



### **Agenda**

#### **Healthy Youth and Schools Commission Meeting**

**Wednesday, May 24, 2017**

**3:00-5:00 pm**

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| <b>3:00-3:15</b> | <b>Welcome/Introductions</b>   |
| <b>3:15-3:25</b> | <b>Environmental Literacy Implementation Process; status update</b>      |
| <b>3:25-4:25</b> | <b>School Behavioral Health Programming Overview; role of Commission</b> |
| <b>4:25-4:40</b> | <b>HSA Amendments; status update</b>                                     |
| <b>4:40-4:50</b> | <b>USDA Regulatory Updates</b>   |
| <b>4:50-5:00</b> | <b>Agenda items for next commission meeting</b>                          |



**Healthy Youth and Schools Commission Meeting**  
**Wednesday, May 24, 2017**  
**3:00-5:00 pm**

**Meeting Summary**

This meeting summary serves as a review of the May 24, 2017 Healthy Youth and Schools Commission Meeting. The purpose of the Healthy Youth and Schools Commission is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District of Columbia.

**Commissioners in attendance:** William Dietz, Charneta Scott, Diana Bruce, Beverley Wheeler, Yair Inspektor (acting as proxy for Donna Anthony)

**Others in attendance:** Kyle Flood, Nekosi Nelson, Patrick McDermott, Nadja Agnew, Carolina Arango, Erica Walther, Elizabeth Leach, Sam Ullery, Lindsey Palmer, Nazneen Ahmad, Beth Gingold, DeMarcus Jenkins, Aimee McLaughlin, Bloodine Barthelus, Valentine Breitbarth, Celina Ketelsen, Sarah Baldauf, Jeff Hild, Danielle Dooley, Ambrose Lane Jr., Rachel Kouer

**Phone-in attendance:** None

**Welcome/Introductions**

- Commissioner William Dietz opened and led the commission meeting in place of Chairman Jeff Travers who was unable to attend the meeting.

**Environmental Literacy Implementation Process; status update**

- Grace Manubay, OSSE Environmental Literacy Coordinator, presented environmental literacy implementation progress for school year 2016-2017 in the District of Columbia.
  - Environmental literacy is the development of knowledge, attitudes, and skills necessary to make informed decisions concerning the relationships among natural and urban systems.
  - OSSE is working with community based organizations to align work across the District, including the Chesapeake Watershed Agreement.
  - 171 of 228 District schools report environmental education is taking place in their schools.
  - 81% of DCPS and 60% of public charter schools offer Environmental Science or AP Environmental Science courses.
  - Six schools and one District university have received U.S. Department of Education Green Ribbon School recognition.
  - 49% of District schools have active school gardens.



- DCPS and 47 public charter LEAs include an environmental sustainability section in the Local Wellness Policy.
- OSSE is collaborating with teachers to develop environmental literacy resources and standards for District teachers and students.
- OSSE encourages involvement through the Environmental Literacy Leadership Cadre for Elementary Schools, the Environmental Literacy Summer Institute for High School Teachers, and the Environmental Leadership Course for Principals.

### **School Behavioral Health Programming Overview; role of Commission**

- Celina Ketelsen, OSSE Training Administrator for Teaching and Learning, presented on OSSE restorative practices.
  - Restorative practices are practices that use a problem solving model, called conferencing, which allows individuals who cause harm (i.e., offenders) the opportunity to understand the harm done to their community and to repair that harm.
  - The model builds empathy, holds people accountable in a way that provides support, and builds a school community through developing authentic relationships.
  - The model, which has its roots in the justice system, has shown to reduce recidivism.
  - More recently, restorative practices have been shown to be a powerful alternative to more traditional punitive measures, such as suspension and expulsion, when used in school settings.
  - OSSE builds awareness of, and expertise in, the power of restorative practices across the education sector, including throughout OSSE, LEAs, and community based organizations.
  - Restorative practice promotes a shift from exclusionary discipline practices to a restorative approach for DCPS and public charter schools.
  - Restorative practice strengthens the ability of students to contribute to a positive school culture.
  - Restorative practice is currently serving eleven schools in three cohorts.
  - District of Columbia Attorney General Karl Racine supports restorative practice and OSSE will explore new ways to encourage communications and connections with that office.
- Dr. Charneta Scott, Department of Behavioral Health, presented on School Mental and Behavioral Health.
  - Primary Prevention: Intervention strategies provided for all students to prevent mental health, behavioral, and social issues before they occur. Services include school-wide interventions, classroom-based interventions, and mental health promotion activities such as prevention of substance abuse, sexual abuse, and violence.
  - Early Intervention Services: Services that are provided at the first occurrence of emotional, behavioral, or social concerns (e.g., Primary Project).
  - Treatment Services: Treatment provided for students with a variety of problems, including depression, substance abuse, disruptive behavior, anxiety, peer relational



problems, grief and loss, trauma, and family issues. Services include individual, family, and group counseling.

- Crisis Services: Interventions that are provided for urgent situations and needs. Services include crisis debriefing, grief counseling, and psychiatric referrals.
- Parent/Family Support: Educational, supportive, and treatment services are provided for families.
- The School Mental Health Program follows the Public Health Model, provides an individualized plan for each school of prevention, early intervention and intervention services, and places a DBH mental health professional in schools (part-time or full-time).
- Evidence-based programs include programs that address depression, anxiety, and trauma of students. Referrals are made for students who require medication evaluation or more intensive treatment.
- This work is done in response to the South Capitol Street Memorial Amendment of 2012. The goal is to transform how the District addresses behavioral health issues by identifying early signs of unmet behavioral health needs, training all school personnel, young people, and parents/guardians to recognize the signs and symptoms of behavioral health issues and where to get help, and promoting effective interventions, thus preventing future tragedies.
- Dr. Scott answered questions on telemedicine and professional development opportunities for teachers to recognize mental health needs and know where to access resources. Telemedicine was mentioned in the meeting as a possible way for students to gain new access to mental health providers.
- Bloodine Barthelus, DCPS Manager of School Climate in the Youth Engagement Division, presented on the DCPS School Climate Initiative.
  - Prior to school year 2015-2016, school climate efforts were reactive and focused on suspension data.
  - Beginning in 2015, the DCPS Youth Engagement Division began collaborating with instructional superintendents, deputy chiefs, and others to present and obtain feedback on elements of a climate initiative.
  - DCPS School Climate Guide was developed based on research from National School Climate Center and the National School Climate Council.
  - The School Climate Initiative was rolled out in school year 2015-2016 with a cohort of 20 schools and plans to expand.
  - DCPS School Climate Framework includes six components and sixteen dimensions.
  - DCPS School Climate Initiative is implemented in three phases.
    - Phase I: Establish school-wide and classroom consistency with effective systems, routines, and procedures.
    - Phase II: Build adult capacity around positive and intentional engagement with students and colleagues while increasing stakeholder voice and family engagement.



- Phase III: Create an inclusive learning community focused on increasing social-emotional competence in all students and supporting positive peer interactions.
- Cohort 1 of the School Climate Initiative (SCI) highlights include:
  - Calmer and safer schools across the board as evidenced by walkthroughs and student focus groups;
  - Revised the DCPS Stakeholder Survey to align with the DCPS School Climate Framework;
  - Total suspensions in SCI schools are down by 44% YTD compared to LYTD;
  - SCI schools assigned a total of 2,025 fewer suspensions YTD compared to LYTD;
  - YTD (SY1415) SCI schools represented 50% of all DCPS suspensions;
  - YTD (SY1516) SCI schools represented 42% of all DCPS suspensions;
  - Conducted 1 pilot of staff focus groups in 4 SCI schools gleaning insight for school and central office practices;
  - In SY1516 EOY, SCI schools showed an increase of 5% in student satisfaction.
- DeMarcus Jenkins from OSSE Division of Health and Wellness presented on suicide prevention and school climate.
  - The Youth Suicide prevention and School Climate Survey Act of 2016, D.C. Act 21-374, was signed and enacted April 2016.
  - Pursuant to the act, OSSE is:
    - Developing and adapting policies and procedures for improving school climate and handling aspects of mental and behavioral health of students, including offering model policies for suicide prevention, suicide intervention, and suicide postvention.
    - Executing a pilot program that administers annual school climate surveys and developing a report of the findings.
    - Extending the pilot program to include all schools across the District in 2019.
  - The Comprehensive School Safety Initiative has a goal to improve the safety of the nation's schools and students through rigorous research that produces practical knowledge.
  - School climate matters because preparing students for success requires providing learning environments that ensure that students are successful, safe and healthy.
  - School climate measures can help identify local needs, support appropriate planning, and track progress towards improvement.
  - Goals related to improving school climate include:
    - Improving school safety;
    - Promoting students' physical and mental health and well-being, nutrition education, healthy eating, and physical fitness;
    - Preventing and reducing substance use, school violence (including teen dating violence), harassment, and bullying;
    - Strengthening family and community engagement.



- Yair Inspektor, OSSE Director of Policy and Planning for Division of Health and Wellness, presented on bullying legislation, taskforce, and policy on behalf of Suzanne Greenfield. Due to limited time, the presentation was cut short.

#### **HSA Amendments; status update**

- Ona Balkus from the Office of D.C. Councilmember Mary Cheh provided an update for the Commission on the Health School Act amendments. Ona also provided updates on health and wellness issues included in the FY2018 report and recommendation of the Committee on Transportation & the Environment on the Fiscal Year 2018 budget.
- Commissioners were interested to learn more about possible Council hearings for the Health School Act amendments and asked to be kept informed on the final Council budget.

#### **USDA Regulatory Updates**

- Elizabeth Leach of the OSSE Division of Health and Wellness provided an overview on USDA's regulatory updates for school meal requirements. Elizabeth indicated that OSSE is still assessing how this might impact meals but assured OSSE and the District do not intend to slide backwards on healthy school meals.
- Elizabeth promised to share a guidance memo from USDA with Commissioners once it is made public.

#### **Agenda items for next commission meeting**

- William Dietz opened the floor for possible agenda items to include in the September meeting.
  - Following the presentations, commissioners were interested to have a deeper conversation around mental health issues and services for students at the next meeting, including possible action steps for the Commission.
  - Commissioners would like to revisit HSA amendments and any impacts to student health and wellness in the final Council budget.
  - Commissioners would like to revisit the structure of subcommittees.
  - DCPS offered to present on attendance data and the Health Information Exchange.
  - Danielle Dooley from Children's National Health System offered to present a healthcare provider's perspective on child wellness, appointments, and connection to schools.
- Next Commission meeting is scheduled for September 27, 2017 from 3:00-5:00PM at OSSE (810 First St. NE, 8th Floor, Rm. 806 A&B).

#### **Meeting adjourned at 5:00pm**

