

# SHAC SY2425 - 2025/03/12 18:05 CDT - Transcript

## Attendees

AISD-HQ-221 (Lavaca), Francesca Leahy, Kari Hazard, Kari Hazard's Presentation, Mary S Renfro, Michelle Gallas

## Transcript

**AISD-HQ-221 (Lavaca):** to speak to increase your voice level because as I've been looking at some of the playbacks and trying to do the minutes some of our members with softer voices are not picking up on the video. So sometimes the minutes might not be as accurate because the transcripts aren't as accurate because of pitch. So just make sure that when you're speaking kind of elevate your voice a little bit. So technology can pick you up. And another thing go to the next slide for me please.

**AISD-HQ-221 (Lavaca):** and we do have a couple of members that are on virtually. They couldn't be here face to face, but just remember when you're making a motion for minute purposes, please state your name because it helps so we know who made the motion and the motion. So that way once again, it helps with the minutes and it helps with the transcript. So I appreciate it. So it is 6:09. We do have a quorum. We'll call our meeting to order. this slide. I'm sorry. You're on our agenda.

**AISD-HQ-221 (Lavaca):** There's no link to a minute. I think the QR code is going to be on our slide. So, if everybody could just scan the QR code to get a link to the minutes from last month and if you can take a minute to review them and let us know if there is anything that needs to be changed or amended. I think is it we're supposed to be on the agenda first, right?

**AISD-HQ-221 (Lavaca):** So there's the link that I just pulls up the agenda and I don't see a link to the minutes. On the agenda. No, it's going to be a separate slide with just the amend the minutes, but we do the agenda first and then there will be another slide just for the minutes. My name is Ann Tish and I would like to move approval of the March 12th, 2025 meeting agenda.

**AISD-HQ-221 (Lavaca):** Ali and I'll second that. I'm sorry. Before you do, I just like a correction. This is the agenda for tonight. yes. there's a correction. this is Maria Solis. I am listed as the chair of the mental health subcommittee and I am not the chair. Okay. I'm sorry. That's okay. It's myself and an okay.

**AISD-HQ-221 (Lavaca):** So with that correction, is there anything else or can we and approve the minutes with the correction? Yes. And also on the original agenda, Suzanne is on there And so we're going to keep it that way. Okay. Belinda is gonna participate to meet quorum but Suzanne will still fill that position. Have it on here if you need it. Yeah.

**AISD-HQ-221 (Lavaca):** Mine's covered by a logo. And so if there are no other corrections, can we move to the next slide so that we can get a copy of the minutes from February. if you scan the QR code, I bumped I had a couple we can go back to. I know y'all want that link. while you all get the minutes, it looks like I can do the community communications. Any introductions of any new member? and we

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**AIISD-HQ-221 (Lavaca):** We would also like to take a minute to recognize that Trusty Kaufman is with us tonight. Thank you, Dr. Kaufman, for joining Good to be here. Thank you for your service on the committee. We have any new track members with us tonight? Not yet. would Austin ISD staff to introduce themselves? I'm Elena the executive director of health services and nursing. Hi, I'm Jay Brown and I'm the director for research, insight, and analytics. Good evening. I'm Gloria Williams, assistant superintendent, student support services. I'm Francina Hollingsworth, assistant director for fiscal education and coordinated school health. I'm Carrie Hazard. I'm the PE curriculum specialist.

**AIISD-HQ-221 (Lavaca):** And I'm the health education curriculum special Good to see you guys and to meet people that are joining us for the first time tonight. And we have two online. yes. Let's see if this will work. Mary, can you unmute and say hello or Francea? loud and...

**Francesca Leahy:** Hello. Can you hear me? Okay, great.

**AIISD-HQ-221 (Lavaca):** and Mary came your response, ry. Thank On the 14 I think we're there. We have one. Sometimes when you go to a drive, sorry, I have several different rosters.

**AIISD-HQ-221 (Lavaca):** so the one that is on the website that's the correct one. So we do have 14 current check members and we have nine members in attendance. So we've confirmed we do have four introduced. I will go ahead and read the rules for community communications because we do need to read those even if we do not have community All A note about public comments. Speakers and visitors are expected to make respectful comments. If the presiding officer dee visitor disrespectful, that person will be warned and asked to cease any further behavior. Non-compliance may result in injections for 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 five people wish,

**AIISD-HQ-221 (Lavaca):** The chair will draw five names randomly. Betting signed up to lead public comment tonight. No, we did have a family member express interest. Their child wanted to come and leave public comment, but she was not feeling well. So, we invited her to join us next month. Now, we are going to review the amend the minutes from the previous month. so I am looking at the Wednesday, March 12th agenda. Are Francina, can you confirm that you would like for us to read and approve the January minutes and not the February minutes? Which one is on there? February. It says January, but our last meeting was February. So, I'm sorry. Code pulls up February.

**AIISD-HQ-221 (Lavaca):** I'm sorry we didn't catch that when we were looking at the agenda, but we'll need to make that change in the agenda if we're reviewing the February minutes. Also, I'm sorry. let me double check. because I probably put the wrong link. What happens then? Yes. So, we should because in the minutes it does say, when we had the minutes, April the 19th was moved second and approved. But is it the title that's wrong or is it the information that is from the previous meeting? Just on the agenda, it says January instead of February, right? But the link that we're receiving and so the minutes that we're actually getting through the link and looking at are correct. They're the February minutes, but the agenda just has it listed incorrectly. Okay.

**AIISD-HQ-221 (Lavaca):** So, we don't want to actually approve the meeting agenda for this meeting until the update has been made that we're reviewing the February minutes so that it's just accurately reflecting the minutes that we're actually looking at. So, if we can just change it on this agenda and then approve the agenda, we'll move on to actually look at the minutes. you could just make the noted changes and

then if there's any changes to the minutes make the noted changes and then move further changes because you already moved

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**AISS-HQ-221 (Lavaca):** moved okay by the agenda already. So this is Leah motion that we make a change to the agenda from reviewing the January meeting minutes to reviewing the February 19th meeting minutes. Do I have This is second that. Motion for the change for do we need to also motion to make an amendment for I think you do the motion to make those changes already or did I miss it when I was pulling up the roster? Let's just do it again even if we did for posterity. This is Leah.

**AISS-HQ-221 (Lavaca):** I motion that we change the name listed as the Shack Mental Health Subcommittee co-chair from Maria Solis to Leah Kelly. Do I have This is second that motion. So with those amendments, we will accept for the acceptance from the body. Everyone agree that we accept the March agenda with the amendments as suggested. That was so confusing today, y'all.

**AISS-HQ-221 (Lavaca):** Lots of changes. We're in favor. we will review the minutes from February. was it fixed simultane is this a live document or it was wrong in here before it's right power. no, actually I don't have my readers on and actually it's still wrong. It's hard on this little bitty tiny hard. My name is spelled wrong. okay. It's Dallas like Dallas.

**AISS-HQ-221 (Lavaca):** And I think Did I misspel it before? It's spelled wrong on the attendance thing, too, but I apparently I needed Is it under shack members. For introduction. There we are. accessibility. Trying to be more helpful, but that's pretty great. we can see Zoom on the actual screen that you're sharing with bitwidth. I also noticed that the trustee who joined us last time whose name I don't know how to pronounce is misspelled multiple times in different ways throughout the document. Fernando, it's trusty deoste.

**AISS-HQ-221 (Lavaca):** The D is little and day. The U in is capitalized. O I shouldn't be AI to create the minutes cuz we didn't have transcripts. So, thank you for catching that. And so it's Fernando de ending in not an O. also incorrect in the 605 approval of the meeting agenda and then it's incorrect later in the document too. J Oreos that was another correction under the 6:30 p.m. district updates correction This is why his sign said Fernando

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**AISS-HQ-221 (Lavaca):** So Dr. walks is w a l kes and then it's also measles and in the 630 versus a mean between trustee his name needs to be corrected there and I will go through and sure that it's all updated with his name. There's a lot of misspellings of names. We need to table this. At 6:30 there's too many spaces and immunization should not be capitalized.

**AISS-HQ-221 (Lavaca):** Reading and approval of minutes January 15, Francina's first and last name was misspelled. Franchesca. can I just motion that we table this so we can actually proofread it and make sure And this is one of the reasons I said I used AI and probably big mistake because the transcripts didn't come out.

**AISS-HQ-221 (Lavaca):** So I had to take the video and upload it to another platform just to get minutes because the audio is also very light. So I will go back and make all the corrections. So thank you guys for that because it is hard and minutes is not my strong point. So, we do have a secretary position that's

available. So, if you're very strong at note taking, this would be a great opportunity for you to serve. As you could tell, this is one of my weaknesses. So, feel free to volunteer to be the shack secretary. So, this is Maria Solis.

**AISS-HQ-221 (Lavaca):** I move that we table the approval of the February 19th minutes of the next meeting. second that motion and then All in Anybody reading The motion passes. So, could I make a request at this point based on all the confusion that happened at the beginning of this meeting, could we have the minutes ahead of time so that we can do a thorough check and then have maybe submit those comments earlier? How can we do that?

**AISS-HQ-221 (Lavaca):** I mean if we have someone to volunteer to be the shack secretary that will greatly help the efficiency of getting the minutes out ahead of time so I have to ask the question in the past staff has taken care of that. Yeah. I mean, I've been on track for two years. Staff has always handled that. Yes. and we always got him in a timely manner. So, we'll give them to you. And if someone would gladly be the Shaq secretary, that is the position that Shaq has available. that will be greatly appreciated. So, I don't think we're going to resolve this.

**AISS-HQ-221 (Lavaca):** Maria Solan, we're going to resolve this matter at this time. So, can we continue with the agenda, Yes. So, the next item on our agenda is district updates for comprehensive multi-ter systems of support for mental health care with Dr. Lewis. You did it. That's perfect timing. I apologize. Few things going on today. I need to connect so that y'all can see my presentation. connecting her. That's okay. For our guests, could you email it to me and I could present it while you talk? Awesome. My last name is Hazard. You don't look like your last name is Hazard. I have to say your first name Carrie.

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**AISS-HQ-221 (Lavaca):** K A R I name is Hazard and that's the Austin ISD surprise. today plans for you probably. How about you? How's your day today? Everyone is okay. That's the most important part. All right.

**AISS-HQ-221 (Lavaca):** So wanted to come in and provide some updates really on the department. What does our department look like? I know that in my first meeting with you all which was I think my first week in the district you all asked for numbers. I will tell you that we do not have numbers to provide to One of the reasons for that is there's been a lot of change in the district in the last year or so and how numbers were collected last school year and how numbers are being collected this school year are very different. It's hard to compare what happened last year to what's happening this year and so we're going to be working on some systems to make sure that we can get some numbers in the future for you. So if you'll go to the next slide and then again there's been changes within the department but also in how we have structured our department.

**AISS-HQ-221 (Lavaca):** first and foremost, when we are addressing mental health, excuse me, it is a multi-tiered system. So, it's not just our school counselors. It's not just our licensed mental health professionals, which are our social workers hired by the district. It is a multi-tered system of support. And so, part of my team, I have, so this is me, Landanda Lewis, but part of my team, I have, Pam Martin, who's our director of elementary counseling. She has a coordinator that works alongside her. We also have Shakira Hamilton Adams who's our director of secondary counseling and she has a middle school coordinator as well as a high school coordinator that works with her and supports her work as well. We have Amanda Tui who's our administrative supervisor over our LMHPS that's licensed mental health professionals or otherwise our social workers that are working throughout the district. And then we also

have Sarah McCaffy who's over our social work interns we have social work interns that we work with through the University of Texas.

**AISD-HQ-221 (Lavaca):** And so again, the work that we do is multi-tered. We want to make sure that the students that come into our schools, we know that schools are designed for academics, right? But those of us in the mental health profession know that unless a kid, a student is able to come into school, feel comfortable, feel safe, and feel supported, they're not going to be able to go into that classroom and do the work that they need to do. So, our focus is really helping our students to have healthy emotional, and mental wellness in our campuses and in their everyday life so that when they do leave us and go off into their next endeavor in life that they're able to thrive and be successful. So, we do this through a multi-tered system of support. you may hear this in the academic world.

**AISD-HQ-221 (Lavaca):** you may have heard this years ago called RTI or response to intervention, but it's all pretty much the same. We work alongside our academic partners to make sure that the foundation for our students is the same, but our foundation for our students is strong and that our students are getting what they need. If our students are not able to be successful through what we're providing to our campuses as a whole, then we're going to take them up through the tiers and provide target supports for them. And I'll go into that here as the next couple slides. So that tier raining god it is raining. so that first tier is our core instruction and you may hear core instruction and think automatically of academics but it is somewhat academic based but it is the instruction that we give to our students around their social emotional wellness. It is when our counselors go into the classroom. It's the lessons that they're providing to all the students in the classroom.

**AISD-HQ-221 (Lavaca):** it's their schoolwide systems that they're providing to their students on the campus so that they are feeling supported and they're able to thrive in their academics. The next slide. And so for those students who have received all those services, all those supports, but are not able to reach the goals and maintain what we think they should be doing, or maybe they're not feeling maybe connected to their peers on their campus, or maybe they're dealing with maybe forming friendships or feeling like they are socially accepted, we will do some more target interventions with them.

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**AISD-HQ-221 (Lavaca):** And so those may look like small groups that our students are working being invited to and working with our counselors that may be target supports for our students. And so that may be additional meetings that our counselors may have with our students. And if that is not successful for our students and we move them up to tier three, which is that next slide, this is where we get more targeted support for our students. So you will see counselors working with students in tier three through individual meetings that they're having with their students, but then this is maybe where you start to see referrals to other resources. So our counselors are going to start referring to our licensed mental health professionals or to a service called That, and I will tell you more about that here in a little bit. So again, multi-tered system support for our students. We're working with our school counselors.

**AISD-HQ-221 (Lavaca):** We're working with our licensed mental health professionals, our social work interns, but also our social emotional learning specialists to provide the support and well-roundedness for all of our students. And I'll go into just a little bit about the work that each of those departments do. next slide. So, our social emotional learning specialists when we talk about these individuals, they're not necessarily working directly with our students. They're actually working with our teachers so that our teachers understand what it means for how our students are showing up in the classroom. They're working with our teachers to help them understand that socially our students may sometimes have

concerns or issues with connecting with their peers. We have a large population of students coming to us from all across the world, and we want to make sure that they're fitting into our schools and they feel comfortable.

**AISD-HQ-221 (Lavaca):** And so we're helping our staff understand how to work with students that may not necessarily show up and feel comfortable in our schools. and then we also have our social emotional learning specialist providing lessons to the staff so that they can provide that information to our students again around how to identify how you're feeling emotionally. sometimes I think often times as adults we make the assumption that kids know how to regulate their emotions, but that's not always true. And so some of the lessons that our specialists are providing are teaching our staff how to teach the students on how to identify their emotions and how to break away their emotions, but also how to express any concerns that they may have so that they can seek and get the help that they need. Next slide.

**AISD-HQ-221 (Lavaca):** That's probably one that most people are familiar with. there are school counselors in every one of our campuses across the district, elementary, middle, and high. Our school counselors work with our students through almost all the tiers, but our school counselors are really there to help the holistic wellness of students. So, you'll hear school counselors talk about social emotional wellness. You'll hear school counselors working with students on their mental health. And of course, you'll hear school counselors talking about the academics for our students.

**AISD-HQ-221 (Lavaca):** So when school counselors are working with students at tier one, again that schoolwide system. That's going to be those classroom lessons that our counselors are providing. and then you will also see for some of our campuses, especially as our students move up moving into secondary minute meetings. And this is a way that our counselors can get a better idea of who your child is or who that student is in that classroom so that they're able to provide more targeted interventions if necessary. through tier 2 supports. Again, they're going to do that small group work with students if parents feel like their student need attention or supports around maybe anxiety or building friendships or just getting acclimated to the campus. There's small groups for that as well as anything that you can possibly think of. And then also restorative circles.

**AISD-HQ-221 (Lavaca):** And so this is not new for Austin ISD, but I think new just for the general public and understanding what restorative circles is and how that can benefit students. So if there's a conflict in the classroom with a peer instead of, I think when I was younger, it's okay. You'll be fine. Maybe don't talk to that person anymore." But this is a way for students to actually resolve conflicts with a adult guiding them through that process so that they can restore the relationship with the individual that they have h they have and that they learn that skill as they move forward because that's a valuable skill in life.

**AISD-HQ-221 (Lavaca):** and then I mentioned also that they will also refer to our LMHPS or to our teach service if students are having concerns that are above the scope of a school counselors are mental health professionals but school counselors have some extremely high ideally school counselors ratio should be 250 to1. That's 250 students to every one counselor. But the reality is that's not the case for vast majority of schools, not only here in Austin, but across the country. And so, we are fortunate enough not to have licensed mental health professionals that are here to support our students who may have extreme anxiety or students who may be experiencing suicidal ideation or made attempts or anything like that. And that's actually the next slide.

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**AIISD-HQ-221 (Lavaca):** So our licensed mental health professionals are supporting our students in that tier three work. so probably 15 years ago if we had students who were suicidal or having suicidal ideation was really calling somebody from the outside to provide that support for our students. But we know that that can be a burden on our student missing class. We know that can be a burden on families having to take off work to get our students to the professionals that they need. So, our licensed mental health professionals are that tier three service within the school setting. So, they're able to provide that intervention to our students on an individual level, but then also our LMHPS are providing services to our students anytime that there is a crisis on campus.

**AIISD-HQ-221 (Lavaca):** So if there's a lockdown on campus or if there is a threat to the campus or anything, maybe it's a student passing on campus or our staff members death, our licensed mental health professionals coming in to work with our students and help them process all their emotions through that circumstance as well. And then we also on the next slide are fortunate enough to have social work interns. We get about eight to 10 of those each year through our partnership with the University of Texas School of Social Work and they're really coming in and working alongside of our licensed mental health professionals for the most part. But then they're also strategically placed on campuses where there may be a high need of support whether it's social emotional or if there's mental health supports that are not available to that community.

**AIISD-HQ-221 (Lavaca):** We have our social work interns placed on that campus with the support from Miss McCaffry. and then I mentioned TAT and this is not a very good graphic. I actually took this directly from the TAT website, but That stands for Texas Child Health Access through tele medicine. We are fortunate enough to have our partnership through the University of Texas and Dell Medical School. And so, TAP provides targeted services So, our students may be referred to our licensed mental health professional for support, but they may also be referred to TAP. This is 100% online services for our students that can happen during the school day. They're able to provide mental health counseling for our students. They're able to provide u access to psychiatric evaluations for our students. They're able to provide access to medication renewals or prescription access for our students.

**AIISD-HQ-221 (Lavaca):** And so this is again another service that is 1% free to Austin ISTD, but it's another service that allows our kids to stay in our school setting, get the help that they need, and also eliminate that burden for our families across the district. so that's again our multi-tier system of support when we're looking at the students mental health and wellness. But I also wanted to kind of point out to you a few things that we're working on. so I'll start with actually the data collection because as I mentioned the work the way that information was collected in previous years and how that information is being collected this year looks very different. but also what we have noticed is that for our school counselors we don't necessarily track how often or how many students they are seeing and how often they're seeing those students or what they're necessarily seeing those students for. we do track if the student is in crisis.

**AIISD-HQ-221 (Lavaca):** our school counselors do that, our licensed mental health professionals do that. So, one of the things that we're working on doing is making sure that we can get all that information so that we can look at that over the course of a school year for both our licensed mental health professionals, as well as our social workers. but the district mental health training, so this is actually coming from a bill that was recently passed and it says that all of our individuals who work closely with students need to be trained in being able to not only recognize mental health concerns but also being able to connect our students to the proper individuals on the campus. So of course that's going to be our school counselors and our mental health professionals.

**AISS-HQ-221 (Lavaca):** And so what we're going to be doing starting before the end of this school year is pushing out trainings that we already have available in the district. there are trainings that our staff usually have to do when they first become district employees. But what we're going to do is say that is now required for everyone to take These trainings are related to suicide prevention. they're related to understanding social, emotional, and mental wellness of students. and they're related to understanding how to get those individuals help. And so we're going to be pushing that out again to all of our staff across the district. And our hope and goal really is that before the first day of school this year, we're going to have about 25% of our staff trained. again, that is staff who regularly interact with students. So that's your teachers, that's your counselors, that's your food service staff, that's your bus drivers, that's your hall monitors.

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**AISS-HQ-221 (Lavaca):** anyone that's interacting with students trained in this work because we know that even though we have counselors, mental health professionals, our social workers, we have our team that the teachers are the ones that are seeing the students all the time. The bus drivers are the ones that are hearing those conversations on the bus and we want to make sure that they all have the tools that they need to be able to support the students and get them the help that they need. So 25% of our staff that are again interacting with our students. So that's about 2,700 district employees before the start of this school year will be trained in that with the hopes in the next couple of years we'll have 100% of our staff trained in providing or getting that support and information. May I ask a question do you know I believe that that piece of legislation that requires school staff to be trained had a timeline attached to it.

**AISS-HQ-221 (Lavaca):** Do you know what that timeline is for when it has to be 100% of the staff fully training? if I let me do some math. So, it's four years from now. So, it's 25% each year until we get to 100%. but it wasn't passed this year. It's already a couple of years old. So, it's actually a couple different things. So, the piece that I'm talking about actually went into effect December 20 something of 2024. So, it's only a couple of months old. And so by the beginning of this school year, we have to have 25% of our staff trained. So is there I'm the training that the staff will be receiving is that youth mental health first aid or will y'all be using something else? So it is not youth mental health first aid and I can speak to youth mental health first aid here in a second. and so while that bill did mention youth mental health first aid, it did also give alternatives to implementing you mental health first aid.

**AISS-HQ-221 (Lavaca):** What we're going to be using is some trainings from safe schools. it is something that we already have in house. it's through vector solutions. I have to check on whether that solutions name is in there and that is actually approved by tea. And so the trainings that we are providing all the components that are in youth mental health first aid are actually included in these two different trainings. The only piece that's not included in those trainings is one related to students with disabilities and how mental health shows up for those students. And so in order to meet the letter of the law, what we're going to be doing is providing some in-person training for our staff, one to review everything that they should have received in those safe schools training, but also to make sure that they have that piece included as well. And so you mentioned youth mental health first aid.

**AISS-HQ-221 (Lavaca):** We are actually looking into a grant from to see if we can get some funding for th while the training for youth mental health first aid itself is free, when you think through the logistics of the size of our district, it's almost impossible for us to do that even if we had 10 years. So, for those of you that know mental health first aid, the training itself is free. anybody can go out and receive that training, but the class size is limited to about 30. So, we have 2,700 people that have to be trained before beginning of this school year, but that's also everyone in the state of every school district in the state of



Texas. And so, trying to get everyone into that training and it's an eight-hour either in-person training or live virtual training is just really not feasible for us.

**AISD-HQ-221 (Lavaca):** So, our plan is we're going to do safe schools. but then what we're also going to be working on is that grant and if we receive that grant, we're going to have a counselor or LMHP at every school across the district trained to be a trainer of youth mental health first aid and that's where the cost comes in. so we have had conversations with national council who holds the training for that. and we're hopeful that we will know by November if we will receive that grant with hopes that by January we can actually start our training sessions for our trainers and then over the second semester of next school year that those trainers will then be able to hold sessions on their campuses as well. and the next slide is actually the question slide so that was perfect.

**AISD-HQ-221 (Lavaca):** Good job. I don't have to go first. So, I'm curious how you evaluated what the district was doing when you first came into the position if there were no statistics or no data available for you. So, I wouldn't say I necessarily evaluated. I do have some information about how many crisis there were in the previous years, how many students were seen. that system that they were using, we no longer use that system or we're moving away from that system of how they collected that data and the data that we're collecting currently doesn't match up. It's not apples to apples.

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**AISD-HQ-221 (Lavaca):** So we're actually working with IT department to make sure that the way that data is collected in this new system EIS ES ECST the way that data is collected in the new system is one that we actually understand the output because that was another question we had and that our LMHPS are able to put that information in a way that is accurate and not time consuming for them. So, I haven't necessarily evaluated what it looked like last year versus what it looks like this school year because of the two different systems. And learning specialists do we at the moment? We have How many LMHps do we have? We have 31 allocations. We have 28 hired in at the moment. Do I need to state my name prior to asking questions? Do we need to do that? Does it make

**AISD-HQ-221 (Lavaca):** what's picking it up. So, I don't know. It doesn't hurt to do So, that was anti- asking those questions. We know with this is Leah. do we know with 28 LMHPS how many students are being served by those LMHPS? So that is actually one of the question that's why I didn't want to present that data because the way it's being tracked right now we can't tell whether or not the information that's being provided to us is the number of students that they're seeing or the number of services that they're providing. So you can't tell if it's duplicative services. Exactly. Francesca has a question online. Go ahead Francesca.

**Francesca Leahy:** Thank I think it's similar to the question that was just asked, so forgive me if that is true. first, thank you for this presentation. This is incredibly helpful, and I appreciate, how forthcoming the district is and yourself in this new position in kind of walking us through current status of these services. two, I think as you get that or looking or collecting that data, I would also just request that we think about what levels of education from preK to 12 are being served and in what developmentally appropriate ways are they being served?

**Francesca Leahy:** and what would we need to do in order to fill any potential gaps? I think that that is definitely going to come from the data, but from what I'm hearing, it sounds like there are already some kind of inferences we can make just based on the current status of, staff that we have and, what kind of

campuses they serve, etc. And I think that that would just be really helpful as we move forward in these conversations just to have a very basic understanding of that.

**Francesca Leahy:** as well as even just a graphic showing what type of services are provided by the different staff that we have and in proportion to the students that we serve. So for example, we have x number of social work interns, x number of counselors. I'm also a little bit curious about where do wellness counselors fit in? I've heard that term. I'm not exactly sure which of the staff members that you listed would fit that title.

**Francesca Leahy:** and so I think that there's just some very basic just kind of 101 information that I would appreciate just as we are tasked with providing better guidance from, I guess a parent committee perspective on, how the district can ensure that it's, meeting the mental health needs of all students. and it sounds like that's something that might be helpful as the district moves forward as well in thinking about what type of data to collect because of course there's quantitative data, but there's also just kind of basic information that it seems like as we move forward would be helpful to have in a more accessible format.

00:45:00

**AISS-HQ-221 (Lavaca):** Yes, absolutely.

**Francesca Leahy:** Yeah, none of this is on you for sure, right?

**AISS-HQ-221 (Lavaca):** And again, I will say so I'm two months in and so I am still learning myself about just the district as a whole learning our systems. But I will say some very valid points. We do need to make sure that we are servicing all of our students. say school counselors and I will say wellness counselors are included in that. first and foremost service all We know students may have special education services. We know students may have bilingual services. but all of those students are general education students first. So we want to make sure that our school counselors are servicing all of those students.

**AISS-HQ-221 (Lavaca):** And I think what I heard you say is we want the numerical information, but there's qualitative information that we need to make sure that we're gathering as well. And I absolutely agree. I think that's important information for us.

**Francesca Leahy:** Thank you.

**AISS-HQ-221 (Lavaca):** I have two things. first is a concern. I heard you say that the mental health training for that was to be provided to all district staff who interact with children didn't include information about students with disabilities. that's absent and is included in youth mental health first aid. And I understand the limitations of having to implement it to so many people at once.

**AISS-HQ-221 (Lavaca):** but that does give me pause that that piece will not reach all of the same teachers. so when we talk about inclusion, it just doesn't feel good to me to have those two trainings be separate. So, for an individual to be complete and marked off as you have met the letter of the law, they must have the two trainings through safe schools and they must also have the person training that we're providing researchbacked information with information on students with disabilities and how that relates to mental health. And yes, I will say absolutely it is not perfect.

**AISS-HQ-221 (Lavaca):** ideally I would have youth mental health first aid as our go-to, but this is our solution for now and this was the best way that we could come up with a solution for the moment. But again that's getting those two trainings, those are self-paced online trainings will also receive the training related to students with disabilities and mental health. So did I understand correctly but that by the time you have to have the next 25% cohort trained that you will have the trainer of trainers in place to be able to use mental health first aid going forward and it will only be this first 25% that's receiving with school safety.

**AISS-HQ-221 (Lavaca):** So, our goal is that those three trains that I mentioned, the two safe schools and that in-person piece, 100% of our staff are going to be receiving that. And then because again, use mental first aid has a lot of limitations for our trainer, so our 120 people that we want to train, we'll then be providing trainings on their campus for individuals. we have not fleshed out that piece fully as to will we make it mandatory. again logistics on how do you do that when you can only do 30 people at a time. but it will be available to our staff if we receive that grant. It all depends on that grant because it will be a large cost that we don't have to be able to train trainers, but it'll come back to me. so I love that.

**AISS-HQ-221 (Lavaca):** But it also has limitations. It does. So, usually that is accessible for six sessions. And anecdotally, the feedback that I've received from families that I've worked with and from people who work in this community outside of the school district is that often and I know that it is said that TAP makes warm handoff referrals at the end of those six sessions, but the warm handoff referrals that families are getting connected to often they're experiencing long wait times.

00:50:00

**AISS-HQ-221 (Lavaca):** to be able to actually get into those services. So when children continue to need that higher tier three level of intervention beyond the six sessions from TAC, that connection is not happening for families. And TAC's wonderful because it doesn't require children to miss school, travel across town, families to take time off work, miss their job. I don't know if you have ever parented a child who has serious mental illness like that. I have and I couldn't work for several years in the beginning of my child's life because I was required to come and pick her up from school So that is really a burden and a barrier on parents. And so teach does have its limitations.

**AISS-HQ-221 (Lavaca):** And for me, what has been the best possible solution to that has been for my daughter to have access to mental health services for that higher tier three level of intervention that she can access at school. It's made a remarkable difference in my family's life. And so last March we had written the recommendation for the district to present the RFP to the trustees and the superintendent and Dr.

**AISS-HQ-221 (Lavaca):** reach was here and he said that the recommendation to issue an RFP for a third party mental health care provider had been accepted and so I'm wondering if anybody can help me to understand the timeline of pursuing that because again the community supported passing proposition on the back of the communication that was provided to us that there would be a real investment in expanding mental health care services for the students. in this district and that coupled with the limitations of teach and the information that Dr. Reach provided to us. I'm trying to understand what the timeline for that process is. So I cannot speak to the financial investment piece to that at and I know that I guess in what month? March. so maybe in February Dr.

**AISS-HQ-221 (Lavaca):** reach came in and spoke to us moving forward with the RFP. That has not happened yet. I can get you a timeline by the next time we meet, but I don't have that available at this

moment. Y'all so much. I'm going to find the air conditioning. Thank we don't have one. I don't know. Love your willingness to be strong. It's me. I don't know.

**AISD-HQ-221 (Lavaca):** subcommittee's Ann's next. Okay, so moving on. Hopefully this will be fairly straightforward. Leah, this is Ann T Leah and I and Mary Renfro and Maria Cis met this past Monday to make a recommendation about mental health legislation. this currently going forward in the Texas House and Senate make recommendations to the trustees to support. So, we prepared a document and I have copies of that and I'm wondering if we could get it up on the screen if I email you Stephanie Karen Karen sorry Carrie I mean you could email me as well but I'm not controlling it today. or can Leah Can you do that?

**AISD-HQ-221 (Lavaca):** there's a copy attached to the last email. if you have my email available faster, then I can absolutely put it in the folder for I You got it. If you can email that to Carrie, that would be really helpful because I can't multitask anymore. so we're kind of behind the ball on this because the trustees had already formulated their legislative priorities, but the mental health subcommittee felt like it was important that we go ahead and add our priorities also and request that they include those in their priorities. So I'm going to give you a copy of the recommendations that we Take a look at it.

**AISD-HQ-221 (Lavaca):** we basically picked four bills that we thought would be important for us to support. I have enough copy for everybody. But that'd be great. Yeah. Thank you. They can read them. take a look at those. as I said, we recommended supporting Senate Bill 176, and Senate Bill 649. Three of which really don't have any major two of which don't have any major fiscal impacts.

00:55:00

**AISD-HQ-221 (Lavaca):** one of them calls for partnering with outside entities to provide more resources. And the last one Senate Bill 649 creates a thank you sustainable funding mechanism for school mental health. We figured that that was a critical piece to So we're asking that trustees even though they can't advocate on behalf of these bills that they share this information with their constituents so that the constituents can advocate. and we are asking that Superintendent Sigura include mention of these bills in his Matias's weekly as soon as possible so that our wider AISD family can be aware of them and advocate for them. And in order to be proactive in future years, we're requesting that trustees include proposed mental health legislation in their leglative priorities prior to future sessions of the Texas legislature.

**AISD-HQ-221 (Lavaca):** And then once again, we're reinforcing our request that AISD staff should actively seek outside mental health partners in order to increase mental health services available to students. So that's basically is, what we are recommending. we can change language. I'm going to stop talking at this point and give you a few minutes to kind of digest all this and then if you have changes, recommendations, etc., Please let me know that including our online audience, Franchesca and Mary in particular. And just a point of clarification, this is not included in any of the things that the trustees have already approved to go forward. we're not partnering with this is in addition to the priorities that they have already put forth and we will basically need to take a vote in order to get this out in a timely fashion.

**AISD-HQ-221 (Lavaca):** need to take a vote tonight so that it can be forwarded on to the superintendent and trustees. is anybody have any input or amendments or anything that they see that they think needs to

**AISD-HQ-221 (Lavaca):** be changed. No changes are needed. Is there a motion to approve the recommendation from the subcommittee? Is move to approve the recommendation from the subcommittee? Second. Michelle Gos. All in favor,...

**Francesca Leahy:** I'm sorry. We haven't had a chance to review this yet. Could we have a few more minutes? We just received the document.

**AISD-HQ-221 (Lavaca):** okay. Yes, we can wait.

**AISD-HQ-221 (Lavaca):** So to clarify to people in the room that you're a voting member. So when I do not raise my hand, it does not mean I am not supportive. working on it.

**Francesca Leahy:** I just requested access document to access the document to the link provided.

**AISD-HQ-221 (Lavaca):** Yeah, just I don't know either.

**Francesca Leahy:** Sorry, I wasn't sure who needed to know that.

**AISD-HQ-221 (Lavaca):** A lot of minions. That's perfect. Thank you. We're so grateful.

**AISD-HQ-221 (Lavaca):** Okay, try it again. Franchesca, can you get in now?

**AISD-HQ-221 (Lavaca):** Franchesca. Thank you.

**Francesca Leahy:** Got it.

**Francesca Leahy:** Thank you. We'll read quickly.

01:00:00

**AISD-HQ-221 (Lavaca):** As they read, may I make a comment? So, this is David Coffman. and I just wanted to point out on the current legislative priorities the dirict One of them is to expand the allowable uses of the aotment to include mental health services for the safety and security aotment. And Senator West's bill 649 is on Ednab's list of legislation that addresses that district priority. Nice. So the other three are not listed on her list of bills that address AIC priorities, but I wanted to point out that one of them does. One out of four. We'll take it. Dr. Cochney.

**AISD-HQ-221 (Lavaca):** Francesca and Mary, when you guys are ready, will you just somehow let us know? Give us some kind of a ping or...

**Francesca Leahy:** It...

**AISD-HQ-221 (Lavaca):** an idea. I like the thumbs There you go. Yeah.

**Francesca Leahy:** if it's okay I just can jump in. I have some questions. Is that a good time to just discuss? can you repeat perhaps how these four bills in particular were identified?

**AISD-HQ-221 (Lavaca):** the subcommittee thought the first two, for example, in particular, were critical to helping our students who are experiencing mental health issues. So those excused absences are important both for appointments and then if they're having some kind of crisis. There's no fiscal impact to the district on those first two.

**AISD-HQ-221 (Lavaca):** Thus, the third one is an opportunity to have school districts partner with other outside mental health resources. And that would be specifically for Medicaid eligible students.

**AISS-HQ-221 (Lavaca):** And the fourth one creates a sustainable funding mechanism for school mental health. So that fourth one, the Senate Bill 649 is critical to having the money to actually pay for expanding Health resources.

**Francesca Leahy:** And were ...

**Francesca Leahy:** other how were these four bills in particular identified out of all of the thousands of bills that have been filed from NAMI.

**AISS-HQ-221 (Lavaca):** We base the recommendations on the presentation given to us by Lzette Galvan from Texas. NAMI. Yes.

**Francesca Leahy:**

**Francesca Leahy:** Yeah. Okay. And so that's...

**Francesca Leahy:** what I was trying to get out. Were these the four I just don't have her presentation in front of me that she identified specifically

**AISS-HQ-221 (Lavaca):** These are four out of the I believe seven.

**AISS-HQ-221 (Lavaca):** There were two other three others. 2880 the creation of the aware program. B 2633 by Rodriguez Ramos. and then HB 2377 by Representative And given the short timeline that we were on, we thought perhaps the four that we chose would have the most support by the legislature. So that's another way we made our decision. And then Francesca, I just wanted to offer 2880 for project aware is tied to federal funding.

**AISS-HQ-221 (Lavaca):** And so when we met to discuss the bills that Miss Galvin had presented to us, just given the current climate, there was some concern about federal grant funding. So specifically speaking to that bill,...

**AISS-HQ-221 (Lavaca):** that's why that one in particular was not included.

**Francesca Leahy:** Okay. ...

**Francesca Leahy:** personally, I would just need some more time to look at these bills and better and better understand I think perhaps why these four were chosen as opposed to some of the others. and perhaps read the bill text and the fiscal notes more closely. that's just me personally. I would just not feel comfortable voting in favor of recommending these four bills in particular without doing that due diligence. I understand if the committee wants to move forward. I just personally would not be able to vote today without additional information.

01:05:00

**AISS-HQ-221 (Lavaca):** We have a motion on the table. So, are we going to go ahead and vote? So, we have a motion on the table. We do have a second. So, all in favor Mary is raising her hand. So in favor Francesco, are you vote opposing

**Francesca Leahy:** I guess I would love for you to restate what we are. Are we raising our hand for presenting this letter to the trustees And if I am voting in favor...

**Francesca Leahy:** then that means that I'm voting in favor of adding my name right as a committee member to this letter. Is that correct?

**AISD-HQ-221 (Lavaca):** Yes. ...

**AISD-HQ-221 (Lavaca):** the motion is to make the recommendation to accept the SHAK mental health subcommittee's letter addressing the superintendent and the board of trustees to include these legislative priorities. there are four bullet points making recommendations to the superintendent and...

**AISD-HQ-221 (Lavaca):** the school board members. So motion is are you in favor of moving this letter forward? we have Okay.

**Francesca Leahy:** Okay. Yeah,...

**Francesca Leahy:** thank you for that clarification. so yeah, in that sense then I'm opposed.

**AISD-HQ-221 (Lavaca):** So we have eight in favor, one oppose. So the motion passes. Thank you.

**AISD-HQ-221 (Lavaca):** Thank you. Good evening everyone. So in January I've presented about offering a implementation let me back up a pilot and implementation plan for the district to have YRBS as a assessment tool for a data collection especially data to help us identify targeted areas to serve our students better.

**AISD-HQ-221 (Lavaca):** and also help us to pinpoint resources that will help our students in areas that they deemed as areas that they feel, that they might not be getting the support they need in schools or areas that are high percentages of concern. learn again substance use sexual activity, nutrition, physical activity.

**AISD-HQ-221 (Lavaca):** So the things that we're responsible for this shack so in January the landscape of the federal government and our state government might have looked a little bit different and so what's happening with the CDC there's some changes that are going on with them and so one of the things for our implement mentation pilot and u and implementation plan. We might just have to focus on really strategizing with the plan and the implementation part might not come for a few more years just based on some of the things that might be coming down from the federal government.

**AISD-HQ-221 (Lavaca):** things that we could pop, things that we're not allowed to ask our students, things that might pose issues, things legislation that might come from the state that might have some implementations. I can't talk right now on things that we do dealing with our assessment. So just taking several steps back just because of things that might come down federally or statewide that will kind of dictate the way we navigate with the ple implementation of the YRBS.

01:10:00

**AISD-HQ-221 (Lavaca):** and I have, Jay Brown, we talked earlier, last week, and she's also here to answer any questions because she deals with a lot of the research and the, survey part of things that we do in our district. And so if you choose to it is possibility that we move forward but the moving forward is at a very slower pace and making sure that we are doing everything aligned not only district aligned but also state and federal aligned as well.

**AISD-HQ-221 (Lavaca):** And so like I mentioned earlier that the actual implementation of the assessment might not happen for several years. I have a question Dr. Lewis you spoke to some of the data that you

guys are trying to collect. Is there any alignment in this? So because the Y RBS is going to be looking at drug use, students sexual activities or whatever. And so the data that we're going to be collecting is counselors Use of services. So how often are counselors meeting with students? How many students are they meeting? Who are those students? what services are they providing to them to a certain extent? And also same thing for LHP. So there's no real alignment to those. Thought so.

**AISD-HQ-221 (Lavaca):** I just thought I'd ask you just piggyback a lot of questions on what you're now there is a climate survey that is implemented through the district that we can possibly add some low sensitive is that it's the platform we use but we don't have pan

**AISD-HQ-221 (Lavaca):** Panorama anymore anymore. I can give y'all a bit of an overview if y'all are far more the experts on legislative context. Y'all just had a really great conversation in that area. I think that's one bucket to consider what's happening and will continue to be a bucket. there's some other things to consider in a giant item in the room is our resources. and we lack a lot of fiscal resources right now and we're going to and we have to really think creatively and think what we can take on and what we can't take on. and that hits in all areas as to our human resources, as to what technologies we have. That hits me, for example, as to what kind of survey platforms I can buy. this type of survey, Francina and I had a hard conversation.

**AISD-HQ-221 (Lavaca):** YRBS is what I like to call it's a big daddy type survey. It requires pretty sophisticated triggers. It's not something you can put into a Google form. it's the type of survey that requires money to put on. Money is not something we have these days. And so looking from kind of the fiscal resources capacity. also what we're looking at time and resources to put on, it's a bit of a harder hit. Where are we allocating our resources in a time period where we have less resources both human and fiscally? where are we looking in kind of core competencies and where can we also partner to figure out other data sources? where can we look at our partners in our community if we cannot ask these questions which are great questions. can we look at our health community partners and ask sort of proxy questions?

**AISD-HQ-221 (Lavaca):** it's not the greatest data source. We would like to have the best data. As a researcher, I want to ask the question, but I live in a very imperfect world and most of the time I don't get to ask the perfect question. So, can I look to my partners at really great research institutions around here? Texas has the most tier one institutions. Can we ask our whole health and community partners to help us out?

**AISD-HQ-221 (Lavaca):** Can we look at the data that's not quite the best but can give us a general understanding and maybe that's a few years old or maybe that's a data point that it's kind of there but can give us a little bit of an estimate and we might be in that situation for the next couple of years and I will say from a zooming out perspective research wise not just education research but we were just talking research is getting hit it's been a couple of weeks. So looking at what we can handle from core competencies, what we can handle from fiscal standpoints, taking into consideration legislature and the capital sits in our backyard. So we take very close looks at that from both proactive and reactive standpoints.

01:15:00

**AISD-HQ-221 (Lavaca):** where can we handle we do have a student climate survey that is in-house this time period where we've cut our contract with Panorama and we do tend to ask the items that are nonPP is protection of pupil rights amendment for layman's terms I like to call it the sex drugs and rock and roll



federal kind of policy it means that anytime you ask more sensitive questions they tend to be about drugs illicit behavior your parents' behavior. It means that you have to ask parents more in-depth questions. Can we ask your kid this? it means that we have to move on to those more complex survey platforms, have a lot more thoughtfulness, have a lot more open-ended conversation. As an institution of education, we have the right to evaluate our students, ask how they're doing.

**AISD-HQ-221 (Lavaca):** I really love student climate because it's one of the few times we're asking kids how they think, feel, and act and want to participate in their schooling that doesn't have to do with academic outcomes. And so, what are those questions that we can make in alignment that have to do with the items that you all take on and bless you are here late at night taking on and how can we help in those directions? And I think we've set up my administrative supervisor that's in charge of our wide surveys is kind of combing through Where can we look at data that we already collect whether that's fitness gram the other areas of coordinated health? Are there proxies that we can pull from other areas and do the best with the data that we have or can partner up with? Is it the perfect answer? No. I'm sorry.

**AISD-HQ-221 (Lavaca):** I say a sorry a lot these days. It really has been rough. Consider partnering with agencies that are collecting that data in the community. I know that Integral Care has a wealth of data. Austin Public Health has E3 Alliance, Kids Living Well has data publicly available on their website. people are collecting that data and since our children are not receiving their schoolbased mental health care support here in the district they are going out to those community partners. So their information is reflected in that data. There are a couple of really good groups. All of those mentioned and there's some convening groups. MSDF does a really good job.

**AISD-HQ-221 (Lavaca):** Michael and Susan Dell Foundation does a really good job of convening those types of groups together in their whole communities platform to try and get those data conversations and data sharing conversations together to help make it a little easier for us to talk to each other and say you have this data let's trade the aggregate if not the individual. So we are partnering in those aspects as well as getting really creative about saying we don't have the resources to take this on. Can you help us out and in return what can we offer instead? I know that there are community partners that want to help out. Yeah.

**AISD-HQ-221 (Lavaca):** I know that there are community partners that want to help, but from my understanding and what has been communicated to me is that when they come and extend the offer to support and provide that assistance, it's not being received. Ouch. Have to say I hear that also. So Ann and I serve on another committee together, the Travis County Children's Mental Health Plan Update Committee. And just in those conversations, that's what is consistently reiterated. I tend to work with the data nerd.

**AISD-HQ-221 (Lavaca):** So I say if send me their data nerds. but I'm an open email box. You can send them to me and I'll try and find a best path. I think our concern is that these partners are willing but we don't have AISD staff willing to work with them. Those are the staff that are making the decisions about allocation of resources. And that's a major concern to us. Not a welcoming audience. Go ahead, Francesca.

01:20:00

**Francesca Leahy:** I was just curious to learn more about from the Travis County committee that you were just describing. I would just think that it would be helpful from a 360 perspective for all of us to learn more

about what mental health partnership opportunities are available in Travis County generally. Even just as a parent, I'm like, " what are you talking about? What community partners are there?"

**Francesca Leahy:** because I've definitely paid out of pocket for lots of different things for my kiddos. and I think if we're suggesting that the district there are some gaps in kind of making those connections then I'd love to know what more context so that we can be better advocates there. I will say that just from what was shared it seems like I would be curious about whether those community partners would be able to share the data that was being described given privacy concerns and just kind of different protocols for different systems and data sharing agreements all that kind of stuff.

**Francesca Leahy:** I don't know the name of the wonderful researcher person who was in the room who was just talking the self-described data nerd, so I don't know if you would want to speak to that. but the other thing that I would just be curious about is just whether these community partners what could also be described as vendors right who are also part of this conversation we're having about the RFP. then if it would and how would it be appropriate to approach these partners.

**Francesca Leahy:** And so, I'll pause there, but in general, it feels like this may be worth exploring if this is something that we are as a committee, highlighting as an area of, need challenge or...

**Francesca Leahy:** perhaps, an opportunity, right, for the district to explore.

**AIISD-HQ-221 (Lavaca):** So, the particular organization that I was referring to is called Kids Living Well,...

**AIISD-HQ-221 (Lavaca):** and I can share that information with you, Francesca, in an email. and the data that I'm referencing is publicly available. It's posted on their website and they are not a service provider. It's a group of partnering child serving agencies in Travis County. but Kids Living Well itself is not a service provider and I know towards the end of our agenda we'll talk about what we would like to plan for next month. So I know we had some things that were already on the table and we only have one more meeting scheduled for this year. So April will be our last meeting for this year.

**AIISD-HQ-221 (Lavaca):** So, I don't know if we want to consider inviting kids living well to come and talk with us. I know that what were the other thing? I was requesting an update on our PE and health preK through 12. What's going on particularly in our classes in elementary schools and also we haven't seen a fitness grand in a long time. be nice to have our describe. definitely could provide that for the shack. one thing last month I introduced the program evaluation system.

**AIISD-HQ-221 (Lavaca):** So, one of the things that we can do is looking at programs that would fit under our coordinated school health and evaluate those programs and offer it for campuses that might be looking for certain services that are aligned with the policies that the district have in place. and that's one thing we can do. we can vet programs and offer them as recommendations through coordinated school health and if they're approved then we can offer it under the coordinated school health umbrella.

01:25:00

**AIISD-HQ-221 (Lavaca):** I have a few things because I want to make sure I understand what you said. But then I also wanted to address something that I forgot that Francesca had mentioned would it be appropriate to have conversations with people who could be potential vendors for the RFP? And I haven't looked it up in a while, so please correct me if I'm wrong, but I believe that there is a window after the RFP is written where communication with potential providers is limited, but we're not in that window now

because the RFP has not even been executed. So I don't think that we have that limitation. So I just wanted to address that, Francesca.

**AISSD-HQ-221 (Lavaca):** And then the second thing, because I'm not quite sure I understand what you're saying, is that we could evaluate potential vendors now prior to issuing an RFP because I mean it's not explain that to me. It's not necessarily would be a RF RFP. It would go under the coordinated school health umbrella where we have community resources that campuses can choose to use. So for instance, let's say we have a yoga studio that's willing to come in and serve our campuses and offer yoga to our students.

**AISSD-HQ-221 (Lavaca):** Then we would t the vendor ask them several questions and then of course they would have to go through a background check in order to be on our campus. But then we would offer that services under the coordinated school health umbrella and campuses that are looking for this particular resource can reach out to this studio or whatever it is that we might have available for canvases.

**AISSD-HQ-221 (Lavaca):** Would that include the offer of a free collocated therapist to provide services on any campus of Austin ISD's choosing? it possibly could. we have to make sure that it aligns with the policies. So, if we have certain policies in place, then we just have to make sure we're aligned with the policies because we can't go against what the policy says. But then we can make it available for schools to choose to have these services come in.

**AISSD-HQ-221 (Lavaca):** And so, like I said, this is something that as a committee we vet and if we have a particular organizations that want to come in, we vet them and then we recommend them as coordinated school health community resources. So then how do campuses know that that would be something that was available to them? How is that communicated to them? Right. So we're actually working on revamping our coordinated school health. So we will have a platform available for campuses that when they go to the platform, they will have these vetted resources that they could choose from.

**AISSD-HQ-221 (Lavaca):** And I mentioned yoga, it could be something physical activity, it could be nutrition. Let's say the food bank offers a special program for schools. We vet the program and then we offer it under the coordinated school health umbrella. So there's different things that we can do just long as we're aligned with the policy and we could bring in various resources and offer it to campuses but it won't be through our RS sorry know what I'm trying to say. So it won't be through that avenue but it would be a vetted program and we would do the vetting.

**AISSD-HQ-221 (Lavaca):** Yes, we would do the vetting commit council So just something to marinate on. So there are several avenues as a committee you can do. So for policies and that you guys want to implement. Let's say there's a re recess policy that you want to update the re recess policy then it would be through the board avenue and making a recommendation through the board but then there's other ways that we could do other work that we deem needs to be done.

01:30:00

**AISSD-HQ-221 (Lavaca):** So when I'm assuming we're considering putting health PE update your department basically an update from your department and a fitness gram so I just lost my T train. It'll come back in a minute. I'm so sorry. I have a question while you think about for a coordinated school health. I I don't do agendas anymore but I think that would be a really good one to kick off next year to go over that. But I do remember when we were evaluating the human sexuality curriculum, in addition to the curriculum, we also had community providers that would come in and do supplemental services if a principal were to reach out to them.

**AISS-HQ-221 (Lavaca):** So we evaluated all those and it was pretty much like one of our entire shack meetings was, three or four came through. It almost was an RFP in the sense that they were all answering all the same questions so we could evaluate them against each other, but it was a shack RFP almost more than a district RFP. So is that what you're saying would happen? Yes, pretty much. because with sexual health resources, it's our responsibility to vet those resources. So it will be the same thing but it would go under the coordinated school health umbrella.

**AISS-HQ-221 (Lavaca):** So there might be free resources available that could come in and help supplement some of the things that we're doing in the district. And if campuses are looking for particular resources, we can make sure that we do the vetting process to make sure this is aligned with, district policies, the district vision, and that they're not secretly on the back end going to charge us that they're a researchbased program.

**AISS-HQ-221 (Lavaca):** if it is that particular program and then what type of evaluation system is in place because if there's an evaluation system in place then we will have to talk to Jay and see if their evaluation system aligns with our district policies because if it doesn't then that could be a program that we're not able to use. So there's, several things that we would look for in outside resources. This is something that the district what she's talking about is not something new. we don't have the same system for it that we used to have, but there's always been a list of programs that campuses can pull in to use on their campus. And they're not required to go through any kind of committee necessarily. They do have to do an application.

**AISS-HQ-221 (Lavaca):** They have to get background checks. They have to do all of this. What we're saying is what just like we did for s\*\*\*\* stuff, those people who came in and did s\*\*\*\* as outside organizations still had to go through the district system of applying and background checks and all of that. So, we're not saying we're the final say on that. What she's saying is the vetting just means that we can then say yes, they align with our values in our district and what we're trying to do for our students as supplemental kind of services programs for our campuses to choose So that's all it is and it's not anything different than what we've done with a lot of other programs for ever.

**AISS-HQ-221 (Lavaca):** In a similar fashion, we've been working to align our student service providers with our MTSS programming. And so recently with another grant that we're working on built a rubric. And to the same extent, our student service providers, they're like any organization, they have to enter in, they have to have all their paperwork, background checks, all the things that any organization within the district has to work. We want to make sure that we've got safe kids, adults working in classrooms the way that they need to. But in addition to that, we want to make sure that service providers that are offering academic enrichment that is in line with how we're utilizing MTSS meet our rigorous set of requirements. And so it's a form to fill out that says what does your program look like?

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**AISS-HQ-221 (Lavaca):** what are the logistics of it? Does it form alignment with how we're pulling out kids for tier three? So, it allows the MTSS team to make those considerations, have a good collaborative conversation with a service provider. what's your kind of evidence-based resources for that? and so it kind of has for a service provider a step fill out questions on the back end because we're educators. It's got a rubric. and it allows them to see these are the things that meet alignment with Austin D. so these are the things if you meet all these target categories, we're going to then give you a call, have a conversation, kind of start fitting you in with our MTSS process.

**AISS-HQ-221 (Lavaca):** If not, you're still a really amazing part of our community and part of our organization. We're going to fit you in with enrichment, but it's the difference between tier three intervention and enrichment. And so, do you fit alignment with coordinated school health or is there somewhere else that as part of our Austin ISD community we fit you in with? So, this is Maria Solis. I know it's kind of hard to keep up with everything, but Mary Renfro online has already posted at least twice on the chat and Francesca did also and Francesca, I saw your question pop up and I made myself a note that you wanted a copy of the letter that included the information about the RFP. So, when I leave tonight, I'll send the data that we were talking about and the RFP letter. And I'm sorry, I didn't see the other questions.

**AISS-HQ-221 (Lavaca):** Yeah. Mary said coordinated school health falls under the shack. so that was her comment. And then Francesca was talking about the RFP and what types of providers and services for students or groups is the death is the district requesting proposals from. I think y'all dove into that a little bit. Yeah. But we're not really requesting proposals from anybody just yet. But Dr. Lewis did share with us that she would give us a timeline for when we will be requesting proposals when we meet next April. In general, anyone who wants to come into the program and do any kind of like she said, yoga or other kind of coordinated school health related services.

**AISS-HQ-221 (Lavaca):** they could come and present to us first and that could help them get into the district in terms of us saying yes, you're a good fit kind of a thing because we want to make sure that we're recommending, quality services and not someone that just put together something last night in order to, get in front of kids, right?

**Francesca Leahy:** I'm sorry. I think I just was looking for some clarity on what was just said. so I think what I'm hearing is that there are two things. One is the RFP and one is the coordinated school health umbrella, right? Which we are discussing an evaluation process for learning more about particular programs that could then approved to be listed under this umbrella.

**Francesca Leahy:** for campuses that want to use their services. but that is correct from the RFP which is going to be used to identify service providers for particular interventions if you will under MTSS is that correct? I think I feel like I'm trying to ask a really basic question, but maybe I'm making it more complicated than it needs to be. but c could you just help me understand whether those two things in the way that I just described them are correct?

**AISS-HQ-221 (Lavaca):** Yes. Yes.

**Francesca Leahy:** Okay.

**AISS-HQ-221 (Lavaca):** And so to circle back to why I'm standing up here is the YBS. So, just to let you know that on the back end, we will be keeping an eye out on, what's going on federally and locally and then I will be partnering with Jay's team to see how can we get some of the data points and, mentioned by Leah and Ann, there are other

01:40:00

**AISS-HQ-221 (Lavaca):** community organizations that do this type of data research and collection. So it might be just pulling them for the time being and getting that information. So it might not just pinpoint our campuses but it gives us a global look at what's happening in our city which would be our kids. So, there are several ways that we could do this and then as time goes on, maybe things will be a little clear on how

we can operate and then maybe CDC will be back in full service where we could apply for grants in the future.

**AISSD-HQ-221 (Lavaca):** so next on our is agenda. I'm sorry It's okay. That's the same thing. Just meeting we can put it off. are there any announcements, suggestions for future topics or recognitions from members before we adjourn? But I suggest an overview of coordinated school health next year would be really handy. So at the beginning of the year my question would there be any interest in April in having someone from kids living well come and share some of that available data with us in addition to the PE health and fitness gram information. It may be too soon for the fitness gram information. We could do for last year. Okay.

**AISSD-HQ-221 (Lavaca):** we can do last year's. So, three items being considered for next month's agenda are health and PE, fitness grant, and data reports from kids living well for Travis County children. Meeting adjourned. 7:51 next you all. Is this meeting online or In the April 16th. 16th. Yes.

**AISSD-HQ-221 (Lavaca):** Please make sure you've signed in if you haven't had a chance to yet. And we will have Miss words, will we try to send the minutes out for this month, the corrections and the minutes for next month in advance of the April 16th minute so we can look at them ahead of time. they were posted. I just forgot to send you the link. So, they were ready lastto the week before last I just interval care I'm coming from to forward it to you. So, when I have it ready, I can forward it to you.

**AISSD-HQ-221 (Lavaca):** But I know that please remind me that last year that there was

**Mary S Renfro:** Have a good evening, Carrie.

Meeting ended after 01:44:16 🙌

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