



CISD SCHOOL HEALTH ADVISORY COUNCIL MINUTES

Date: 03-27-2025

Time: 9 AM - 11 AM

Facilitators: Mr. Rodrigo Hernandez

In Attendance:

C&I Secretary, Culture & Community Coordinator, Translator, CNP Department, Instructional Technology Coordinator, Accountability & Assessment Coordinator, Teachers/Coaches, Autism/Behavior Strategists and Parents.

Minutes by:

JaiLynne Cho

Secretary of Curriculum and Instruction

Notes:

Introduction of speakers - Rodrigo Hernandez,
Clint ISD Core Values and explanations to the committee.

Agenda: Overview

- Greeting and welcome
- Family survey - QR on presentation
- SHAC Overview
- Presentation
 - Cyber and Online Safety Tips
 - Fitnessgram Update
 - Autism and Behavioral Strategists - Autism information
 - Announcements upcoming events

Hernandez - Introduction of meeting and SHAC overview. Ms. Deb Luevanos will be sharing a QR code with you all regarding topics you all may have questions on and want addressed in future meetings.

Luevanos- If you have a cell device, you can scan the QR code and fill out the survey whether you are a parent, staff member or both roles of staff that is a parent in our district. Take a few moments to fill that out.

Hernandez- Good morning introduction, this time we will be covering some topics and information on autism. This is our agenda for this morning, and will be doing the QR as we always do just to get some feedback from you all. We have Mr. Obed that by sharing some Cyber online safety tips. Ms Amanda will be giving updates on the fitnessgram and



then we will get started on the Autism Strategists with their information. Go ahead and scan the QR code and take a few minutes to fill out the form.

Thank you all for time in filling that out. We will be sharing that at the next SHAC meeting for next school year.

- introduction of the Committee and members from the district and who is in attendance*

What is SHAC? For parents that are first time joining us, it is about school health, wellness, food, bullying and anything else that comes up at the campuses. so this is the perfect meeting for parents to voice their concerns regarding these matters. There are SHAC requirements: we must be holding 4 meetings a school year and notices of at least 72 hours prior to the meeting. So many of you received an out call or saw flyers around the schools.

April 2nd, we will be having a new district website .

Obed: Hello everyone, instructional Technology coordinator. I will be talking about something basic about online and password. How secure do you think your password is? You have a password for your district, we have a password for euphoria. for phone bill, gas bill, we have passwords for netflix and amazon, all those things. How secure are they? Have you set up your own security set up for your other accounts like electricity or bank statements? We are going to have a little activity and you're going to go to this site to test how secure your password is.

presentation on passwords with QR code to website activity

Hackers can hack the basic passwords. IF you are head of household, hackers know you have important information so they will try to go after you.

Another activity if you can all scan this QR code. This one tells you how long it will take a hacker to figure out your passwords. By changing out letters for symbols and numbers will help strengthen your passwords. Who has the longest time?

Rueda: Good morning! Last time we discussed completing the fitnessgrams and collecting data. The dates for the assessment window is from February 3rd through May 2nd. As of March 26th, the average completion of the fitnessgram at each campus. As you can see we have a few campuses that haven't completed it but we are working together to enter those numbers. REMS has completely entered all student data and is at 100 percent. We will have another update by May.

Hernandez: Great! thank you, now we will have Ms. Yvonne Sias, she is our BCBA and LBA strategist and introduce the strategies for Autism and what Autism is

Sias: Good morning *introduction of self*

Here is a short video on What is Autism

plays video from the presentation.

Some characteristics we often see with some of our students are :

- Literal interpretation of others' words.

They often do not interpret what you could mean or meant, as they will take what you say directly and literally.

- 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, responds to or maintain conversation
- abnormal voice inflection and cadence
- overgeneralization of social behavior across all contents and environments
- difficulty understanding or taking on others' perspectives.

it's not that they are being rude, but it's them having difficulties in making those connections or social cues with people. Some common behaviors, students with autism have different types of behaviors:

- pacing
- blurting out
- questioning/challenging
- inattentive
- escape behaviors
- defensive
- blint
- hitting
- taking off shoes/socks
- can't relate to peers
- dominates conversations
- throwing items
- crying
- screaming
- head banging
- biting
- yelling
- non-compliance

How students are supported at schools also has an effect on their behaviors and how well they succeed. 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, wtc.

****information on IEPs and eleven specific strategies included****

The first area is "Extended Educational Programming"

The second area is, "The Daily Schedule"

The third area is “In-home and community-based Training or Viable Alternatives”

The fourth area is “Positive Behavior Support Strategies”

- examples of positive behavior support strategies are:
 - Visual supports
 - redirection
 - peer/teacher modeling
 - social stories
 - reminders to stay on task
 - processing time
 - private discussion about behavior
 - immediate reinforcements

The fifth area is “Future Planning”

The sixth area is “Parent Family Training and Support” - facebook page and text sms classes available about training and community outings that parents can't take their kids too. anyone can join, not just parents with children with autism. It is a closed parent group through Clint ISD. you can speak with other parents in the area as well.

The 7th area is suitable for staff to student ratio. Some of our students need a smaller ratio and it is all identified in that area.

The 8th area is communication interventions – we always do the full communication approach with all of our students like with our most verbal students. Sometimes they shut down when they become frustrated and we just try to get them to not shut down.

The 9th area is social skills support and strategies – the misconception is sometimes that interactions are the perfect opportunity and best way for them to practice social skills. they pick up language and skills that parents have never seen before because the best way is peer to peer interactions.

The 10th area is professional educator staff support. all the parents and teachers have our direct cell phone numbers to get that support that they need.

The 11th area is teaching strategies – the best way to learn is naturally. It helps them to get that verbal and visual cue for helping them be more successful. even in general education students need that assistance with prompts to learn their social skills. as they get hold you start adjusting.

the more we read the more we read happening with reinforcement. we get to see that positive change. visual supports we have signs like on the road otherwise we wouldn't know where to go. Our students need those visual supports to help them become independent in the classroom. We don't want to teach our students to not be who they are, we want to teach them how to have those relationships and social approach behaviors.

Some ways to support the students in the classrooms are to use visuals and having the physical classroom structure.



evidence-based strategies that may be used in the classroom —

What is an evidence-based strategy?

We want to teach skills these 3 year olds can take with them in life when they become adults.

how students are supported at home—

just reminders of the training sessions we have and the facebook page.

Community organizations –

We will have an information fair coming up in may.

parent questions : what kind of visuals can we have at home?

I am so happy you are sharing this information because the teachers were amazing and when he got older he graduated from the program. He is very independent and you can't guess he is autistic. you can only tell from the way he mumbles.

Sias-

Hernandez - our ladies do a great job but our students would not be successful without your balls help. you all take it to your classrooms, so thank you so much for collaborating with our team, they are by feeder pattern, when you need a — . they work well without kids even when our kids exit special ed. but still work with them. and when students still need support but don't qualify for speed, we have section 504.

some announcements we have: we will be having a new curriculum called Think Smart

It is designed for high school and middle school. I did share this with Mr. Littlejohn and we will be going to go through it and will be shared with you all at the 1st SHAC meeting for the new school year. Hopefully by the end of August.

Deb: Communications with the district

Senior Scholarship fundraiser we will be having one next week on April 3rd.

Q & A:

(parents were given question/comment cards to have their questions answered at the next meeting.

Meeting recording available online at www.clintweb.net

Next Meeting :

August (tentative) 2025

9 AM - 12 PM

Central Office

Board Room (700)