

**Durham School Health Advisory Committee
Meeting
AGENDA
April 20, 2022 12:30-1:30pm**

		<p>Brittany McCoy (DPS), Jim Keaten (DPS), Armenous Dobson (Insight), Kristen Brookshire (DPS), Erin Carroll (DPS), Chris Soto (DPS), Dr. Daniel Kelvin Bullock (DPS), Natalie Beyer (School Board), Morgan Medders (DCoPH), Jasmine St. Denny (DCoPH), Liliana Marin (AHA), Dr. Wanda Boone (TRY), Becky Pope (DPS), Ashley Meredith (DPS), Ashley Bass-Mitchell (Alliance), Kamaria Mason (DCoPH), Jasmine St. Denny (DCoPH), Michael Somers (DPS), Raina Goldstein Bunnag (DCoPH)</p>
	<p>Welcome and introductions -</p>	
	<p>Updates/Announcements</p>	<ol style="list-style-type: none"> 1. SHAC Youth involvement – Three students are involved and have been soliciting feedback from their peers: 2 students at Southern, 1 at Hillside <ol style="list-style-type: none"> a. Summary of requests from peers: <ol style="list-style-type: none"> i. Cafeteria/Food: Increase amount of lunch time; vegan/vegetarian options; vending machines on all day ii. Improved race relations practices iii. More recycling bins iv. More field trips v. Implement Wellness Wednesdays – where focus is mental health, less academic work vi. Girls bathroom – more trashcans for feminine products b. Concerns from youth in the Youth Coalition (Together for Resilient Youth) <ol style="list-style-type: none"> i. Depression ii. Marijuana use iii. Amount of schoolwork iv. Would like more peer to peer conversations in schools 2. Triennial Assessment <ol style="list-style-type: none"> a. Federal audit this year for school nutrition b. They will also look at wellness policy during this time c. Deadline is June 30th for Triennial Assessment - Jim and Michael will work on triennial assessment and bring any questions to SHAC membership 3. Healthy Schools Awards (Alliance for a Healthier Generation) – due April 29 4. Member updates/announcements <ol style="list-style-type: none"> a. Walk, Bike, Roll to School Events – most on May 4, Spring Valley is May 18 – Kristen Brookshire will send info b. Hub Farm Summer Camp – summer 2022 – rising 1st-3rd graders 5. 2022 NC SHAC Meeting <ol style="list-style-type: none"> a. Registration link - https://ncdpi.az1.qualtrics.com/jfe/form/SV_dhxMlleBzkP3kFg

<p>Equity in DPS - Dr. Daniel Kelvin Bullock, DPS Executive Director for Equity Affairs</p>	<p>Creating an Equitable Climate – Link to presentation - Equity Presentation for SHAC - Google Slides</p> <ul style="list-style-type: none"> • Chat – what does equity look like in your work? • Question for group - Do demographics matter? Why or why not? <ul style="list-style-type: none"> ○ One response - Yes – cultural awareness, disparities based on who we’re serving, asset vs. deficit mentality (need to have appreciation for our students) • Defining equity - Equity is the state that would be achieved if race, gender, socioeconomic status, sexual orientation, disability, etc. no longer predicted outcomes for students, families, and employees. Practices that center fairness, justice, and differentiation are also considered equitable. • Question for group – Are labels a good or bad thing? One response - Depends on how they’re used, not in the label itself • DPS Equity Policy Pillars <ol style="list-style-type: none"> 1. Disrupt and Dismantle Systemic Inequities to Eliminate the Opportunity Gap 2. Honor and Strengthen the Connections Between Home and School 3. Address Social and Emotional Well Being of Students and Staff 4. Ensure Access & Representation in Academic Programming in Schools 5. Build Staff Capacity for Equity-Centered Practices • DPS student self-efficacy data: Only 40-45% of surveyed students felt confident they could do the hardest work assigned in class. <ul style="list-style-type: none"> ○ There are large disparities in self-efficacy by race and type of learners (see slide 13) • Group discussion – expectation from white parents that their kids will do well so they do; for Black/Latinx there might not be that expectation as often and cause disparities <ul style="list-style-type: none"> ○ Thinking more about expectations – as parents – what was our experience and expectations when we were in school? This is reflected to our students. ○ Need to couple high expectations with high support • Creating Safe Spaces for LGBTQ Students – Did not have time to finish this part of the presentation, please refer to slides to see how this priority is being addressed and what we can do to help create safe spaces
<p>Action Items</p>	

