School Health Advisory Council

SHAC Meeting

February 11, 2026

CALL TO ORDER

Time	Topic	Presenters
5 minutes	Call Meeting to Order Welcome & Introductions	Lakesha Mitchell, SHAC Chair
3 minutes	Review of Minutes from December 10, 2025	Jamille Hall, Secretary
25 minutes	Mental Health Supports	Brandi McIntosh-Lee Director of Counseling
25 minutes	Drugs/Alcohol Prevention Efforts Bullying Prevention Efforts	Tijuana Hudson Executive Director Student Services & Campus Support
15 minutes	Second Semester Attendance Updates	Alicia Bradley Director of Student Services
5 minutes	Adjournment	Lakesha Mitchell, SHAC Chair

SHAC Agenda - February 11, 2026- 4:30-6:00

REVIEW OF MINUTES

12.10.25

Mental Health Supports

Duncanville ISD Comprehensive Counseling Program

Supporting Student Well-Being Across All Grade Levels

Brandi McIntosh Lee

Comprehensive Counseling Services

A comprehensive counseling program in Texas is a data-driven, developmental program aligned with TEA and ASCA standards that supports students' academic achievement, career readiness, and social-emotional development. It provides equitable, preventative, and responsive services through classroom guidance, individual and group counseling, and collaboration with families and staff to meet student needs.

- Individual Counseling: One-on-one support tailored to each student's unique needs
- Group Counseling: Peer support sessions addressing common challenges and building community
- Crisis and Grief Counseling: Immediate intervention and support during difficult times
- Academic, Career, and Social-Emotional Development: Holistic support across all grade levels

Social-Emotional Learning Curriculum

Building essential life skills throughout the school year

- Second Step Curriculum: Evidence-based program for K-8 students teaching empathy, emotion management, and problem-solving
- Locally Developed Curriculum: Customized SEL instruction for all students aligned with district needs and values based on Panorama Education results.
- Year-Round Implementation: Consistent skill-building integrated into the school experience

Responsive Services

Immediate support when students need it most

- Mental Health Concerns: Professional intervention for students experiencing emotional or psychological challenges
- Emergency Response: Rapid support during crisis situations to ensure student safety and well-being
- Accessible Support: Counselors available to provide timely assistance when issues arise

SSC: Student Support Counselors

Student

Focused on meeting students' academic, career, and social-emotional needs

Support

Providing Tier 3 counseling, crisis planning, and connecting families to resources

Counselor

Professional staff delivering individual, group, and responsive service counseling

Student Support Counselors: Tier 3 Services

Self-Management
Emotional regulation strategies to help students manage their feelings and responses

Self-Awareness
Understanding emotions, strengths, and areas for growth

Responsible Decision-Making
Tools for making ethical and constructive choices

Relationship Skills
Building healthy connections and communication abilities

Social Awareness
Understanding diverse perspectives and showing empathy

Crisis & Transition Planning
Support during major life changes and challenging situations

Student Support Counselor Responsibilities

- Data-Driven Services: Using analysis to identify and serve students who need support
- Documentation: Maintaining accurate student counseling data for continuity of care
- Staff Training: Providing SEL training and support to educators
- Professional Development: Leading district-wide SEL initiatives and training
- Teacher Consultations: Collaborating with educators to support student success
- Community Connections: Referring students and staff to external

Second Semester Attendance Updates

Alicia Bradley

Duncanville ISD Attendance Updates

Average Daily Attendance (ADA) - (August-January)	
2024-2025	*2025-2026*
92.40%	91.77%

FALL SEMESTER
2025-2026



Average Daily Attendance (ADA) Winners Fall Semester

Elementary

Alexander Elementary School
95.54%

Secondary

Kennemer Middle School
95.48%

District's Fall Semester ADA 92.53%

COMMUNITY OUTREACH

GROUNDWORK DFW + DUNCANVILLE

We have launched a community outreach campaign in partnership with Groundwork DFW, focused on finding a solution to chronic absenteeism. This campaign kicked off last week and will continue throughout next month.



Town Hall Meeting









DUNCANVILLE ISD

TOWN HALL MEETING

YOUR VOICE MATTERS!

JOIN US FOR A COMMUNITY TOWN HALL MEETING FOCUSED ON STUDENT ATTENDANCE. SHARE YOUR EXPERIENCES, DISCUSS BARRIERS, AND HELP US IDENTIFY SOLUTIONS THAT SUPPORT STUDENT SUCCESS ACROSS OUR DISTRICT.

TUESDAY, FEBRUARY 3, 2026

6:00 - 7:00 PM

DUNCANVILLE ISD BOARDROOM
710 S. CEDAR RIDGE DUNCANVILLE, TX 75137

WWW.DUNCANVILLEISD.ORG

OR JOIN US VIRTUALLY ON

YouTube

@DUNCANVILLEISDWEB

STREAMING

LIVE







CHAMPIONS ATTEND!
CHAMPIONS WIN!!



SPRING ATTENDANCE INITIATIVE

DISTRICT GOAL 2025-2026



96%

ELEMENTARY SCHOOL GOAL

94%

HIGH SCHOOL GOAL

95%

MIDDLE SCHOOL GOAL

Bullying Prevention Efforts

Tijuana Hudson

Rude, Mean, or Bullying?

Tijuana Hudson
Executive Director of Student Services & Campus Support

What is Bullying?



- single significant act or a pattern of acts
- an imbalance of power
- physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm
- sufficiently severe, persistent, or pervasive
- creates an intimidating, threatening, or abusive educational environment
- disrupts the educational process or infringes on the rights of the victim at school

What is Cyberbullying?



The only type of bullying that can occur off school grounds, at a bus stop or at a school district sponsored event!

Bullying done through the use of an electronic communication device

- cell phone
- computer
- camera
- e-mail
- IM or DM
- Texts
- Social Media

Rude, Mean, or Bullying



?

Rude

Rude

Inadvertently saying or doing something that hurts someone else.

- Burping in someone's face
- Jumping ahead in line
- Bragging about achieving the highest grade
- Throwing a pile of leaves in someone's face

Incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

Mean

Mean

Purposefully saying or doing something to hurt someone once or twice.

The main distinction between ***rude*** and ***mean*** behavior has to do with **intention**; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.

- "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week?."
- "You are so fat/ugly/stupid."
- "I hate you!"

Bullying

Bullying
Intentionally aggressive behavior, repeated over time that involves an imbalance of power.

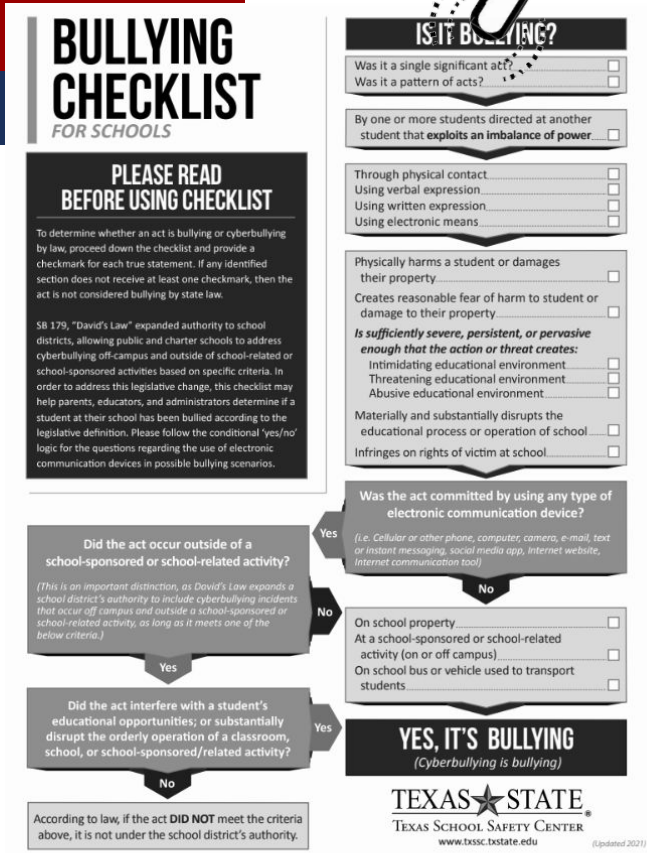
Experts agree that bullying includes three key elements:

- an intent to harm
- a power imbalance
- repeated acts or threats of aggressive behavior

Bullies say or do intentionally hurtful things to others and they keep doing it, with no sense of regret or remorse, even when the target expresses hurt or tells them to stop.

The Bullying Checklist

Provides administrators with a tool to identify if a behavior meets the criteria for bullying according to Texas Law.



Scenario 1

Lee waits for Jessie every day after school on the bus stop. Lee is much larger stature and does not like Jessie. Almost every day, Lee confronts Jessie by knocking Jessie's books from his hands. Jessie does nothing to retaliate.

Let's Use the Checklist!

Was it a single significant act or pattern of acts?

Is there an imbalance of power?

Was the contact physical, verbal, electronic, or written?

Let's Use the Checklist!

Did the act:

- physically harm another student or damage property
- create reasonable fear of harm to a student or their property
- sufficiently severe, persistent or evase and create an intimidating, threatening or abuse educational environment
- substantially disrupt school
- infringe on victims rights at school

Scenario 1

Answer

Is this bullying?

YES!

Scenario 2

Jordan and Dakota are longtime friends and their families are friends as well. They are the same age and live a few blocks from each other in the same neighborhood. They have been in the same homeroom class for the past 2 years and are well connected socially at school. Lately, they have been more competitive in their sports activities during PE and have grown further apart. At times, they have been observed at school trading verbal taunts about each other and making fun of each other's family members. No physical altercations have occurred, but they are both aligning with other friends to go "against" each other.

Let's Use the Checklist!

Was it a single significant act or pattern of acts?

Is there an imbalance of power?

Was the contact physical, verbal, electronic, or written?

Let's Use the Checklist!

Did the act:

- physically harm another student or damage property
- create reasonable fear of harm to a student or their property
- sufficiently severe, persistent or evase and create an intimidating, threatening or abuse educational environment
- substantially disrupt school
- infringe on victims rights at school

Scenario 2

Answer

Is this bullying?

NO!

Scenario 3

Parker and Morgan go to the same school and walk home every day. One day, after leaving the school campus, Parker decides to tease Morgan on their walk home. Parker pushes Morgan to the ground and dumps out her backpack. Parker is much bigger than Morgan, so it was easy for her to push her down. Morgan runs home crying. Morgan's mom has called up to the school to report that Morgan is the victim of bullying.

Let's Use the Checklist!

Was it a single significant act or pattern of acts?

Is there an imbalance of power?

Was the contact physical, verbal, electronic, or written?

Let's Use the Checklist!

Did the act:

- physically harm another student or damage property
- create reasonable fear of harm to a student or their property
- sufficiently severe, persistent or evase and create an intimidating, threatening or abuse educational environment
- substantially disrupt school
- infringe on victims rights at school

Scenario 3

Answer

Is this bullying?

NO!

Scenario 4

Jayden is a 4th grader and Avery is a 3rd grader at the same school. They play basketball together every Saturday. One Saturday at the court, Jayden stole Avery's ball. When Avery confronts Jayden, Jayden denies doing it. That evening, Avery gets on X and notices that Jayden posted a short video of him missing a shot with the caption "This is what sucking at bball looks like!". The video has been shared over 50 times by classmates and others. On Monday, students in school were laughing at Avery while walking through the halls. Avery has been unable to focus in class because of the laughing.

Let's Use the Checklist!

Was it a single significant act or pattern of acts?

Is there an imbalance of power?

Was the contact physical, verbal, electronic, or written?

Let's Use the Checklist!

Did the act:

- physically harm another student or damage property
- create reasonable fear of harm to a student or their property
- sufficiently severe, persistent or evase and create an intimidating, threatening or abuse educational environment
- substantially disrupt school
- infringe on victims rights at school

Scenario 4

Answer

Is this bullying?

YES!

How You Can Help ...

- **Help kids understand bullying.** Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.

- **Keep the lines of communication open.** Check in with kids often. Listen to them.

- **Encourage kids to do what they love.** Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.

- **Model how to treat others**. Encourage kindness and respect, through classroom Respect Agreements.

How You Can Help

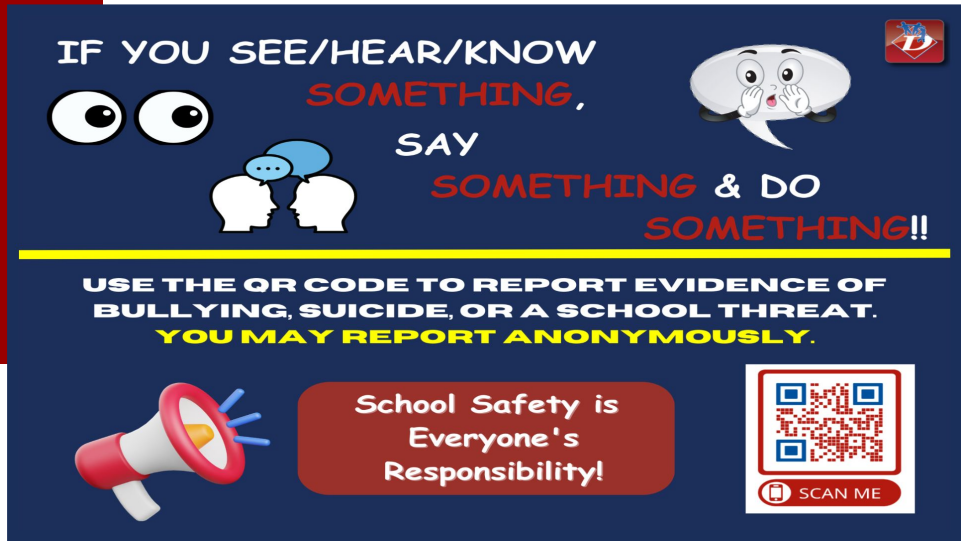
Tattling is telling an adult on someone in an effort to get that person in trouble.

Reporting is telling an adult an incident in an effort to get help for another student.

In Duncanville… if we ***see or hear*** something, we ***say*** something and ***do*** something!

- ALL students should be informed about the online reporting form and anonymous option.
- Encourage students to report when they are victims *or* witnesses.
- Ensure ALL staff knows to report suspected bullying to campus admin.

Posters should be in prominent locations around the campus!



What Questions Do You Have?

Drug/Alcohol Prevention Efforts

DRUG PREVENTION BELONGING MOTIVATION ATTENDANCE YOUTH LEADERSHIP

WHAM

What Helps Align Me

DRUG PREVENTION COMMUNITY FAIR



Explore valuable resources for students and families at our CommUNITY Fair! Learn about drug prevention, mental health services, and other community programs that support well-being.

Connect with local organizations, ask questions, and discover helpful tools for a healthier future.



Duncanville ISD Plaza
710 S. Cedar Ridge
Duncanville, TX

WEDNESDAY
11 FEBRUARY
6–7 p.m.

NEXT SHAC MEETING

April 8, 2026

THANK YOU FOR YOUR SERVICE AND SUPPORT TO DUNCANVILLE ISD!

ADJOURNMENT

Lakesha Mitchell, SHAC Chair

WHAM

What Helps Align Me

Welcome & Purpose — Tijuana Hudson

Guest Speaker — ASAC Ivan Carrera

Vendor Introductions — Community Partners

All families are welcome to visit the vendor tables!