School Health Advisory Council

SHAC MEETING

December 4, 2023

CALL TO ORDER

SHAC Agenda

1. CALL TO ORDER AT 4:30 PM
   Dr. Austin Acosta, Chair

2. Review of the Minutes
   Sandra Shields, Secretary

3. Review of the SHAC By-Laws
   Pamela Brown, Chief of Student Services and Campus Support

4. Restorative Practices and Discipline Updates
   Tijuana Hudson, Director of Student Management and Restorative Practices

5. Review of the Wellness Plan
   Maelene Grant, Director of Nursing

5. Safety and Security Updates

   Maria Zamora, Chief Operations Officer
   Mitchell Lambert, Chief of Police

6. Suicide Prevention and Protocols
   Shayla Pratt, Director of Counseling

7. Social -Emotional Barrier Activity
   Shayla Pratt, Director of Counseling

8. ADJOURNMENT
   Dr. Austin Acosta, Chair

REVIEW OF THE MINUTES

REVIEW OF SHAC BY-LAWS

SHAC By-Laws

- Work in groups of 3-4 people
- Take 10 minutes to read the by-laws
- Take 5 minutes to discuss possible recommendations with your group and put on the chart paper.
- Take 5 minutes to review recommendations
- Revisions will be presented at the next meeting.

RESTORATIVE PRACTICES AND DISCIPLINE UPDATES

RESTORATIVE PRACTICES SPECIALISTS



Latoya Harring

Acton
Alexander
Hyman
Merrifield
Summit



Robert Miller

Alexander
DHS/PACE
Hastings
Smith
Summit



Dr. Kenisha Todd

Bilhartz
Brandenburg
Central
Middle Schools
Summit



Clifton Wilson

Fairmeadows
Daniel
Hardin
Hastings
Smith
Summit



Shelia Bruce

Restorative
Aide

ROLES AND RESPONSIBILITIES

Training and Staff Development

- Develop and present training and coach campus personnel to continually develop and enhance restorative practices, classroom management and intervention skills.

Supporting Behavior Management

- Provide support and assistance with implementation and sustainability of Restorative Practices
- Provide coaching to teachers through classroom observations, modeling, demonstration and co-teaching in the area of behavior interventions and support.
- Collaborate with campus staff to design gen. ed. behavioral intervention plans (BIP).
- Provide support to instructional staff in implementing BIPs and classroom management strategies.
- Provide responsive behavior support services for students as needed.
- Participate in behavior RTI meetings to address behavioral issues with identified students.

THE RESTORATIVE IMPACT



















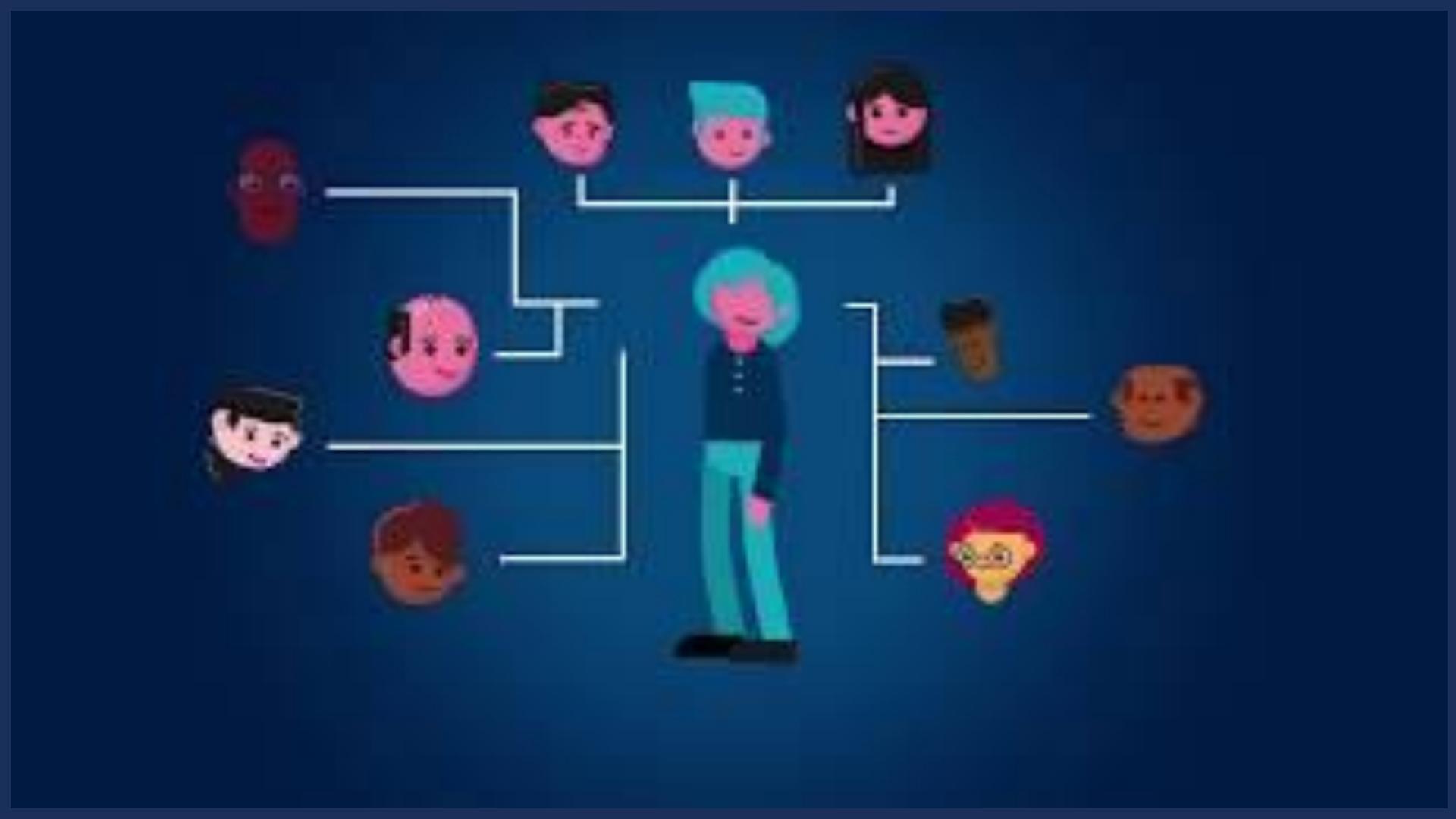




DUNCANVILLE ISD DISCIPLINE GOALS

Duncanville ISD views discipline as teaching students skills development to address challenges that may arise. When Restorative Practices are implemented consistently, schools see improved relationships on campus, increased student accountability for misbehavior, and dramatic reductions in rates of suspension, DAEP placement, and expulsion.

By the end of the 23-24 school year, there will be a 15% decrease in the use of punitive actions in response to discretionary discipline offenses from the 22-23 school year.



2022 - 2023 DISCIPLINE HIGHLIGHTS



- 53% of campuses met the district discipline goal
- 11% decrease in punitive actions, district wide
- 45% of disciplinary actions taken by campuses were restorative in nature

TEXAS LAW & DISCIPLINE UPDATES

House Bill 114

- Marijuana, THC and ***any part*** of e-cigs are now mandatory DAEP placements
- ISS for drug/alcohol offenses when DAEP is full, until there is room available



Implications for campuses

- Potential for increase in DAEP placements
- ISS processes created for when DAEP is at capacity

2023-2024 DISCIPLINE HIGHLIGHTS

- 18% decrease in punitive actions, district wide from 1st 9wks in 22-23 SY
- 2 campuses earned TEA recognition for successful RP implementation
- 6 campuses earned a Restorative Reward for the first 9wks, a 500% increase from 1st 9wks in 22-23 SY







2023-2024 DISCIPLINE HIGHLIGHTS



No ISS, OSS or DAEP

Bilhartz Elementary
Merrifield Elementary

50% or More Restorative Discipline Actions

Alexander Elementary
Central Elementary
Hastings Elementary
Hyman Elementary

WELLNESS PLAN UPDATE

FFA- Wellness Policy

Duncanville ISD wellness plan shall follow applicable state and federal nutritional guidelines that advance student health and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities. FFA Legal

Duncanville ISD Wellness Plan

- Promotes student wellness
- Prevents and reduces childhood obesity
- Provides nutrition education materials

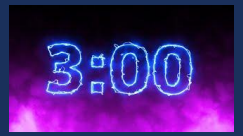


Wellness Plan

Review Wellness Plan



- Look at Goals #1 through #6
- Is there anything that stands out to you?
- What questions come to mind?



Monitoring and Implementation

The School Health Advisory Committee shall help Duncanville ISD oversee this administrative regulation and periodically review the implementation of the wellness regulation with input from: Health Services, Counseling Services and the Athletic/Physical Education Department. The campus administration shall be responsible for implementation.

Health Services

- **Provide CPR and AED training to staff**
- **Provide basic medical training to staff in the event of a medical emergency and the nurse is not on campus**

Child Nutrition

- **Provide nutritional information on breakfast and lunch menus**
- **Ensure all menus are posted online**



Sub Committee

Alec Hawkins (Athletic Trainer) and William Mitchell (Asst. Director of Athletics) will be seeking members to serve on the sub committee.

The Texas Education Code §28.004 (l-1) requires the SHAC to establish a physical activity and fitness planning subcommittee. The purpose of the subcommittee is to consider issues related to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students.

Recommendations made by the physical activity and fitness planning subcommittee should be included in the SHAC's annual report to the board.



SAFETY AND SECURITY UPDATES

School Safety Standards

Commissioner's Rules Concerning School Facilities §61.1031*

Instructional facility: A building predominantly used for teaching curriculum

- Exterior Door numbering (interior and exterior)
- Secure exterior doors (entry, classroom, portable, roof) remaining locked or actively monitored
- Exterior door sweeps
- Secure master key lock boxes

*Adopted May 23, 2023

School Safety Standards

Commissioner's Rules Concerning School Facilities §61.1031*

Instructional facility: A building predominantly used for teaching curriculum

- Secured enclosed areas with at least a 6 feet high fence with anti-scaling design or 8 feet fencing
- For areas not in enclosed areas: windowed doors or windows adjacent to doors reinforced with entry-resistant film
- At least maintenance checks twice a year (doors, fences)
- Silent Panic Alert system

*Adopted May 23, 2023

School Safety Grants

2022-2025 School Safety Standards Formula Grant

Duncanville ISD

$572,161

2023-2025 Safety and Facilities Enhancement (SAFE) Grant

Duncanville ISD

$2,882,002

Total
$3,454,163

School & Safety Committee*

- Develop and implement emergency plans consistent with multi-hazard emergency operations plan (EOP)
- Provide recommendations to the board regarding the multi-hazard EOP and best practices
- Provide information required connected to audits and reports
- Review reports to be submitted
- Consult with law enforcement agencies on methods to increase law enforcement presence near campuses

Meetings: September 2023, February 2024 & June 2024

*Texas Education Code 37.109

Intruder Detection Audits

Intruder assessments that tests current access control and visitor management procedures at each facility.

Look fors

Were all but main entry door locked?
Was main entry observable by staff?
Were signs present instructing you to sign in?
Was it easy to locate the office?
Were you required to sign in?
Were you asked why you needed access?
Were you required to show a photo ID?
Were you provided a dated visitor pass?
Did the office retain the ID or a copy?
Were you instructed to check out before leaving?
Did you have access to classrooms?
Were you observed by any staff?
Were classroom doors closed/locked during instruction?
Were there unescorted students in the halls or on campus?
Were staff visibly wearing IDs?
Were you asked to go to office to sign in?
Were you confronted by staff?
Did you verbally communicate with any staff?
Were you escorted to the office?
Did you check out with the office before leaving building?

SUICIDE PREVENTION AND PROTOCOLS



Suicide is the 2nd leading cause of death in the world for those aged 15 - 24.

Suicide/Self-Harm Ideation Data

# of suicide protocols completed					
Quarter	18-19	19-20	20-21	21-22	22-23
Q 1	35	43	6	60	49
Q2	40	57	15	59	41
Q3	43	61	15	32	34
Q4	45	5	40	49	59
Total	*163*	*166*	*76*	200	183

# of self-Injury protocols completed:					
Quarter	18-19	19/20	20-21	21-22	22-23
Q 1	57	65	3	41	11
Q2	38	91	13	28	13
Q3	133	124	24	27	30
Q4	50	13	24	23	23
Total	*278*	*293*	*64*	119	77

Suicide/Self-Harm Quick Reference Guide

Rationale

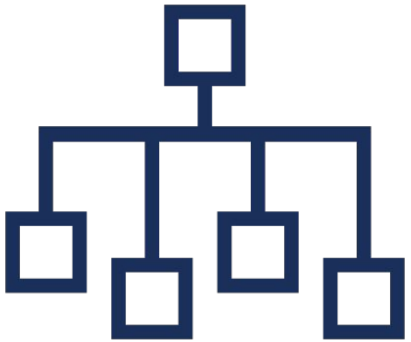
The purpose of this Quick Reference Guide is to provide all of the resources and protocols for the prevention, intervention and postvention of suicide/self-harm in one place.

Duncanville ISD Suicide/Self-Harm Quick Reference Guide

SOCIAL-EMOTIONAL BARRIER ACTIVITY

Categorizing SEL Barriers

- Using the chart paper and sticky notes on your table, take 5 minutes to put the barriers that your group identified into categories.
- As a whole group, we will eliminate duplicate categories and create 3 main categories.



Identifying Solutions to SEL Barriers

- With your table group, identify solutions to SEL barriers.
- Add 1 solution per sticky note.



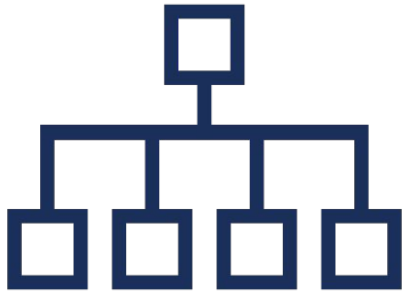
Identifying Barriers to Family Engagement

- With your table group, identify barriers to family engagement.
- Add 1 barrier per sticky note.



Categorizing Barriers to Family Engagement

- Using the chart paper and sticky notes on your table, take 5 minutes to put the barriers that your group identified into categories.
- As a whole group, we will eliminate duplicate categories and create 3 main categories.



Identifying Solutions to Family Engagement Barriers

- With your table group, identify solutions to Family Engagement barriers.
- Add 1 solution per sticky note.



ADJOURNMENT