, for the future so you guys can come back and definitely report out your information. But, thank you counseling and mental health team. what you shared tonight was excellent and we look forward to hearing more information in the near future. Leah, I'm going to turn it back over to

01:10:00

Leah Kelly: Thank you.

LaShanda Lewis: Thank you so much.

Leah Kelly: And I appreciate that. And I'm really happy to see the data collection and appreciate you guys sharing this information with us and look forward to digging into it a little bit deeper when I have time to digest it. and I will turn it over to Stephan So Stephanie, feel free.

Leah Kelly: The floor is all yours.

Stephanie Hebert: Okay, thank y'all so much.

Stephanie Hebert: That's such good information. And I was just sitting here going I wish we weren't presenting on the same night because I want y'all to just keep going. And so I'm going to try to make mine really fast. but we'll see what we have left for. So let me share my screen. let me get it in presentation mode first. Okay.

Stephanie Hebert: So I just wanted to give everybody an update about some of the things that have already kind of been going on with human sexuality and responsibility curriculum this school year and some updates that are potentially coming in the next school year. So, There were some updates that had to happen for this school year already. I'm going to give you an overview of the change of the elementary

implementation dates that happened this school year, the updates that were necessary because of the SB12 that we've already had to put into effect, and then the elementary slide decks that they will have for the spring. And then for next school year, the middle school lesson sequencing is being looked at right now and potentially tweaked.

Stephanie Hebert: And so I'm just going to give you kind of an overview of that so that everybody knows what's going on. the first thing is the implementation dates for elementary HSR. And so an FYI. This is not a part of the approvals process, but in the past couple of years we've been doing the elementary lessons in the fall in December. So, I believe in fall 22 and fall 23, we did all of K through 5 in December. And then in fall of 24, because of STAR testing and all the other kind of standardized testing stuff that starts in fourth grade, some campus did K through three in December and did four and five in May, I believe, or in the spring.

Stephanie Hebert: Not every campus chose to do that but we gave them that option because of testing schedules. This year the STEM team and I met to review the science scope and sequence because at the at the K through 8 level this content is taught in the science classes or as part of the science scope and sequence the science calendar for the year. and the science team when they developed their scope and sequence for each year were looking at where to put these lessons in each grade level K through five in a way that made more sense. So instead of just throwing them all in December over a couple of weeks just kind of willy-nilly in the middle of another unit, they decided to look at their units and do it in between two units but in a place that actually made sense.

Stephanie Hebert: So, I'll give you an example. in first grade, the first lesson for HSR actually talks about living and non-living things. And as part of that conversation, we say how living things can reproduce, which is introducing the concept of reproduction, And so because we're talking about reproductive anatomy, and so they put it at a place where they've actually already covered living and non-living things, right? Because it makes more sense that way to the students receiving that content.

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Stephanie Hebert: So we got together and we looked at all six grade levels, K through five, at their science, scope, and sequence to see where each might fall a little bit more smoothly in the scope and sequence. And so, we made this update for this school year. So, none of the K through five lessons were delivered in the fall and instead they're all going to be in the April to May timeline. So, I have on here the actual dates where they fall in the scope and sequence.

Stephanie Hebert: This may vary a bit campus to campus just based on kind of what's going on at their campus and where their teachers are with the material and that type of thing. And so campuses should be telling their specific community when their lessons are going to happen. but overall this is where they fall this school year in the science scope and sequence. And I'm really excited about this change because I was very resistant at first of no we always do this together. and I don't want to make it harder for campus administrators who have to do a lot of the heavy lifting for permission letters and parent meetings and all of that stuff. And so I was feeling really protective about them. But it really does make a lot of sense and I'm really thrilled to have worked with the science team to make more sense for both teachers and more importantly for students as the content is delivered. And so I'm excited about that. And this was a change we made this year.

Stephanie Hebert: And so that's just an FYI. SB12, you've heard about SB12 several times now. and so I just wanted to let you know I have met with Francina and I met with a couple folks from our legal team to discuss some of the things that needed to be changed or didn't need to be changed as part of our HSR curriculum. If you were part of the shack, which maybe none of you were at this point, but if you were involved at all in the approvals process back in 2022, one of the things that we had very consciously done in 2022 was remove any lessons specific to sexual orientation and gender identity, whereas prior to the 2022 updates, they did exist.

Stephanie Hebert: starting in the third or fourth grade, I don't remember exactly where those landed but they were specific lessons for sexual orientation and gender identity and we took those out and a big part of that was because at the time the state didn't define sexual orientation and gender identity as human sexuality education and because of the optin change to the law, we didn't want to as a district define those identities as human sexuality education and have to have optin for any content that was sexual orientation or gender identity Right? So, we had done that then. Now, I'm glad we did. It made this a little bit easier to go through. unfortunately, with SB12, school districts are no longer able to get any instruction, guidance, programming or activities related to sexual orientation and gender identity.

Stephanie Hebert: So we've kind of gone through everything with a fine tooth comb to kind of say is any of this considered instruction guidance activities or programming for those two content pieces sexual orientation gender identity. So what this looked like was basically removing or changing So some of the language that we had in K through five was around sex assigned at birth as opposed to male anatomy female anatomy. we would say sex assigned at birth. We did remove that language because that's a little too specific to gender identity. There were some teacher notes kind of explaining gender identity and inclusion for students that were also removed.

Stephanie Hebert: However, there's still language in there that does talk about we'll say when we teach the anatomy vulva and penis, we'll say that most of the time girls, have a vulva. Most of the time boys have a penis, but not always. And that's just because that's actually due to intersex and that's not gender identity or sexual orientation. So it doesn't fall under SB12. So it is still allowed to be in there. but all the other language was very minor in terms of what needed to be removed. Similarly for 6 through 8 there was a little bit more detailed notes for teachers and guidance for them to be able to explain to their students about the difference between sex assigned at birth and gender identity.

Stephanie Hebert: And that also of course had to be removed. So very similar to K through 5, just a little bit more specific and more in depth. High school, same as above, any of that language was removed. However, also at the intro lesson for the high school health class does talk about the concept of sexuality overall and all the different components of our sexual and gender identity and sexual orientation were two parts of I think 10 different identities that are on that wheel. and those had to be removed.

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Stephanie Hebert: So that activity had to be tweaked, but that was the only activity in all of K through high school that had to actually be changed. and so we made those Again, relatively minor changes. but they were already done. And so all of that has been removed for this year's instruction because SP12 went into effect September 1. so that's updates that we've already made for SB12. the next updates that we have made and that we are intending to implement this spring starting in April when those lessons are implemented at the K through5 multiple teachers and campuses have requested that we provide them

with slide decks. So previously teachers and I don't know if you can see this I know it's not clear but this is the way that we've given teachers the information. It's a lesson plan.

Stephanie Hebert: It's got the title, the grade, the man, that is really blurry. I apologize. vocabulary links, all of that stuff. This is how we've given this to teachers with the script and everything on there. And then the images that they will use to discuss the body parts that they can project print or however they need to do that. This is how we've given it to them in the past. We are not changing any content. However, we have created slide decks that I'm just going to flick through a bunch of them to give you a sense of what they look like. Different mode of instruction, same exact content. So, now we have these adorable little slides that we were able to just kind of pull from a free source for these images.

Stephanie Hebert: And so we were just able to take that same exact content and put it into a conversation. Nope, we're not going to listen to that video. this and the same images that have already been approved are now going to be on slides. and so it's pretty much the same. So for K through two, these are the images that are being used. This is the template for K through 2. Once we get to third grade, it changes slightly, but it's the same idea. Just the characters just kind of look a little bit older, right? So, go from the kind of younger shapes shapes to a little bit more and so for third through fifth, it looks like this. And it's again the same exact content. just in slideshow mode, same images.

Stephanie Hebert: So this is an example from third grade. They go through all the different body parts. These are the images that they use for that part activity. And then this is the images that are used to talk specifically about their reproductive system body parts. And those are staying the exact same only on slides now instead of the handout. So all of that is the same. We're just giving them slides. and so that's been approved by our legal team as well, to be able to provide those for our teachers this school year. what is not going to happen this school year, but we're making some tweaks to happen for next school year is the middle school lesson sequencing.

Stephanie Hebert: So currently in seventh grade science, and eighth grade science, there are nine lessons for each grade level that are taught in their science classes. That's a lot in those tested subjects. So it's been a real struggle for our middle schools to get all of this content to work it around star testing, to do all of the kind of things they've needed to do. And they've been fantastic. I've trained the teachers. they're giving me a lot of feedback. I'm hearing from them a lot when they're struggling or when just asking questions. And so two things have come up particularly with this from our teachers is that there's a lot of content. So one of the things we're going to do is try to consolidate the content from nine lessons to about six lessons.

Stephanie Hebert: I think it's doable. And in so doing, we're just going to work on making it a little more interactive so that there's same content, more activities, and less lecture cuz, middle schoolers don't love a lecture. and so just kind of working to make that a little more interactive. The other piece of it is that for the health ties, the Texas essential knowledge and skills, there is only one set of standards for grades seven and eight. They're the same set. They have sixth grade TEICS and seven eight TESS all in one. Right? So all of those same ones are there. and we were teaching them twice in seventh grade and in eighth grade.

01:25:00

Stephanie Hebert: We are looking at the possibility of only teaching it in seventh grade and taking it out of eighth grade because eighth grade is specifically the grade level that science is tested. And it's just really

what we're hearing from teachers is they feel like it's too repetitive anyway. And so it's doing both helping them out in the testing world and also not just being a duplication of content. The other piece that we're doing is updating stats and examples, just to kind of reflect any kind of current data. so nothing major on that, but just newer statistics which just needs to be done regularly. And that's what we're looking at doing that would go into effect for next school year. And there's still more information to come about the process of doing that where it's still kind of undetermined the timeline or exactly how that's going to happen.

Stephanie Hebert: But this is kind of what we're discussing and I wanted to let you all know in case you had questions or feedback or thoughts. And I saw that there was a message from Ann.

Ann Teich: Yeah, there's just some business that we can take care of later. yeah,...

Stephanie Hebert: Okay. Yeah,...

Ann Teich: so I have a question about whether or not we can actually put myself on the camera. Maybe we can actually see some more of these lessons at some point. I think it'd be great, especially the middle school lessons. I'm particularly interested in those.

Stephanie Hebert: absolutely. The middle school lessons are not ready yet because we don't really know what the process is going to need to be. if we have to go through the full approvals process, of course you will have access to all of that. If we don't have to go through the full approvals process, of course you will have access to all of that. Right?

Stephanie Hebert: So really my answer is 100% you will get this information before it goes into the classrooms.

Ann Teich: Thank you.

Stephanie Hebert: And again the content is going to be the exact same. It's just going to be kind of done in different formats in terms of a different activity there to make sure we're covering all the ties. Yeah, that's all I have. If y'all have questions, who I am, just reach out to me.

Leah Kelly: Thank you, Stephanie. Nina, did you have a question?

Nina Miller: I have a brief announcement. So, I'm just waiting for that question to come up.

Leah Kelly: That is this portion that is now. please go ahead.

Nina Miller: Okay. So, just a very brief update. So, Ann and I launched the gardening subcommittee on November 19th. the goal of the subcommittee is to establish gardens in AISD schools. and we're approaching this initiative strategically and collaboratively with an eye on financial sustainability in order to achieve success. real quick, the goals of our initiative are to ablish support existing gardens, and to resuscitate defunct gardens that were not maintained.

Nina Miller: to improve the physical and mental being of AISD school children through better nutrition, spending more time outside, discovering the joy of growing food and to make curriculum more experiential and exciting to foster increased engagement. To that end, the co-chairs Ann and I have initiated discussions with Dr. Marianne Maxwell who's the assistant superintendent of academics about existing gardening and nutrition curriculum and to explore how it could be implemented to align with

Lauren Maples, executive director of PASP's education, agriculture and sustainability to learn about the programs they offer which AISD schools they already serve and their capacity to increase engagement.

Nina Miller: So they're already working with a lot of AISD schools which is fantastic because we have a precedent and they have a whole digital curriculum. also executive chef Diane Grodic about garden to cafe programs and certification. and then Colleen Garland and Darian Clary the outdoor learning staff to find out what they know about existing AISD gardens. Additionally, we are ing potential partner organizations, investigating funding sources, and reaching out to community leaders to join our subcommittee to provide expertise and to support our work. So, we will send a proposal a week before our next meeting in March so that members will have a chance to review it beforehand and can reach out with any questions or concerns.

01:30:00

Nina Miller: So, we'd like to be able to address any concerns that people can think of with this initiative ahead of time as we prepare our proposal for the March Shack meeting. Thank you so much.

Leah Kelly: Thank you,...

Leah Kelly: Y'all have been busy. I appreciate you sharing that update with us and we'll look forward to your draft proposal before our next meeting.

Nina Miller: Thank you so much, Leah.

Leah Kelly: I believe at our next meeting that our subcommittee will also be offering an update. I do know that they met for the first time this week. and Mary was not able to be with us tonight, but I believe that that was Mary Amy. and they consulted with a parent who had left public comment. So I look forward to hearing from them next month.

Francina Hollingsworth: Leah, they're going to present in April since the nutrition subcommittee is going to focus on the school gardening.

Leah Kelly: Okay, that sounds great. So, we'll hear from PE in April. And does anybody else have any announcements? I did put a message in the chat. There is a Texas mental health creative arts contest. The submissions are open to any resident of Texas, child or adult, and they're taking submissions until March 31st. So please feel free to share that work is being headed by the Texas Institute for the Excellence in Mental Health or IMH. So that link is in the chat. And does anybody else have any suggestions for future topics or anything else that we need to recognize before we adjourn for the night? All righty. hearing nothing, we will adjourn our meeting at 7:36.

Leah Kelly: Thank you everybody for your time. I believe that Miss Hollingsworth and I are going to hang out. If our new members would like to stay on, we're available. So, I appreciate everybody being here

Meeting ended after 01:32:10 🙌

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