

SHAC  
SCHOOL HEALTH ADVISORY COUNCIL



# School Health Advisory Council

## #WEARECLINTISD

# School Health Advisory Council



Thursday, March 27, 2025

9:00-11:00 AM

Clint ISD Central Office

Board Room #700

Team Lead:

Rodrigo Hernandez,

Assistant Director of Special Education



# CLINT INDEPENDENT SCHOOL DISTRICT

## CORE VALUES

**Committed** to student success as a shared responsibility among students, parents, educators, the School Board and the community.

**Learner-Centered** by ensuring that all students receive quality teaching and engaging instruction.

**Innovative** in using global thinking and technology to empower students to become lifelong learners.

**Nurturing** by creating an educational environment where all students are socially and emotionally supported, safe and valued.

**Transparent** through open communication, leadership, accountability and integrity.



# Agenda for March 27, 2025



- Welcome
- Family Survey (Scan QR)
- SHAC Overview
- Presentations:
  - Cyber/Online Safety Tips
  - Fitnessgram Update
  - Autism Services in CISD
- Announcements/Updates
  - Think SMART Curriculum ( is a problem-solving approach to substance abuse prevention)
  - Menu Advisory Board
  - Clint ISD Updates & Health Fair & 5K Run/ 1 Mile Walk
  - Questions & Answers
- Conclusion

*Our meeting will be recorded. Minutes will be taken and posted. Spanish translation available.*

# Participant Survey

- Welcome
- Please scan the QR code to answer a few questions on our family survey.



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# SHAC Overview

Mr. Hernandez



## 2024/2025 District SHAC Team

- **Rodrigo Hernandez**, Assistant Director of Special Education
- **William Swanson**, Project Director of ACE CCLC
- **Deborah Luevanos**, Culture & Community Coordinator
- **Anthony Prado**, Chief Operations Officer
- **Amanda Rueda**, Assistant Director Data & Accountability
- **Carlos Villalobos**, Director Child Nutrition Program
- **Sergio Chairez**, Child Nutrition Financial Director
- **Idalia Valdez**, Clint ISD Head Nurse
- **Gisela Lucero**, Chief Technology Officer
- **Adriana Maciel**, SPED Coordinator
- **Valerie Martinez**, Benefits & Risk Management Coordinator
- **JaiLynne Cho**, Secretary of C & I / PR

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## What is SHAC?

School Health Advisory Councils (SHACs) help parents and the community have a voice in issues that impact child health. Whether it is about school meals, staff wellness, vaping, recess or bullying; SHACs can provide input and resources to District leadership as they work to find solutions to the health challenges they face.





# SHAC - Meeting Requirements

- SHAC must hold at least four public meetings each school year.
- “Public meeting” requirements:
  - Must post notice of date, hour, place and subject 72 hours prior
  - Must make an audio or video recording of the meeting and maintain minutes
  - Must submit the recording and minutes within 10 days for posting on the district website



## SHAC Meeting Student Health Advisory Council

Clint ISD Admin Building  
14521 Horizon Blvd.  
El Paso, TX 79928  
915-926-4000

Oct. 02, 2024 @ 9 a.m.  
Nov. 21, 2024 @ 9 a.m.  
Jan. 23, 2025 @ 9 a.m.  
Mar. 27, 2025 @ 9 a.m.

Register To Attend :



All family members and parents are invited. SHAC is the best way to express your voice in how health curriculums are addressed in our schools.

[www.clintweb.net](http://www.clintweb.net)

# SHAC District Website



*STAY TUNED: New  
Website Launching  
April 2, 2024!*

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# FFA Regulation Guidelines: Student Wellness and Health Services

# Wellness Plan



Referred to as the “wellness plan” (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board to comply with the requirements for a school wellness policy.

[Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b; 7 C.F.R. Part 210.]

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=436&code=FFA#regulationsTabContent>

Strategies to Solicit Involvement: Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy.

- The SHAC will permit the following persons to work with the SHAC on the District’s wellness policy and plan: parents, students, the District’s food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. See more at:  
<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=436&code=FFA#regulationsTabContent>
- The SHAC will solicit involvement and input of these other interested persons by:
  - Posting on the District’s website the dates and times of the SHAC meetings at which the wellness policy and plan are scheduled to be reviewed, discussed and evaluated.
  - Listing in the Student Handbook the name and position of the person responsible for oversight of the District’s wellness policy and plan, along with an invitation to contact that person if anyone is interested in participating in the development implementation, and evaluation of the wellness policy and plan.

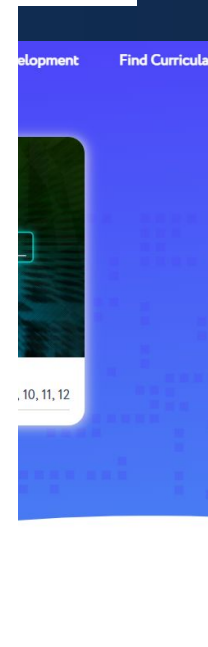
# Poll: How secure do you think your password is?



Interact!



https://bit.ly/CyberPass



sswords?

sswords?

Can you come up with two examples of each?

# Passwords



Two common ways hackers try to crack passwords:

- A dictionary or word list attack
- A brute force attack



## Tips for Strong Passwords:

- Never share your password with anyone else!
- Don't reuse passwords! Use a unique password for each account.
- Make sure that your passwords are long (more than 12 characters)!
- Include a mix of uppercase and lowercase letters, numbers, and symbols.
- Change your passwords immediately if you think you might have been hacked.

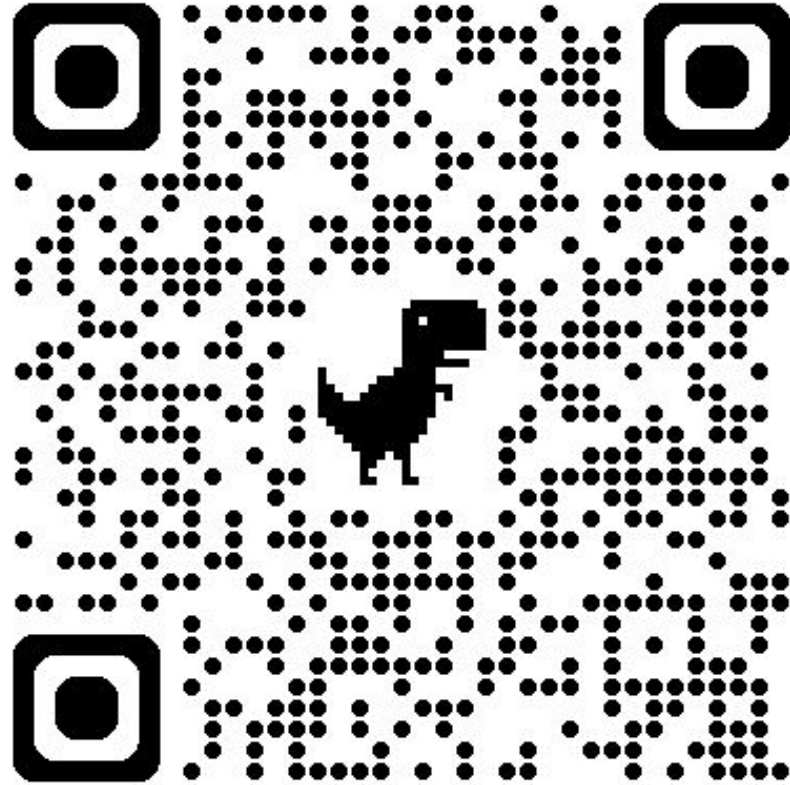


[https://docs.google.com/spreadsheets/d/1qGW\\_2jeFV4\\_hLKrZiIW\\_6rwkyONVChuazuSzLfQTVWJk/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1qGW_2jeFV4_hLKrZiIW_6rwkyONVChuazuSzLfQTVWJk/edit?usp=sharing)

# TOP 30 MOST USED PASSWORDS IN THE WORLD



http

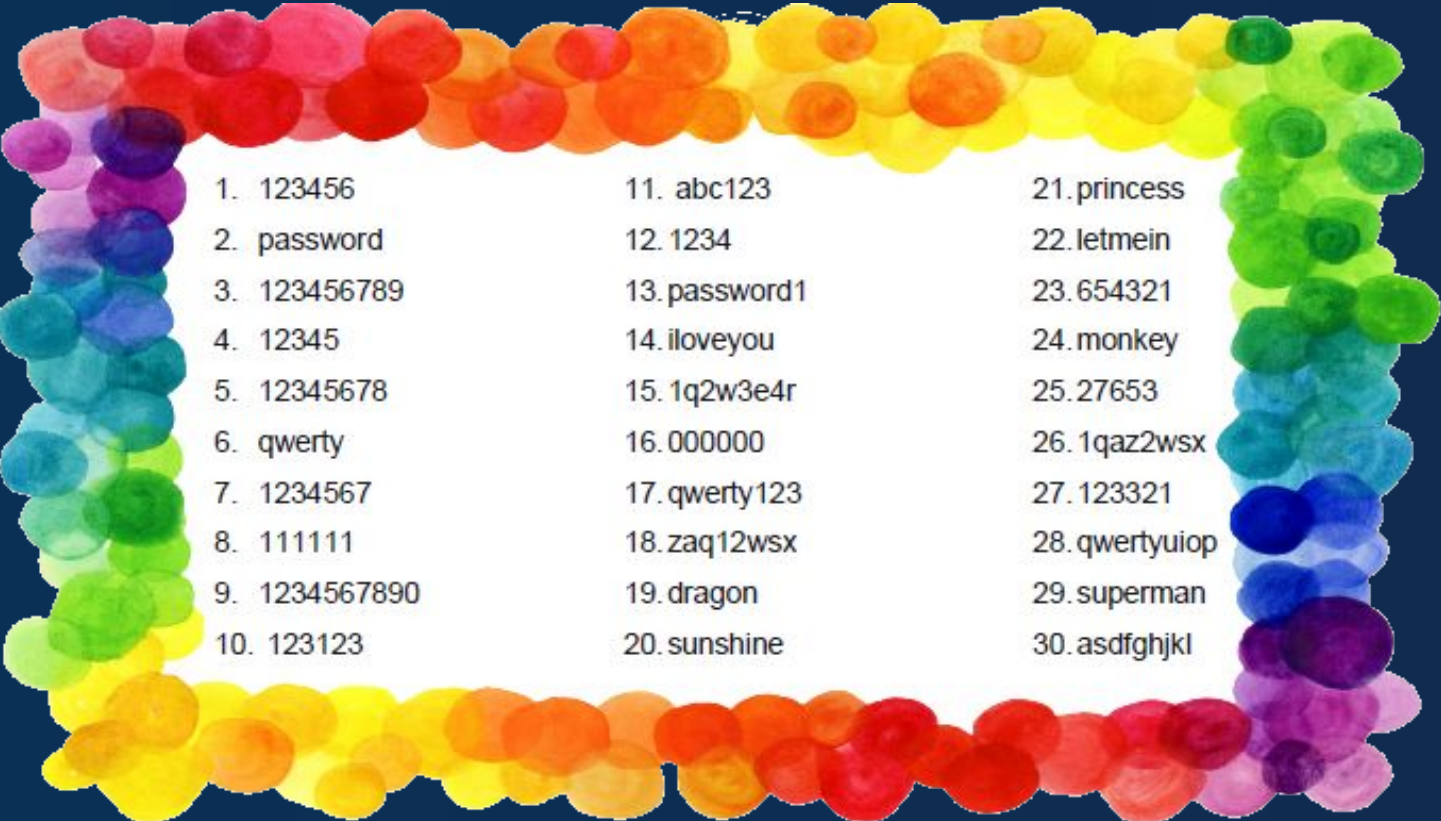


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# TOP 30 MOST USED PASSWORDS IN THE WORLD



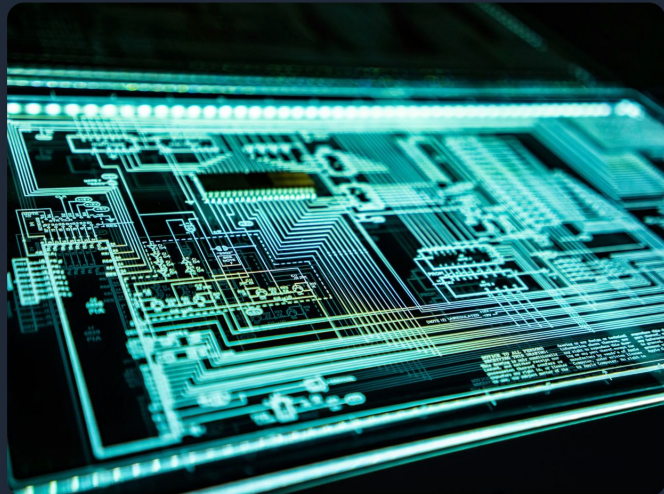
- 
- A decorative border made of overlapping, semi-transparent circular bubbles in a rainbow gradient (red, orange, yellow, green, blue, purple) frames the central list of passwords.
- |               |               |                |
|---------------|---------------|----------------|
| 1. 123456     | 11. abc123    | 21. princess   |
| 2. password   | 12. 1234      | 22. letmein    |
| 3. 123456789  | 13. password1 | 23. 654321     |
| 4. 12345      | 14. iloveyou  | 24. monkey     |
| 5. 12345678   | 15. 1q2w3e4r  | 25. 27653      |
| 6. qwerty     | 16. 000000    | 26. 1qaz2wsx   |
| 7. 1234567    | 17. qwerty123 | 27. 123321     |
| 8. 111111     | 18. zaq12wsx  | 28. qwertyuiop |
| 9. 1234567890 | 19. dragon    | 29. superman   |
| 10. 123123    | 20. sunshine  | 30. asdfghjkl  |

# Get more tips.....



Obed Hernandez  
@ObeOne99

20 items • 14 views •



## Cybersecurity Tech Tip Thursdays

### Why Cybersecurity Tips?

Our Cybersecurity Thursday Tech Tips series is designed to help staff stay informed and proactive about online safety. With increasing cyber threats, these practical tips empower everyone to protect personal and district data, ensuring a secure and resilient digital environment for our students and staff. Let's stay vigilant and cyber-smart together! 🌐🔒

<https://wakelet.com/wake/wStS1owqNuYDjjh73rFdz>



## Additional Tips for families...





Mrs. Rueda

# Fitnessgram



State law requires school districts to annually assess the physical fitness of students enrolled in grade three or higher and to provide the results of individual student performance on the administered physical fitness assessments to the Texas Education Agency (TEA). The Physical Fitness Assessment Initiative (PFAI) is a program designed to collect and analyze the required student physical fitness data.

# Assessment Window



February 3, 2025 - May 2, 2025



# Completion of FitnessGram



*(as of March 26, 2025)*

FITNESSGRAM	
	Average Completion
CTW	79%
DHE	77%
FME	0%
MVE	50%
RSE	35%
WDS	99%
CJHS	55%
EMMS	30%
HMS	43%
REMS	100%
CECA	43%
CHS	52%
HHS	0%
MVHS	0%



# Autism Services in Clint ISD



Yvonne Sias, BCBA, LBA

Ida Dominguez

Dr. Celeste Ornelas

Autism Strategists



Duke

# What is Autism?





# Characteristics of Autism

- Literal interpretation of others' words
- Difficulty establishing and maintaining relationships
- Tendency to speak bluntly without regard for the impact of word on others
- Inappropriate facial expressions, gestures, or eye contact
- Limited imaginative or pretend play
- Limited ability to initiate, respond to or maintain conversation
- Abnormal voice inflection and cadence
- Overgeneralization of social behavior across all contents and environments
- Difficulty understanding or taking on others' perspective



# Common Behaviors

Students with autism can exhibit many different types of behaviors..

- Pacing
- Blurting out
- Questioning/Challenging
- Inattentive
- Escape behaviors
- Defensive
- Blunt
- Hitting
- Taking off shoes/socks
- Can't relate to peers
- Dominates conversations
- Throwing items
- Crying
- Screaming
- Head banging
- Biting
- Yelling
- Non-compliance



The Individuals with Disabilities Education Act (IDEA) defines autism as a developmental disability significantly affecting verbal communication, nonverbal communication, and social interaction.

Other characteristics often associated with autism are: engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences.

The characteristics of autism are generally evident before age three, but a child who manifests the characteristics after age three could be identified as having autism if the eligibility criteria are satisfied.



# How Students are Supported at School?

Autism Strategists support students with autism by providing autism support services each 9-weeks focusing in areas such as improving/developing peers relationships, coping strategies, organizational skills, self-advocacy, etc.

Autism Strategists work with teachers by providing training in areas such as understanding autism, utilizing strategies in the classroom to support the students, and managing behavior.



Once a student is coded as a student with autism by the School Psychologist, the autism strategist will complete the autism supplement portion of the IEP.

Texas regulations require that eleven specific strategies be considered and addressed, as useful and as needed, in the individualized education program (IEP).



## The 1st area is Extended Educational Programming

This differs from summer school, compensatory services, or enrichment programs. Extended school year/day services are available to students who experience measurable regression of critical skills when services are not being provided (such as summer break). Typically the teacher will monitor and document if a student shows regression, if a concern is noticed an ARD may be held to review data and discuss the best way to support the student.

## The 2nd area is The Daily Schedule

This is where we look at the type of support a student needs in order to follow the schedule at school. For example, a student may need a visual schedule or some students do not need an individualized schedule, they can follow the schedule posted in the classroom.



## The 3rd area is In-Home and Community-Based Training or Viable Alternatives

In an effort to support the generalization of skills acquired in the classroom, In Home and Community instruction is available when there are discrepancies between the skills demonstrated by the student in the school and those observed in other settings.

Viable alternatives are helping parents obtain/make materials for home, school or outing visits to observe the student using strategies, articles related to strategies used with students along with examples of child specific materials, visual supports for the home, and/or conferences regarding issues in the home. teacher/parent collaboration, communication notebook/app, district SPED Nights & trainings, and community resources/trainings.





## The 4th area is Positive Behavior Support Strategies

It is important to remember that all behavior serves as communication, and it is our responsibility to identify WHY a behavior is occurring, and develop a way to change the behavior. Positive behavior support methods help students to develop more appropriate behaviors by reinforcing desired behavior in place of negative behavior that has been identified.

### Examples of positive behavior support strategies:

- Visual supports
- Redirection
- Prompting
- Immediate reinforcements
- Peer/teacher modeling
- Supervision during transition activities
- Provide support for unexpected/irregular changes in routines
- Social stories
- Clearly defined limits
- Private discussion about behavior
- Reminders to stay on task
- Processing time
- Self Regulation strategies



## The 5th area is Future Planning

The ARD Committee considers information concerning future planning for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments. The district has 2 Transition Facilitators to support students in this area.



## The 6th area is Parent/Family Training and Support

In this section we share information about **Clint ISD Autism Parent Group** on Facebook and the Autism Remind class, text **@clintau** to **81010**.

This is how we share information with parents about trainings we are offering or that are offered from community organizations.



## The 7th area is Suitable Staff-To-Student Ratio

In this area we discuss with the teacher and ARD committee what would be an appropriate teacher to student ratio needed for the student to make social and behavioral progress.



## The 8th area is Communication Interventions

In this area we note how the student communicates their wants and needs in the classroom and around the school campus. To support the teacher and/or speech therapist we can provide visuals to help students work on receptive, and expressive language skills to communicate with others at school.



## The 9th area is **Social Skills Supports and Strategies**

In this area we discuss the level of support the student needs socially. This support can be provided by teachers, speech-language pathologists, related service providers, any other person routinely interacting with the student in the school setting, peers, parents, and siblings may provide social skills supports and strategies on a daily basis through modeling or a variety of other strategies. Autism Strategist is available to provide strategies, social stories, etc. to support school staff.

Students also receive autism support services which may consist of teacher consult, social skills, student check-in, observations, and/or visual supports.



## The 10th area is Professional Educator/Staff Support

The Autism Strategist is available to provide training to any campus member or student group at the request of parent, teacher, student, or other member of the child's support team, and may be contacted directly with any concerns or requests.

Teachers also have the opportunity to attend training at Region 19.



## The 11th area is Teaching Strategies

Teaching strategies are based on peer reviewed research-based practices. Below are the strategies we typically consider in the supplement.

Naturalistic Intervention, Prompting, Reinforcement, Redirection, Task Analysis, Visual Supports, and Social Skills Training.





# Ways to Support the Students in the Classroom

- Use Visuals
- Classroom structure (physical/visual)
- Having a Schedule
- Support for Transitions
- Positive Reinforcement
- Offer Forced Choices
- Complete a Student Reinforcement Survey
- Use “Think Sheets” to help student process their choices



# Evidence-Based Strategies That May Be Used in the Classroom

- Peer modeling
- Exercise
- Script
- Reinforcement
- Video Modeling



# What is an Evidence-Based Strategy?

To meet criteria for EBP in autism, research involving participants who have ASD must be published in peer-reviewed journals and such research must come from more than one author. Further, scientific evidence must be established separately for each age group and skill (e.g., social, communication, behavior, joint attention, play, cognitive, school readiness, academic, motor, vocational, and mental health).



# How Students are Supported at Home?

In-Home Training is offered to the families of students who show discrepancies in skills between school and home. This is when the Autism Strategist will go to the student's home to help the student and parents learn strategies to transfer skills from school to home.

Parents are encouraged to attend training sessions and activities offered by the many community organizations that support students with autism. They are also encouraged to utilize viable alternatives such as district SPED Nights & training, obtain/make materials, articles related to strategies, visual supports for the home, teacher/parent collaboration, communication notebook/app.



Autism Strategists have created a Facebook page and a group on Remind to share with families training sessions that are offered through community organizations and school district.



# Community Organizations



<https://spedsupport.tea.texas.gov/resource-library/autism-toolkit>



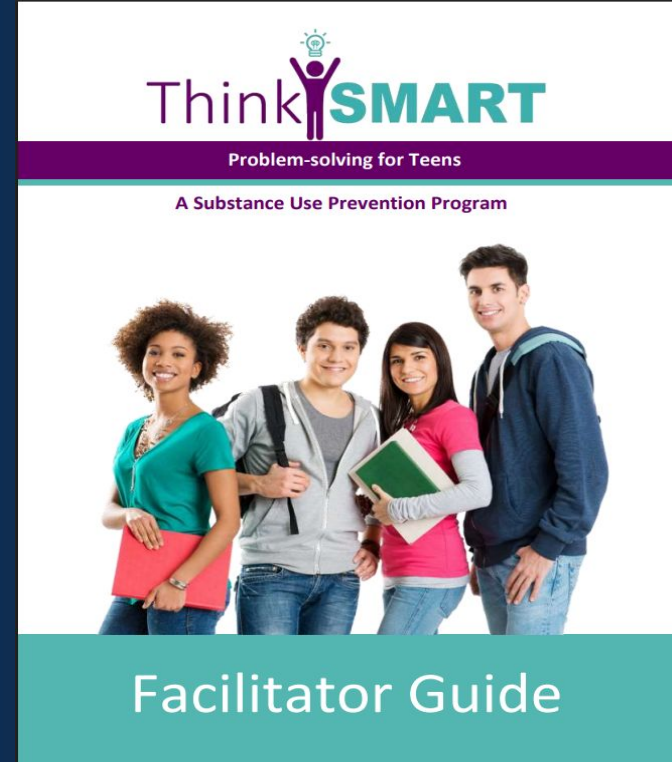


# Announcements

# Think SMART CURRICULUM



- Is a problem-solving approach to substance abuse prevention.
- This is a problem-solving approach equip teens to make healthy and safe decisions about substance use and to solve tough situations that arise in a student's life.
- Designed for High School students and appropriate for Middle or intermediate-level students.





# District Mass Communication System



#WEARECLINTISD

## School Communications Are Important

Receive Texts

Receive Emails

Receive Phone Calls

- During any type of emergency or event, families can receive updated information.

- Don't miss important communications!
- Be proactive! Update your phone number and email address with us today!
- Scan QR Code to Ensure You Are Connected to Clint ISD Finals Site Mass Notification System



# Stay Connected!



# Clint ISD



**Raise Some Dough for Seniors!**

## **CLINT ISD NO COOKING DAY**

**Join us at Peter Piper Pizza**

13800 Horizon Blvd. • (915) 852-1595  
10870 North Loop Dr. • (915) 790-1200  
3080 N. Zaragoza Rd. • (915) 444-5804  
12120 Montana • (915) 921-1803  
12592 Rojas • (915) 600-6425

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**Thursday, April 3<sup>rd</sup> • 11 am - 9 pm**

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## **15% DONATION**

when you mention the fundraiser at the register!

All proceeds will benefit Clint ISD's  
Senior Scholarship Fund!

Dine-in, carryout and game orders included. Valid only at participating Peter Piper Pizza® locations.

# Senior Scholarship Run & Health Fair

- **Saturday, May 24, 2025, 8 to 11 AM**
- **Horizon High School**
- **Proceeds Go Directly to Clint ISD Senior Scholarship Fund**
- **Come Run With Us!!!**
- **Walk & Get In Steps!!!**
  - **FREE Cool Socks to 1st 50 People**



MAY  
24  
2025

**Pre-Registration  
is Now Open!**

First 50 people will receive commemorative socks.

Registration Fee: \$25

Location: 14651 Horizon Boulevard, El Paso, TX 79928

Time: 8:00 AM





# Pre-K Registration Next Saturday, April 5th



**OPEN ENROLLMENT DISTRICT**

**2025 - 2026 School Year**

**8:00 AM - 1:00 PM**

**Saturday, April 5, 2024**

**Backpack and T-shirt for the first 50 kids  
to register at each campus!**

THERE'S  
**ONLY ONE YOU**  
IN PRE-K!



## All Elementary Schools! Join Our Clint ISD Family!

# Purple Up! Day

April 15, 2025

Showcase over 500  
military-connected  
students in the district

April is the Month of the  
Military Child





# Questions & Answers



# Thank You!

## Clint ISD Contact Information:

- **Rodrigo Hernandez**  
**915-926-4186 (Office)**  
**915-472-1135 (Cell)**

