

Austin ISD School Health Advisory Council Meeting

Meeting Minutes

Wednesday, April 16, 2025

6:00 p.m.- 7:30 p.m.

Meeting Location:

AISD HQ: 2nd Floor

4000 S. IH 35 Frontage Road

Austin, Texas 78704

The SHAC may take action during the meeting if it relates directly to any agenda item discussed.

Time	Agenda Item	Presenter or Staff Resource
6:00 p.m.	Call to Order The meeting was called to order at 6:03 PM by Leah Kelly. 9 of 13 core members	Leah Kelly, Co-Chair
6:05 p.m.	Approval of the April 16, 2025 Meeting Agenda Amendments Under 6:25 correct link to minutes to March. Executive Director title update for Alana Bejarno. Motion to approve the agenda Second - Ann Teich 9 in favor	Belynda Montgomery, Co-Chair
6:10 p.m.	Introductions <ul style="list-style-type: none">● SHAC Members Leah Kelley Belynda Montgomery● AISD Staff Arleth De La Cruz Kelli Page Kari Hazard Stephanie Hebert Heather Petruzzini Francina Hollingsworth Dr. LaShanda Lewis Fernando Lucas de Urioste - Board of Trustees● Recognition of guests● Superintendent Greeting (if available) - Not available	Belynda Montgomery, Co-Chair
6:15 p.m.	Community Communications* Speakers and visitors are expected to make respectful	Belynda Montgomery, Co-Chair

	<p>comments</p> <p>Leanne - Thanked the district for the mental health RFP request; concerned the past experience for RFP violated HIPAA.</p> <p>SHAC and community to review would be legal and beneficial.</p> <p>Change PE to 3 day rotation.</p> <p>Bathroom abilities - some campuses, including gym bathrooms, are locked. Students are penalized to use restrooms; a child should not need a 504 plan to use the restroom a student should be able to use restroom.</p> <p>April Jones, PNP, mom of 2 AISD students -</p> <p>Spoke on how much kids need mental support - Spoke about her App - A joyful literacy platform game app they think they are playing a game; it includes why they need to eat balanced meals, mindfulness.</p> <p>TEKS aligned, with a local sponsor for 100 students. For the pilot period, how effective it is?</p> <p>Personal experience: how surprised would you be that students do not know how to be healthy? (PE, SEL)</p> <p>Free for schools.</p> <p>Dawson and Oak Hill Elem waiting on application.</p> <p>Riley student - PE does not give me time to do my schoolwork. We should go to 3 day rotation the current schedule is too much</p>	
6:25 p.m.	<p>06:14 Reading and Approval of February 16 and March 12, 2025 Meeting Minutes</p> <p>Motion on the following amendments</p> <p>2/19/25</p> <p>Under 6:10, Lyssette Galvan include N at the end of name.</p> <p>Under 6:10, Dr. LaShanda Lewis is spelled incorrectly.</p> <p>Under 6:40, change no need to use a capital letter for disabilities.</p> <p>Under 6:40, third column space between UT and Health.</p> <p>Under 7:00, in the third column, omit the word Central.</p> <p>Under 6:00, add last name Montgomery for Belynda.</p> <p>With those corrections motion to approve</p> <p>Motion -Juliette</p> <p>Second - Ann Teich</p>	Leah Kelly, Co-Chair

	<p>10 Move to approve the motion for corrections (motion passes)</p> <p>3/12/25</p> <p>Under 06:00 omit sentence, Belynda was present for the March meeting.</p> <p>Under 6:10 column 2, correct spelling for Dr. LaShanda Lewis.</p> <p>Ann - A motion to table</p> <p>Motion - Leah motions to pass March minutes.</p> <p>Second - Juliette</p> <p>12 Move to approve the motion for corrections (motion passes)</p>	
6:30 p.m	<p>6:19 pm District Updates</p> <p>Dr. LaShanda Lewis</p> <p>Update on staff that we have in the district for Mental Health services, and Initial request for RFP</p> <p>Understanding of staff within the district</p> <ul style="list-style-type: none"> -31 LMHPs - see students at Tier 3 level -10 Social worker interns housed under Sarah McCafferty -36 CARS counselors for students in Special Education (TCHAT) -Communities in Schools -CARY Counselor -Crisis Team through AISD Police Department -Restorative Practices team <p>Important for us to know there are no funds available. Make everyone aware of the information and services available in the district.</p> <p>Shared a link with Francina Hollingsworth to project. I have a meeting scheduled for later this week regarding the RFP process.</p> <p>Almost a year behind for what is wanted. If we start the RFP process in May, the earliest we could get a contract could be August. If it has to go to the board it could be that it doesn't start until October.</p> <p>Based on what you have heard, what is the intention, what are we missing, how can we best support those gaps.</p> <p>Leah Kelly - Missing pieces district is not currently collecting data to show duplicate services.</p> <p>Heat map of where services are needed most.</p> <p>Difficult if not impossible is what we currently have meeting the needs.</p> <p>Get a better understanding of how students are doing overall.</p> <p>Someone will be sharing data from living well.</p>	<p>Alana Bejarano, AISD Director Health Services</p>

	<p>Move conversation after we hear a presentation to address answers.</p> <p>Also want to make a comment and continue to bring up and reiterate. When the Board was providing education and information through Prop A it was repeated to the public that there would be funding dedicated to Mental Health in Prop A which passed. It is difficult to reconcile that there is no additional funding for services I believe our students need.</p> <p>Dr. LaShanda Lewis I can not speak to Prop A but can get someone who can talk about Prop A.</p> <p>Bitly - 2 questions: what are some of the services, what are the gaps and how can we resolve those gaps. Will wait for the presentation and can bring this up again.</p> <p>Dr. Michelle Gallas - What are the 30 plus counselors after the social work interns?</p> <p>Sarah McCafferty- Social worker interns are all fully licensed.</p> <p>Dr. LaShanda Lewis - Counselors through CIS, CARY, other partnerships that bring counselors to support students but not on every campus.</p> <p>Sarah McCafferty - Are on secondary campuses seeing students with aggressive treatment and anger management.</p> <p>Leah Kelly - Anecdotal situation that has been made very public, evident to me that we still have students whose needs are not met.</p> <p>Fernando Lucas de Urioste- A lot of outpouring from the community at large of the distress of all students at Ann Richards in the wake of what happened. I think it's an example of the nature of it. Regardless of any specific accusations there are plenty of parents currently emailing saying their kids are in distress in wake of it.</p> <p>Belynda Montgomery - Sometimes there are emails/questions afterwards and will follow up.</p> <p>Alana Bejarano - Apologize are doing some family support so can not be there in person. A very quick update and many thanks to SHAC, our Board of Trustees, to our Superintendent, and our leadership in general.</p> <p>Our immunizations have increased greatly sitting at 96%. Really high on our MMR's really targeting that for the measles. They have 561 cases, they will update on Friday. Be proactive and go across the aisle for any resources. AP has been a wonderful partner. Thanks to the SHAC for giving a forum to those immunizations and to our Superintendent for enforcing policies.</p>	
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<p>6:40 p.m.</p>	<p>6:34 pm Physical Education and Fitnessgram Updates</p> <p>Kari Hazard - Would you rather question, matching exercise.</p> <p>Elementary PE Redesign updates - ABC rotation equal music, equal art, and equal PE. Because of that as a district we did not meet mandated PE minutes. Those minutes fell on classroom teachers to provide structure time, which was WOW time.</p> <p>In 2022-2023 moved from ABC rotation to PE daily. The purpose was to provide PLC time for teachers and to meet 135 minutes of PE time taught by a certified PE teacher.</p> <p>Realistic effects that we are seeing since that day campus schedules, teacher retention, and the PE teacher assistants.</p> <p>Guidelines for this year master schedule for principals. They are the same as last year except principals are having to get flexible to meet these minutes. Which in turn means PE frequency varies across every campus. Music and Art also vary across every campus.</p> <p>It has also put some teachers and TA in different supporting roles (tutoring and lunch duty). Overall I would say it has gone down from PE every day but the minimum of 135 minutes of PE has to be met.</p> <p>PE teacher retention - Only elementary teachers SY 19-20 -91 teachers (hired 10) SY 20-21 93 teachers (hired 15) after covid SY 21-22 87 teachers (hired 10) SY 22-23 123 teachers (hired 60) This is when redesign was introduced. It created more positions, a lot of classes were going whole grade level at a time in PE. SY 23-24 137 teachers (hired 33) SY 24-25 142 teachers (hired 39) Alongside overall teacher experience has gone down. 30.3 % - 1st year teacher 13.4% - within 1st 3 years of teaching 56.3 % - 3 plus years of experience</p> <p>44% of Elementary PE teachers are within their first 3 years of teaching.</p> <p>Redefine Teaching teachers to be teachers and be PE teachers.</p> <p>Alongside in 2022 and big part to SHAC PE TA's were hired to get that student to adult ratio down.</p> <p>Hired 50 TA's in 2022 and doing training with TA's annually.</p> <p>Annual PE TA Symposium focused training on building relationships, building classroom community, creating</p>	<p>- Francina Hollingsworth, AISD Assistant Director of Physical Education and Coordinated School Health</p> <p>- Kari Hazard, AISD Elementary Physical Education Specialist - Kelli Page, AISD Secondary Physical Education Specialist</p>
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	<p>and expanding their PE toolbox.</p> <p>How can they be effective in PE under the guidance of a PE teacher or alongside the PE teacher.</p> <p>Strong feedback requested more professional learning opportunities and behavior management sessions.</p> <p>Mary Renfro - Add to what was said greatly thanks to the support of SHAC originally PE was to have 45 students to 1 teacher. Thanks to the work SHAC did that year not just SHAC but other people, PE teachers, and PE team. That made a huge difference, can you imagine 45 kids per one teacher. That would not be allowed in a home room class.</p> <p>Belynda Montgomery - What are optimal numbers for you? What is your opinion?</p> <p>Mary Renfro - It can vary no preference but if I had 15 students in one class that would be great.</p> <p>Other schools that had 6 kindergarten classes, huge numbers. The work that was done was very helpful.</p> <p>Kari Hazard - So teachers were left with 2 classes in the gym versus 6 classes and a TA. TA's were a great addition When they first came in it turned all PE teachers into mentor teachers. That's building relationships and bridging those relationships has been a big part of the focus and building the skill set for those teachers. This is how we design professional learning around behavior management. How to lead activities for the novice teacher and TA. Any other questions specifically about Elementary.</p> <p>Ann Teich - I am still concerned about It's not standardized across all campuses. I understand the flexibility but some kids are getting rich arts and music. I'm still concerned about the size of classrooms</p> <p>Kari Hazard - I can expand on that I have a concern about that too. A Lot of people are comparing apples and oranges.</p> <p>There are some huge class sizes over 80 over 100. People are getting creative with spaces. Different spaces around the campus to host it.</p> <p>Gym, Cafeteria, PE portables, outside when you can be outside in Austin TX.</p> <p>Then some classrooms have very small 1 teacher with 12 students in a class.</p> <p>Leah Kelly - I was not here during the redesign and I'm not familiar with changes that happened. From your perspective where the minutes that were implemented from WOW not meeting the criteria?</p> <p>Kari Hazard - Some campuses were doing terrific. I was a teacher at the time. We had a great partnership with Marathon Kids. Some campuses that I have been on yes but others were not meeting the minutes. Correct.</p>	
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	<p>Leah Kelly - If WOW was implemented with Fidelity then there would not be the need to have the full five day PE</p> <p>Kari Hazard - The other piece was they are providing more time for teachers to have access to PLC times.</p> <p>Leah Kelly- Some classroom teachers I am pretty sure Some education teachers are not having access to those PLC times that general education teachers are. I always want to emphasize that the PLC time is provided to some classroom teachers.</p> <p>Ann Teich- Are you keeping statistics on incidents that happen during PE.</p> <p>Kari Hazard- Our department is not.</p> <p>Ann Teich - That is worrisome to me, we don't have that data. Can't make decisions on whether resources are being allocated correctly per campus. How do we address that?</p> <p>Kari Hazard- That is a great question, this department did not make that decision.</p> <p>Ann Teich- What department did?</p> <p>Stephanie Hebert- Our department does not have access to that information. So getting or tracking that data would be at campus level. That is something that would be under executive leadership. Our department does not have that data. Don't know if campuses keep that data.</p> <p>Heather Petruzzini - as a former principal, the student goes to the nurse and the incident where the incident happened is recorded. There should be some type of data with location of incident.</p> <p>Leah Kelly - If SHAC requested that data would you anticipate that the district's response would be they are not currently collecting the data and not required?</p> <p>Heather Petruzzini - Alana Bejarano could speak on what information the nurses collect.</p> <p>Francina Hollingsworth - Understand that there could be various reasons why a student got hurt. It might not be lack of supervision. We have strong teachers throughout the district and enough adults to supervise kids. Could be a variance of why. We might not get the exact answer we are looking for. Some of our students are very active and very intense and are gonna push it to the very limit. Some of our kids could be roughhousing. There could be various reasons but not lack of supervision. This would be difficult to track and not get the information we are looking for.</p> <p>Alana Bejarano- We can add a drop down to show that they are coming from PE but dont know we will get the value of what happened in PE. A lot of times it's unrelated. They fell down or a ball hit them in the head. It will be hard to link supervision to injuries. But we can</p>	
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	<p>add a drop down and do a pilot next school year to see what information is pulled.</p> <p>Mary Renfro - Sometimes they are sent during PE but it didn't happen during PE.</p> <p>Heather Petruzzini- Or it could have happened in PE and it didnt get reported until 3 hours later.</p> <p>Dr. Michelle Gallas- Does every campus have the same number of TA's?</p> <p>Kari Hazard- No, that varies greatly. No PE teacher is alone, the low end is 1 and 1 the high is 4 teachers and 2 TA's.</p> <p>Francesca Leahy - I agree the nurse data would be accessible and not comprehensive. My kid has pushed another kid during PE. My kid has special ed support. I want the PE teacher to have the support but that would have not been reflected in the data. Before we ask Alana to create a drop down let's think about or I personally would like more information. What specific challenge are we trying to address right now? Is it that we are trying to equitably or equally distribute the teacher assistant resources that we have?</p> <p>???-What is the plan for next year?</p> <p>Francina Hollingsworth - Elementary ED's asked principals to go back and reevaluate schedules to make sure they are adequately adding the right amount of minutes in PE. Staffing is not going to change. Schedules on certain campuses might adjust because they are not meeting the amount of minutes or going over. Elementary principals are working on their schedules. Some campuses will see an adjustment and some campuses might stay the same.</p> <p>Fernando Lucas de Urioste - Regarding staffing size and weather it is affecting quality of services for students. It's kind of confusing the issue to say we need to get data on what incidents are. If there is a big variance in class sizes. Sample data between small, medium, and large classes. Look at whether students are getting sent to the nurses office and how many discipline referrals are getting generated from PE. If you are getting twice as many from increased class sizes that is enough. I think sampling a couple of campuses and looking should not require that much detail.</p> <p>Kari Hazard- There was a task force the year it was created. Can you speak to how teachers have felt through this process.</p> <p>Mary Renfro – It varies by campus, not all the same. Some are very concerned about the high numbers and the high numbers they had. We did lose some good teachers that were concerned and felt like they could not form the same relationship they had in the past with</p>	
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	<p>the students. Other teachers are happy that their kids have PE every day and they are doing well. It varies, we did an unofficial survey through SHAC a few years ago. We asked questions like, whether they planned to stay the following year? concerns they were having? We did get information and it varies. Every campus is different. The larger campuses have it more challenging because there are a lot more kids in there. If there are behavioral issues, who is addressing it? Is it the TA? Or the PE teacher? It should be the Teacher but they are teaching the class. A lot of different factors. Everyone is trying to do the best they can with what they have. The PE department is trying to help us too. Giving us extra opportunities (PE Outdoor Education) getting the interest of the students providing fishing and other activities they don't have .</p> <p>Leah Kelly - How can SHAC best support you all.</p> <p>Kari Hazard- Tracking system to see how many students are in each PE class at each campus.</p> <p>Leah Kelly- How do we do that?</p> <p>Heather Petruzzini - Checking on it.</p> <p>Francina Hollingsworth - Our department has really been tracking campus support. Tracking trends we are seeing on campus when we visit. What are we going for? So we can have data for ourselves to see what is happening on our campuses. Are there common occurrences that are just happening in Elementary, Middle School, or High School. To better support our teachers, As you can tell we have a high turnover rate. Teachers coming in with no educational experience or certifications. Trying to best develop our teacher to provide high quality to our students . Support all campuses in various ways most come from campus visits. Going in and observing, providing teacher feedback. 24 campuses have been identified as having a more robust support system in place. We are going in multiple times and helping teachers in a variety of ways. Partnered with MTSS developing teachers on how to structure their class, deal with classroom management and additional support. One of the things we are looking at is student engagement. Having students engage in sound activities, lessons that are also curriculum aligned and not just something that doesn't make sense as well as meaningful skill based activities. We are also empowering our teachers to develop into high quality teachers and looking at the support that they need. Developing professional development to build student skills and more intentional work with our students. Continue to develop and have TIP mentors, new teachers have a mentor in place. Not only do they have</p>	
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	<p>us but also a mentor.</p> <p>Kelli Page - Launched a newsletter 23-24 to connect with K-12 PE teachers. Includes curriculum updates, PD opportunities, shares health and wellness tips, and spotlights campus and teacher success.</p> <p>Outdoor Adventure is currently one of the 3 PE courses offered at high schools levels. November 2024 received a grant from Outdoor Tomorrow Foundation. Pilot at 7 Elementary campuses. Looking at expanding more next year.</p> <p>Ann Teich - What are our prospects in furthering that and putting that particular program at more campuses?</p> <p>Kelli Page - It's pretty good, pretty economical to do the 4 units. Hopefully we will be able to.</p> <p>Belynda Montgomery - I would like to offer a parents perspective about my child's experience in Outdoor Adventure. She is a senior in high school and was not able to take PE class until senior year. We thought Outdoor Adventure was going to be a great alternative this year. It has caused a lot of frustration. The reality of our situation is the Outdoor Adventure teacher is routinely daily 30 minutes late to class. She ends up just sitting in class and is very frustrated and starts her day off in a negative mood. If anything can be done to address those situations that would be helpful for students.</p> <p>Kari Hazard - That will be at the campus level. It is unfortunate to hear because that curriculum is robust and that course is awesome.</p> <p>Juliette Owens - How do they go camping in an hour and a half? In a one period class. Is there a field trip involved?</p> <p>Kelli Page - Another thing we are looking at for real world experiences. Can speak to Bowie trails around campus, go out with backpacks and do some birding and different things with the course. At Akins Jery is an avid fisherman so it is a robust fishing course that you are getting. There are some teachers doing a really great job at campuses.</p> <p>Dr. Michelle Gallas- When this was implemented in the high school did you seek out one PE teacher. How did you figure out who was going to administer the curriculum?</p> <p>Kelli Page- It was rolled out to all high school campuses. PE teachers that showed interest had to receive additional training. Not all campuses offer that course now.</p> <p>Francina Hollingsworth - It is a State TEKS course.</p> <p>Kari Hazard - Several PE teachers at each campus.</p> <p>Francina Hollingsworth- Fitnessgram is a state</p>	
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	<p>mandatory assessment for 3rd through 5th grade. It assesses physical related fitness for our students focused on aerobic capacity, muscular strength, endurance, body composition, and flexibility. About to enter our spring assessment testing zone. We use a platform called IHT for teachers to input their data. We submit data to the state which is required every year. Various tests we implement from 3rd grade through High school. Metrics for ourselves to help us create goals. We are trying to create realistic goals dealing with Fitness gram. One of the findings we have noticed in Elementary is if a group of students aerobic capacity is high or muscular strength is high and we see a variance in information but there is nothing that is truly indicating why students are developing the way they are. This is one of the reasons I want to put some metrics in place. What is the data really telling us and a better plan for the development of our students dealing with our data.</p> <p>Francesca Leahy - Does that speak to the need for differentiation in the kind of professional learning especially with the 1 to 3 year teacher range. I had the privilege to Sub for an excellent PE teacher, included that in her lesson plan. I am curious about an inter subcommittee, especially at the elementary school level.</p> <p>Francina Hollingsworth - There are various districts across the district that SHAC has been looking at to Implement a policy with screen time.</p>	
7:00 p.m	<p>Mental Health Sub-Committee Update and vote 7:17 pm</p> <p>Ann Teich - Will let representatives from Kids Living Well go first. We did make a correction on the slide up there. Leah Kelly is the co-chair.</p> <p>Stacy Spencer - Representative from Kids Living Well</p> <p>Kids Living Well is a Travis County collaborative. (educators, parents, child serving professionals like mental health professionals, peer support specialists). We meet monthly on the last Thursday of the month. Also oversee the Travis County Children's Mental Health Plan. It's in collaboration with the state mental health plan for children. Together we interview lots of subject matter experts. We work together to identify what the needs are of our community. Work together to see how we can meet the needs of the community . We publish data (state, county, and city level) on our website about youth in Travis county. It is not district level. I can share about young people and you can imagine how many of these young people might be in Austin ISD. We don't have district level data. Also, I am a parent of 2 students in Austin ISD 1 at</p>	<ul style="list-style-type: none"> - Ann Teich, Chair Mental Health Sub-committee - Leah Kelly, Co-chair Mental Health Sub-committee - Monica Reyes and Stacy Spencer, Kids Living Well

	<p>Sunset Valley and 1 Small Middle School. I am just going to share information on our website. If you want more information you can check out kidslivingwell.org Go on the tab for data and you can hover on a lot of stuff and it shows more breakdown.</p> <p>*Slide of Travis County Child Poverty Rates by Race and Ethnicity 30,301 young people under the age of 18 live under the poverty level. That level for a family of 4 is 27,750.</p> <p>Every 2 years the Department of State Health Services does a survey in different districts across the state. Data on what kids are reporting. *slide Texas high school students mental health Across the state the percentage has increased. High in 2021 and lower in 2023. 42% feeling sad or hopeless, 21% thoughts of suicide, 17% having a plan for suicide. Things have gone down a bit but still not great.</p> <p>Leah Kelly- Note that there seems to be a little recovery from Covid. But so many things are happening in our community. My concern is as data begins to be collected now and going forward we are going to see an increase.</p> <p>Stacy Spencer -</p> <p>*Slide Texas high school students mental health Data- Texas Youth Risk Behavior Survey 2023. Felt sad or hopeless, considered suicide, and made a plan to attempt. More girls attempt, more boys complete.</p> <p>*Slide Substance Use within past 30 days vape, binge drinking, marijuana (Young ppl report) 2017-2023</p> <p>*Slide Child Abuse or Neglect CPS Involvement CPS involvement, Travis County, FY 2023</p> <p>Children's Crisis respite center is now open, it's on the campus of SAFE - support young people</p> <p>*Slide Suicide deaths among children and youth city of austin report shows 24 and under 33 people 24 and under in the year 2023 committed</p>	
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	<p>suicide Age 17 and under-5 / Age 18 to 20 - 8 Numbers continue to increase in the city of Austin.</p> <p>Juliette Owens - City of Austin population has increased are we seeing an increase as population has increased.</p> <p>Stacy Spencer - My team has been involved in post vision which is providing support after a suicide. Provide services at Integral care to families, friends, community in general</p> <p>Francesca Leahy- Data that breaks this down by means of death? You mentioned boys have more access to more lethal use so then the completion rates are higher.</p> <p>Stacy Spencer- I know this sounds terrible but there is something called the death committee.It looks at all deaths in Travis County of young people and how it happens.</p> <p>Francesca Leahy- Do you coordinate with community violence programs, gun violence prevention programs, groups like NAMI. Look at all that data with different lenses? What narratives are you all discussing as part of your work? In terms of what are the challenges, how do you relocate your resources? Budget line items etc..</p> <p>Stacy Spencer - I can speak for Kids Living Well because that is who I am representing right now. I do work for Integral care so I am pretty knowledgeable about that organization as well. For Kids Living Well we are a lot of different members and our efforts are to reduce suicide. No suicide different angles. Some of those angles are education and prevention. Training using what's called more than stab. Gun locks, Lethal means, Let's talk about firearms. Data shows most people die by firearms, more cutting but less lethal. A lot of organizations have gun locks that are shared.</p> <p>Leah Kelly - We had a presentation about gun locks from Lock Arms from Life that has a partnership with Austin Public Health for people to access free gun locks.</p> <p>Dr. Michelle Gallas- Because of house bill 3 it is listed on the AISD website.</p> <p>Leah Kelly - After the presentation AISD did send out an email to provide extra information.</p>	
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	<p>Stacy Spencer- *Slide Emergency department visits for mental behavioral or emotional issues by Travis County children and youth 2021 -17 and under - 24,219 Asked for more updated data. They did not have it yet and will keep asking.</p> <p>*Slide of Crisis calls from Integral care in 2022 (1781 total) 17 and under 980 2023- not on slide 852</p> <p>Leah - This is calling crisis data. Do you have any data on MCOT and PES?</p> <p>Stacy Spencer - *Slide PES (Psychiatric Emergency Services) 2022- 17 AND UNDER -285 young people</p> <p>Leah Kelly - Add anecdotally that it has been my family's experience having a child that has needed to have a higher level of intervention. That when she has made an outcry when is on campus and she is having thoughts of suicide we have been told by campus mental health professional staff that she has to be seen by someone in the emergency department or PES to return to campus. That is inaccurate information. One of my concerns is that district staff is giving inaccurate information.</p> <p>Stacy Spencer - *Slide Mobile Crisis Outreach Teams (MCOT) They come to you. 17 and under 452 assessments. 85% assessments non hospitalization.</p> <p>Smaller districts provide a lot of training of social workers, school counselors (Del Valle and Manor). Have district staff trained. -Integral Care Clinics has 2 clinics St. John and S IH 35 -9/1/24 through 4/3/25 they have served 1696 unduplicated clients. -1321 of those young clients have a home address in Austin under the age of 18.</p>	
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<p>7:20 p.m.</p>	<p>Items from Members Brief announcements, suggestions for future topics, recognitions, etc.</p> <p>7:42 PM Ann Teich - Subcommittee review of the recommendations that the committee put together. Please take a look at it, we are going to ask for a vote to send this recommendation to the superintendent and trustees. Critical that this gets out since this is the last meeting.</p> <p>Reading and reviewing information.</p> <p>Are there any edits that the SHAC would like to offer?</p> <p>7:47PM Ann Teich - I would like to know from staff once we send this forward when can we expect a response?</p> <p>Dr. LaShanda Lewis - Don't know what the timeline is. Don't have the funding for Mental Health First Aid. Presentation we did a few meetings ago was from a grant. We won't know until October or November if we get grant funding and it will be the second semester before it can be rolled out. The training from Integral Care that could train for 6 staff members. That can be done in a month or two if it is approved by the board.</p> <p>Stephanie Hebert- We don't have direct control and would need to get recommendation to the board liaison.</p> <p>Heather Petruzzini - We would be looking at the June Board meeting timeline. I have something due for the first board meeting in June. If this goes tonight we can send it to Jacob. Due early May for my June agenda Board meeting.</p> <p>Ann Teich - Thank you If there are no edits to this. I would like to make a motion.</p> <p>Motion - Ann Teich - Im moving that the SHAC adopt this recommendation to send forward to Superintendent and Trustees regarding training for staff.</p> <p>Second - Belynda Montgomery All in favor 13 - Motion passes</p>	<p>Belynda Montgomery, Co-Chair Leah Kelly, Co-Chair</p>
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Leah Kelly- I received feedback from another trustee and would like to read the feedback I received. After reviewing applicable board policy, I believe that there is no policy prohibiting the SHAC or trustees from reviewing or providing input on an excerpt or summary of a draft scope of work for mental health services.

During our mental health subcommittee meetings one of my questions was if SHAC or members of SHAC could review any potential RFP that was going to be published. I was told it was beyond the scope of SHAC. I would like to raise and reiterate my hope that the district find a solution that would allow SHAC or a subset of SHAC to participate or review excerpt from the scope of work in an effort to prevent a repeat of the previous solicitation that did not serve or provide for our students and our larger community

Nina Miller - Credible tool for mental health for kids. Couple of companies that have come to my attention who are working on augmented and virtual reality in mental health and education in general offering apps for mindfulness and fitness. So augmented reality you can use through your phone. Companies I know about have apps and platforms and testimonials and feedback. If I can send more information about this. It could be a low cost solution. Could get State and Federal grants and give the schools the tools to use. Pilots to show how successful many students are using for mental health rounds. Not sure where this would plug in or to Stacey and her organization. I just want this to come to the attention of as many people to consider. Tools that could be free and teachers could use.

Belynda Montgomery - Same situation need a co-chair

Leah Kelly - Need a co-chair that is a parent.

Francina Hollingsworth - Waiting for new members to be appointed. Majority term up in 2025. Submit that your trustee approves for a second term unless you let me know you do not want to continue for a second term.If you consider the co-chair position let me know within a week. So I can put that in as well not only to extend but also to be a co-chair with your trustees.

Francesca Leahy - Happy to help. I am a parent.

All in favor of Francesca 11 in favor

	<p>Leah Kelly - Future topics survey for next year, agenda meeting/minutes top when receiving agenda/minutes, and Co-chairs and staff will review bylaws over summer. Meet with the district to review bylaws.</p> <p>Dr. LaShanda Lewis - QR code if you did not get the link. I know we put down, we would try to get someone next year to talk about Prop A. As we stand now we do not have funds to pay for anyone to bring in services. My question is, Is the desire to pursue RFP/vendors that would come in and donate services?</p> <p>Leah Kelly - The grant writers within our district have limited capacity; it's a small team. If any of the potential providers would have capacity to provide some of the funding together.</p> <p>Dr. LaShanda Lewis - Don't know the answer - If the answer is no is there still a request from the SHAC to move forward with an RFP.</p> <p>Leah Kelly - I don't know about the whole SHAC but my fear would be if we would issue an RFP and it be a repeat and Failed attempt. Will have to think about that.</p> <p>Francina Hollingsworth - There are other routes other than the RFP route. We vet organizations that have resources and give a recommendation that these organizations go under the coordinated school health route which is an easier route then RFP especially if they are providing free services.</p> <p>Leah Kelly - what do you think is the possibility of some all mental health sub committees would be able to sign NDA review scope of work- what the RFP included?</p> <p>Heather Petruzzini - Could be, could we get an answer to your question about Prop A first.</p> <p>Leah Kelly- What do you think is the timeline for an answer regarding Prop A.</p> <p>Heather Petruzzini - Already sent an email to get you an answer.</p> <p>Francina Hollingsworth - Could call a virtual meeting to get this Prop A information.</p> <p>Leah Kelly- Special call for virtual meeting for May.</p> <p>Leah Kelly- Makes a motion to hold virtual call meeting in May to discuss question about Prop A to get</p>	
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	information Motion - Leah Kelly Second Belynda Montgomery 7 in favor motion passes	
7:30 p.m.	Adjourn Belynda adjourns at 8:09 PM.	Belynda Montgomery, Co-Chair Leah Kelly, Co-Chair

Austin ISD School Health Advisory Council Meeting

***Note about public comments:** 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. Noncompliance may result in ejection from the meeting.

Please note the process for public comments on video conference meetings: Persons wishing to provide public comments will be asked to state their name and acknowledge that they have read the 'Note about public comments' listed below. If more than 5 people wish to speak, the Co-Chair will draw 5 names randomly.

SHAC Resources:

- Additional instructions on how to give public comment at a SHAC meeting:
<https://www.austinisd.org/advisory-bodies/shac/meetings>
- Instructions on how to give public comment or public testimony at an Austin ISD Board of Trustees meeting: <https://www.austinisd.org/board/meetings>
- Instructions on how to register to testify at the Capitol: House / Senate Witness Registration:
<https://mytxlegis.capitol.texas.gov/hwrspublic/about.aspx>

[April 2025 SHAC Feedback For Student Supports \(Responses\)](#)

It's not enough. Many children are falling through the cracks , there is a lack of universal screening as a preventative strategy	Universal screening for mental health disorders in a HIPAA protected way- better access to services for children who have not already been identified as disciplinary or special education
I feel that this is detailed in the request for RFP. We don't have enough data to fully know where the gaps are, but it seems clear that our current MH services are not fully meeting the needs of our students.	Partner with community agencies, as we mentioned in the request for RFP.
Comprehensive access to services provided on campus for school based therapists, universal screeners, crisis intervention,	Submit an RFP for a third party school based mental health provider through a community partner

<p>Providing on campus mental health services beyond those currently being offered, such as: comprehensive critical assessment/screening; individual therapy; group therapy; family therapy:</p>	<p>Seek outside providers</p>
<p>Implement universal screening for early identification for all, capacity for Tier 3 mental health intervention, authentic family engagement for families of children with SMI, Tier 1 support for teachers and staff that extends beyond YMHFA, reliable referral pathways to TCHAT, adequate suicide intervention, robust psychosocial rehab skills training for high need children to develop coping skills across all campuses implement universal screeners for early identification, capacity to meet Tier 3 needs of students, inadequate Tier 1 support for teachers that will not be satisfied with YMHFA, capacity to support students with Tier 2 needs such as peer to peer support opportunities for young people, insufficient parent engagement for families of students with SMI, inadequate referral pathways for TCHAT, inadequate suicide pre and follow up care, inadequate data collection tools to track services, identify gaps, and ensure needs are being met or services offered are effective</p>	<p>Partner with the local mental health authority to provide services on campus, partner with neighboring school districts and the City of Austin/APH to fund and co-create programming to provide equitable access to SBMH to all students in central Texas, work with TEA to identify and pursue opportunities for braiding funding from a variety of resources to implement SBMH programs, align with the best practices TEA identifies for partnering with LMHAs to implement SBMH, invest the publicly agreed upon Proposition A dollars into increased SBMH services, create opportunities to authentically engage the community to solicit feedback through district wide surveys, focus groups and parent engagement opportunities to hear directly from the community about unmet needs, allow outside providers to deliver what services they can that are available and align with our districts stated commitment to inclusion - these services would reduce children's time out of class, create MOUs with LMHA for services such as Safe Landing and Yes Waiver and placement of grant funded therapist positions on campuses, provide robust training to all key identified staff how to refer to CRCG, provide authentic learning opportunities for parents such as how to request TEA non-Ed funding for students at risk of removal to a higher level of care or how to access respite services through non-Ed funds, create printed material with comprehensive resource navigation tools for parents - train all school leadership staff how to navigate mental health resources available to AISD students such as TCHAT, PES, LMHA, Yes Waiver, CRCG, Medicaid providers, private providers through insurance, etc. - include</p>

PSS in training, develop a resource list that includes how to access community resources such as rental assistance, food assistance, Medicaid, snap, WIC, medical care, Operation School Bell, local shelters, adult MH services, DV resources, substance use intervention resources, etc., issue an RFP based off SHAC recommendation from March 2024 a include a provision in the solicitation for priority to be given to providers that can support grant writing capacity, add suicide prevention and post vention protocols district wide, build a real time data tracking tool for referrals, services, satisfaction, and effectiveness, collect same data from 3rd party provider, compare effectiveness, implement universal health screeners for early identification and intervention- this will ensure students needs are met, communicates a commitment to students and families, can affect campus culture, and provide protection to staff who lack knowledge of how to address mental health issues, ensure all staff are given reminders about access to EAP, expand capacity for Tier 2 and 3 interventions, consider hiring certified family partners to support families of children with mental health and substance use issues, create peer to peer support groups