

SHAC Meeting In-Person - 2026/09/16 17:55 CDT - Transcript

Attendees

AISD-HQ-221 (Lavaca), Fernando De Urioste, Francina Hollingsworth, Francina Hollingsworth's Presentation, Imee Del Mundo, Kelsey Campbell, Mary Renfro

Transcript

AISD-HQ-221 (Lavaca): Miss Hollingsworth says hold, please. Okay, the recording has started. So, we will call the meeting to order at 6:06 p.m. Miss Hollingsworth, that's you meeting logistics and announcements. Yes. good evening everyone. we're going to add something to our meetings and it's just a quick logistics just to remind everyone of our policy and just the way we operate in our meeting. And if you could bear with me, I'm going to pull it up real quick so I can actually see it on my screen.

AISD-HQ-221 (Lavaca): So we just called the meeting to order. the Austin ISD Shack is a dedicated group of parents, community members, and district staff who collaborate to support the health and wellness of our students. Our role established under the Texas code S 28.004 004 is to provide valuable input and recommendations to the superintendent and the board of trustees. These recommendations cover areas such as health education, physical activity, nutrition, mental health, and overall wellness programs throughout the district, ensuring our local community values are reflected in our approach to student health.

AISD-HQ-221 (Lavaca): Our ultimate goal is to help make AISD a place where every student can learn, grow, and strive physically, mentally, and emotionally. This meeting is being conducted in compliance with the Texas Open Meetings Act and is open to the public. It is being conducted and recorded via Google Meet as part of the open records and required by state law. Guidelines for hybrid participation. Please remember to follow guidelines to ensure a productive and transnt Avoid using acronyms, jargon, and discussing any confidential information. timekeeping.

AISD-HQ-221 (Lavaca): Please be mindful of the time allotted for your comments and presentations to ensure we adhere to the agenda schedule and provide fairness to all participants when speaking whether in person or are virtual, share your role affiliation. if you're virtual, please turn on your camera and speak clearly into the device. your comments can be heard and recorded accurately. Microphone camera etiquette virtual attendees. After speaking, turn off your camera and mute your microphone immediately to minimize background noise until it is your turn to speak again and you'll be recognized from the chair.

AISD-HQ-221 (Lavaca): Speaking seeking recognition for discussion virtual attendees please use your virtual raise hand feature in Google meet if you wish to be recognized for comments or question in person attendees please raise your hand or name 10 and wait for a chair to recognize you before speaking voting. When it's time for formal voting, please clearly raise your vote card or hand in person and please raise your virtual hand to register your vote. Only SHAP members present and virtually present may cast a vote.

AISD-HQ-221 (Lavaca): community communication. We will begin the agenda with the public community comment session section and all speakers must follow the respectful guideline noted in the agenda. I will now turn the meeting over to our chair to begin the introductions and the community communications portion of the agenda. Before we move to introductions, the next item on our agenda is approval of the September 16th, 2026 meeting agenda. so I will move through the agenda in that order since that's what's posted.

00:05:00

AISD-HQ-221 (Lavaca): So before asking for a motion to approve the September 16th, 2026 meeting agenda, I just want to note that in the time slot for 710 under presenter 2 that our internal planning document had requested that the AISD discipline office had come to present on us regarding the district's policy on restraint and seclusion, but they were not available to present tonight. However, we do have information that questions that they answered in advance of the meeting. So even though they are not noted on the publicly facing agenda, I

AISD-HQ-221 (Lavaca): to confirm that we are still able to reserve that time to read their comments into the record and would like to ask that on future agendas should someone not be available that we still name them because it's my understanding that we can't amend the agenda to include that information because it has already been posted publicly. So in order to be in alignment with the open meetings record act, we have to adhere to the agenda as it is so in the future, I would just like to make sure that we continue to demonstrate what our conversation will reflect in the agenda even if the presenter is not available but has provided information that we'll be covering.

AISD-HQ-221 (Lavaca): And so I then would like to open the floor if anyone would like to make a motion to accept the agenda as posted. this is Anti. I would like to move that we approve the September 16, 2026 agenda with the addition of adding in the presenter who could not be here that name under the 7:10 p.m. presenter 2 item. Are we able to do that, Miss Hollingsworth? Do we have a second? My name is N Miller and I second. Okay.

AISD-HQ-221 (Lavaca): Then the motion to accept the agenda with the amendment to reflect the presenter to that was invited to attend the meeting tonight passes. all in favor online. we are having a hard time seeing your hands, so I'm going to rely on you, Miss Hollingsworth, for counting those. Yes, we have one hand raised online. I have two is now two. Okay, then the motion Thank moving on to introduction and recognition of guests particularly because we had some shack members join us at the end of the year last year and our shack makeup has changed and I would just like to take a moment to acknowledge that we have some members that are missing today.

AISD-HQ-221 (Lavaca): There are a lot of competing priorities in the district and Francesca Lehi who had been our chair for the last year had made some commitments to dedicate her time in other spaces and so she is not with us tonight and Gretchen Pierce also who joined us late last year will not be returning this year because she has joined the PTA as the advocacy chair. so certainly understand that there is a lot going on in the district right now and appreciate their commitment to supporting in other ways. so just want to acknowledge that we do have open seats in several of our districts. and that our makeup this year is a little bit different. So if we can start with our district staff and go around the room just so we can get to know each other again. Hope everybody had a good summer. hi, I'm Nissa Roark.

AISD-HQ-221 (Lavaca): I'm a licensed social worker and I'm the health and social services specialist for the AISD Head Start PreK3 program. I'm Landa Lewis, the executive director of student support services. Hi, executive director of academic programs. Francina Hollingsworth as I almost said executive Let me put it in the atmos administrator supervisor for fiscal education and coordinated school health and also the SHAK coordinator. And I'm a chair. This will be my last year serving on SHAK. I'm a parent of three students, but one that graduated from school in Austin ISD at Austin High School.

00:10:00

AISD-HQ-221 (Lavaca): And I continue to u come here and volunteer my time as a community member because I am passionate and care about improving health outcomes and mental health outcomes for students in the school district. Good evening. I'm Ann Ty. I'm a former board trustee and I'm also a parent of two Austin ISD graduates and a grandparent of four currently attending Austin ISD schools.

AISD-HQ-221 (Lavaca): and I'm a product of Austin ISD also. Thank you all for being here. Hi there. My name is Matthew Kenny. I'm the principal at Bllandon Elementary. I'm the Shaq admin school admin representative, I think is the title. I am also a parent of two AISD children that go to my school in preK4 and first grade. as well as being a product of AIC myself. I'm y Tyler. I'm in district seven and I joined late in the school year last year. I think in February, March. and I do have two kiddos in the district. I've got a daughter who's a seventh grader at a son who just started as a freshman. So, Nina Miller. I am a health and wellness coach.

AISD-HQ-221 (Lavaca): I create games to teach kids and families about nutrition. I had one kid at Alasa now graduated district 2 appointed by Galia Zapata. Hi, my name is Caitlyn Cash Casten. I go by multiple last names. My kids are Casten. my son is a second grader at Patton Elementary. I am in district seven, but I'm like one street down from Patton. So, I alternate between Lynn and David's district. and I also have a three-year-old and I joined I think in April or May. I don't know. Is it still 2026? barely. Yeah. I don't know.

AISD-HQ-221 (Lavaca): But I'm here. Thank you. And our members online, can you take a minute to introduce yourselves?

Imee Del Mundo: Yes, I can go. Hi. good evening everyone. My name is Amid Mundo. I'm a researcher at youth University of Texas at Austin.

Imee Del Mundo: I am a lieom. he is in fourth grade now. And I was appointed by trustee de oroste.

AISD-HQ-221 (Lavaca): I'm just ...

Fernando De Urioste: I'm Trusty appreciate your patience with me. I'm just getting over COVID, so I'm still in my quarantine. Today's the last day. but at large representative, happy to be part of the shack. Thanks for having me.

Kelsey Campbell: I'm Kelsey Campbell. I'm a SHAK member. Kevin, Trusty Fosters District. I've got two kids at Lassa, one at Lively, and one at Pickle.

AISD-HQ-221 (Lavaca): thanks everybody for taking time out of your night to come back and be here today returning. And I really want to always continue to encourage people, especially as I'm thinking about sustainability and planning for next year. if you have people that are interested, there are several open positions. I encourage you to continue to share the link to the advisory board application for the district. I

do believe it was just updated. I can email that out to everybody after tonight. Miss Hollingsworth just shared the updated link with me today, so I'll make sure that everyone has that. And then I will read our introduction. Moving on to community in what is it called? Community communications public comments. So, please note the process for public comments on video conference meetings.

AISD-HQ-221 (Lavaca): Persons and this applies to us as well. Persons wishing to provide public comments will be asked to state their name and acknowledge that they have read the note about public comments listed below. If there are more than five people that wish to speak, the co-chair will draw five names randomly. So, we did receive a public comment prior to our meeting tonight and I believe we have one public commenter to provide public comment in person. I'm not sure if this is allowed. my public comment was kind of around the agenda item that is missing.

00:15:00

AISD-HQ-221 (Lavaca): Would it be possible for me to make my public comment after I learn that information or do I Miss Hollingsworth May we adjust public comment to follow presenter before subcommittee sign up and I can also read the public comment that was provided by email prior to the meeting at the same time so that it's not split up. if it's not allowed, it's fine. I just wanted to ask because I wanted to hear that information. because you guys voted on the, agenda as is, you can amend the motion to move the public comments to later in the agenda. Okay.

AISD-HQ-221 (Lavaca): I'd like to make an motion to previously amended from the posted agenda to move the public comment section of tonight's meeting at 6:15 p.m. after the 7:10 p.m. presenter before subcommittee sign up. This is second that motion. All in favor. And we do have to raise hands online and that is eight out of 10. So the motion passes.

AISD-HQ-221 (Lavaca): Yes, we can accommodate that request. I Thank you. All Moving right along. So, the 625 portion of our agenda is reading and approval of the April 15, 2026 meeting minutes. And, those were shared prior to tonight. And feedback was received. And I appreciate you, always I appreciate your diligence in reviewing that request that I received to make amendments to the April 15th meeting minutes reads approval. So it reads approve.

AISD-HQ-221 (Lavaca): approval of the March 25, 2026 meeting minutes and it should read reading the agenda. So where I'll go ahead since I made the corrections. I have them. I have them. Yeah, I found those. So I had noticed where it says approval of the March 25, 2026 meeting agenda. session. shouldn't that read approval of the April 15, 2026 meeting agenda since we're approving the agenda for that Meeting. Yes. So, that word March should be changed to April and the 25 should be changed to 15. Okay. So, that would be my first amendment. And the second one was reading and approval of February 18, 2026 meeting minutes.

AISD-HQ-221 (Lavaca): It should be reading and approval of March 25, 2026 meeting minutes. Thank you. That makes sense. Do we have a motion to approve the April 15, 2026 meeting minutes with the amendments and corrections that noted? Is I Tyler will make a motion to approve the meeting with amendments. Yes. Thank you. Is there a second? Nina Miller make a motion to second the approval of the April 15th minutes.

AISD-HQ-221 (Lavaca): All in favor? The motion passes. And then we will hand it over for district updates beginning with medical services. I don't believe Miss Brano is able to be with us tonight, but did she

provide an update ahead of time? we'll move that to our next meeting in October and then I will hand it over to you Dr. Lewis. so not many updates. as most of you are aware it has been a long journey.

00:20:00

AISD-HQ-221 (Lavaca): I was going to give a date, but it precedes me coming into the district, but there was conversations about partnering with an outside agency to come onto campus and provide therapeutic services. at some point last school year, we were looking into a contract with Interval Care that had been processed through our legal department. it was making its way through our legal department, but as you are all also aware, we are under a lot of financial strains in the district. And so we paused the processing of that contract to really think through what is really in the best interest of our district financially.

AISD-HQ-221 (Lavaca): In the midst of that, we had also engaged in some conversations with integral care about free services that they could provide to our campuses. really comparable to the services that we were going to be paying a significant amount of money for. And so we have decided to not move forward with our contract with Interval Care. But we are also currently in the process of getting another signed with Interval Care to provide on free services that'll be housed on more of our campuses than we would have gotten with our contract. but to provide some of those same services that they would have been providing through the contract. we are also looking into other avenues of providing training for all of our staff. tomorrow we have our first training for our district staff if they're able to attend. It's not required through national council for mental health and being on suicide awareness.

AISD-HQ-221 (Lavaca): looking for signs not only in the people that they serve but also with their self. And then there's going to be two other free workshops I shouldn't say free for them through a grant but free to the district workshops that we are providing through national council as well. And we are also looking to other avenues and partnerships that we can bring in for free to help service our students. and one of them is hopefully we just met with agency this week, but Hope Squad is an agency that we're looking into to provide suicide awareness and mental health awareness to our students, which is a peer-led group that would take place on campuses.

AISD-HQ-221 (Lavaca): And so we're just really being strategic in how we are spending district funds, not only for this school year, but what does that look like in the school years as we move down the road. So those are I guess a little bit longer than I expected, but that's where we currently are. That's great. Does anybody have Does anybody online have any questions? There is one up here question. I'm just curious, are there any numbers in terms of how many teachers or staff have signed up for the training? We don't know that yet, but I can probably get you numbers tomorrow. I probably shouldn't promise them tomorrow, but I can get you numbers by the next meeting. Yes. It is virtual and we're offering two times. We did a lunchtime and an afternoon so that people could pick whichever one worked best for their schedule.

AISD-HQ-221 (Lavaca): And so that'll be two sessions of suicide awareness tomorrow. And I can tell you just let me pull it up and I'll tell you exactly what the other two are. I'm curious if that training that you're mentioning, will it count towards the requirement? Is House Bill is it three? that so will it count for the percentage of staff that you need to have trained under House Bill 3 or It's in addition. so House Bill 3 says that we have to provide any staff that's in regular contact with students the training should be around recognizing warning signs of suicide. if you're familiar with mental health first aid, that was one of the

suggestions. We were able to talk with TEA in our region center and provide a training that we were able to do at a lot less of a cost than the mental health first aid.

AISSD-HQ-221 (Lavaca): And so the grant that our when we first wrote it was to utilize that to actually train more of our staff in mental health first aid so we could go out and implement that on our campuses. But by the time that grant was awarded to us, we would have been way out of compliance with SB12 or S or House A3. Thank you. House Bill 3. SB12 is a whole other thing. so we have met our compliance for House Bill 3. we have actually exceeded that. and we are looking at being strategic in going into our working with our food service staff, our transportation staff to make sure that they are getting that training as well. So that is separate than these free trainings that we're doing.

00:25:00

AISSD-HQ-221 (Lavaca): And so this is truly in addition to that requirement. the other two free sessions that we have, we have one September 23rd that is workplace mental health. I'll give you the little blurb. It explores the impact of workplace stress and mental health challenges, how to recognize when someone may be struggling and strategies for navigating difficult conversations, providing support and building resilience. And then on September 29th, maintaining work life balance, learning practical strategies for protecting your well-being at work and at home, strengthening resilience, managing work life balance, and knowing when and where to seek additional support. so again, all of our sessions are offered two times each day and all virtual and free to our staff. That's great.

AISSD-HQ-221 (Lavaca): If I may I had a question regarding theou with integral care. Do you have a anticipated time frame for when you think that will be executed and when those free services will be able to start being provided on campus? hopefully by the time I come back again I will have more of a clear answer. just right before I left to come down here I was talking to Amanda Tui who's our director of mental health and she is going to be reaching back out to our legal department to see where they are with theou but we hope soon if we don't get them started this semester I would be extremely shocked. Great news. Anybody else? no. Go ahead. I just

AISSD-HQ-221 (Lavaca): want to say that really appreciate the approach that you're taking. the budget constraints are real and the easiest thing is to just reduce our scope and our mission so everything that you're doing in order to keep the services that we're providing or continue the ambition to expand those services to our students in spite of the constraints is just awesome and has a huge impact. So thank you I also wanted to take an opportunity to say thank you about something. So Amanda Tui is not here with us today, but at the end of the year last year, Shaq put forth a recommendation to the superintendent and the board of trustees to create a mental health resource guide.

AISSD-HQ-221 (Lavaca): And I don't know who religiously follows the district social media accounts, but I saw a real change in the tone for the public facing material for this month in September, which is suicide prevention awareness month and wanted to acknowledge that I really appreciated the tone of the social media that had gone out this year and specifically comment that if you follow the link on those posts that

AISSD-HQ-221 (Lavaca): It takes you to a new Austin ISD mental health web page that contains the recommendations that Shaq had presented to the board and the superintendent to have a resource guide and I've had some conversation with Miss Tui myself and she has said that it's just a starting point but it does contain a lot of really useful information and as the parent of a child who

AI SD-HQ-221 (Lavaca): has long time received mental health services since she was 6 years old. She's 19 now. When she was little bitty like that, I just didn't know where to go. And to have all of that information consolidated into one place, I find very helpful and meaningful and useful for families. So, I just wanted to take a chance to publicly say so then moving on and let me just say that I do believe that we will be getting out of here early tonight because with no presenter to and I believe the information that I have to welcome you to HA is information that has all been shared with everybody ahead of time in email. and if you're here tonight, you'll see that everybody has a red folder.

AI SD-HQ-221 (Lavaca): And all of that information has been provided to you again. So, in the right hand side of the folder is a copy of the 2026 annual report that was submitted to the district as is required in code by September 1st. and it really just highlights the impact that we had, some of the priorities that we discussed last year, the efforts to onboard new members and really reach out to our community.

00:30:00

AI SD-HQ-221 (Lavaca): the five recommendations that were submitted throughout the year. and as I mentioned, one of them I believe has gone forward and hope that it creates positive change for families. And then a little bit on how subcommittees engage with the community, review data, with outside agencies, consult with experts and come to a place where we are prepared to submit a recommendation.

AI SD-HQ-221 (Lavaca): So a little bit about what that process is and then some details about what each recommendation contained. If you were looking at this digitally, they are all linked. You're able to read the recommendations. I do have a question. I believe that the annual report and the recommendations need to be added to the website. So, I'm wondering if we can make a request to make sure that it's already there. Great.

AI SD-HQ-221 (Lavaca): I didn't check the website today. the annual report has also been submitted it will go through a review process and then submit it to the board. So it should be at the nextformational meeting. fingers crossed. but we submit, I'm not sure how long that process will be. Okay, great. Thank you.

AI SD-HQ-221 (Lavaca): And then I really want to give credit to previous chair Franchesca Lehey who over our meetings this summer when we were talking about planning for this year suggested that we have a comprehensive welcome packet that provided information about how to get involved with your community. have resources for how to connect with state organizations that are doing work related to school health advisory councils throughout the state. And so that is in your welcome book. It has also been emailed out for our friends online. everyone should have had it in their email ahead of time. it has

AI SD-HQ-221 (Lavaca): the bylaws at a glance and one of the things that I found useful was on the last page there's a QR code directory for all of these resources if you turn to the last page if you want to access them or learn more about them you can do that even through the print copy by scanning the QR code on the last page and then we have also had some internal meetings

AI SD-HQ-221 (Lavaca): about interpretation of the bylaws and how recommendations are submitted to the district and then advanced to the board and the superintendent. And that's an ongoing conversation that I don't think we have reached a full consensus or have full clarity Miss Hollingsworth and Miss Cardinis and I will continue to meet. So until that conversation is completely resolved, I don't want to say that we are amending our process because I think it's an ongoing conversation. But for everyone's

awareness, I also included in our welcome package a copy of the bylaws that you'll find in the front left hand pocket. So if ever we have questions, everyone has them accessible to refer to.

AISSD-HQ-221 (Lavaca): Nina, if I could interject at this point, I wanted to bring this up. Le Nina and I had a conversation and we were talking about the annual report and Nina noted that there was a question about what project full measure actually is and it says that it's a student developed emergency preparedness initiative and it was not presented that way to us. So is there some way to correct that? Do you want to speak some more about that because you're the one that Yes. So a young man came in and explained to us his program which was about music and visiting musicians and using creativity as a mental health intervention and somehow it got confused. I think this was recommendation number two.

00:35:00

AISSD-HQ-221 (Lavaca): somehow got confused with emergency preparedness unless I somehow misunderstood something. So I think that for me, yes, I understand and agree that it is a mental health intervention. And I was really thinking about it as going upstream for how to respond to mental health crisis. So maybe emergency preparedness would not I mean can we still change that language?

AISSD-HQ-221 (Lavaca): Probably not for the board. because the PDF has already been forwarded. but we can a u make a motion for it to be changed and it'll change on the version that's online and all the other places as And then if we make the change and we post the amended version online, then even after it has been presented to the board provide them an updated copy with the amendment made? we can do a board update letting them know that there has been a amendment to that recommendation. Okay.

AISSD-HQ-221 (Lavaca): So, do we want to have some conversation around a student develop emergency preparedness initiative focused on improving communication and response during mental health crisis during I think that would be clearer. Yeah, because right now it sounds more shooter coming on campus or something like that. yeah. And do we want to change it from a studentdeveloped how about instead of emergency preparedness peerled response to and it's a musical program through so correct me if I'm wrong

AISSD-HQ-221 (Lavaca): But it's been a long time. That was last January, all. was it only music or was he expanding and I may have to go back and watch to make sure that I recall correctly because I don't want to misrepresent his presentation, but I felt like I recall him having an interest in music, but the led initiative would have allowed other youth who were participating in the group

AISSD-HQ-221 (Lavaca): in other artistic or creative ways that were not music. Am I misremembering that? Was it all music? I think it was all music. I think that's why he called it full measure, right? Because that's a musical term. Bringing kids together through music to promote mental health. So, I attached again the Shaq recommendation around that in an email yesterday. So, got it. Im sorry I haven't responded to you yet, Nina. So, how about Shaq received a presentation? A presence.

AISSD-HQ-221 (Lavaca): A presentation from Eagle Scout candidate Zayn Sha on project full measure a studentdeveloped led initiative focused on improving communication and response through music communication and mental health response through music. Yes. I will email that to you this week. Okay. And then I will get the corrections of the other documents and then put it in a day with the updated information. Okay. Thank you, Nina. And

AISD-HQ-221 (Lavaca): Thank you. so then next I am wondering if Miss Hollingsworth are you able to share with us if SHAK members have submitted the survey assessment? Do we have members who have completed the survey assessment? Let me go. Did you send it out? Yes, I need to look because I haven't been notified, but I can't remember if I turned on the notifications for that. so, how about this?

00:40:00

AISD-HQ-221 (Lavaca): Are you able to rather than do that because we're all here and we have great attendance tonight and our members are online just for the sake of efficiency and everybody's time. Are you able to project the QR code so we could complete the self assessment while we're here today? That's too much like right. I have QR codes for everything but the self assessment. So, if you go I actually think I misplaced the form. So, Leah, you might have to send it to me cuz Okay, I don't know where I put it. So, okay, I can do that. but if you turn to the last page of your handy dandy welcome book on the QR code directory in the top lefthand corner, I hope it works.

AISD-HQ-221 (Lavaca): If you scan the in the top leftand corner. Should we do that now or later? No, I think if we can do it while we're together, then we know I did Find it and don't trust if it went through. Leah, do you remember? Is it called self assessment? It's called AISD shack subcommittee sign up and suggestion form. what I do have it. I can email it to you right now. I do have that one. And I do have that one. Okay.

AISD-HQ-221 (Lavaca): I thought you were talking about the program evaluation. no, I have the QR code there and let me pull it up. the evaluation of Shaq al together. I'm sorry. I was thinking this So, the QR code is on the screen. if everybody could just take a minute if you haven't already and fill that out so that we can get an idea of what other people's priorities are. I only have two responses so far.

AISD-HQ-221 (Lavaca): Can you tell us who Amy Tyler come through? I have Amy. I don't see is online. Thank you.

AISD-HQ-221 (Lavaca): I'll remember to just have a one. So, then let's see so I believe we have 10 voting shack members in attendance tonight. as we get those responses, are you able to look at what the highest priority areas are so that we could talk about what some of

AISD-HQ-221 (Lavaca): our annual objectives would be this year. currently we have five submitted and at this time we have health education and social and emotional wellness. both leading with three. Physical education and physical activity and staff wellness both are in second place with two seems to where we have been. So appreciate everybody's shared interest and we have some more results coming in.

00:45:00

AISD-HQ-221 (Lavaca): So, at this time we have seven and, social emotional wellness is now leading with a four-way tie for second place with health services, nutritional services physical education and this activity. And next is staff wellness. And there might be some more that come in later in the meeting or this evening. All right.

AISD-HQ-221 (Lavaca): So that sounds from our survey results tonight, it sounds like our priority areas will continue to be on social and emotional learning and then varied between health education, health service, nutrition and PE or physical activity and then also adding a focus for staff wellness which I think

is important just giving everything that the district is dealing with right now. don't want to not name it as the elephant in the room, but understand that everybody is taking on additional responsibilities and appreciate that and think it's important that we consider their well-being. So, thank you guys.

AIISD-HQ-221 (Lavaca): And then a presentation Edna is not Do we have information that she has shared? Not at this time. I did put together just some quick reminders for everyone but for the sake of time it's all the information that they had in their welcome packet so we don't have to go over it again. I just pulled out some key information.

AIISD-HQ-221 (Lavaca): I think if there was just anything that I would want to highlight from the welcome package because there is certainly a lot of opportunity to advocate in spaces for and on behalf of our students and the district that I want to make sure that we delineate that if you are in a position where you are advocating that we may speak as individuals but that we may not go and speak as representatives of Shaq. So, if we have information to share and we're participating in advocacy in some way outside of this room, just wanting to make sure that there's an awareness that our role outside of here is as individuals and that we're not speaking on behalf of Shaq. And that's all right.

AIISD-HQ-221 (Lavaca): So then for our presenter to the author question yes please is it that we have to clearly state that there are personal comments if we mention that we're a part of Shaq or just because our name is listed on Shaq we always have to mention that our comments question that's a good question sorry yeah no you're good when you're not speaking on behalf of chat, you're speaking as a resident of Austin, Harris County. and so you can mid Did I say Harris or In my mind, I know what county I live in now. I hope.

00:50:00

AIISD-HQ-221 (Lavaca): But you can mention that you serve on PTA just to kind of give your repertoire of or your experience but you're not speaking on behalf of Shaq. you're speaking for yourself the organization you're representing when you're going and doing public speaking you going to the capital for if I'm testifying and I don't say I have anything to do with Shaq I don't have to take the time to say that I'm speaking on behalf of my because you only get two minutes a lot of time yeah so you can't waste time there right you just want to hit That was my only question was I saw the legislative testimony.

AIISD-HQ-221 (Lavaca): And I was like, " man, that's a couple words that will take up some time." But thank you. Yeah, no problem. if it's a PTA meeting, you can share that you serve on the shack and if there's any questions or comments they could direct it to you and you could bring it to the shack members. So that's okay. But, when you're out in public, you might not want to share that much information. Cool. Thank you. All right. Anybody else? Any other questions? Okay.

AIISD-HQ-221 (Lavaca): So, our second presenter that we had invited was we had asked for someone from the district to come and share information about the district's policies and practices regarding restraint and seclusion. And I know that this can be a difficult and sensitive topic to discuss. let me speak for myself. For me, this is a sensitive and difficult topic to discuss. So, I am the parent of a child who has been tremendously affected by these practices.

AIISD-HQ-221 (Lavaca): And I think anybody that me knows that my primary area of interest for the last several years has been on children having access to and receiving mental health services. And much of that as a result of her previous experiences with restraint and seclusion as a younger child. When she was

in the third grade, she was physically contained in school 52 times. when When she was in the third grade, it may have said that she was physically contained at school 52 times.

AISD-HQ-221 (Lavaca): not here in Austin ISD in another district. But when she was in the fifth grade, she spent over 80% of her time of the school day for the entirety of the year in a classroom alone by herself with a pair professional without access to a certified teacher without access to any of her peers. And it has impacted her in ways that I think it might be difficult for some people to imagine. For her to be able to form trusting relationships with adults, for her to be able to have interactions with peers, she has ongoing debilitating depression and anxiety. And I believe that the restraint and seclusion that she experienced as a young child have had a very long-term impact on her And that

AISD-HQ-221 (Lavaca): adult and on her independence for the rest of her life. So for me it is a difficult topic to discuss but I believe that it is a necessary one. and I think that it is very directly related to children's health and so had asked that we could begin that conversation early this year just to learn more. because I think that when we are able to come together and have those difficult conversations that it opens the door for, what may be small incremental changes to improve the safety, health, and being and outcomes for children. And I think that's why we're all here.

AISD-HQ-221 (Lavaca): So even though it's a difficult conversation, I hope that my SHAK members are willing to engage in that with us as part of this group and with our district representatives when they are available to come and have those conversations with us. But they were not available tonight. So, I would like to request that we move that to an agenda item later in the year. But prior to tonight's meeting, I did submit some questions and received some print responses and I wanted to make sure that everybody had a copy of those.

00:55:00

AISD-HQ-221 (Lavaca): And I would like to read the questions and responses into the record tonight and then hopefully we will be able to ask some follow-up questions of the district representative that oversees this department at a later time. Can I say a clarifying question? the district representative that represents the department. Are we talking about which department? So there's actually two departments that worked on the feedback.

AISD-HQ-221 (Lavaca): the office of discipline and then special education because they both kind of have their own in this but depending on the questions or followup information I've also learned that the police department might have additional component of this and I could also reach out to them for addition feedback for our followup meeting. I think that it might be really useful if all three of those departments could come and certainly, would be happy to try to clear the agenda for both of our presentation times to allow I

AISD-HQ-221 (Lavaca): as I think it would be a good and meaningful conversation. so just for the record and for our friends who are online who do not have access to this document, I apologize it was not sent to you ahead of time. I'll certainly make sure that everyone gets a copy when we follow up. Leah, yes, I put a link in the chat. and I could put it back in. if you click on the link, it provides all the additional links for this meeting and I believe this document is also on there. if not, I can provide it for you, but I also had the QR code up for you. if you want, I could go back to it. Thank you.

AISD-HQ-221 (Lavaca): So how would you guys like to go through this? I mean that it's lengthy. There are 13 questions. U, I would like for them to be read aloud because the recording of this meeting is posted for the community to know what our conversations are about. And so I think that it would be useful if the questions and answers were read aloud for the meeting recording for the community to have access to what our conversation was. I don't want to read to everyone here, but would you guys be open to maybe roundrobin taking turns to read them? Okay.

AISD-HQ-221 (Lavaca): Some of the shorter ones I did put on the slides, but the ones that have estimate feedback and links I didn't put it on if it's on the slides, does it get put into the record? Just want to make sure when we're reading this aloud, we're able to note in the minutes that we are not like that this policy and answers the questions and answers aren't being attributed to us, As the creators of those policies, right? Yes. let's see. So the policy lives in student discipline

AISD-HQ-221 (Lavaca): What does the policy We were provided a link. so the link is not accessible on our paper document, but I will email it to everyone if you would like to review what the policy says after the meeting. So please see specific information from the 2026 2027 Seven, student success guide, student code of conduct below. Discipline and students with Page 23, protections for students before it's known that they have a disability. Page 23, Individuals Students with Americans with Disabilities Act amendments Act and section 504.

01:00:00

AISD-HQ-221 (Lavaca): Page 24, Individuals with Disabilities Education Act 25, House Bill 3928, page 28. And then from chapter 37 regarding disciplinary removals, page 28. So that was number two. And question number three, what department is tasked with monitoring the policy? right now we have from the discipline office. We've also been told that special education and AISD police department have a part monitoring the policy. So I think we should probably add that in there. Do you want me to do four? Sure. The number of restraints districtwide broken down by campus and disaggregated. So the PES department can provide these numbers. They are required to be reported to the TEA every school year.

AISD-HQ-221 (Lavaca): So, do we have to make a special request to get that information? Yeah, it'll probably be like Opal records, but we get So, PES is the public education information management service management. Yeah, that's where they keep all the records and attendance so just from personal experience when a student is contained or not secluded when a student is physically contained it has to be put into the team's management system so that it tracks that data across the state.

AISD-HQ-221 (Lavaca): seclusion is not tracked in the same way. just for context before we read question five, there is a requirement that when a student is physically contained that the parent be verbally notified as soon as possible and then notified in writing within 24 hours. from my personal experience, that did not always happen with Fidelity. And so my question was, how many restraints that happen within Austin ISD received written notice within 24 hours? and restraints are handled administratively and entered into the district's required programs at each individual campus. Next, would anybody like to read number six?

AISD-HQ-221 (Lavaca): I'll read six, but I have a question about five. Why are the districts required programs at each individual campus? Is that different than the themes? So, we're entering data in two places. PSEs collects all the data that is entered on through campus systems and sent through and sent to the information to the state. So it's state required data that is collected through the systems of this just the way they answered the question makes it sound like it being put into different places. Yes. Because

the written notice that is generated in a different system that handles either discipline or special education services.

AIISD-HQ-221 (Lavaca): So the written notice goes to parents and it's not documented in And then would you like to read six? Sure. How many staff involved in restraints were CPI certified at time of restraint? The answer is CPI training is offered throughout the year for a The reasons for participants signing up for training is not currently recorded. Would anybody like to read number seven? How many staff involved in restraints were not certified but required to be within 30 days? All district staff members by law are required to be trained within 30 days after a documented incident.

AIISD-HQ-221 (Lavaca): And so just for awareness, is that happen? So six is really about our staff initiating physical containments without being CPI certified. And then if that is the case, then they're required to be certified within 30 days. And so my question is about compliance or are there staff members that are not certified at a time of a physical containment that are required to be certified within 30 days and is that happening? Are they receiving that certification within the required time frame of 30 days? Can I ask what does CPI stand for and what does the training entail? I've never been CPI certified. I'm Sama certified.

01:05:00

AIISD-HQ-221 (Lavaca): So Sama is Satori alternatives to managing aggression but I believe the district has moved away from Sama and they're CPI certified now and I apologize but I do not know the acronym for CPI. I phone a friend? I'm trying to remember. I've known it as CPI so long I'm looking it it is.

Fernando De Urioste: The crisis prevention institute, isn't it?

AIISD-HQ-221 (Lavaca):

AIISD-HQ-221 (Lavaca): Yes. Yes, it is. Thank you trusty day. So I have never been CPI certified. The sama training is a two-day training and it does have a one-day deescalation component that is focused on verbal deescalation and then the second day of Sama training is focused on physical containment, object retrieval and it does have a physical component but again I am not CPI certified so is there anybody here that can speak to the CPI training?

AIISD-HQ-221 (Lavaca): So, I think this is part of the reason that it's important for us to be able to have these conversations with the people in the district that have that area of expertise. Yeah. Would anybody like to read number eight? How many staff did not become certified in that time period? All district staff members by law are required to be trained within 30 days after a documented So you can assume from that answer that they've all been saying the numbers. We don't have any numbers. it just says it just restates the requirement. So I understand the requirement.

AIISD-HQ-221 (Lavaca): And I think my question digging a little bit deeper is that compliance requirement actually happen happening in reality. I can read nine because I have a question. how many gen ed students were restrained discipline office or the pe department has this information? So, going back to the first time we asked, do we need to submit a public information request to get this information or will the district submit that request? I can ask and see if we could get it. So, I have a follow-up question to that question. I am curious.

AIISD-HQ-221 (Lavaca): I am curious why it would be necessary for us to submit a public information request for this data when that is not the process that is implemented with other areas or topics of discussion and isn't like standard shack operational practices because typically when shack requests information we have departments that are collaborative and forthcoming and willing to engage in conversations and I think we have had some hard conversations about really heavy topics. We've talked about suicide prevention. I can think that's an important conversation and it can be hard and heavy to talk about, but when we talk about those things, we have never in the past been asked

AIISD-HQ-221 (Lavaca): asked to complete FOIA or request data for PES. It's always been that those departments have been willing to come and engage in collaborative conversation and be forthcoming with that kind of information. So, I'm curious why this particular topic is being addressed or handled in a different way. Sorry, you're gonna offer a little bit of additional perspective. So because this involves teams because it involves personnel records, confidentiality, there's a confidentiality component and there's a legal component. And so there's an existing infrastructure to handle the requests for information. and so typically when you cross into certain categories of information in which people just need to be careful with conf confidentiality then oftentimes that request will be made.

AIISD-HQ-221 (Lavaca): That being said, I personally don't feel like it's stonewalling. I can certainly understand the perception and I think I've heard many times it be expressed like that it is perceived as a lack of cooperation but I think it should from my perspective I see it more as taking great care with legal concerns. I appreciate that and I think that we have been in those positions before when we have talked about particularly reviewed disciplinary records that has been disaggregated by campus because I don't want to speak for everybody but collectively I think people want to protect the rights and protection of the children and the families that we're serving.

01:10:00

AIISD-HQ-221 (Lavaca): When we're looking at very small numbers of people, there is a way to group those in ways that would, deidentify. and so I just think that there is a way to approach this topic that respects and honors both perspectives. and I will tell you, so discipline falls under my department. and I don't have the questions that were sent. but if I can get those questions, I can take look. if I can preferably get them electronically because paper will go away. and I can check in with legal to see what information could be shared. and I do also want to mention again that we are talking about multiple departments. Discipline is also under student support services. Special education does not.

AIISD-HQ-221 (Lavaca): the police department does not. So, it would be a collaboration, but there may be also different guidelines about what can be released depending on what department the information needs to come from. I appreciate that and led with the question where is the appropriate place to direct these questions because I suspected that it would be shared responsibility amongst a lot of departments. appreciate that. All did we read number nine? Yes we did. Okay. Number 10. I'll go ahead and do it.

AIISD-HQ-221 (Lavaca): What is the district policy to notify parents of gen ed students who are restrained? That's the question. The answer is in Texas public schools, a good faith effort must be made to verbally notify a parent on the same day a restraint is used and written notification must be provided within one school day or 24 hours. School notification rules, Texas Education Agency 19 TAC, subsection 891053. verbal notice. Student staff must attempt to call or verbally inform the parent on the exact day the

restraint occurs. Written notice, written documentation must be mailed or handed to the parent within one school day of the incident. Contents.

AISD-HQ-221 (Lavaca): The notice must include the students name, the staff members involved, the date, time, location, and a description of the event. That leads me to a question. Is there a form that the district has developed to have all this recorded on? I'm sorry, I wasn't listening. on the content of the written notice, is there a form standard for that information? Yes. Yes, there is. Yes. the minimum legal requirements under state law for that form. So I'll continue local policy from special education operating procedures. The campus staff members who engaged in the restraint must notify a campus administrator immediately.

AISD-HQ-221 (Lavaca): The administrator is responsible for ensuring that both the same day verbal notification and the one-day written notification to the parents are completed and documented. For students receiving special education, the campus staff member or their designate who engaged in the restraint or timeout procedure must document the restraint in frontline plan management. This ensures data is tied directly to the students special education record is and is available for art committee planning. On the day the restraint is utilized, the campus administrator or designate must be in writing. A good faith effort must also be made to verbally notify the parents on the same day. Written notification must be provided to the parent via mail or other delivery within one school day of the use of restraint. 11.

AISD-HQ-221 (Lavaca): Definition of seclusion. Per the AISD special education operating procedures updated July 2026. According to the Department of Education, seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. A school district employee may not use seclusion. It is a prohibited practice at Austin References Texas Education Code 37.021. 021 use of confinement restraint seclusion and timeout 1989.1053

01:15:00

AISD-HQ-221 (Lavaca): 1053 procedures for use of rest legal framework restraint and timeout ex behavior support initiative TBSI 25-bit. How seclusion is documented and notified to caregivers. A school district employee may not use seclusion. It is a prohibited practice at Austin ISD for students with disabilities. Sensory rooms are for proactive planned short-term and supervised support of student self-regulation aligned to IEPs and BIPs EIP, not for discipline, punishment, or ol Campus administrators should immediately review practices, address concerns, and report support any mis misalignment to district leadership to ensure student dignity, safety, and access to instruction.

AISD-HQ-221 (Lavaca): Principles have also been informed of this requirement. And then the last question, how many and where unofficial I should say unofficial rooms are operating as seclusion spaces in practice and the answer is a seclusion room is prohibited in AIS, but sensory rooms is that just another word for seclusion room then is that what the implication is?

AISD-HQ-221 (Lavaca): A sensory room, if used properly, should be a time where a student who needs regulation can go with an adult usually for a few minutes at a time to regulate and then go back to class. It should not be used as a punishment. Is there a documentation? Does anybody document how long the child is in there? I can't 80. I mean, they used to. So when my child was in fifth grade and we had a board certified behavior analyst, so I can't speak from personal experience to what's happening now. So I will refer to my experience as a parent when my child was in fifth grade. we had a board certified behavior

analyst who was on our team and our ARD committee met for progress monitoring every six weeks and they were routinely Family.

AIISD-HQ-221 (Lavaca): documenting the time that she spent in seclusion and call it whatever you want. It was seclusion. She was alone in a classroom without access to a teacher. She wasn't allowed to leave when she wanted to. And she didn't have access to peers. So the amount of time that she spent in that room was documented then and it was in excess of 80% of the time over the entire course of her fifth grade year. So I don't know what the practice is about documenting time in sensory rooms now. But I have the binder from her fifth grade year with the data reports that were provided to us by the BCBA who was documenting that time.

AIISD-HQ-221 (Lavaca): Yeah. Can you speak to that since you're a school principal? I can speak to my experience. It wouldn't be like the official statement of Austin IC special education department, which I would definitely want someone else that's more qualified to answer that. But in general I mean this is everything follows this student's IEP. So as a part of their behavioral intervention plan, if they have access to for example a sensory space, it should be defined within the BIP of how the student would access that space and how that would work and then you follow the BIP when the child is in need of that behavioral intervention plan. but was mentioned that's like an optin space. That's not a punishment.

AIISD-HQ-221 (Lavaca): that's a tool for the child to be able to access. so as a campus administrator, I would be concerned if for example, no child could ever access a space with sensory tools, s definitions are very important. and the communication piece is super important there, right? making sure that everything is outlined, we're following It's a plan that's agreed between both the parent and the campus administrator and the special education team. but important to the IEP is the difference between that placement in the general education environment and the special education environment.

01:20:00

AIISD-HQ-221 (Lavaca): So I imagine where you're referring to the 80% piece is I don't know what campus that was, what was going on in the IEP. but if what you're describing took place, that's certainly not the general educational environment. and we like the aim is always to include students in the least restrictive environment possible, which is not seem to me to be what you're describing. So my next question would I think have to be this.

AIISD-HQ-221 (Lavaca): How is all of this monitored? we have principles who are campus leaders. They're responsible for a lot of things. How big of a problem are we talking about here? We've already had one community member Lisa Forest raised this concern if we at our April meeting. So, there's something going on and how is it monitored? How do we know if this is a widespread problem? how do we know if there are campuses that perhaps are not following the rules? That's my question. I've also heard from the dis trustee Dr.

AIISD-HQ-221 (Lavaca): Kaufman speak about shadow discipline in several meetings and I believe Cassie Deioce as well. And I would suggest that having an unclear definition or use of a sensory room in theory and then in reality in practice.

AIISD-HQ-221 (Lavaca): can become a form of shadow discipline that is very easy for parents to not have an awareness of. this is happening.

Fernando De Urioste: Yeah, I had a comment if I could make sure I'm doing this right.

AISD-HQ-221 (Lavaca): Yeah, please.

Fernando De Urioste: I have talked to admin about this in the various forms and so I have thought about how to bring this up with the shack because one of the things that we're looking at I always take things back to writing IEP goals right and you look for replacement behaviors so there's kind of two different ways this one is looking at right what would be the replacement behavior so

Fernando De Urioste: you're trying to say we don't want the school doing this thing and it seems somewhat hard to find a metric to measure that they're not doing that thing if that makes sense. Shadow discipline by its nature is hard to quantify. so there's a thought around that is what would be the proper practice if we were going to maybe make a recommendation to the board or something like that for a policy change or policy clarification. It would be about the proactive action like what are they doing that you can measure they're doing that thing and by that nature it should reduce the occurrences of shadow discipline.

AISD-HQ-221 (Lavaca): Oops. Yeah. s***.

Fernando De Urioste: That's kind of one thing. the other thought I had on it is that the look constantly when I'm talking to the sped team usually or the superintendent, I'm asking about what are the metrics that we can track,

Fernando De Urioste: certain things are like how long an average AR meeting is. I've asked that many times and nobody can tell me that because they don't track how long AR meetings take. But if I had that information, I could make lots of different conjections about that. You could design around it. You could look for outliers. There's all these things. But the system, it doesn't have any space for them to track our meetings. my thought on around this specific for restraint seclusion is time out of placement. if the district were to look at time out of placement, is that something that we can track more readily and you would assume that places where students are not experiencing a lot of time out of placement that there's not a lot of restraint and conclus seclusion because where they're supposed to be when they're supposed to be there. that's kind of the best metric I can think of off the top of my head. And that still depends on people reporting when students are and out of placement correctly.

Fernando De Urioste: But within that I don't know maybe you could do spot audits or something like that. but I just wanted to highlight because it is a discussion I've had is nailing down what are the positive and negative metrics that we could potentially be measuring to get any idea on this. I want to use a superlative here, but I think it would be very difficult to get really accurate readings on how much restraint and seclusion is going on particularly around shadow discipline.

01:25:00

Fernando De Urioste: But I just wanted to highlight that those points and...

Fernando De Urioste: put it to the committee is those are the two ways I would think that we could respond to that is looking for what the potential metrics are that they can report to us that are going to be something that they can actually measure and then what would be a positive policy change to say do this and that by its nature would reduce seclusion.

AIISD-HQ-221 (Lavaca): I have a question about that.

AIISD-HQ-221 (Lavaca): When a child has an alternative location that's included in their IEP or their BIP, how would you suggest monitoring that time out of when an alternative location is included because in my experience and I just want to speak to my experience with my child, but in my experience with my child, one needed access to an alternative location, but there was a real propensity to not encourage her back because of administrative into the general education setting and so it was really abused for her to be out of her placement. So, how do you balance those two things of

AIISD-HQ-221 (Lavaca): trying to track time out of placement when there is a child who has a real and documented need for an alternative location setting at some point in

Fernando De Urioste: I mean I don't know if you're asking me or if there's someone in the room but I would tell you is that as an intervention and accommodation there should be time allotted in the schedule of services the same as pullouts or any other thing you should estimate or how often the student is accessing that alternative location even if it's a you say access to the sensory room they need to be recording how long they're going to the sensory room and reporting it in the IEP or the students out of placement. And I think that gets into this element of whether there's specifics in the policy measuring have a little sign-in sheet on the sensory room and every time the student goes in you're measuring it.

Fernando De Urioste: I can tell you from my time as a teacher, what usually happened is if a student extends the amount of time that they're in a alternate location, that next teacher, assuming I was middle school, so maybe might be slightly different in elementary, but there's a class change and the student doesn't report to that next class, they're going to get reported absent, and there's going to have to be a notation in the record to accommodate that absence because they were absent from the class they're assigned to, but who are on campus so they don't get reported absent for that type of PES data.

Fernando De Urioste: But that should still be tracked.

AIISD-HQ-221 (Lavaca): Yes. ...

AIISD-HQ-221 (Lavaca): and then through resource services in the special education setting versus inclusion I think would be and that is tracked. Yeah. And so that was kind of my question because we're looking at this and it sounds as if there's no data but in reality there might be some data because there are instances where children are being marked absent and their attendance record is having to be amended. So if we were able to track the amendment of those attendance records then there would be some data that was already readily available.

AIISD-HQ-221 (Lavaca): I think this is probably a larger conversation with having the right individuals in the room. I think when we are looking at something like if we're going to use the example of let's look at when was attendance data when did it have to be updated? Especially if we're talking about secondary students there could be numerous reasons why attendance data is up there. I could have went to the doctor in from one period to the middle of the next period. I could be with the counselor. I could be getting a schedule change. I could be skipping. so it probably wouldn't be updated if they're skipping, but there's numerous ways or reasons why that would be updated. So, I know you guys have already asked for that to have special education, our discipline department, and potentially our police department in the

AIISD-HQ-221 (Lavaca): room together, but there may be a need for us even to have individuals like our PES department, our attendance people to be in the room as well. So, that's great. I just think it's like we're

thinking about if there's data that already exists that we can drill down to get what we need without putting a lot of additional burden or task on people who are already assuming more responsibilities. if there's something that exists that could provide some kind of meaningful input if just thinking about creative ways to meet that need. But I appreciate everybody having the conversation with us about it. it is something that is personally affected my family. So, when did you ask that someone present this information?

01:30:00

AISD-HQ-221 (Lavaca): because you said you wanted to start it earlier this year. I did because I was hopeful. when did you ask that someone be at this meeting? So, I was discussing this with someone ahead of this meeting and I don't have my computer with me to see the date that the document was created, but we have for myself and previous co-chair and Miss Hollingsworth an internal planning document that outlines who our presenters will be for the rest of the year. And so I believe that the ask for this meeting came somewhere around midsummer. I was part of that conversation and I have notes from May 28th. Okay. So before the end we were setting up the helping set up the agendas.

AISD-HQ-221 (Lavaca): I would just like to note that I'm very new to this and I do appreciate you being here to provide some context but I think if this document I mean luckily parents don't read so but if this document was leaked online or put online I think as a parent who doesn't have a huge understanding of this issue these answers are very concerning and they do look like they're stonewalling and seeing as the first meeting I attended we discussed how many students have attempted suicide which I assume also meets all of those same reasons that we wouldn't want that information to be publicly displayed. The fact that information was so readily available and I was able to be shocked by the number of students in elementary school that have attempted suicide. Then to see in this report something that you guys asked for in May, the answers of go submit a public information request. It makes me think they're trying to hide something. Your answer those questions were submitted because I don't believe those questions were submitted in May. No, they weren't.

AISD-HQ-221 (Lavaca): I mean the chair of Shaq asked about this information and no one could attend the meeting. I will tell you I don't know the rationale behind okay why whoever was asked to be here is not present but I will tell you that if we're referring to our discipline director she is due to give birth anytime soon. So if was the individual that was asked to be here that and I know the request is to also have something that may not be sometime soon for her to be able to be present. and I just think that information is all really helpful. Before we have these conversations because we've spent so long on it and now we don't even know how many students it's impacting. Is this where we need to be focusing? Are there other areas we could be focusing? Having those kinds of details would have helped because I just sat here reading this being like we already have enough reasons parents aren't choosing AISD.

AISD-HQ-221 (Lavaca): if this gets out I mean all the effort I'm doing to try to get people to enroll in my campus is going down the window if I mean I didn't even know that they could do this to my student and you asked a question of what is seclusion I would say what is the definition of restraint I mean again I wasn't aware of this as a parent so it's alarming but I feel you guys have answered all my questions and I feel good about it I'm just saying it's interesting that we couldn't get anyone here to help us have this conversation and I can say we had a conversation because what typically happens if someone can't present we don't share information we roll it to another meeting.

AISD-HQ-221 (Lavaca): But the sentiment was let's share some information and have the departments answer some of these questions so that dialogue can happen because this issue was brought up in April. And so I did reach out to individuals to see if they were able to answer some of these questions so that I could bring it back to you guys so that some dialogue can happen. But typically if a department cannot present then we would wait at a later date for them to actually be here to present. Yeah.

AISD-HQ-221 (Lavaca): And I just want to thank you admit you guys are I've been paying attention all summer. It's been exhausting. So I'm not trying to accuse anyone of stonewalling. I'm saying I think if this got put online and there were parents reading and not understanding all of the context of this meeting, it would become more alarming than potentially it needs to be because as we've stated many times, we don't have the data. And so I guess that's where I'm concerned is there's so many reasons for parents to not choose AISD. I think we should all be worried about how are we presenting information to the public to make parents choose AISD because I believe it's a great district. Agree. And I think also within this document if you read it through a different light, there's multiple points in here of things that are press explicitly against AIC policy that go beyond the protections by state law. That many districts do not have. That's great. and limitations on both restraint and seclusion.

01:35:00

AISD-HQ-221 (Lavaca): And so I think our values do come through there, of just this is not something any employee is allowed to do and I I mean heard it makes a lot of sense y'all's perspective for sure. Leah, am I allowed to make my comment? Does anybody else have any questions about the questions that were submitted and received from the discipline department before we move on the public comment? discipline and special education discipline.

AISD-HQ-221 (Lavaca): was a combination. So that's also why you get a little variance in answers. No more questions. We will move on to public comment. And we have one inerson speaker signed up for public comment. My name is Lisa Fletus. I'm an Austin IC parent. I'm also a professional advocate. and I'm also in a club no one wants to be with I'm the parent of a child who was secluded in AISD. and I will attest to the long-term effects of depression, anxiety, and independence that it has on kids who have undergone that. I want to talk about the answers you got back because I think they tell you something more important than what they say. So, I hear the board say a lot.

AISD-HQ-221 (Lavaca): Does the vision match the reality? and while it's prohibited, I actually have firsthand knowledge that it's in practice. So I know it's uncomfortable and we don't want to advertise that this is happening in AISD, but it's happening in AISD. And if the aptitude if the appetite is to say, don't advertise it, then people won't come to our schools. that's messaging that protecting the kids who are secluded or restrained isn't palatable and we need to hide it. and sunshine is the best disinfectant. So, in my opinion, the name of the room often dictates the practice. So, there's cute names like the reset room, the sensory room, the calm-own room, but they're misused. So, the name of the room is sort of used to document, but the practice of the room is where it becomes problematic.

AISD-HQ-221 (Lavaca): So, I know of a student and I helped a family maneuver a situation where the student was in I won't say the label of 100% of his day, not allowed to leave. And when asked for a camera, they didn't even acknowledge the student was out of They didn't even acknowledge that he was in a setting that absolutely would have been eligible for a camera. they went by the PES code on his IEP

where he should have been but wasn't because he was in the seclusion room 100% of his day. So, you asked how many staff who restrained a child were trained at the

AISSD-HQ-221 (Lavaca): time the district answered that the reasons people sign up are not currently reported. That means Austin ISD cannot tell you whether the adult who puts hands on a child has been trained to do it. Lisa, two, the whole safety question you asked twice about staff who failed to get certified. You got the same sentence both times. The law requires The law requiring something is not evidence that it happened. You asked where unofficial rooms are operating as seclusion spaces and it said but what's being reported to at least the last I have to the federal government from the 23 24 school year Austin ISD was in contrast with a lot other Texas districts reported over 5,000 cases of seclusion and AISSD didn't record one.

AISSD-HQ-221 (Lavaca): And I just want to invite this committee to just you don't have to go to a room that's Seclu seclusion happens in classrooms, in hallways, in offices, in closets. it's not like what you think it is. Am I out of time? Yes. I do have a handout for this committee. I didn't know how many people here, so I will give it to the co-chair. And there's a QR code that all of you can use. do you want one hand? Yes. I have one more. Forgive me. there's a QR code, maybe you can pass it. It's information I can file about our district. And, I do know of four elementary schools that actively use seclusion rooms right now. And this is a really awkward fact, but we brought up suicide. My son actually was having outcries while he was alone in a room. So, nobody would have known.

01:40:00

AISSD-HQ-221 (Lavaca): And this is also very awkward, but I wanted to be transparent. The person scheduled to speak had firsthand knowledge of my students seclusion as an administrator. Thank you for sharing. Thank you. I think it shouldn't be hidden. we need to have open conversations and I understand nobody wants to talk about this but to say this is the law I'm directly firsthand knowledge helping people maneuvering this and to see it on paper it's prohibited it doesn't happen it is happening even if it happens to one kid that's too much so that these answers that are like handling something are not transparent authentic or honest

AISSD-HQ-221 (Lavaca): They're just not. I Thank you for having me. expertise and I know it's a hard topic to discuss and I appreciate outside of these meetings your friendship. No problem. Sorry, we're in the awful whole club together, people who know about this and I will just add if I may that it's not a experience that just impacts the child. It's an experience that impacts the entire family. just everything that it touches relationships, marriages, and has had long-term impacts for myself. It has changed the way that I interact and operate with my world, too.

AISSD-HQ-221 (Lavaca): So, this conversation for me is not just about protecting children, but it's about protecting families as well. And I really appreciate your comments about families choosing Austin ISD because I think that part of the conversation that we can have here is an opportunity to find ways to do better for children and for families in hopes that they will more frequently choose to come here or choose to stay. May I say something? I just wanted to clarify. I wasn't saying we hide it. I was just saying you've been doing this a long time. I think if you ask these questions, I'm surprised that we got these answers and I think it makes it look like they're hiding something and if we need to address it, we need to address it. Bottom line, even if it's a hard conversation.

AISS-HQ-221 (Lavaca): So with that, I would like to make a motion for us to have an annual objective that the Austin City School Advisory Council adopt I can't make an motion to adopt an objective. not based on Public comments are stand alone. So this isn't based on public comment. It's based on presenter number two in our agenda that was scheduled to be discussed at 7:10. So not based on public comment based on our agenda. But we still have one more public comment. So let's the written one and then we could move back to that objective. Okay, that sounds good.

AISS-HQ-221 (Lavaca): So let me find that public comment. So, we had a community member who submitted public comment prior to our meeting. and it was through an email that I don't have saved. I mean, I have the email saved, but I'm not able to quickly search for it because it originated from an email address that

AISS-HQ-221 (Lavaca): is not as familiar with the community member. so it's just not pulling up for me Got All right. because I'm using my phone, I don't have my timer. Can someone else time for two minutes? So, Public comment was submitted by email from Marie Lebron and her comment begins. Good evening. I'm bringing forward a growing concern regarding the use of physical activity as a behavioral consequence for elementary and middle school students. This includes reports of students being required to walk or run the track because of behavior.

01:45:00

AISS-HQ-221 (Lavaca): walking or running the track, taking the place of recess being withheld as a consequence, and students being required to walk or run until they apologize or are determined to have met a behavioral expectation. This raises significant questions about whether these practices are consistent with AISD's own discipline framework, student success guide, wellness policies, and SHA's recommendations regarding recess and physical activity. AISD's student success guide specifically states that corporal or physical punishment is not allowed in At the same time, AISD's discipline framework identifies restorative practices and other instructional approaches as appropriate responses to student behavior. AISD has also specifically incorporated culturally responsive restorative practices into its student code of conduct work.

AISS-HQ-221 (Lavaca): Shaq's own recommendation for elementary recess is even more specific. states that recess as punishment, should not be viewed as a reward, and is a necessary educational support component for children. It also distinguishes recess from structured physical activity. So I think we need to ask a very basic question. If a student is required to walk or run the track because of behavior, is that physical activity actually being used as a behavioral consequence? Calling it reflection, practicing expectations or another instructional term does not end the inquiry for me. We need to look at what actually happened, why the activity was imposed, and what students were required to do, and what they had to do in order for the consequence to end.

AISS-HQ-221 (Lavaca): If students are required to walk or run until they apologize until an adult determines that they have demonstrated the appropriate behavior, that raises an even more serious question about whether physical activity is being used as a punitive tool. There is also a whole class discipline concern. If one student or a few students engaged in the behavior, why is the entire class required to perform a physical activity and then there is additional comment that does not fit into the two-minute time frame. So I will share that with us in our followup from this meeting. Then in response to

AIISD-HQ-221 (Lavaca): our agenda item at 7:10 for presenter 2 where we read the questions that have been submitted regarding restraint and seclusion into the record. I would like to make a motion for the Austin ISD School Health Advisory Council to adopt a 2627 annual objective to ensure accurate campus level publicly reported data on restraint, timeout, and separation practices and to verify that no space in the district functions as seclusion. and that this objective be assigned to a subcommittee working jointly with social and emotional wellness. second that motion. Go under.

AIISD-HQ-221 (Lavaca): So, I believe that we would be considering the creation of a new subcommittee that has not previously been formed to work in conjunction with the social and emotional wellness subcommittee. Why can we not create a new ad c subcomm mental health. So then let's just have it housed under social and emotional wellness as we discuss the impact and there's substantial documentation and evidence that it has an impact to children's social and emotional wellness.

01:50:00

AIISD-HQ-221 (Lavaca): So, we have a motion to have this explored under the social emotional wellness subcommittee and a second and we take a vote all in favor. We need a second. Okay. I'm sorry. to explore this further under a subcommittee or there was also when you were saying your motion originally, you were talking about reporting So I think that the subcommittee would in the annual report there is a process before recommendation is brought before shack to be voted on and decided if it is to be presented to the board and superintendent.

AIISD-HQ-221 (Lavaca): So to follow that process before making a recommendation about these objectives it would begin with the subcommittee exploring the practices gathering information talking to community experts gathering family feedback and before forming a recommendation. So I think that the motion is to begin the exploratory process through a subcommittee to determine if a recommendation would be appropriate to bring to Shaq to consider advancing to the board in the superintendent. Thank you. Yes. So we have a motion and a second. all in favor?

AIISD-HQ-221 (Lavaca): So I do not believe that our online guests have voted, but we have six in favor. We have 10 current committees and one online. Six, seven. So seven out of 10. So the motion passes. Thank you guys for having that. I know it is a heavy conversation and often results in maybe some charged discussion but I appreciate everybody's engagement. All righty. So we are at 8:00. I want to honor and respect everybody's time. we do have items that are left on our agenda.

AIISD-HQ-221 (Lavaca): subcommittee sign up items from members. so for sub sign up earlier, and for the subcommittee sign up, I can send those results out to everybody and share with the membership who has chaired and chaired those committees in the past and we can work on coordinating getting together for that and for our new initiative via email after this meeting. So, moving on to our next items for members. Does anyone have brief announcements, suggestions for future topics or recognitions that they would like to share before we adjourn? I just have a question. someone approached me over the summer and asked how does a parent okay there.

AIISD-HQ-221 (Lavaca): So parents have been working on screen time kind of recommendations and very concerned about those things and they wanted to know how do they bring that to Shaq and I didn't know the answer. They could bring it as a public comment. And I do know it is being internally looked at. but parent feedback is always welcome. Okay. I have been wondering and can't seem to find the answer to

the question after measures are approved by the shack what is the process by which they are submitted and reviewed by the board and what is the time frame or is there one before they're approved.

AISS-HQ-221 (Lavaca): So we have five measures. where are they sitting? What's happening? Does the board have a schedule to review approved measures and give them the stamp so that they can move forward? We are currently working on that clarification. we were asked to put all of our recommendations in the annual report and so those recommendations that we had for the 2526 staff here then we will get feedback on approval.

01:55:00

AISS-HQ-221 (Lavaca): We are working possibly asking if we can submit recommendations at least twice a year so that we could get feedback on those recommendations and then we can act on it depending on what actions need to take place. So, we're working on that clarification and getting some of those things cleared up.

AISS-HQ-221 (Lavaca): But one thing that I would like to pose to everyone is go through the bylaws and if you have any questions on anything or if something you feel like needs more clarification or maybe a little bit more detail to it. highlight that because that is something that we will be reviewing our bylaws. So we could vote on updating our bylaws. So we could also send that to senior leadership and to the board because it is past due that we update our bylaws.

AISS-HQ-221 (Lavaca): So can we work on a process that ensures that this approval of our approved recommendations is not ended? For example, can we expect to get a decision? by the end of October. Could it be the end of March? Could it be in two years? Is there any requirement that the board reviews and comes to a decision at any particular time or are we just going to be waiting until they get around to it? So, once we submit a board recommendation, there is a timeline.

AISS-HQ-221 (Lavaca): But because I'm going to say position changes within the district, that process has changed. And so we're working on making sure we understand what the timeline is so that we can bring it back to you guys. No, I'm sorry. Go ahead. I just wanted to share because Francina was talking about this earlier when the meeting started the recommendations were submitted with the annual report and so Francina has submitted the annual report and that's where the recommendations are that was just prior to the 1 of September. Is that correct? Yeah.

AISS-HQ-221 (Lavaca): So just wanting to put that timeline into play that is when the annual report was submitted and that annual report included the recommendations and I just wanted to add that this is kind of getting into a little bit of what we had talked about earlier about how the district was interpreting the way the bylaws were written. And I really have some question about who at the district is providing those interpretations. And that's an ongoing conversation between myself, Miss Hollingsworth and Miss Cardinis. but I also wanted to offer that that is the interpretation of the bylaws as they're currently written.

AISS-HQ-221 (Lavaca): But it's my understanding and my belief that as a council we are able to amend the bylaws and vote to approve an amendment to the bylaws. And Nina, if you would be interested in doing that so that there is a more formalized formalized process that's codified in the bylaws. I think that Michelle Smith at the Texas Shack Network would be a really great resource and I have met with her a couple of times and so if there's anybody that would be interested in consulting with Michelle about amending our bylaws and what that process entails to make sure that we're remaining compliant

AISD-HQ-221 (Lavaca): I would be happy to schedule a meeting with her and attend with you. we could her come have a work group or something. That would be and then I also just wanted to put out there while everybody's still in attendance and then I know we're over time that Shaq is statutoily required and one of the requirements is that the chair be a current parent of an Austin ISD student and my student graduated from Austin High in 2025 and I am operating on a little bit more limited capacity this year.

02:00:00

AISD-HQ-221 (Lavaca): I'm finishing a field placement internship in preparation to graduate in May. And so, if there's anybody that would like to mull it over in their mind and consider joining me as co-chair, I would be forever grateful. And with that, there's a really quick question. Yes. No, please. Last year, we discussed maybe streamlining the process of presenters sort of entering the pool to be a presenter and maybe having them fill out a form with all the required information that we need to review them ahead of time. Is that something that's gonna happen just to make it it felt real as a new person challenging to go back and fill out that really long questionnaire because I didn't know some of the data that hopefully these people are providing you up front before they could be considered as a presenter.

AISD-HQ-221 (Lavaca): That Google form you fill it out either as the presenter is presenting or just after so it's still fresh on your mind. so it shouldn't happen months by u u after the pres presentation but we were working out the kinks because it was a new format. And even given that there were a lot of questions that they didn't answer. So what we're discussing is if they could fill out all those factual questions ahead of time and we could have that in front of us when they're presenting. So here has been my process if I may just super quick.

AISD-HQ-221 (Lavaca): when a presenter is invited to come or reaches out and expresses an interest in presenting to Shaq that form is shared with them ahead of time. So they are aware of the questions that are asked and I think my thought process has been rather than dictating to them that part of the evaluation is are they able to craft their presentation to speak to the questions that are included in the form. because the form with the criteria that they're being evaluated on is provided to them ahead of their presentation. So do they have the skill set because we're evaluating them are they able to meet these

AISD-HQ-221 (Lavaca): requirements. Do they have the skill set to be able to craft their presentation to speak to the criteria that they're being evaluated? And if they don't present the information during their presentation, you can ask those followup questions. Have our computers here and be filling it in as they're talking. It sounds like you can. Yeah. for the earlier presentations that came from MV Anderson, we were filling them out in the moment while they were here and able to ask those follow-up questions and then I think because it was a new practice, we kind of fell off of doing it that way and we were trying to play catchup at the end of the year. But I think going forward and just for the record I don't think that we're evaluating the program next month.

AISD-HQ-221 (Lavaca): We're hearing a presentation but central health we're not evaluating. are they presenting a we can talk. So meeting adjourned at 810. Thank you everybody. See you next month online. Yes. Thank you guys. It's

Meeting ended after 02:04:14 🖐️

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