

# SHAC Meeting Virtual - 2026/03/25 17:42 CDT - Transcript

## Attendees

ACC-Candace Hunter, Alana Bejarano, Amanda Toohey, Amy T, Andrea Jacks, Ann Teich, Brandy Gratten, Brian Pena, Colleen Garland, Cyntia Rodriguez, Francesca Leahy, Francina Hollingsworth, Gretchen Pierce, Kari Hazard, Kelsey Campbell, LaShanda Lewis, Leah Kelly, Lisa Flores, Matthew Kenny, Mersady Redding, Michelle Gallas, N K, Nikkie Shubitz, Nina Miller, Nissa Roark, Shakira Hamilton-Adams, Sharyn Vane, Stephanie Hebert, Tricia, Yvette Cardenas

## Transcript

**Francina Hollingsworth:** Okay, we're

**Francesca Leahy:** Okay, everyone.

**Francesca Leahy:** Great to see y'all virtually and thank you for making the time to be here today at the Shack meeting. it is 6:02 and I'm calling the meeting to order and I will pass it off to Leah for approval of the March 25th meeting agenda.

**Leah Kelly:** Yeah. Hi everybody. thanks for being here tonight. And, I am glad that I took just a minute to go ahead and try and establish if we had quorum because we do need to have a motion to approve the March 2526 meeting agenda as it was posted. and let me double check. We do have quorum.

**Leah Kelly:** So, is there a motion to approve the March 25, 2026 meeting as posted?

**Michelle Gallas:** I sorry Michelle Gall motion to approve.

**Ann Teich:** Hi, this is ...

**Leah Kelly:** Thank you, Dr. Gallas. Do we have a second?

**Ann Teich:** this is anti second.

**Leah Kelly:** All in favor? here's where I have a hard time. Please help me, Miss Hollingsworth.

**Francina Hollingsworth:** They can raise their virtual

**Kari Hazard:** I'll help you count them up,...

**Leah Kelly:** I can't Everybody's Thank Okay,...

**Kari Hazard:** And reminder that Shack members are the ones that are able to raise their hand to approve the motion.

**Leah Kelly:** let me find my hand.

**Nina Miller:** Flynn.

**Kari Hazard:** We have five so far.

**Leah Kelly:** I see six.

**Leah Kelly:** Are there any other SHAK members present that would approve the March 25, 2026 meeting agenda as posted?

**Michelle Gallas:** Leah, I don't know...

**Michelle Gallas:** if you saw mine, but I don't know if I can approve and make the motion, but yes. Okay.

**Leah Kelly:** Yes, Carrie,...

**Leah Kelly:** were you able to capture that or do we need to raise our hands?

**Kari Hazard:** Yes. But to verify,...

**Kari Hazard:** is Matthew Kenny a track member?

**Leah Kelly:** Yes, Matthew Kenny is our administrative rep from Yes.

**Kari Hazard:** All So, we have six hands.

**Leah Kelly:** And are there any opposed? Ann, are you in opposition or...

**Ann Teich:** No, just trying to remove my hand.

**Leah Kelly:** is just technology and then are there any abstentions? All right. The motion passes to approve the March 25, 2026 meeting agenda as it was posted. And we will move on to introductions. So, Francesca, back to you.

**Francesca Leahy:** Thank you, We'll start out with introductions of our SHAK members, and we're excited to welcome several new members to the SHAK. thanks to the hard work of Leah, Francina, and several others, trustees, several others on this call in recruitment and getting folks on this board. And so I'm going to just look at my list over here of folks we have and just in alphabetical order and forgive me if I skip over you. I'm going to make sure to call folks who I may have missed at the end, but I'll start with an Thank you, Ann.

**Ann Teich:** Good evening. I'm Anne Ty. I was appointed by Dr. our trustee Kevin Foster for District 3.

**Francesca Leahy:** And let's see, Kelsey, thank you.

**Kelsey Campbell:** Hi, I'm Kelsey. I'm new and I'm also district three.

**Francesca Leahy:** and Leah.

**Leah Kelly:** Hi, I'm Leah Kelly. I was originally appointed by Trustee Nol Nolita Lugo for district 8 and was reappointed by trustee deorost still in district 8.

**Francesca Leahy:** Thank you, completely understand traffic.

**Matthew Kenny:** Hi there, Matthew Kenny. I'm excited to be here about to be pulling up from BNN traffic. I'm excited to be the admin representative. Thanks y'all.

00:05:00

**Francesca Leahy:** Thanks for all of you for making the time. Again, I believe Michelle, Dr. Gas is our next staff member.

**Michelle Gallas:** Hi guys, Michelle Gallas. I think I'm the health care professional on the meaning I have kids in AISD and...

**Michelle Gallas:** stuff, but I wasn't nominated by any trustee and I don't know what district I'm in what region, but my kids are zoned to Macclum if that helps at all.

**Francesca Leahy:** So excited that you're here.

**Francesca Leahy:** And we next have Hi, Nina.

**Nina Miller:** Hi Nina Miller. I'm a health and wellness coach district 2 appointed by former trustee Aphilia Zapato and...

**Nina Miller:** and also now on the new nutrition subcommittee with Ann Tyish.

**Francesca Leahy:** Fabulous. Y'all are doing important work.

**Francesca Leahy:** Thank you for that. And let's see. If I have not called your name and you're a Shack member, could you please come off mute and introduce yourself?

**Amy T:** Hi, this is Amy Tyler.

**Amy T:** I'm another recent member of the SHEK. and I was appointed by Dr. Kaufman for district 7.

**Francesca Leahy:** Wonderful. Thank you so much,...

**Francesca Leahy:** Amy, for being here.

**Gretchen Pierce:** And I'm Gretchen Pierce.

**Gretchen Pierce:** I'm another recent U member and I was appointed by Trusty Boswell and I'm a parent of two kids at Zilker Elementary.

**Francesca Leahy:** Fantastic. Didn't see your name, Gretchen.

**Francesca Leahy:** Great to see you again. We're in the same district and unless there's anybody else, I'll just introduce myself before recognizing AISC staff. My name is Franchesca Fraley. I am in district five. Sorry, I'm blinking right now. with Gretchen and I have one kid at Zilker and two more on the way. I'm going to next ask for AISD staff to introduce themselves. And I'm just going to ask for folks to come off mute if you are an AISD staff member. My apologies. it's a little bit tricky looking at the folks on line to distinguish between staff and guests. So if you could please come off mute. I know Alana is a staff member.

**Alana Bejarano:** Elena Behano.

**Francesca Leahy:** So if you could come off mute, Alana, and kick us off.

**Alana Bejarano:** I'm the executive director of health services and nursing. And I can kick it off to the next staff member.

**Shakira Hamilton-Adams:** I'm Shakira Hamilton Adams,...

**Shakira Hamilton-Adams:** director of secondary counseling. I will pass it to Evette.

**Yvette Cardenas:** Hi, good evening.

**Yvette Cardenas:** My name is Evette Cardinus. I'm the executive director of academic programs. I will see Francina.

**Francina Hollingsworth:** Good evening everyone. I'm Francina Hollingsworth, the administrative supervisor for fiscal education and coordinated school health. And sorry I can't see everyone. So whoever's next to me and haven't introduced themselves, please introduce

**LaShanda Lewis:** I'll hop in. I'm Landa Lewis. I am the executive director of student support services. And I know that we have a couple guests here to present tonight. So, I'm going to pass it over to Amanda Tui, who you'll hear from again later.

**Amanda Toohey:** Hi everyone, my name is Amanda Tui. I'm the director of mental health and crisis management and I too can't see the list of staff. So, whoever wants to jump in next

**Yvette Cardenas:** I'm sorry. Nissa and Carrie. Yes.

**Nissa Roark:** ...

**Nissa Roark:** no worries. hi, I am the Nissa Ror. I'm the health and social services specialist for the Head Start program for AISD. so yes, whoever wants to go

**Kari Hazard:** I'm Carrie Hazard. I'm the PE curriculum specialist for the district. And y'all left me with the job of trying to figure out who else is left. any other AISD staff want to come on?

**Cyntia Rodriguez:** My name is Oops.

**Stephanie Hebert:** I and...

**Cyntia Rodriguez:** My name is Cynthia Rodriguez. I'm the lead counselor at Navar. I'll be presenting a little bit later.

**Stephanie Hebert:**

**Stephanie Hebert:** I'm Stephanie Abear. I am the health education curriculum specialist for the district.

**Francesca Leahy:** Thank you all. Are there any other SHAK members or AISD staff members that would like to come off mute and introduce themselves at this time? hearing none, we'd love to recognize our guests and thank you again for being here today to participate and potentially provide public comment. if you are a guest and you've not had the chance to introduce yourself yet, please come off mute at this time. I actually see one name on online. Brian Pñena, can I call on you to kick us off?

00:10:00

**Brian Pena:** This is I work for Reposa doing ed policy at the capital. Just listening in.

**Francesca Leahy:** Thank you.

**Andrea Jacks:** Hi, I'm Andrea Jax. I am hoping to eventually be a SHAK member. I've been talking a little bit to trustee Dr. Kaufman in my region 7. so I'm here to listen today and hopefully I'll be a member at some point in the future.

**Sharyn Vane:** Hi there. I'm Sharon Bain. I have two AISD graduates and I don't know if this is the time when you say you want to make public comment, but if not, I'll do that later. But thanks for having us.

**Francesca Leahy:** We'll get to that in just a moment. Thanks Sharon for being here. Any other guests that would like to come off mute and...

**Nikkie Shubitz:** I'm Nikki Schubetz.

**Francesca Leahy:** rec introduce themselves?

**Nikkie Shubitz:** I'm a parent of an Austin ISD student.

**Nikkie Shubitz:** He's a fifth grader. And this is my first Shack meeting. I'm looking forward to listening in for the remainder after public comment.

**Lisa Flores:** My name is Lisa Fletus.

**Lisa Flores:** I'm a former SHAK member. I'm a parent and community advocate. I serve on other advisory committees in AISD. Thank you for having me.

**Mersady Redding:** Hi, my name is Mercedes Reading. I'm a pediatric resident physician at Dell Children's. I'm on a community advocacy rotation right now, so I'm just listening in today.

**Michelle Gallas:** Right, Dr. Running. So happy to see you here.

**Mersady Redding:** Hi, Dr. Gallas.

**Francesca Leahy:** Seems like we've come to a pause. If anyone else has not yet introduced themselves, please feel free to come off mute and do so. if we have captured everyone, then again, I'd like to say welcome and we look forward to engaging with you during this meeting. So, with that,...

**Francesca Leahy:** I'll pass it back to Leah. yes. Thank you.

**Colleen Garland:** Hi, I'm sorry I'm just popping in a late.

**Colleen Garland:** We have a ESAC meeting tonight as well and so I'm gonna kind of hop back and forth but just wanted to be here for I don't know to listen and if there's any questions I'm Colleen Garland. I'm the outdoor learning specialist for Austin ISD.

**Francesca Leahy:** Thank you for being here.

**Leah Kelly:** Thank you everybody for being here.

**Leah Kelly:** And just to give an update, we do have additional community members who have submitted applications to join SHAK and we're currently in conversation with leadership to continue to help facilitate that. and then because it was very short notice, the meeting time for tonight didn't work out. But I would like to let you all know that we do have a student representative that was appointed.

**Leah Kelly:** Their name is Bri Seaman and they are a student at Akens Early College High School. So, I'm very excited to have them join us at our upcoming meetings and I'm very happy to have student representation and youth voice included again. thank you to everybody that helped to make that happen. And since we do have community members that have signed up for public comment, I will read our community communications statement. So, 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.

**Leah Kelly:** Please note the process for public comments on video conferencing meetings. Persons wishing to provide public comment will be asked to state their name and acknowledge that they have read the note about public comments listed below. it is on the district website. I can get that link and drop it in the chat in just a moment. Excuse me. I have to exit my cat. So if more than five people wish to speak, the chair will draw five names randomly. Public comment is limited to two minutes. and I believe that we have two speakers. So, one moment. Let me get my timer ready. Apologies for the delay. All righty, Miss Flores.

00:15:00

**Leah Kelly:** Since you were here and we heard from you first if you would like to go first. and Sharon, I see your comment in the chat and by letting us know you're fine. You, let us know at the beginning of the meeting and so after Lisa will call on you to share your public comment next. Thanks for asking. So Lisa, I'm ready when you are.

**Lisa Flores:** Thank I wanted to let those listening to this know that I sent in a longer letter with links and information. if you could please distribute that to SHAK members, I would be grateful. I didn't have everyone's email, but here it goes, a shorter version. I will warn you the topic is not good evening. My name is Lisa Flores. I'm a parent community member, and an education education advocate who works with families across this district and across the state. I'm here to ask Shaq to address the district's use of reset rooms or seclusion rooms and to recommend ending seclusion in Austin ISD. These rooms are already in use at campuses, including Blackshere, Matthews, Baronoff, and Barbara Jordan, and likely many other schools under different names.

**Lisa Flores:** There's no clear public policy that defines seclusion, explains when these rooms may be used, or requires consistent monitoring and reporting. The practice is happening, but the rules and data are invisible to families. At one AISD that I am personally involved with, a child was placed in a so-called reset room for essentially their entire school day alone as their primary placement. This was not transparently disclosed to the parent. When the parent asked to see the room, they were refused. The family was even asked to provide decorations for the room without being told that they were decorating their child's seclusion room. The campus is now calling this a success because the student is afraid of being punished and sent back to this to the room. That is not support. That is trauma. I'm asking Shaq to recommend that AISD publicly report how many reset rooms exist, how often they're used, and which students are being placed there.

**Lisa Flores:** require same day notification to parents every time a child is sent to a reset or seclusion room. Remove all exterior locks or mechanisms that allow these doors to be locked from the outside within weeks, not years. And require cameras in any remaining isolation spaces. There is bond money for that end. explicitly prohibit seclusion as a behavior management technique to align with state law and require staff training on informed deescalation and legal limits on restraint and timeout. I have also some personal experience. This happened to my child and I will say the psychological harm is longlasting and very difficult to undo.

**Lisa Flores:** Our students deserve safety and dignity, not fear behind closed doors and seclusion has no place in AISD. I thank the SHAK members for taking this in advance. Thank you.

**Leah Kelly:** Thank you,...

**Leah Kelly:** Lisa. Sharon, you're next.

**Leah Kelly:** Ready when you are.

**Sharyn Vane:** Gotcha. Thank you.

**Sharyn Vane:** I'm Sharon Bain. I'm the parent of two AISD graduates. I'm also here to ask that the shack pursue an accurate and complete picture of student seclusion or reset rooms across the district. This would include partial day or full day seclusion from the classroom by whatever name it may be called on various campuses. At minimum, there should be an accurate and public accounting of how frequently and where this practice is in place across the district, disaggregated by student group and disability status. More importantly, this should be a first step in ensuring that policy and practice align to stop this practice and never to have a situation in which a child is isolated behind a locked door for hours or days at a time without adult or peer interaction.

**Sharyn Vane:** To be honest, I was shocked to hear some of the first-person stories of where and how this is happening. Deploying fir fear-based compliance is not what AISD or any district should be doing. It runs directly counter to the district scorecards first constraint about exclusionary campus practices that disproportionately impact special education students. It feels like a huge legal liability. And most importantly, it also just feels effectually effectively capturing the current practice and recommending targeted policies are important steps in ensuring that this practice stops.

00:20:00

**Sharyn Vane:** I encourage this panel to take this task on to remedy the mental health repercussions for our students. Thank you.

**Leah Kelly:** Thank you,...

**Leah Kelly:** Sharon. I appreciate your comments. I believe that we had a third community member...

**Leah Kelly:** who is interested in leaving a public comment. Nikki

**Nikkie Shubitz:** That is correct.

**Nikkie Shubitz:** Thank I too here am here to talk about seclusion. Sharon just said, I was very surprised to learn about this, but then kind of I thought back to what I have heard from friends over time and realize

that there are a lot of things that a room does not sound like seclusion, but when it is put into place by locking a child in a space that they particularly cannot see out of as well or cannot be seen

**Nikkie Shubitz:** of course that is seclusion and so I was really excited to see there are so many new members to SHAK again this is heavy it's probably not a very exciting place to start but no better time because once you become aware of something that's when it is time to take action on it and so I really encourage Shaq to take this up especially because it is an evident mental health issue but there are also physical health and safety concerns here as well. particularly in the case of an emergency, a child locked alone cannot take care of themselves, particularly I have a lot of concerns around our folks who historically are underserved which unfortunately are a lot of categories of human disproportionate concern.

**Nikkie Shubitz:** We know that we have higher levels of exclusionary tactics in the classroom or really out of the classroom for children with disability and for children of color. and we know this, That's why it is in our scorecard. also we know that Austin needed to be under an order in order to get our things starting to align again when it comes to even identifying and assessing children for disability and supports.

**Nikkie Shubitz:** And so, I have a lot of concern that we not be so narrow when we're considering where we can grow when it comes to, the ways that we are handling our, special populations. I know that we have a large trouble when it comes to personnel,...

**Nikkie Shubitz:** The number of people we have, vacancies. it's just really important that we never put a child at risk in order to make things easier for adults. so that's...

**Leah Kelly:** Thank you,...

**Nikkie Shubitz:** what I wanted to share today.

**Leah Kelly:** I know that was two minutes. I personally really appreciate everyone's comments tonight as part of receiving public comment from community members were not able to engage. But I would also like to add from my personal perspective as a parent, I think anybody that knows me knows that I have been a pretty diligent advocate for mental health services for my child.

**Leah Kelly:** And the impetus for why she has needed the level of support that she has needed over the years is because she experienced a tremendous amount of excessive discipline and seclusion as a very young child. So, I just wanted to take a moment to tell you that I really appreciate everyone's interest in this topic and taking the time to be here tonight.

**Leah Kelly:** So it is a very heavy subject and personal but I hope that we can revisit this during the end of our meeting when we have an opportunity for items from members to be considered for future topics of consideration. So our next item on our agenda is reading and approval of the February 18th, 2026 meeting minutes.

**Leah Kelly:** Those were distributed to SHAK members ahead of tonight's meeting. So, if you were able to take an opportunity to review those, please feel free to just come off mute if you think that there are any edits or corrections that need to be made. If you did not have an opportunity to review those ahead of tonight's meeting, Miss Hollingsworth is sharing them on the screen. and so we will give it just a couple of seconds to look over those. And if there are any edits that need to be made, please just come off mute and let us know. there is a comment in the chat that the date shows 2025, not 2026.

00:25:00

**Leah Kelly:** I believe what you're referring to is the reading and approval of the December 17th, 2025 meet meeting minutes. And so those minutes were from 2025.

**Leah Kelly:** If I am ...

**Colleen Garland:** Sorry, it may have just been on tonight's slideshow of approval of M minutes said February 18,...

**Colleen Garland:** 2025. I don't think it's on the minutes itself. It's just on the tonight's slide. Sorry.

**Leah Kelly:** Thank you. All right. Hearing no other corrections, do we have a motion to approve the minutes from February 18th, 2026?

**Ann Teich:** This is I move approval of the minutes from February 18th, 2026.

**Leah Kelly:** Is there a second?

**Alana Bejarano:** Leah, it's Elena Beherano and I can second that.

**Leah Kelly:** Francina, can you confirm? Is it okay for Elena to second or does it need to be a voting Shack member?

**Francina Hollingsworth:** It's okay for her to

**Leah Kelly:** Okay, great. Thank you, Elena. are all in favor? We will go through this fun process of raising your hand.

**Kelsey Campbell:** Can I vote if I was not at the meeting? But I have reviewed the minutes.

**Leah Kelly:** Yes, if you reviewed the minutes and you are a current SHAK member, then you are eligible to vote. We need seven. Okay,...

**Amy T:** This is Amy Tyler. I'm sorry I'm the go with my phone. And I don't see the hand raise option, but I'm raising my

**Leah Kelly:** thank you I believe that brings us to nine.

**Kari Hazard:** to nine.

**Kari Hazard:** Correct. I'm going to lower you guys hands and...

**Leah Kelly:** So are there any opposed?

**Kari Hazard:** then raise your hand if you're opposed, please.

**Leah Kelly:** I see no opposition.

**Leah Kelly:** Is there any abstension? Would anyone like to abstain from the vote? All right, seeing none, the motion passes to approve the February 18th, 2026 meeting minutes. And with that, we will move into district updates. and I will turn it over to Alana.

**Alana Bejarano:** Hey, good evening everyone. I wanted to say how much I appreciate the shack. I think this year has been amazing. It's going so quick, but so much good work. And so I know each member doesn't hear it enough, but you all are doing an awesome job. Totally appreciate everyone on this call. But a real quick district update for us. We continue to hit the immunizations. You're going to hear that quite a bit from me. All of our health screenings are wrapping up, vision and hearing. And then March is kind of a reset month that leads us into the next year. So Dr. Gallas has been instrumental in starting the next year with our Epipen, AED, our Narcan program. So without her, we couldn't continue. So amazing kudos to her so all of those get ordered for the following year. We are part of a traumatic brain injury group that are the first in Texas. Super proud of it. We're going to continue to lead that with athletics.

**Alana Bejarano:** We're going to learn more about athletes and non-athletes and how TBIs happen, how we can provide education, what is best for the kiddos after they have a traumatic brain injury. So, these are exciting things on the front for this year and next. They get a small siphon, which I'm going to let athletics use how they see fit, but they do give us a little bit back for the program. And then we are really branching out into new diabetes information. There is a whole study on kind of an electronic pancreas if you will. It's some amazing medical research and so we're trying to see how AISD can stay afloat with the newest technology. So that's just a few things but I do believe that March kind of lends me into the new year of getting things ready for the kiddos and new things and new opportunities.

00:30:00

**Alana Bejarano:** And just I want to just put on the front from the parents that have done some public comment tonight that my boss Terry Lee and I work closely with all the sped population and so it's something that I can take back and I know they're aware of and on the physical front and I know on the mental health front I'm working with our mental health folks but we'll kind of take that definitely into consideration make sure the AISD is doing what we need to for those kiddos and those rooms. So, I just want to kind of lend that support from my boss, Dr. Lee, for myself. And that's all I have. Quick and fast.

**Leah Kelly:** Thank you for that. Does anybody have questions? All right, then. If we don't have any questions, thank you so much for sharing with us tonight and we will turn it over to Dr. Lewis and...

**Francina Hollingsworth:** Lena, we have a question in the chat.

**Leah Kelly:** Thank

**Francina Hollingsworth:** Sorry, maybe die.

**Leah Kelly:** Yeah, I think that the only question that I saw was Sharon asking if there was a way to sign up in advance for public comment, but I think we got that covered. I don't know if maybe something is showing up for you that I'm not getting, Miss Hollingsworth. Do you Okay,...

**Francina Hollingsworth:** No, a comment popped up and I thought it was the question, but it's not. So sorry about that.

**Leah Kelly:** That's No problem. So then we will go ahead and hand it over to Dr. Lewis and her team. So, thank you for being here, Dr. Lewis.

**LaShanda Lewis:** So I just want to give a very small update in relation to our RFP that we have been working on for a few months now. We believe that we will be able to get that signed by the end of this

week. If not then the early part of next week. We have gone through our legal department and the legal department with interal care and at a point where we can sign interal care is in the process of doing interviews for the staff that will be working with our school district and so we are excited to get that started and finalized because it has been a long process.

**LaShanda Lewis:** So I don't want to spend too much time speaking about that because I can give you guys a more detailed update our next meeting. I know that the last time we brought our counseling and mental health team, we kind of ran out of time. So I want to make sure that we give them enough time today to go over their topics and so I'm going to first introduce Shakira Hamilton Adams who is our director of comprehensive secondary counseling, and then following her will be Amanda Tui who is our director of mental health and crisis management. So, I'll turn it over now to Miss Shakira.

**Shakira Hamilton-Adams:** Good evening everybody. I do have May I share screen?

**Francina Hollingsworth:** Yes, let me know if you have sharing capab

**Shakira Hamilton-Adams:** Okay, It looks like I do. let's make sure I can get the right document. got it. Okay, so Thank you all for all that you are doing. The last time that we were here, we were talking about the use of time for middle school and high school counselors, and I was able to thoroughly go through the middle school counseling piece. I wanted to quickly go through high school, and I want to make sure, give me just a moment. Okay.

**Shakira Hamilton-Adams:** I want to make sure everyone can see the screen and see what's on the Are you all good to see this? perfect. and just as a reminder, we are doing use of time for counselors and we collect use of time data from counselors each month. So, in that use of time data, it speaks to us about how we are meeting the 80. What we have is our recommended percentages are and I did not mean to make that smaller but this is Our recommended percentages of direct services to students is 20% of the administrative duties.

00:35:00

**Shakira Hamilton-Adams:** So, in looking at where our high school counselors are, overall for the fall goal, our actual goal is 80%. High school counselors are at 70.4%. And in the 20% range, we are at the 29.6%. And what that means is that for 70% of our students, we are able to do direct counseling services, whether it's through meeting with counseling curriculum, if it's individual planning with students and families, or providing responsive services through our crisis intervention and prevention plan.

**Shakira Hamilton-Adams:** Our indirect services are more so like the consultation that we do with any teachers, any community members, any community service and any referrals that we make to our LMHP partners. And then the advocacy and collaboration that may be done at child study team meetings and all those different things. But for 70% of our high school campuses, we're able to provide those direct services and meet student needs. as we look at our target performance and constraints, at least three of our 15 campuses presented with very high responsive needs. And we've noticed that the mental health needs of students have increased and we're meeting those needs. But, at least three of our 15 campuses showed that they were spending 25 to 35% of their time in the responsive services piece.

**Shakira Hamilton-Adams:** and that just shows us that there is a greater need. as a part of spending that time on crisis response needs, we are doing referrals to our LMHPS and any community partners that

may be on the campus. So, we are doing that situ non-counseling duties. And when you talk about what non-counseling duties are, it's anything that takes us from being able to sort support students. So, the master scheduling piece, testing, lunch duties, and all of those different types of things. Sorry, my light went out.

**Shakira Hamilton-Adams:** But several campuses saw a significant increase in the combined strands for non-counseling duties and system support in October and this was because of the heavy testing 60% to 76% of the time for non-counseling duties was used for non-counseling duties and system support.

**Shakira Hamilton-Adams:** And what that does is it takes us away from meeting the goals that we have that may be aligned to that are aligned to our district goals but are aligned to our counseling goals for the year which is that each counselor should meet with their student at least once per semester and if they can twice per semester because we're wanting to make sure that students know that there is a safe supportive adult on the campus. And the last part, so the action items and the support needs that we have identified are needing to reduce the non-counseling duties and then continued support with the alignment of the counseling roles and responsibilities. the district team will we do provide so our district team we are small and we are mighty but we do provide coaching, we provide on-site help.

**Shakira Hamilton-Adams:** We currently have a secondary counseling coordinator who is supporting course selection for one campus and then making sure that all of those things are aligned for other campuses. So we provide the mon progress monitoring the support and the comprehensive counseling program high leverage action items and we will continue to do that but we really are hoping that the alignment of the role so that counselors are seen as the leaders on their campus and they're able to provide to support the outcomes that are wanted on the campus by having a

**Shakira Hamilton-Adams:** safe and supportive adult and then having that one-on-one time to be really plan with students and families for their post-secary success but also their metriculation success as they are metriculating through AISD. I will stop sharing. And I don't know if I'm supposed to ask for questions, but if anyone has any questions, I'm happy to answer those.

00:40:00

**LaShanda Lewis:** If you have questions, continue to think about those. I just want to just plug in that Shakira mentioned that it is a small and mighty secondary counseling team. It is two people servicing all of our secondary counselors across our district. at 1.3, but due to some budget cuts, we are down to two this current school year. And that does include just our traditional work that is happening across our campuses, but also because of consolidations being very intentional with supporting our counseling teams and our students through this consolidation process both on the social emotional part of this...

**LaShanda Lewis:** but also on the academic part. So there is a heavier load than usual for this very small team but they are getting the work done.

**Shakira Hamilton-Adams:** Thank you,...

**Shakira Hamilton-Adams:** Dr. Lewis. and the only and I just wanted to share this piece if there were just any questions about what u may be considered some of the non-counseling duties that counselors are doing if that question comes up. A lot of it is either substitute teaching, test coordination, and some other

supervisory duties. So, those are just some of the few, but if you have more questions, we're happy to answer those. Yes.

**LaShanda Lewis:** And I will just throw this out there as well. U in the breakdown of the 8020 I do want to point out that I think Miss Shakira misspoke on one piece. I think she said that 70% of our students are being seen but really that 70% of the time that counselors are utilizing 70% of their inschool day time, their work time is related to direct support to our students.

**Shakira Hamilton-Adams:** Mhm. Yes.

**LaShanda Lewis:** We know that a lot of our counselors spend a lot of time outside of the school and some of that may actually be spent working with students. especially if there's a mental health need there. there's a lot of time spent outside of our school day.

**LaShanda Lewis:** our counselor spending a lot of time outside of our school day on academic supports as well. So when we're when we're looking at 8020, we are looking at it from a work hour, not the actual reality of the work that the school counselors are doing. And the 8020, if you're wondering how we got that breakdown, that is an education code.

**Shakira Hamilton-Adams:** Yes.

**LaShanda Lewis:** It is Senate Bill 179 that was passed just a couple of years ago. And I believe Shakira mentioned that when she presented back last month with our middle school counselors, but I want to make sure that you understand that that is not an arbitrary number that we came up with, but that is from our state legislators.

**Leah Kelly:** Dr. Lewis, I just wanted to draw your attention. There are two questions that Francesca has put in the chat. And so for people who may not be able to read or access the chat right now, the first one do AIS or Francesca like you're here feel free to go right ahead.

**Francesca Leahy:** Sorry. Fair call out there.

**Francesca Leahy:** So first question, do AISD grant funded college and career readiness coaches work with counselors or do they work independently? I'm just curious about I know it's each one of the kind of functions that you mentioned is could be its own job, and so I'm just curious the degree to which that coordination happens on campuses. And I'm sure it varies by campus, PEK versus other types of campuses. So I'm just curious your thoughts on that.

**Shakira Hamilton-Adams:** So, We do work collabor collaboratively with our college and...

**Shakira Hamilton-Adams:** career advisors and it's more of a we try to make sure that what the counselors are informing students that they also inform the college and career coaches and the college and career advisors do the same thing. So that conversation is happening. So we invite the college and career advisors, our district personnel for that department. They come in and they talk to our school counselors as well as take information and share scholarship information with counselors and college and career advisors. So we really push to have that alignment between college and career adviserss and counselors.

**Shakira Hamilton-Adams:** And there are different campuses like you said that have even expanded the systems to make sure that that is happening. So some campuses will have most of the campuses have the counselors to meet with the college and career advisors during their college and career counseling

team meetings. And then it depends on how the campuses have it set up. they may be a part of the administrative cabinet and all of those different things. So, the model looks different from campus to campus, but as a district team, we encourage and ensure that they're able to have time to collaborate together.

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**LaShanda Lewis:** And I just want to add on to that. so our school counselors and our LMHPS they work very collaboratively with multiple departments across our campuses. And so our school counselors are in one department. and our college and career advisors are in our advanced academics department.

**LaShanda Lewis:** And then of course our LMHPS are also within my department, school counseling and mental health falls under student support services. And so while there is not a direct correlation to the work that our LMHPS are doing with our college and...

**Shakira Hamilton-Adams:** All right.

**LaShanda Lewis:** career advisors, there is a direct correlation between our college career advisors and our school counselors.

**LaShanda Lewis:** However, if anyone on our campus has a student who is in mental health crisis,...

**LaShanda Lewis:** they're going to first refer those individuals, those students to our school counselors. And then if there is a need greater than what our school counselors can provide to our students, then they will make a referral to our LMHPS.

**Shakira Hamilton-Adams:** And there was an ask about PTA funded counseling support on campuses.

**Shakira Hamilton-Adams:** That's not information that we have collected or are aware of. There may be additional supports that are offered outside of the school day, but we don't have any data collection on that. and Dr. Lewis mentioned, our college and career do you mean for the coordinators?

**Shakira Hamilton-Adams:** Do you mean the college and career advisors? Can we get a Okay,...

**Francesca Leahy:** Yes. Yes.

**Shakira Hamilton-Adams:** so that part would come from our advanced academics team and I'm sure that there's a way to get that information.

**Francesca Leahy:** Thank you so much. This very helpful presentation.

**Shakira Hamilton-Adams:** Absolutely. You're welcome.

**LaShanda Lewis:** And Leah, we see your hand. And then we see Colleen as well.

**Leah Kelly:** Hi. Yes.

**Leah Kelly:** I would just like to take a moment to interject and recognize and express appreciation. Cander Candace Hunter has joined us. So, Trusty Hunter, I appreciate you being here and having an interest in the Shaq's work tonight and just wanted to take a moment to acknowledge that you had joined us. Thank you. and if you would like to share anything, Trusty Hunter, feel free to interject.

**ACC-Candace Hunter:** I thank you and appreciate it. I actually was supposed to be here earlier, but I got caught up in a work thing, so I was like, they still might be meeting. I should join. But I was actually invited and I've already read the statement of Lisa Flores, and I just wanted to show support for the shack and...

**ACC-Candace Hunter:** show support for Lisa's community testimony. Thank you.

**Leah Kelly:** Yes, thank you.

**Leah Kelly:** Thank you for your support and thank you for being here. and then additionally, I did have a question not related to academic counseling, but I am curious if the district has a formalized policy in response a postvention services for how the district responds to a campus, a community, to staff members, students, and

**Leah Kelly:** people who are experiencing the loss of a student to a death by suicide. And I'm wondering how the district addresses that and if there is a formal post vention response and if we could maybe learn more about that at a later time.

**LaShanda Lewis:** Yes, we can get you more details about that, but I will tell you that for any student or staff death that impacts our campuses, we do have our LMHP team. We work very collaboratively with our school counselors and on for our adults for our staff members with our EAP and...

**LaShanda Lewis:** so through our benefits office to ensure that we're providing support for them.

**Shakira Hamilton-Adams:** And Dr. Lewis,...

**Shakira Hamilton-Adams:** I'll just add that if students are impacted, we continue check-ins and provide check-ins as long as students need those. So, we do provide that long-term support with our LMHPS, but there are short-term check-ins with students that may need more support. And whether that's self-reported by a parent, reported by a teacher, or someone else on the staff.

**Leah Kelly:** Thank you for that. I think it would be interesting to learn more about how those referrals are made. you mentioned that they could come from several different sources and as a parent who has had a child in that position it would be interesting and I think helpful for families to know how to access and make those referrals in the event that their children are in a position to need that.

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**Shakira Hamilton-Adams:** I

**Leah Kelly:** And then Mr. Kenny, I think I saw your hand raised.

**Ann Teich:** and Kenos.

**Leah Kelly:** So please go ahead.

**LaShanda Lewis:** And I'm sorry, Mr. ...

**Matthew Kenny:** Yeah,...

**Matthew Kenny:** I was just briefly going to add sorry.

**LaShanda Lewis:** We did have Colleen's prior. I don't know if she has lowered her hand, but then we can come back to you, Mr. Matthew.

**Colleen Garland:** All right.

**LaShanda Lewis:** Colleen, are you still on?

**Colleen Garland:** This is old news now. I was coming back just in response to one of Francesca's questions about PTA funded counseling support. I was going to write it in the chat, but the Austin Area Council of PTAs a couple of years ago made a change that PTAs can no longer fund campus staff positions.

**Shakira Hamilton-Adams:** S\*\*\*.

**Colleen Garland:** So unless y'all have something different for counseling, as far as I'm aware, PTAs cannot fund staff positions. It's a PTA by law.

**Francesca Leahy:** Thank you and is that at all campuses? Okay. All right.

**Francesca Leahy:** Thank you.

**Gretchen Pierce:** Actually,...

**Gretchen Pierce:** Francesca, what happened is they did pass that change, but then the legislature kind of circumvented it and passed a law that said that they could. So, it's very confusing. Technically, the legislature says it's okay.

**Gretchen Pierce:** I don't know. I don't But...

**Francesca Leahy:** Thank you,...

**Francesca Leahy:** Gretchen. I Yeah.

**Gretchen Pierce:** if I mean, I can send you I read the bill, though. It's also because the bill seems to indicate that part of the bill has now expired. So I don't know if because yeah, I know what you're talking about, Francesca, obviously. yeah, so that was in conflict anyways because there are schools that still are funding staff positions. So yeah.

**Francesca Leahy:** Yes. Okay.

**Francesca Leahy:** Thank you for raising that and thank you Colleen for your response. Happy to have anyone else respond but I'm noting that that's something that I'm interested in looking into further and Gretchen your expertise is definitely helpful there too. So please feel free to share other information that you have with the shack at any time.

**Francesca Leahy:** But I'll pass it back to Leah Matthew who I believe was next.

**LaShanda Lewis:** I will just throw this as a suggestion out there.

**LaShanda Lewis:** I know that our district is working to ensure that required staff are locally funded so that we don't have concerns whether it's federal funds or if there's a PTA position that is funded and it is a required position that campuses must have. I would suggest that in a future meeting that we have

someone from our staffing office come in and they would be able to better articulate the realities for our campuses.

**Leah Kelly:** Thank you for that suggestion. I think that that would be wonderful to learn more about. And Matthew, please go ahead.

**Matthew Kenny:** I'll just leave it to talent strategy then to explain the evolution of that policy. But yeah, that was a few years back and that has since changed. And then of course with our current, fiscal realities, there's a lot of different avenues campuses are pursuing to be able to fund anything. our campus is doing summer camps because we have to find a way to pay for some staff members as well with decreasing funding. I did want to speak to just the coordinated efforts by the counseling departments and our LMHPS to do wraparound services.

**Matthew Kenny:** Miss Kelly to what you were speaking about when the community is experiencing a death. I've seen that support at Blandon and previously at Norman Sims and previously at Bettis both with loss of students and with loss of staff members and it's been extremely impressive. so there is absolutely a protocol and it's a very well-oiled machine which is just super impressive. especially speaking to the lean department that it is, the level of care and service that they're able to offer the campuses is extraordinary.

**Leah Kelly:** I really appreciate that. And I don't know if everybody knows my background, but I'm a previous Austin ISD employee and I have a husband who's been an Austin ISD district staff member for 22 years. And I think that the specificity of my question is really around postvention that's related to deaths by suicide because we know that with youth we can have situations where there is clustering and contagion.

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**Leah Kelly:** And so I'm really honing in very specifically on what the response is in that situation. it's always a tragedy when there's loss of life for any reason. But I am wondering specifically what the district's response is for postvention. And postvention is very specific to loss of life by suicide.

**Matthew Kenny:** I got Yeah, there is a protocol that even includes,...

**Leah Kelly:** Thank you. I appreciate that.

**Shakira Hamilton-Adams:** Yes.

**Matthew Kenny:** I've not experienced suicide on campus, but ideation and wraparound services from the counseling department as well, so I would imagine in the more extreme circumstances that you're describing, yeah, that'd be great to hear about the protocol.

**LaShanda Lewis:** Do we have any other questions for Miss Hamilton Adams? Okay, with that then I'm going to turn it over to Amanda Tui who is our director of mental health and crisis management.

**Amanda Toohey:** Thank Give me just a second. I'm going to share my screen. Let's see. Can you all see that? So, again, my name is Amanda Tui. the director of mental health and crisis management and I'm going to share some of our fall data that will include some from the licensed mental health professionals but it will also include some of information from our crisis response as well as our teach services as well. so jumping right in this gives a snapshot of our licensed mental health professionals.

**Amanda Toohey:** And just to give an quick overview of that team, they are a team of 30 district staff that collectively serve the full district. and they serve the district in a few different ways. So, they support our school-based therapy services. They also work closely with families and staff to essentially problem make resource connections, support with attendance, mental health, things like that. so through the fall semester, they collectively served a total of 2,336 students with a total of 10,337 services. and so that reflects kind of a wide range. So some of the referrals might be really quick referrals. It might be a couple of connections with the family to make a quick resource connection and that need is met and they're moving on.

**Amanda Toohey:** and other ones it might look like very frequent weekly or a couple times a week supports with the student and family. this is just a snapshot of those services. So it kind of shows through elementary and middle and high school and also by grade. Oop. and then this is the data by presenting concern category. so we see a lot of mood related referrals that kiddos that are experiencing depression and anxiety symptoms things like that. also different family related stressor stressors, behavioral concerns, and so on. I'll give just a minute so you guys can look at this page.

**Amanda Toohey:** And this shows the referral trends for the licensed mental health professionals over the semester. and this feels very real because what we know is that October things get really heavy. s when, it's no longer the beginning of the school year. we often see mental health needs really spike during that time. and then where it shows a taper off is maybe a little misleading because what this is data pulled specifically from when referrals were made. and so a lot of those referrals will continue. So it just shows that really high level of new referrals made in ctob and I want to talk just a little bit about our short-term schoolbased therapy model.

**Amanda Toohey:** This was added we are in our third year of this model and so a few years ago the licensed mental health professional team was actually doubled and with that we added the service and what we really saw was especially postcoid was a gap to students being able to access therapy needs in the community whether it be financial transportation barriers and also just kids missing more

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**Amanda Toohey:** school because of that and so with being able to add this, we really were able to remove a lot of those barriers. kids are getting that service during the school day. and it's free of charge to parents and it's open to anybody it is intended to be shorter term in nature, so typically 8 to 12 sessions. and then at that time, if a kiddo is showing that they need longer term, then they also can help bridge over to a community partner as well. And in the fall semester, 537 students received that short-term school-based therapy. And again, you can see it spread out over elementary, middle, and high school. and I included just some of the reflections. These are directly from students as they were wrapping up their therapy with their therapist.

**Amanda Toohey:** I think for me this really just kind of brings it back to the purpose and the why. and I especially love the last one just starting with I am good and I can fix things and make myself proud. I think is just really amazing. and I know we've talked a little bit about district crisis response. And so, anytime we have, as a district, we have, campus, district, and community level crisis. And, campus crisis might look like a student outcry or a medical emergency on campus, things like that.

**Amanda Toohey:** So where it's a smaller impact to the student community, but they might have some intensive needs for a small amount of students and that the campus and potentially the LHP that

supports that campus can support. and then at the district and community level is where we have more of a coordinated district support. and that looks like when we have a student death, a staff death, community, natural disasters, things like that. And so this is just a little snapshot from the fall semester of the types of responses. And so we had a lot of consolidation related support. and then the grief and losses is going to reflect when we've had those deaths. And then safety and community incidents. and really the purpose and that kind of initial support is to provide that stabilization for the campus.

**Amanda Toohey:** And then as we kind of provide those immediate supports, oftentimes what we see is some kids will need some more ongoing support. And so we work really closely with our counseling team to figure out kind of come up with a plan for each individual student and make sure that every student is supported in the best way possible. I'll talk just a little bit about our TAT program. So this is the Texas child health access through tele medicine program. It's with a partnership with Del Dell Medical and UT. and this is a legislatively funded program. and in the fall semester we had 109 referrals across 36 campuses.

**Amanda Toohey:** This is kind of a point of pride in that from fall semester of this year compared to fall semester of last year we actually doubled the amount of referrals that we've had. and so this is showing that kind of there's the 109 referrals made of those 89 students were served meaning that the families kind of were able to connect and get the required paperwork so that the students can be served. And then of those 89 served, teachout is also intended to be short-term and they can also connect to longer term care as needed. And so 38 of those were connected to ongoing care. and TAC can provide both short-term therapeutic services as well as psychiatric care. And again, this is our teach by elementary, middle, and high school.

**Amanda Toohey:** And then I just want to spend a quick moment in just kind of the reality that it's really hard to show mental health support in numbers. because what we know is that it's, one kind of touch point with a student might look like spending hours with them if they're in crisis, And so when we kind of pull out the data, it often doesn't reflect that relationship building and just kind of like some of those prevented crisis crises and things like that. so just want to spend a moment on that piece. And that is all of my slides and I'm happy to take questions as well.

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**Amanda Toohey:** Go ahead, Sharon.

**Sharyn Vane:** I don't know if I'm allowed to ask questions, but I'm curious. So, I just want to ask the slide showing the top reasons for mental health services. I noticed that consolidation was really high on the list.

**Sharyn Vane:** Was that because there were sort of proactive mental health professionals sent out to meetings or was that responsive to questions or concerns or both?

**Amanda Toohey:** That's a great question.

**Amanda Toohey:** We did a lot of proactive work and so looking at the campuses that were particularly impacted, we set aside days where we were just proactively on the campus to provide support for both students and staff. and then we also kind of have some things where they can request support as well. So

some of those are kind of in response but the primary is just that preventative and kind of proactive work of course.

**Sharyn Vane:** Thank

**Amanda Toohey:** Good, Francesca.

**Francesca Leahy:** Thank It's incredibly helpful and the data itself is incredibly illustrative of the work that has gone in and the variety of kind of pieces that you're pulling together. I think I just had a follow-up question around the funnel data that you provided regarding tat and just the reasons for the slight drop off between referrals and services provided. would you mind elaborating on that? I put my question in the chat as well...

**Francesca Leahy:** if you'd like to read it. Basically, I'm making some assumptions about the reasons behind the drop off assuming families chose not to accept services. but

**Amanda Toohey:** Yeah, sure.

**Amanda Toohey:** Yeah. Yeah. So, anytime before we're referring to TAT, we're always talking with families and getting consent to and so typically, we would hope that kind of that agreement to refer indicates that buyin, but sometimes it's either families change their mind after they get the information or sometimes the Chhat representative has a hard time reaching the family and they make multiple attempts but after, a handful of attempts and they ultimately will close the referral. And so that's the primary reason.

**LaShanda Lewis:** And I would like to say that we see that in all levels of the work that our district staff does. I will say Senate Bill 12 has been a gamecher in how we support our students because yes, we want parental consent for every time we touch base with a student. and I would say this is probably rare, but sometimes students do need that mental health support and we don't get that permission from our families. when a campus makes a referral to our LMHPS, we may see that as well. where the parent may be comfortable with the school counselor working with their child, but they may not necessarily be comfortable with our LMHPS working with their student.

**LaShanda Lewis:** And so, that, parental denial, is a piece that we are often navigating to ensure that the students do get the level of support that they need, but also making sure that parents feel comfortable with the support, that their students may be receiving.

**Leah Kelly:** I was just going to add that anecdotally input that I have heard directly from families is that some students also have a harder time engaging in services that are taotherapy services. they lack access to a way to connect. they don't have devices or their children are just not able to sit and engage with a person that is new to them that they haven't developed rapport with. And I think That is a wonderful service, but I think there are situations where it doesn't work for everyone.

**Leah Kelly:** And then anecdotally also information that I have heard from families that I have worked with directly in the past are that oftent times the tat provider because it is a teleaotherapy service is located somewhere else in the state and so when they're limited successions are up and it is time to make a connection or a warm handoff to a referral for continued services after their teach sessions have expired. that there have been some challenges in making those warm connection handoffs because the teach providers are not located in the area where the students or the children live and so they're not as familiar with community resources that they can make those connections to.

01:10:00

**Leah Kelly:** So there has been, some difficulty in families having that continuity of care when they have used all of their teach services that are available to them. But I do love to see that I think that another thing that I have heard anecdotally is that parents have approached staff members on their campuses seeking out referrals to teach TAT and that sometimes there's not a broad awareness of how to make that connection.

**Leah Kelly:** So even sometimes when families are seeking services because they are not very familiar with the path of how to navigate or just get connected to those services that has been a barrier and I think later in the meeting and I know that we're a little bit off time so I will save it for the conversation when we move to items for members we have some recommendations ations to vote on later. That is one of the things that has been a high priority and a concern for me is that families have the information to be able to know how to navigate to direct themselves to all of the things that are wonderful and...

**Leah Kelly:** are happening in the district, but they may not know how to Access.

**LaShanda Lewis:** And I know Leah we are running up against time and...

**LaShanda Lewis:** we have another presenter. but I do want to say that that is something that we have recognized as a district as And and then secondarily one of the things we have realized and I think that attributes to the change from last school year to this school year with our TAT referrals is that we have staff on our campus that don't understand how can benefit students but also how to make that referral and making sure that we have people on our campuses trained to go through that TAT process with our students and our families. And so that is something that we were intentional with this over the course of this school year and even starting at the end of last school year was making sure that we have people on our campuses that are trained to take those chat referrals but also as you mentioned there is a need for us to make sure that we're communicating with our families so they understand what services are available and how to access

**Leah Kelly:** Thank you guys. Did anybody else have any other questions?

**Ann Teich:** There is a question from Andrea Jax in the chat.

**Leah Kelly:** All Thank you, so Andrea, feel free to come off mute if you'd like to ask your question.

**Leah Kelly:** If you are not

**Andrea Jacks:** Sorry, I'm not often on Google Meet on my phone. so I had to find that button. I was curious if there is any disaggregation of the data particularly around the commonly seen needs by either grade level or region or any other factors.

**Andrea Jacks:**

**LaShanda Lewis:** We do have that information inhouse, and we talked about this kind of at length about what type of information we would be sharing out to our community. We want to make sure that while we paint a picture of what's happening in our district that we're not unintentionally maybe outing a family or a group of students or anything like that. So, we do have that information in house and we can work on a way to share that in a way that highlights where the needs are but also protects our students and our families as well.

**Andrea Jacks:** Yeah, I think it might just be helpful to know if there's any notable differences in terms of the highest sort of frequencies anything Got

**Andrea Jacks:**

**LaShanda Lewis:** I will tell you not necessarily related to presentations that have been shared here...

**LaShanda Lewis:** but one of the factors that we took into account for determining how we would utilize our services that we're going entering into with interal care was where integral care was seeing the largest number of youth in the Austin area. We can't say that they're all students of Austin ISD, but the largest number of youth in Austin in the Austin area. And that's how we determined one of the factors that we utilize to determine the campuses that we would be supporting with interal care.

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**Leah Kelly:** And then if I may just add also Andrea this information is not specific to data from Austin ISD but it is specific to data for the youth in Travis County. There's an organization of professionals serving children in Travis County called Kids Living that has a really wonderful data dashboard where you might be able to look and see some of what you're asking about because the students in Austin ISD are not an anomaly and so it's not directly data from Austin ISD but it could translate to maybe answer some of the questions that you're

**Leah Kelly:** talking about.

**Andrea Jacks:** I'd be happy to check that out.

**Leah Kelly:** All So, if we don't have any other questions, we can move on to our presentation from Navaro Early College High School Counseling Team.

**Leah Kelly:** Thank you for being here and you have the floor.

**Cyntia Rodriguez:** Okay. ...

**Cyntia Rodriguez:** I appreciate very much for the invitation to present and to show you a little bit of what we're doing at Navaro as far as our program goals and it kind of ties in with a lot of discussions that we've been having. what we do at Navaro is we have a counseling advisory council and one of the main reasons we decided to do this was because it involves different stakeholders which I'll go over. those are our community members, our parent, teachers, administrators, we have students and then of course our counseling team.

**Cyntia Rodriguez:** And so having all those me stakeholders in the room together to kind of review what we plan on doing for the school year and the reasons behind what we're doing. And it also holds us accountable to those stakeholders. we can't say, " we can't do this because, we just lost track of time or whatever." But it forces us to put us a plan in place, a comprehensive counseling plan. You can go ahead and to the next slide. So we always start off with this is our mission here at Navaro is really to assist students with their personal, social, academic and career development again within a comprehensive school counseling program. we built on equity, access, collaboration with the school community.

**Cyntia Rodriguez:** And so that our students achieve that goal to whatever they're going to do beyond high school. Go ahead. There you go. so this year was a different year. typically we send out a needs assessment at the beginning of the school year and our meetings we have a beginning of year meeting. This is the second year that we've had our advisory council and so we do it at the start of the school year typically in September and then we share out the impact and what we did our goals and if we met those goals typically in May.

**Cyntia Rodriguez:** This year was a little different because we were not able to publish a needs assessment and a lot of that was the impact that Senate Bill 12 had on our counseling program. I think someone mentioned that earlier. the parent consent needs for the ongoing mental health supports, the parent consent needs for screening of suicide ideation, and the parent consent to refer out to our community partners. so that was a big hurdle at the beginning of the year. I think it was for everyone because we did get that fairly late or into the start of the school year. And so we also had this where we had to any tier one guidance lessons where we would go into the classroom had to be shared with parents for our purposes and student surveys had to be shared with the parents prior to the publication.

**Cyntia Rodriguez:** So just taking all of that into account at the start of the school year in October we have about 1,400 students but we only received about 205 parent consent for that and so because of that our program wasn't as fully informed as to what the students needed at that time but having that but I've been there this is my ninth year there. We had a couple newer counselors, but taking in any information we could gather just from our student information systems, about other things, our ECST information. we pulled together some things. so this was an atypical school year in that respect. And I checked our numbers again right before spring break and at that time we still did not increase that much.

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**Cyntia Rodriguez:** we only went up to 235 parent consents. so I know that piece is being integrated with the enrollment piece now. So we're hoping that that will increase and to the point where we can do that initial assessment for our students. Go ahead. so one of our program goals that we developed is our guidance curriculum. we always want to do by the end of the school year have relevant lessons for each cohort. our counselors are divided by cohort so it's a little bit easier to do that. but on career pathways and post-searcy options.

**Cyntia Rodriguez:** So for the 2029 cohort, the freshman's coming in, it's talking about endorsements, pathways, it's giving them that general information, just kind of bringing up the awareness when they get into 10th grade 2028. It's about their endorsements again, reviewing it, making sure they understand what they've picked, and then really going into our CTE certifications in our programs of studies. Navaro has a very robust CTE program on our campus and a lot of students take part in that. but really making them understand the goal of that whole program and also how they can earn those certifications. because typically those take place in 11th and 12th grade when they do those.

**Cyntia Rodriguez:** For our juniors, it's really started talking about those post-searcy options, make more sense, and it's a lot more relevant to them as juniors. Not to say that's the first time we're talking about what are you going to do after high school, but it's really saying, okay, hey, now it's time to really start thinking about what path you're going on. and then in 2026 when they're seniors, it's having those individual meetings with them, making sure they have what they need for whatever they decide to do after

high school. So that's our goal as far as our guidance curriculum for this year. Go ahead. Next slide. There we go. Okay.

**Cyntia Rodriguez:** Another big subject with our students is being CCMR ready, college career, military readiness. so we want students to understand what that means and we want them to understand why we're doing it. so we got this from the district and that's kind of our jumping off point. We all have this in our offices to kind of show them, this is why we're doing certain things. so if you go to the next slide, so for our program grow for that is just really increasing it. CCMR is not a new thing, but conversations with students, making them aware of that is new.

**Cyntia Rodriguez:** So really for them again freshman cohort it's really just introduction of that what it means just making them aware of it. for the sophomores it's really specifying the pathways of how you can meet that. not that it's a graduation requirement per se, but to show them that, hey, we really want you to kind of indicate where you're going after high school. so juniors, again, it's really verifying that they are on a path, which path they're on, just making sure that they're not coming off of that. And then the seniors is just verifying that they've completed or will complete one of those pathways.

**Cyntia Rodriguez:** All right, next slide. so as I believe it's Miss Shakira mentioned, one of our district goals is for us to meet individually with all our students. our goal was 95%. we have a high mobility rate. So a lot of times the students we start off with at the beginning of the year are not the students we end up with at the end of the year. meeting all of them sometimes, is difficult, trying to make sure, but we do our best efforts. And even though we have specific times that we do that in the school year, we're pretty much doing that throughout the school year. anytime we get a chance to really sit down and explain or let them know what they need to do.

01:25:00

**Cyntia Rodriguez:** So we do it through individual conferences, course selection, advising, transcript reviews, credit checks, all of those academic pieces. last year, this is what we met for last year. you can see that our junior class who are now seniors, it fell off a little bit. that was due to some outside activities that were going on with that particular counselor or that cohort group. but again, our goal is obviously we want to meet with all of them, but we set our goal as a 95% to make sure that we're doing that. Go ahead.

**Cyntia Rodriguez:** Another area is that, our college visits. we want to make them aware of what's out there. And with the grant that we've been provided, the federal grant that we've been provided, we're able to arrange those college visits. We have more kids participating in those college visits. So it's more increasing that the awareness of when the college visits are happening why it's important to go maybe you don't want to go to that particular college but maybe it's good to know that hey this is what life can look at if at a smaller university versus a larger university. So they get that least sure. So for us it's increasing that amount by at least 20% over what we had last year.

**Cyntia Rodriguez:** All right, go ahead. Next slide. so we know for a fact that around this time, the fourth nine weeks when we come back from spring break is probably one of the more stressful times that students go through. especially for seniors, trying to figure out what they want to do next year or after they graduate. that's when they're taking their star exams. For some of them it's big stakes. all of that rolled into one. so we do a stress reduction lunchtime event where they can come in to the library and do different things. the information that you're seeing there la was from last year. so we had them come in as an entrance kind of say hey how stressed are you at this moment?

**Cyntia Rodriguez:** And then at the exit, when they were going out, we had them pretty much answer the same question. And you can see that it did shift, one being not stressed at all to four being very stressed. you can see that after they were doing the activities and coming out of it during lunch, whatever they participated in did decrease their stress for that moment. So, we're planning on doing it again next Friday right before star exams to kind of help with that lunchtime casual event. They can come in and you can see all the different things that we had last year. We had them making stress balls which they loved.

**Cyntia Rodriguez:** coloring stations, we had a bingo, breathing exercises, gratitude journals, and the kids really really we didn't think they would want to do the journals, but that was probably one of more popular ones as well. So, we're goal this year is just to increase the awareness and have more students coming in for that part. And so, that would be our fifth goal. so, just really quickly, again, thank you for allowing me to share that. again we this year was very heavy more so on the academic piece to it. but hopefully with more car parent consent and more needs assessment we want that data.

**Cyntia Rodriguez:** If not, like I said, we'll pull it from other information. So that way we can also be meeting not only the academic and career, but that personal social piece that's a major part of it. but we will report out in May as to where we stand and how we did and we'll have those same stakeholders come back and kind of share in that. We want to continue to do this because we feel that it really helps us focus on our program goals and really kind of make sure that we're doing things with a purpose. it's more preventive rather than reactive.

**Cyntia Rodriguez:** So, I don't know if there's any questions. I think appreciate it.

**Leah Kelly:** Thank It looks like you're getting a lot of support and a lot of love from the reactions. appreciate your presentation and the work that you're doing. I love the preventative piece for the activities during lunchtime. Thank you.

01:30:00

**Cyntia Rodriguez:** Thank you very much.

**Francina Hollingsworth:** Leah, because of time, I move that we table the nutrition sub committee recommendations to the April meeting. and...

**Francina Hollingsworth:** so they will have enough time to actually go through and...

**Francina Hollingsworth:** explain their recommendations. And don't feel rushed because we're at the end of the meeting.

**Leah Kelly:** What? I appreciate that guidance.

**Leah Kelly:** Thank you, Miss Hollingsworth. Nina, please go ahead.

**Nina Miller:** I will not be at the April meeting.

**Nina Miller:** I will be out of town and probably not able to call in. So, I wonder if there's any way we could do just a shortened version. so with that over the next month, we can use any kind of feedback through questions or emails, any kind of input to revise the document and...

**Nina Miller:** have it be moved along because I'm just afraid that, we're going to jump from this for the summer and we won't have a chance. So I was, really gunning for being able to present something even, an abridged version at the March meeting for that reason.

**Leah Kelly:** So I am able to stay on and...

**Leah Kelly:** I would be happy to do that and extend in that offer to anybody that is able to stay. but we do also have five documents that were shared prior to the meeting that we need to have discussion time for all of us to ask any points of clarification or provide feedback and for vote.

**Leah Kelly:** So I was also going to suggest that we move those to the April meeting and hopefully we can use that April meeting to wrap up all of the outstanding work from the presentations and the recommendations that we have so far this year. Miss Hollingsworth, I will defer to you how you would like to handle the nutrition subcommittee. Francesca has also put in the chat that she's able to stay on until about 7:45.

**Francina Hollingsworth:** We can move forward with the subcommittee as long as there's enough members to vote for the recommendations.

**Francina Hollingsworth:** If people have to leave, we definitely understand. But in order to pass the recommendations, we need to have a quorum for the votes and then we could table the other topics, but we just have to vote to table the other recommendations.

**Leah Kelly:** So I am proposing Miss Hollingsworth that we receive the presentations tonight...

**Leah Kelly:** but we table all of the voting items to be voted on at once in the April meeting. So the recommendations that we have to consider are signing on the CBOC letter, the nutrition a recommendation from the mental health subcommittee and then two recommendations from the body project and full measure project full measure. Sorry about that.

**Leah Kelly:** and that we move all of those voting items to our April meeting and just hear the presentation tonight so we'll have the information to consider when we vote in April

**Francina Hollingsworth:** Yes, that's completely fine. And then members, if you have to leave, remember that this is recorded, so you could go back and watch the video or you have access to the documents so you could review over the documents before the April meeting so we can vote. But Leah, you still have to actually the only thing that's on the agenda is this.

**Francina Hollingsworth:** So, you could table the vote to April and then everything else we don't have the vote

**Leah Kelly:** ...

**Leah Kelly:** with that, Nina and Ann, please go right ahead.

**Leah Kelly:** And other community members and SHAK members, if you have to hop off, thank you for being here and we hope to see you again in April.

**Nina Miller:** Thank you,...

**Nina Miller:** Leah and Francina. I really appreciate that.

01:35:00

**Ann Teich:** So I think our first question would be has everyone had a chance to read our recommendation letter?

**Ann Teich:** We did receive an email where Mary Renfro made quite a few comments and additions and so we were going to kind of use that as our guide for discussion. but it looks like we've got some thumbs up from some of our members here that they have read it.

**Ann Teich:** So Nina, did you want to start or do you want me to start? Okay.

**Nina Miller:** I wanted to sort of put this into a framework.

**Nina Miller:** So, there is something called the board policy manual that is the execution of a legal statute that comes from federal law. So, any schools that participate in the national school lunch program are mandated by law to have a wellness policy. and then there's also the healthy hunger-free kids act. So, there are actually two laws that mandate that there has to be a wellness policy and in fact AISD has one. It's a very good one. It's extremely thorough and very impressive.

**Nina Miller:** And the problem is that we don't think it's being implemented either because schools aren't aware of it or because there's no oversight or enforcement. And so it's been kind of voluntary. And I don't know the principles even know that it exists. But it's an incredibly powerful document that if followed will uplift the mental and physical health of Austin's school children. And we are faced with a time when there is growing chronic disease in the form of all kinds of childhood conditions like food allergies

**Nina Miller:** and depression, obesity, diabetes. So, we have a two-fold recommendation that uses as its foundation this wellness policy and then builds out of that one of the most powerful programs that has the most widespread appeal which is gardening for kids at all schools. So Ann and I have spoken to many of the stakeholders across AISD like Darren Clary like Diane Grodek like Maryanne Maxwell to find out where they stand what their challenges are what they know how they can help us and how we can help them. So we're approaching this in a very collaborative way to try to figure out how we can bring pieces of the puzzle that are difficult or for the district to implement because there's just a lot of missing pieces.

**Nina Miller:** So Ann and I have done a ton of groundwork to figure out who are the prospective partners, where the funding could come from and then a method of gardening that guarantees high yield so that students can go home with fresh vegetables which solves the problem of food access and introducing kids to real fresh foods which a lot of kids either don't have access to or are not willing to try. So gardening is like a demonstrated evidence-based manner of onboarding kids to fresh whole foods. So that's sort of in a nutshell what this document is about.

**Nina Miller:** And you could either, add on to...

**Nina Miller:** what I've said or we can just jump in and kind of read through it and give some quick pointers of initial feedback and our responses to it.

**Ann Teich:** ...

**Ann Teich:** I'd like to start with the first paragraph and basically we need to correct our documentation there. It is not chapter 28.012 of the Texas Education Code. I went back and looked it's 28.04 4 that establishes the shack. And then for the AIST board policy manual, we have local, and regulation that

describe the wellness policy. And that portions of that wellness policy are listed further into the document.

**Ann Teich:** And I think one of our number one goals with this letter is to recommend that we have access to documentation of the wellness policy. How is it being adhered to? And I think at one point in the local what's it called? student welfare, wellness, and health services section of the board policy manual, there's a reference to a report being prepared for the shack that shows how the wellness policy is being adhered to, whether or not its goals are being achieved, etc. So, I think our first recommendation deals with that foundational thing. how is the Can a report be generated for the shack to review to see if the goals of the wellness policy are being achieved?

01:40:00

**Ann Teich:** Additionally to that, we are making a recommendation that AISD explore expanding its school garden program to provide access to healthy foods for kids that they actually grow themselves. So those are the two major points we want to make. we can clean up the documentation in paragraph one. and we have a question for AISD staff. do our coordinated school health staff members collect data on how the wellness policy is being adhered to? So, I'll stop at that point and ask that question.

**Nina Miller:** So what we really want to find out is who knows about this wellness policy and how if at all is it being implemented because it's actually, a legal thing that it needs to be executed and it's not being done. So, our recommendation is to do something that we need to be doing anyway.

**Nina Miller:** We're just trying to, help the district figure out, where the ball got dropped and how we can serve, to make this all work to, help principles figure out how to come into compliance and to, not make it more difficult and saddle, AISD staff and principles with more work. but really if the goal is to make our kids healthier there's a long way that we need to go we're stepping up to do everything we can to support the principles of school the district in making this happen and serving in whatever way we can where it's needed. so we're doing a lot of the foundational work to help bring the solutions to the district and...

**Francina Hollingsworth:** Yeah. I'll help you out.

**Nina Miller:** the school. so first it's a recommendation and...

**Ann Teich:** Yeah. And as a reminder,...

**Nina Miller:** then if that gets accepted then we can help with any aspect of it that needs to be addressed

**Ann Teich:** according to the AISD wellness policy is stated in the pan board policy manual, excuse me, it's a mouthful. the schools must develop specific goals for nutrition promotion, education, physical activity, and other school best activities, school-based activities. So that's part of the wellness policy. It's not just the nutrition the food in the cafeteria or the food that is allowed on campus. It goes beyond that.

**Ann Teich:** So it wouldn't just be the nutrition department that handles that evaluation of how well the wellness policy is being adhered to.

**Francina Hollingsworth:** Yeah. Mhm.

**Ann Teich:** So it would be helpful if you could go to the staff involved and look at the wellness policy. We have part of it quoted in our recommendation and find out what is being done and have some kind of survey that would let us know whether or not the goals have been developed and how they're being monitored etc and...

**Nina Miller:** I wanted

**Ann Teich:** that kind of thing. We're also requesting an annual report so that we have a better idea of what's going on as far as adherence to the wellness policy is concerned. So that's where we are at this point. The gardening recommendation I know is something that we can only recommend an expansion of the gardening school gardens. but I think one of our major concerns is this wellness policy. How

**Nina Miller:** add also that the Texas legislature just passed SB25 and SB 314. Those two bills call for mandatory nutrition education for high school students in AISD. And I don't believe there even is a nutrition curriculum and also the removal of I think 47 synthetic ingredients from school food and then also there's a new government food chart. So all of this is coming with a lot of actually momentum and excitement as you know the American public is starting to understand that through food we can actually make a huge impact in the health of our kids and families. but there are also now laws that mandate that AISD do more.

01:45:00

**Ann Teich:** That one.

**Nina Miller:** So we want to be a bridge to help the school district comply with those policies as well.

**Francina Hollingsworth:** Thank you. principal Kenny has his hand

**Leah Kelly:**

**Matthew Kenny:** Hi, thanks for doing this work y'all. Definitely appreciate one point of clarification I'm wondering is to what extent does this overlap within school that have been measured at least in years past for many years by the district's research department the department evaluation when that

**Ann Teich:** You're breaking that moment. you're breaking that woman.

**Leah Kelly:** I don't know

**Leah Kelly:** if others can hear you, but you were breaking up and so we didn't catch most of your question. If you don't mind repeating it hap, that happened to me all day at work today. I went through three pairs of headphones.

**Matthew Kenny:** Are you all able to hear me now?

**Nina Miller:** Yes, that's better.

**Nina Miller:** Thank you.

**Matthew Kenny:**

**Matthew Kenny:** of exciting work that we can do. Yeah. Sorry about that. I guess it's the earbuds. definitely excited about y'all's work here. I think there's a lot of exciting work that we can do. and everybody's really in alignment and I think there's a lot of excitement just within individual schools that when coordinated at a district level can be more powerful as well. I'm wondering to what extent this overlaps with the coordinated school health information and reports that have been gathered at least previously. I'm trying to look for them online. so it used to be collected by the department of research and evaluation, but that's I think no longer a department within the district because of budget cuts. but it used to be like a report that principles would have to report on all of our compliance with a slew of wellness policies.

**Matthew Kenny:** from nutrition to instruction to health curriculum to whether or...

**Matthew Kenny:** not unhealthy snacks whether or not food is given as a reward to just a ton of policies. And then each campus was rated and given a score Yeah, right.

**Nina Miller:** Matthew,...

**Nina Miller:** is there a way that you could help us find the answer to that because we don't really understand what's currently being done and I think there's a certain amount of fragmentation across the district where one hand doesn't know what the other is And I think a lot of schools are doing things differently which is fine but there still has to be a certain uniformity that adheres to this. So yeah we would like to gather all the content we can to understand what the current landscape is and what needs work.

**Nina Miller:** And again we're coming to this in a very collaborative way where we want to serve the community and the district not just try to enforce something that's going to be cause conflict and...

**Nina Miller:** difficulty. we look at this as, an opportunity for everyone to come together with a common goal and figure out how we can, roll this out across all the districts in a way that's, pretty streamlined and helpful.

**Matthew Kenny:** Yeah, absolutely.

**Matthew Kenny:** No, I don't think it's in conflict driven in nature at all. I definitely appreciate the goals here and yeah, I mean honestly I think a lot of it might be I'll paste a link into the report that just found I was just searching through my email trying to find the last time I filled one of these out. and I'll paste that in there. So the previous report is there that we were given as campus administrators. and I didn't realize this was the piece that y'all were driving towards as much. So, I apologize for not having looked at this in advance. Could have given you all some better, more detailed and accurate information. but there have been a lot of data gathering pieces that have fallen through as central office staff have been cut like a lot.

**Matthew Kenny:** And so I wouldn't be surprised if this is one casualty. is I mean even things like any parent or student surveys being given out at all like that no longer is data being gathered by the district which is just crazy. but yeah I'll post the link and so

01:50:00

**Nina Miller:** So, yeah,...

**Nina Miller:** we're very open to all feedback. we're so grateful to Mary Renfro for t really taking a lot of time and combing through our document and pointing things out and asking questions. So, we invite

anyone else to do the same to let us know any concerns so that we can revise this document and hopefully have it be ready to, vote on if not today. I mean, everyone here understands what the goal is and now it's just about, refining it.

**Nina Miller:** So, I don't know if we can take a vote or if we need to revise a document first, but the direction, the vision is all there, I think, and demonstrated, and then we're happy to take any concerns and tweak this as needed.

**Leah Kelly:** Miss Hollingsworth,...

**Leah Kelly:** you've had your hand up for a long time. Please go ahead.

**Francina Hollingsworth:** Yes. ...

**Francina Hollingsworth:** just to kind of give a overview and kind of lay out some of the things the work. So, my department is over coordinated school health. However, the nutrition department governs over the wellness policy and they will be coming to us soon. early next year because it's time to update the wellness policy. So, the shack will review the current wellness policy, and make recommendations for some updates. A lot of the principles do know about the wellness policy, but there have been turnovers with principles.

**Francina Hollingsworth:** So, I'm not sure exactly how many of our new principles know about the current wellness policy, but the wellness policy has been in place for a while and it has gone through a couple of updates since it's been adopted in the district. so, for instance, when we came back from winter break, I actually did a presentation at Buouie High School. about the wellness policy and reminding the teachers of what's in the policy, what they can and can't do as far as student awards, giving them tips. just reminding them about the wellness policy. And that was the principal reaching out to me and food services.

**Francina Hollingsworth:** I'll get their title right soon. we collaborated with presenting to their staff. So campuses are aware of it. Currently the wellness policy is a policy. However, it's not we try to highlight things. we try to put things in place but it's also at the campus level to help with overseeing that the compliance piece and one thing that was mentioned principal Kenny mentioned about the survey that was previously implemented for coordinated school health.

**Francina Hollingsworth:** There was a platform that we used through the research department and like he mentioned because of budget they no longer have that platform in place. So our department has been implementing ways to implement the survey to staff and we've narrowed it down but there might be still some hiccups with that platform.

**Francina Hollingsworth:** So, we're thinking about using our assessment system, which is called Etrioria, and putting the questions in Rhoria and possibly using a platform. But we're going through a revamp of the survey and we're hoping to implement the survey very soon so we could have that data collection. But one last thing, we also put coordinated school health in our district improvement plan so that it could trickle down to campuses so they can also put it in their campus improvement plan.

**Francina Hollingsworth:** So we are doing things strategically for campuses to consider things that are happening on their campus and also with coordinated school health. some things are not going to be streamlined because it's also based on campus needs. So campuses will in implement programming and

services based on their needs. So it might not all be the same but the policy will be the same and once we implement the evaluation tool all of that will be the same too. So there is work on the district side that's happening.

01:55:00

**Francina Hollingsworth:** We're just trying to make sure that we put everything in place and we're reaching out to other departments to make sure that everything that we're doing is also in line with what they're doing for campuses.

**Francina Hollingsworth:** So just that was probably long-winded but I just wanted to share that with you that work is happening and some of it has been we have to take steps to kind of reorganize

**Nina Miller:** I want to say two things real quick.

**Nina Miller:** one is that I hope that the work doesn't have to be linear that the work that you describe that's going on can happen concurrently to us moving forward so that this thing doesn't stretch out forever because I think immediate action is needed. We need to address health and mental health. and the second thing is that we are completely open to piloting two schools by recommendation. One we're hoping is a school that has vast resources and lots of parent involvement and then another school that has fewer resources with busier parents that really don't have time to participate so that we can evaluate what the needs are, how the program works and two very different kinds of schools.

**Nina Miller:** we collect data so then we can have more information as we kind of roll out the system elsewhere throughout the district. So we would like a vertical school hopefully so that we have kids that are learning to produce in elementary and then go on in middle school to do more advanced versions of gardening and learning through gardening curriculum and then continue on through high school. So that kind of gardening curriculum already exists where you integrate it into chemistry and math and social studies and English. and so we can help schools some are already doing it extend the curricula for all the way from K through 12 around a garden.

**Nina Miller:** And that also helps with, TICS testing.

**Ann Teich:** So what I'm basically hearing...

**Ann Teich:** though is that we Nina, you and I need to go back and refine this document and not tonight. It's already almost what it is 8 o'clock. So we can refine the document based on what we've heard tonight based on Mary Renfro's comments. If anybody else wants to send us comments, please feel free to do that. And then we can have a revised recommendation for the April 15th meeting if that's okay with everybody.

**Leah Kelly:** Yeah. That's wonderful.

**Leah Kelly:** And thank you, Nina, for all of the work and time that you invested into the research and meeting with all of the district staff to inform the recommendation.

**Leah Kelly:** I really love Principal Kenny's contribution of the report that was previously collected. I will spend some time reading over that. I wanted to mention that Francesca had put in the chat that she had to hop off, but that she would also provide some comment to the men the nutrition subcommittee's letter

in the comments and provide them back to you. So hopefully we can be prepared to vote on that in April. so I just wanted to say thank you. And then as we wrap up, I realize that over time. I appreciate everybody that was able to hang in there as we're planning for next year.

**Nina Miller:** Okay.

**Leah Kelly:** We do intend to extend these meetings to 8:00 so that we will regularly be scheduling to accommodate for this kind of conversation. And then just very quickly, items for members.

**Leah Kelly:** I just want to acknowledge and honor the public comment that we heard at the beginning of tonight's meeting and to reiterate this. This is part of my lived experience with my own child and I hope that we can make this a priority for a topic of conversation as we begin to plan our agenda out for next year. I think that we're tasked with the health and well-being and safety of all students in the district and certainly the students that are impacted by the restraint and seclusion policy in the district. So that's my two cents from items from members. does anybody else have anything that they would like to share before we adjourn our meeting?

02:00:00

**Ann Teich:** I think Colleen has a hand up.

**Leah Kelly:** Colleen, please go ahead.

**Colleen Garland:** Hi, I just wanted to see if that letter was only accessible by members or I could also submit comments.

**Ann Teich:** We can send you a copy. Mhm.

**Colleen Garland:**

**Colleen Garland:** Okay, thank Yeah, I don't have a lot of recommendations on specifically the wellness policy or when it in regards to nutrition and what food services is doing, but I can offer help on the garden piece of that...

**Ann Teich:** Thank you.

**Colleen Garland:** since I usually help schools with gardening in particular.

**Leah Kelly:** Thank you for that offer.

**Leah Kelly:** I will send out the slide decks from tonight. I will resend the letters that we will be having conversation and voting on in April.

**Nina Miller:** Thank you.

**Leah Kelly:** And again, I appreciate everybody's time. Thank you for being here and we will see you next month. With that we will adjourn at 8:03.

**Michelle Gallas:** Good night.

**Matthew Kenny:** Thanks.

Meeting ended after 02:01:37 🙌

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