

THE DISTRICT OF INNOVATION

COMMITTED, **L**EARNER-CENTERED, **I**NNOVATIVE, **N**URTURING, **T**RANSPARENT



School Health Advisory Council

November 19, 2025
9:00-11:00 AM
Clint ISD Central Office
Board Room 700

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

- Welcome
- Family Survey (QR)
- SHAC Overview
- Presentations:
  - Amanda Rueda-Fitness
  - Ida Dominguez-What is Autism
  - Idalia Valdez- Project Adam
  - CNP- **Child Nutrition Program Updates**
  - Gisela Lucero-**Artificial Intelligence**
- Questions & Answers
- Conclusion: Next Meeting-January 21, 2026

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

Family Survey

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



SHAC

SCHOOL HEALTH ADVISORY COUNCIL



SHAC Overview

Mr. Hernandez

2025/2026 District SHAC Team

- Rodrigo Hernandez, Assistant Director Special Education
- William Swanson, Project Director ACE CCLC
- Miriam Marquez, Family Engagement Specialist CCLC
- Deborah Luevanos, Public Relations Manager
- Silvia Castro, Secondary Curriculum & Instruction Clerk
- Amanda Rueda, Assistant Director Data & Accountability
- Crystal Fuentes, District Testing Coordinator
- Carlos Villalobos, Director Child Nutrition Program
- Sergio Chairez, Child Nutrition Program Finance Director
- Idalia Valdez, Clint ISD Head Nurse
- Gisela Lucero, Chief Technology Officer
- Adriana Maciel, SPED Coordinator
- JaiLynne Cho, Public Relations Secretary
- Valerie Martinez, Benefits Coordinator



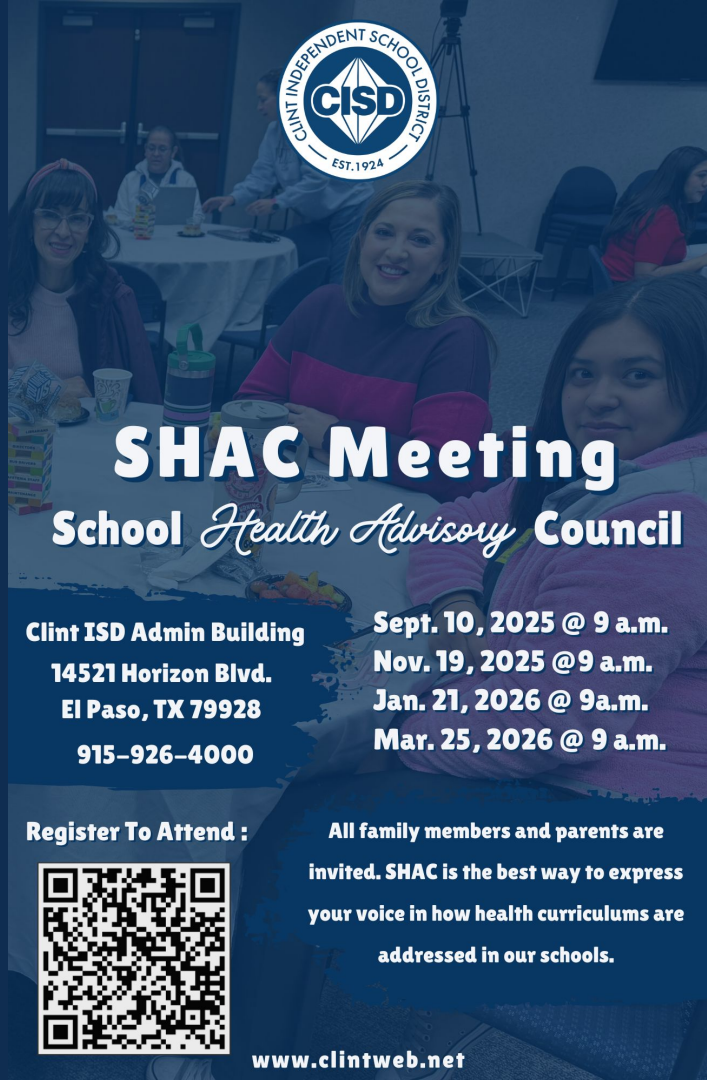
What is SHAC?

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 District Website

Visit our website for more information:



https://www.clintweb.net/students/student-health-advisory-committee-shac/about-shac

2025-2026

FITNESSGRAM®
by GreenLight Fitness

Review Fitnessgram

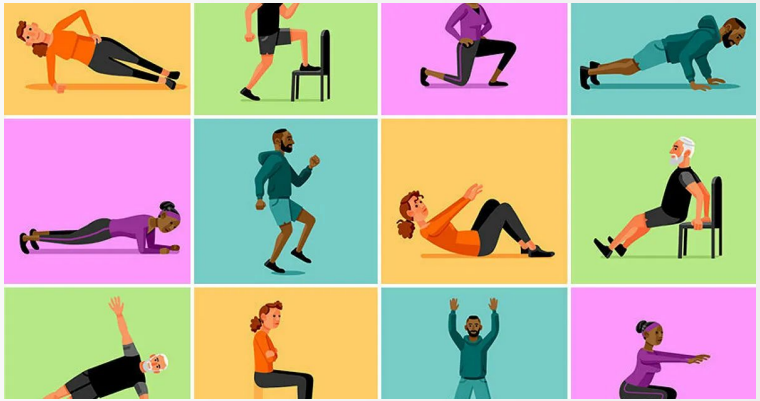
State law **requires** school districts to annually assess the physical fitness of students enrolled in grade three or higher and to provide the results of individual student performance on the administered physical fitness assessments to the Texas Education Agency (TEA). The **Physical Fitness Assessment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

What Physical Fitness Assessment are 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







Amanda Rueda

Assistant Director of Accountability

amanda.rueda@clint.net

915-926-4188

2025-2026

Autism Services in Clint ISD

Autism Services in Clint ISD



District Autism Strategists

Ida Dominguez

Dr. Celeste Ornelas

Duke

What is Autism?



Characteristics of Autism

- Tends to interpret others' words literally
- Has difficulty forming and maintaining relationships
- May speak bluntly without realizing the impact on others
- May show facial expressions, gestures, or eye contact that seem inappropriate for the situation
- Shows limited imaginative or pretend play
- Has difficulty starting, responding to, or keeping a conversation going
- May use unusual voice inflection or rhythm
- May overgeneralize social behaviors across different settings
- Has difficulty understanding or considering others' perspectives

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

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.

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, t**ext @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 practice, 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 trainings 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

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).

Evidence-Based Strategies That May Be Used in the Classroom

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

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.

Community Organizations

Autism Society Texas | El Paso

Emergence Health Network
El Paso Center for Mental Health/Intellectual Disabilities

Autism Hope El Paso

CLINT INDEPENDENT SCHOOL DISTRICT CISD EST. 1924

Texas SPED Support

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

PASO DEL NORTE CHILDREN'S DEVELOPMENT CENTER

CHILDREN'S DISABILITIES INFORMATION COALITION CDIC

The Arc El Paso

TEXAS WORKFORCE COMMISSION

TEXAS WORKFORCE SOLUTIONS
VOCATIONAL REHABILITATION SERVICES

2025-2026

Idalia Valdez, Clint ISD Lead Nurse

Project ADAM®
SAVES LIVES



Idalia Valdez, Clint ISD Lead Nurse


98

Project ADAM® SAVES LIVES

When Adam was 17, he suffered Sudden Cardiac Arrest during a basketball game and collapsed on the court. A bystander administered CPR, but without a defibrillator (an AED), his heart couldn't regain its normal rhythm. The ambulance arrived within eight minutes, but Adam needed an AED within 2-3 minutes to be given the best chance of survival. Over 1000 people—members of the community, family, and friends—attended Adam's funeral. How could this happen to a child in peak athletic condition at the prime of his high school years? In the weeks that followed, Adam's family learned more about this completely unexpected incident: That Sudden Cardiac Arrest can strike at any time to anyone. That all it would have taken to improve his chances of survival is the right equipment, with people prepared and knowledgeable about using it. Adam always wanted to make a difference in the world—and this was their chance to keep that dream alive.

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)
- Establish Cardiac Emergency Response Plan (CERP)
- Provide Training (CPR certifications), and education
- Run cardiac emergency response drills

AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)
AED equipment location(s) on a school campus are clearly marked and make it possible to retrieve an AED, apply pads and deliver a shock (if needed) to an unresponsive victim in under three minutes.
The AED(s) is checked for performance readiness at least monthly, or per manufacturer's directions and documented each time.
We keep a first responder kit near or attached to the AED which includes: CPR barrier device, scissors, gloves, razor and towel.
CARDIAC EMERGENCY RESPONSE TEAM
A CPR-AED Site Coordinator is identified, who oversees the CPR-AED program activities and training.
There is a designated Cardiac Emergency Response Team comprised of at least 10% of staff or five to 10 people.

CARDIAC EMERGENCY RESPONSE PLAN
We have a written Cardiac Emergency Response Plan (CERP) that is reviewed annually.
We have notified local emergency medical services of our CERP as well the creation of a cardiac emergency communication code to notify responders and others in the area that an incident is occurring. Staff located outside always carry a communication device.
Our school's written Cardiac Emergency Response Plan, including location of school AED(s), has been shared with any outside groups and organizations who utilize our facilities.
TRAINING/EDUCATION
CPR-AED training for the Cardiac Emergency Response Team is updated at least every two years and there is a system in place to track retraining.
All faculty and staff know where the AED(s) are located and how to access them.
All faculty and staff have annual education on sudden cardiac arrest (SCA) awareness, signs and how to recognize SCA. Communication procedures and the school's Cardiac Emergency Response Plan are also shared during this education.
CARDIAC EMERGENCY RESPONSE DRILLS
We conduct at least one annual cardiac emergency response drill to test our emergency plan and communication. A drill summary checklist is utilized for planning purposes and post-drill review.

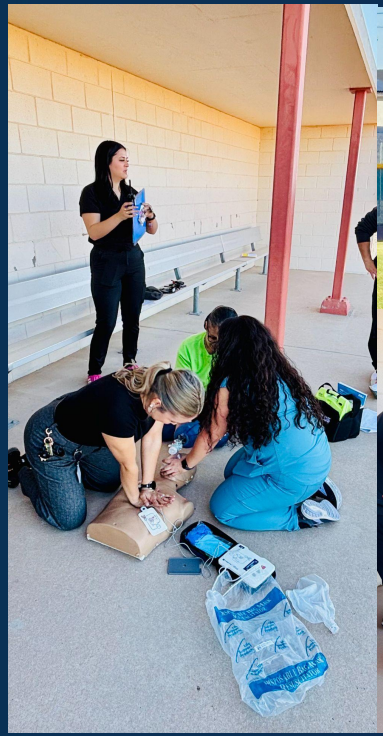
Ricardo Estrada Middle School CERT

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!

RICARDO ESTRADA
MIDDLE SCHOOL

Up next...

The next school that will be preparing to become a Heart Safe School:

Horizon High School

2025-2026

Technology

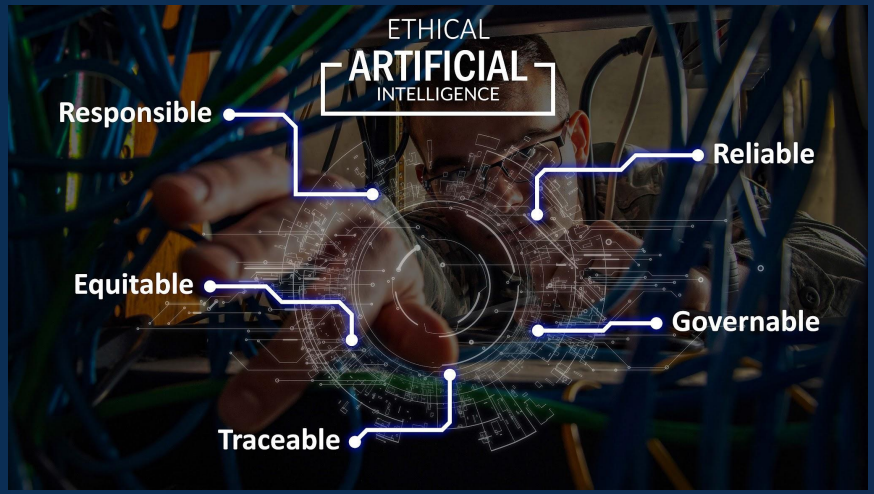
Technology: Artificial Intelligence

- Clint ISD has adopted an Artificial Intelligence Policy, CQD (Local).
- Mandatory training for all employees will be held via Vector Training K-12.

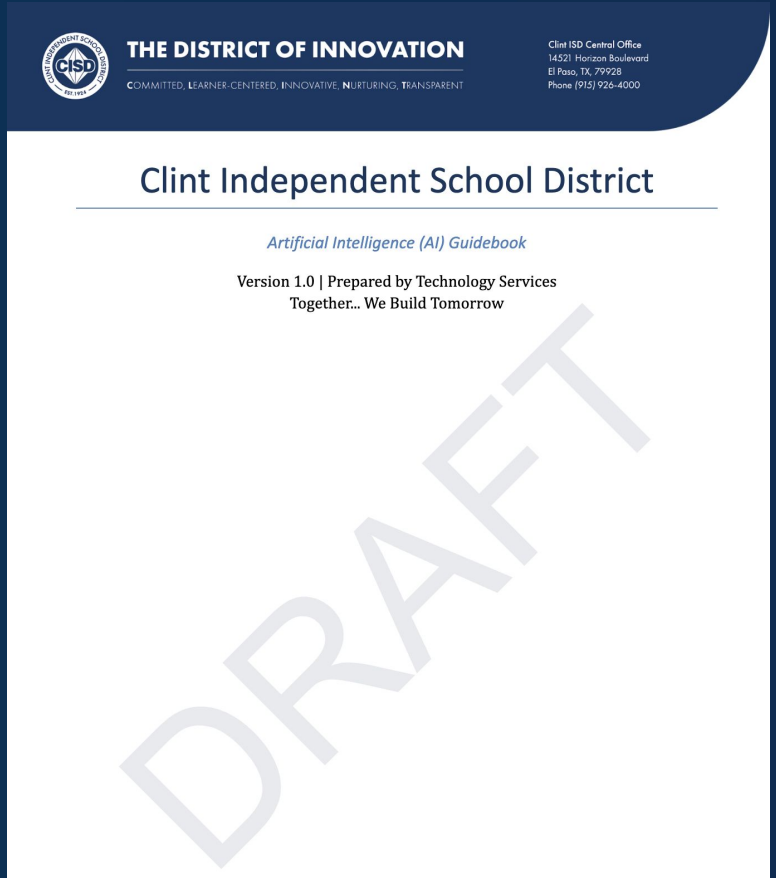


What is Artificial Intelligence

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



THE DISTRICT OF INNOVATION

COMMITTED, LEARNER-CENTERED, INNOVATIVE, NURTURING, TRANSPARENT

Clint ISD Central Office
14521 Horizon Boulevard
El Paso, TX, 79928
Phone (915) 926-4000

Clint Independent School District

Artificial Intelligence (AI) Guidebook

Version 1.0 | Prepared by Technology Services
Together... We Build Tomorrow

DRAFT

Clint ISD AI Guidebook

Clint ISD believes that AI should enhance—rather than replace—human creativity, judgment, 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:

- Always review AI-generated content for accuracy, bias, and appropriateness.
- Input of personally identifiable information (PII) into AI tools is **prohibited**.
- Use only district-approved AI platforms.
- Disclose when substantial AI assistance has been used in communications, reports, or instructional materials.
- Any summary reports or communications that use AI assistance must undergo human review.

Student Guidelines:

- Use AI as a tool for learning, not for completing work dishonestly.
- Respect copyright, privacy, and academic integrity.
- Follow teacher guidance and only use approved tools.
- Be transparent about how AI tools were used in assignments.
- Cite your sources and verify output for all work turned into teachers

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.

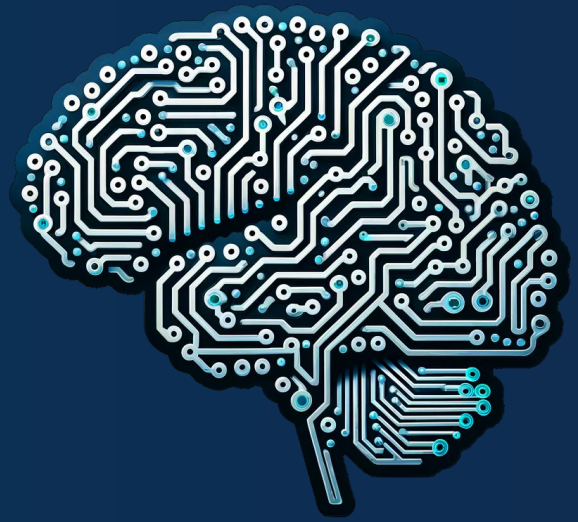


Classroom Integration Professional Development



Future-Ready Roadmap

Clint ISD will continue to evaluate emerging AI technologies and their educational value. Pilot programs, feedback loops, and partnerships will guide ongoing AI integration that aligns with district strategic goals.



2025-2026

Child Nutrition Program Updates

Child Nutrition Program Updates

Last spring, we asked for your feedback through a survey and made several changes to the menu based on what you shared! Some updates included:

- New items like smoothies, fruit parfaits, flautas, wings, chicken drumsticks, and taco al pastor
- More fun promotional days, like Hot Chocolate Day and end-of-week treats
- Increased fresh fruit and veggie options

We want to hear from you again! 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, go to the Child Nutrition Department page, and click on "**Menu**" to view their child's school menu.



Questions & Answers

Mr. Hernandez

Thank You!

Clint ISD Contact Information:

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

- Next meeting:
  January 21, 2026
  9:00 a.m. at Central Office

