CISD School Health Advisory Council Minutes

Date: 11-19-25
Time: 9 AM - 11:00 AM
Facilitator: Mr. Rodrigo Hernandez

In Attendance:

Assistant Director of Special Education, Family Engagement Specialist CCLC, Secondary C&I Clerk, Assistant Director Data & Accountability, Clint ISD Head Nurse, SPED Coordinator, Chief Technology Officer, Public Relations Secretary, Translator, Teachers/Coaches and Parents.

Minutes by:

Silvia Castro, Secondary Curriculum and Instruction Clerk

Presenter: Mr. Rodrigo Hernandez

Notes:
Introduction of speakers - Rodrigo Hernandez
Clint ISD core values and explanations to the committee.

Agenda: Overview

- Greeting and welcome
- Family survey - QR codes on table
- Introduction of SHAC
- Presentation
    - Fitness gram by Amanda Rueda, Assistant Director of Accountability
    - Autism Services in Clint ISD by District Autism Strategist, Ida Dominguez
    - Project ADAM Saves Lives by Idalia Valdez, Clint ISD Lead Nurse
    - Child Nutrition Program Updates by Rodrigo Hernandez
    - Questions & Answers
    - Conclusion: Next Meeting-January 21, 2026

Mr. Rodrigo Hernandez, Assistant Director of Special Education began meeting at 9:13 a.m., welcomed all attendees, and thanked them for attending.

Introduction of meeting, Clint ISD Core Values, SHAC overview, SHAC Team Introduction and Family Survey

SHAC overview. .

What is SHAC? School Health Advisory Council. SHAC meeting requirements; we are required to have 4 meetings and send out communications to the community at least 2 weeks in advance. Flyers sent out to campus. All calls were also done to reach out to the community. Meetings are being audio and video recorded. After our meeting this morning, we have 10 days to post the meeting agenda, minutes and video on our website.

- Introduction of the SHAC team

Family Survey

Scan the QR Code for our Family Survey.

2025-2026 Fitnessgram by Amanda Rueda, Assistant Director of Accountability

- 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.
- Physical Fitness Assessment Required for grades 3-12
    - Aerobic Capacity
    - Pacer or One-Mile Run or One-Mile Walk
    - Body Composition
    - BMI or Skin-Fold
    - Muscular Strength and Endurance

- Curl-Up, Turn Lift and one other item: Push-Up or Modified Pull-Up or Pull-Up or Flexed Arm Hang
- Flexibility
- Back Saver Sit and Reach or Shoulder Stretch

- Assessment Window & Deadlines
  - Assessment window will open starting January 12, 2026
  - We encourage everyone to begin assessing and entering data as soon as the window opens
  - Physical FitnessGram Data must be entered by May 1, 2026

- Questions- No questions were asked by the audience.

Autism Services in Clint ISD by District Autism Strategists,

Ida Domingues & Dr. Celeste Ornelas

- What is Autism? (video)
  - According to the Centers for Disease Control, autism affects an estimated 1 in 54 children in the United States.
  - Autism, Autism Spectrum Disorder or ASD is a neurodevelopmental disorder that affects a person's social and communication abilities. Persons with ASD also have areas of strong interest and sometimes have repetitive behavior and sensory sensitivities. Autism is sometimes associated with strengths in the areas of visual memory, music, art, math and science. Each person with ASD is unique. Autism is a spectrum disorder, ASD varies significantly from person to person. Some people with ASD may require significant support in their daily lives, while others may need less support, and live entirely independently. Changes in brain development associated with autism begin during the prenatal period. These changes are associated with differences in genetics. It is possible to diagnose ASD when a child is 18-24 months of age. Early behavioral intervention helps children with autism learn to communicate and socially interact and has a significant impact on long term outcome. Support for learning social and communication skills can be throughout adolescence and adulthood. People with Autism sometimes have other conditions, such as higher rates of sleep disorders, ADHD, anxiety, depression, and gastrointestinal issues. Treating these co-occurring conditions can make a big difference. As adults, people on the autism spectrum can become employed and contribute in important ways to society. The world is a better place if the qualities of people who are neurodiverse are accepted and valued.

The Duke Center for Autism and Brain Development provides state-of-the-art interdisciplinary clinical care, conducts cutting edge research, trains the next generation of scientists and advocates for public policies to help ensure people with autism reach their full potential.

- Characteristics of Autism -Autism, as defined by IDEA, is a developmental disability that significantly affects verbal and nonverbal communication and social interaction. It is often associated with repetitive behaviors, resistance to changes in routines or environments, and unusual reactions to sensory input. These characteristics usually appear before age three, but a child who shows them later may still be identified with autism if the eligibility criteria are met.
    - 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
    - **Literal interpretation of others' words**
    - **Difficulty establishing and maintaining relationships**

- Common Behaviors-Students with autism can exhibit many different types of behaviors.
    - Pacing
    - Blurting out
    - Questioning/Challenging
    - Inacceptive
    - 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

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- How students are supported in school
  - 1st area is Extended Educational Programming
  - 2nd area is The Daily Schedule
  - 3rd area is In-Home and Community-Based Training or Viable Alternatives
  - 4th area is Positive Behavior Support Strategies
  - 5th area is Future Planning
  - 6th area is Parent/Family Training and Support
  - 7th area is Suitable Staff-To-Student Ratio
  - 8th area is Communication Interventions
  - 9th area is Social Skills Supports and Strategies
  - 10th area is Professional Education/Staff Support
  - 11th area is Teaching Strategies

- Ways to Support the Students in the Classroom
  - Peer modeling
  - Exercise
  - Script
  - Reinforcement
  - Video Modeling

- What is 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).

- Evidence-Based Strategies that may be used in the classroom

    - Peer modeling
    - Exercise
    - Script
    - Reinforcement
- How Student 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 support for the home, teacher/parent collaboration, communication notebook/apply.
- Community Organizations
    - Emergence Health Network
    - Autism Society, Texas| El Paso
    - Autism Hope El Paso
    - Texas SPED Support
    - Paso Del Norte Children's Development Center
    - Children's Disabilities Information Coalition
    - The Arc El Paso
    - Texas Workforce Solutions Vocational Rehabilitation Services

Project ADAM Saves Lives by Clint ISD Lead Nurse, Idalia Valdez

- Project ADAM
    - How Project Adam came about
    - Video-Adam's father spoke about his son, very athletic, he loved sports. During a break in the game, he wasn't very stable on the way he was walking and took some steps and then collapsed. Adam's father had no clue what was happening, his son was so athletic, appeared so healthy. What he has learned since then is that his son could have had a chance. There is about a 2-3 minute window needed to have an AED applied in a shock given the time it took for him to say to call 9-1-1, so think about that in seconds knowing that we're trying to do this within two minutes it was just too late. They needed to create something to say somebody has cardiac arrest within those four walls, whether it's a teacher, a janitor, a parent, a grandparent or a child, there is a rehearsed process to save that person's life so that's what launched project ADAM.

- Project ADAM affiliate programs are established in 29 states, with more in progress, the mission is to save lives by empowering schools and communities to be prepared for a sudden cardiac arrest. The program has helped save the lives of over 200 individuals nationwide. They needed somebody that has the ability but also has the heart. Affiliate programs are supported by many of the top pediatric hospitals/ universities nationwide. A program coordinator, medical director and volunteers support program activities locally. It's not in their job description, all that support from some of the smartest brightest people, the collective way to work together to get to the next step and the next step. Adam is still making a difference. He had to make a choice and couldn't help his son but can help yours.

- El Paso Children's Hospital and Clint ISD
  - Clint ISD and El Paso Children's Hospital (Project ADAM affiliate) have partnered to bring Heart Safe Schools to our campuses. Clint ISD is the first district in El Paso to establish this partnership.
  - This School year, in collaboration with El Paso Children's Hospital, Project AED 365 donated a Zoll AED to Horizon High School
    - Placed in the hall by the gyms
    - Gives accessibility to an AED within 3 minutes to any area on the campus, in addition to 2 AEDs the HHS had.

- Heart Safe Schools
  - Project ADAM Affiliate Programs assist schools and communities in establishing cardiac emergency response plans to place into action in the event of a sudden cardiac arrest. Program leaders provide the foundation for schools to plan and develop their program, including program templates and one-on-one consultation on how to prevent sudden cardiac death in the school setting.
  - Project ADAM Heart Safe School Designation is attained by schools upon successful implementation of a quality sudden cardiac arrest program of awareness, training and effective emergency response to promote a Heart Safe environment for students, visitors and staff as outlined within the Heart Safe School Checklist.

- Heart Safe School Checklist
    - AED placement verification (available within 3 minutes to any area on the campus)
    - Create an Cardiac Emergency Response Team (CERT)
    - Established Cardiac Emergency Response Plan (CERP)-1st city in the nation to have a CERT Team-all in collaboration with El Paso Children's Hospital.
    - Provide Training (CPR certifications), and education
    - Run cardiac emergency response drills

- Ricardo Estrada Middle School CERT (Clint ISD's first CERT Team)
    - Rubi Rios, principal
    - Antonio Ruiz, assistant principal
    - Daniela Tucker, assistant principal
    - Officer Maese, security
    - Linda Perez, front office receptionist
    - Araceli Amaya, head custodian
    - Jorge Reyes, Head of Athletics
    - Ernesto Lujan, campus coach
    - Idalia Valdez, school nurse
    - Rebecca Ramos, nurse's aide
    - Corina Chavez, Project Vida Patient Care Coordinator
    - Maria Ramirez, custodian
    - Maria Javalera, custodian
    - Ruben Torres, custodian
    - Francisco Arteche, custodian
    - Pabla Reyes, custodian
    - Alejandro Aguilar, custodian

- Ricardo Estrada Middle School
    - On November 10, 2025 Ricardo Estrada Middle School conducted a timed drill alongside Horizon Fire Department that was observed by the El Paso Children's Hospital Project ADAM team. All criteria was met and Ricardo Estrada Middle School became the first designated Heart Safe School in El Paso.
- The next school that will be preparing to become a Heart Safe School: Horizon High School and we want all the schools to become Heart Safe Schools. There has to be collaboration.
- We want to make sure that we can respond and that we can provide that chance of survival.

Mr. Rodrigo Hernandez- “Congratulations-Ms. Valdez is always going above and beyond. Thank you Ms. Valdez.”

Technology: Artificial Intelligence by Gisela Lucero, Chief Technology Officer

- Clint ISD has adopted an Artificial Intelligence Policy, CQD (Local) as of last night. AI is a form of assisting but not replacing us.
- Mandatory training for all employees will be held via Vector Training K-12.
- What is Artificial Intelligence?
    - Artificial Intelligence(AI) refers to computer systems capable of performing tasks that typically require human intelligence. These tasks include recognizing patterns, understanding language, generating content, and making decisions. In education, AI tools can assist teachers, enhance learning experiences, and improve operational efficiency.

- Clint ISD AI Guidebook
    - Clint ISD Guidebook believes that AI should enhance-rather than replace-human creativity, judgement, and professional expertise. AI should be leveraged to support instructional excellence, streamline workflows, and empower students to become critical thinkers and responsible digital citizens.
        - Staff Guidelines
        - Student Guidelines

- Data privacy and Security
    - All AI tools used within Clint ISD must comply with applicable data privacy regulations including FERPA, COPPA, and the Texas Student Data Privacy

    - Agreement (SDPA). No staff member should upload student data, grades or sensitive information into AI tools.

- Academic Integrity
    - AI should support learning, not replace critical thinking or originality. Teachers are encouraged to design assignments that allow students to use AI responsibly, such as brainstorming, summarizing, or revising ideas while still requiring human analysis and reflection.
- Coming soon-Classroom Professional Development
    - Work with Instructional coordinators and Technology Instructional Coordinators.

- Future-Ready Roadmap
    - Clint ISD will continue to evaluate emerging AI technologies and their emotional value. Pilot programs, feedback loops, and partnerships will guide ongoing AI integration that aligns with district strategic goals.
    - We are currently in partnership with Google.
    - Gemini-works within our Google Environment.

Child Nutrition Program Updates by Rodrigo Hernandez

- Changes made to the menu based on survey feedback.
    - New items like smoothies, fruit parfaits, flautas, wings, chicken drumsticks, and tacos al pastor.
    - More fun promotional days, like Hot Chocolate Day and end-of-week treats
    - Increased fresh fruit and veggie options.
- Please scan the QR code to complete a short survey and help us continue improving cafeteria meals for your children.
- Parents can visit the Clint ISD website and go to the Child Nutrition Department page and click on " Menu: to view their child's school menu.

Questions

No questions were asked by the audience.

This concludes today's meeting. The meeting ended at 10:12 a.m.

Meeting recording available online at www.clintweb.net

Next Meeting :
January 21, 2026
9 AM - 12 PM
Central Office
Board Room (700)