

School Health Advisory Meeting

November 12, 2024

4:00p.m.

DISD Board Room

AGENDA

Welcome and Introductions

Jerri Bone

Mental Health Update

Jacquine Melancon

Community Vaping Presentations

Rita Noel

Toilet Training Plan- 2024-25

Rachael Ricker Wegar

Fentanyl Student Training 2024-25

Rachael Ricker Wegar

Denison ISD Health Wellness- Triennial Assessment

Jerri Bone

Preparation for the Development of a New Plan

Jerri Bone

Other:

School Health Advisory Meeting

Meeting Information

- Date & Time: 2024-11-12 4:00 PM
- Location: Denison ISD Conference Room
- Attendees: See sign-in sheet

Mental Health Update – Jackie Melancon

Mrs. Melancon presented updates on mental health services, including Tele-behavior Health student enrollment, training for counselors, and the use of online referral portals. Hope Squad activities and community support services were also covered. Updates on community and school support services were provided, highlighting the number of students served, case management, and basic needs support. The impact of these services on student mental health and academic performance was discussed. (See PowerPoint attached)

Community Vaping Presentations – Rita Noel

The district presented information on the effects of vaping and THC oil to the city's planning and zoning commission, as well as the city council. This helped raise awareness in the community about the problem. The district is working closely with the Grayson County District Attorney's office, which has filed over 65 cases related to vaping in the district within the past year. This shows the district is taking a strong enforcement approach by:

- Collaborating with local law enforcement and health organizations to provide presentations and resources on the health impacts of vaping and THC oil.
- Encouraging parents and community members to be vigilant about identifying signs of vaping and THC oil use, and to report any concerns to the school.
- Seeking input from the community on additional strategies or policies that could help address this growing issue among students. The district is open to collaborative solutions.

The goal is to take a comprehensive approach involving education, enforcement, and community engagement to tackle the vaping and THC oil problem impacting the schools and the broader community.

Toilet Training Plan – 2024-25- Rachael Ricker (presented by Regina Prigge)

The plan for Pre-K toileting guidelines was discussed, highlighting the need to separate guidelines for Pre-K and upper grades to avoid confusion. Both plans were presented to the committee for consideration. A decision will be finalized at the next meeting. (Draft copies attached)

Fentanyl Student Training 2024-25- Rachael Ricker

To be tabled for the next meeting.

Denison ISD Health Wellness – Triennial Assessment – Jerri Bone

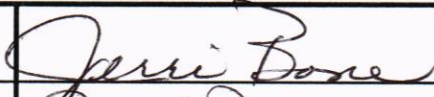
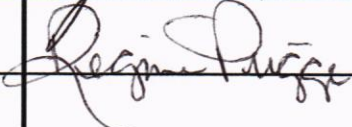
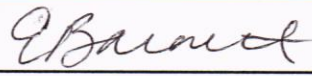
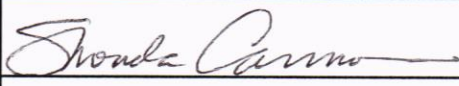
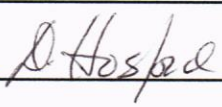
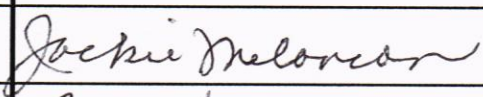
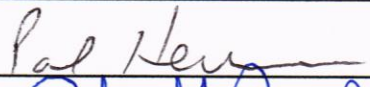
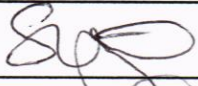
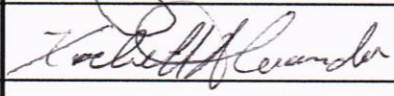
The wellness plan was reviewed. All nutritional goals were met. Debbie Hosford provided recommendations for the nutrition program, including continuing Community Eligibility through eighth grade and hoping for eventual rollout to high school. The school district is working to improve the quality and variety of food offered in schools, including reducing sugar and salt content. The district is also offering supplemental food opportunities through community partnerships, such as backpack programs and local pantries.

Health and wellness goals for the school district, including physical activity, mental health, and professional development was addressed by Shonda Cannon. We are fostering fitness behaviors. Nurse Weger, Shonda Cannon and Jackie Melancon provide the professional development to meet the goals of the district.

The meeting adjourned at 4:40 P.M.

School Health Advisory Meeting--Sign In Sheet

11/12/2024

Members	Signature	Committee Role
Jerri Bone		Chairman
Regina Prigge		Co-Chairman
Holly Bach		Secondary Administrator
Emily Barnett		Elementary Administrator
Shonda Cannon		Curriculum/Instruction
Brenda Hayward		Community/Mental Health
Dr. Jeannine Hatt Phelps		Community/Physical Health
Debbie Hosford		Food Service
Lauren Hossle		Food Service
Jerika Liggett		Food Service
Cassie Mcgehee		Parent
Jacquine Melancon		Counseling/Mental Health
Paul Neumann		School Safety
Rita Noel		Parent Services/Attendance
Ava Owens		Parent
Rachael Ricker Weger		Nursing Services
Scotty Voight		Physical Education/Coach
Xochitl H. Alvarado		Food Service

Mental Health Update

SHAC meeting

11/12/24

Jackie Melancon, M Ed

Denison ISD

24-25 Referral Data

ISD/Charter	Enrolled	Referred	Declined	No response	Grand Total
DENISON ISD	6	6	5	2	19
B MCDANIEL INT	1	2			3
HENRY SCOTT MIDDLE	4	2	5	1	12
DENISON H S	1	2		1	4
Grand Total	6	6	5	2	19

Denison ISD

2024-2025



19

Students Referred



6

Students Assessed



1

Supportive Case
Management Contacts



6

Virtual Visits

Other Details

32%

Assessed

4

Students Received a
Virtual Visit

7

Declined/No Response

6

Pending

7

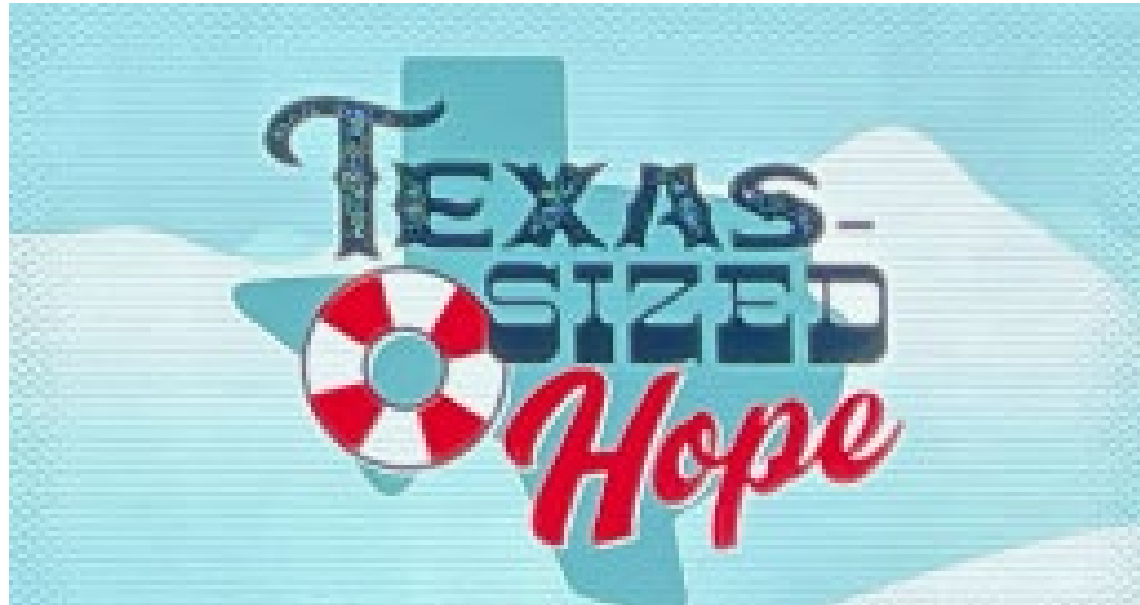
TOTAL Clinical Contacts



HOPE

S Q U A D

- ▶ Grant Halliburton Foundation - funded \$1800
 - ▶ DHS -23
 - ▶ SMS
 - ▶ Conference
January 15



2023-24

By the numbers

Total Students Served 2286

- ▶ Tier I 2110 students
- ▶ Tier II and III 176 students
- ▶ 28 home visits - DHS/ SMS
- ▶ 1519 student -
basic needs - such as food, personal needs supports
- ▶ 10 students - individual therapy
- ▶ 133 students - academic supports
- ▶ 107 students - mental and behavioral health supports
- ▶ 99 students received enrichment
- ▶ 23 Tier I activities
- ▶ 62 Tier II activities
- ▶ 4756 Tier III individual support services



"BY THE NUMBERS"



Nikki Tworek
Denison ISD Communities in Schools
Site Coordinator

"Over the last 3 years, SMS students have benefited from Communities in Schools case management in multiple ways. Partnering with the district on their campus goals, we support the entire student body during the school year

CIS has case managed right at 100 students each year through weekly groups that address anger management, self-care, body mindfulness, healthy boundaries in relationships, homework assistance, tutoring, household budgeting, career goals, and the importance of community service.

CIS offers one-on-one counseling with a licensed professional counselor for students that may not have access to mental health care beyond the school counselor. The most important thing that CIS brings to the table is that healthy one on one relationship with an adult. As a result of these initiatives, was able to play an active role in reducing ISS/OSS placements by 50% last year.

One of the biggest takeaways from our students is that, while we are here to improve academics, attendance, overall mental health, and behavior, we realize these kids simply want to be heard and loved. It's my sincere belief that I, and CIS, help fill that gap for them. I love my school. I love my kids."

**CASE
MANAGEMENT
&
SCHOOL-WIDE
SERVICES**

**SUPPORT
INCLUDING
FOOD &
PERSONAL
NEEDS**

**PROVIDING
MENTAL &
BEHAVIORAL
HEALTH
SERVICES**

**ATTENDANCE
& ACADEMIC
SUPPORT
TO ALL
STUDENTS**



"What CIS has accomplished in our schools is to build connections which makes our schools safer. It reminds me of the quote by Dr. Gabor Mate, "Safety isn't the absence of threat, it's the presence of connection." Site coordinators are the connection every students needs to nurture belonging within the school community."

Jackie Melancon Thrive Coordinator



"Over the last three years, the CIS case management program has benefited students at SMS by relieving pressure on our school counselors by providing students another level of support. It allows students an outlet and resource for homework help, socio emotional concerns, and more. CIS has contributed to reduction in office referrals and failing students."

Rachael Fuller Scott Middle School Principal



By the Numbers 2024-2025

- ▶ DHS 45 students served
 - ▶ 5 home visits
 - ▶ 3 Tier I Activities
- ▶ SMS 46 students serviced
 - ▶ 5 home visits
 - ▶ 2 Tier I Activities
- ▶ BMc 7 students serviced
 - ▶ 2 home visits
 - ▶ 4 Tier I Activities



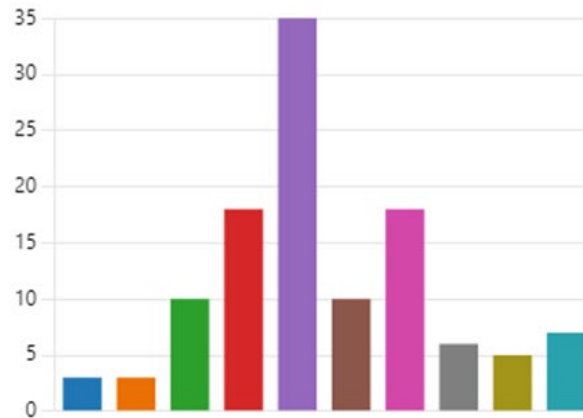
Communities
In Schools®

Texas

Mental health rating of students At BOY and EOY

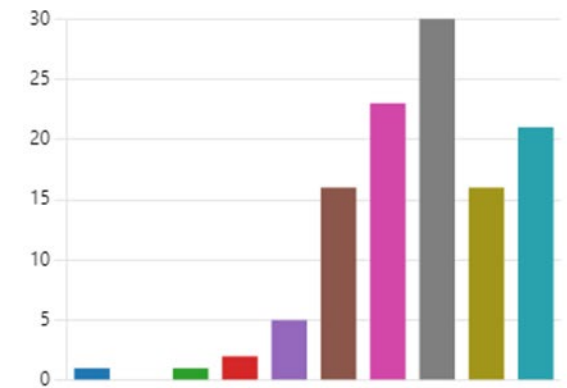
5. How would you rate your mental health before beginning to work with the CIS site coordinator?

[More Details](#)



How would you rate your mental health at the end of the year with support of the CIS case management support?

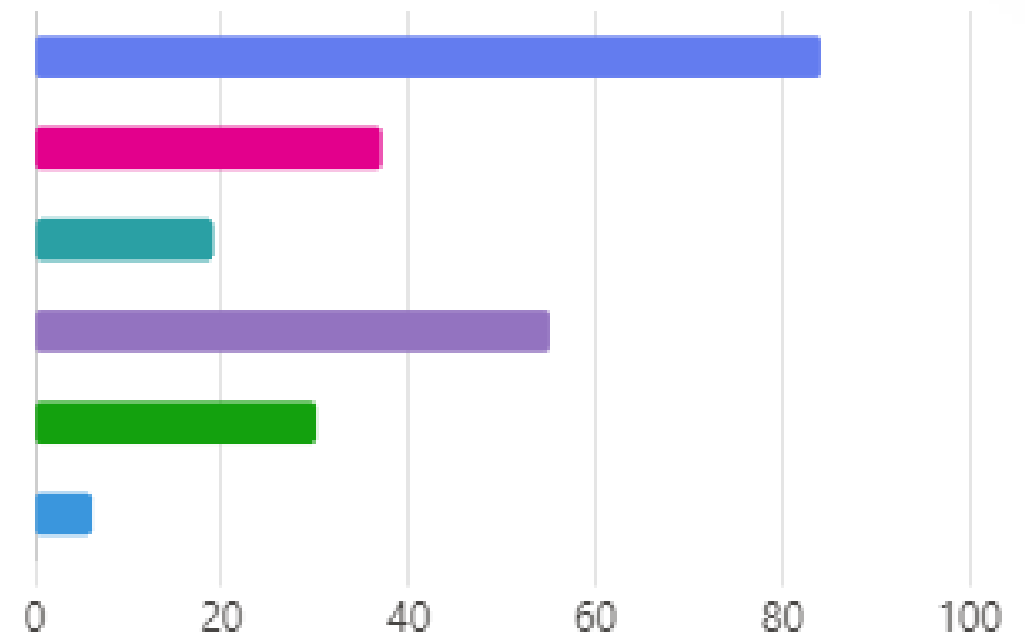
[More Details](#)



Communities in Schools Student Survey

7. How has having CIS case management support improved your school performance?

Improved grades	84
Better attendance	37
Decreased office referrals	19
Improved overall mental health	55
Improved relationships (peer, adult, etc.)	30
Other	6



CIS student testimonials.

- ▶ “She helped me get a scholarship.”
- ▶ “That CIS program does indeed help, and it is a valuable tool for helping the future society to succeed in life.”
- ▶ “She helped me with my anxiety and depression and my anger issues she tells me a lot of things to do with my work like how to get better grades and my missing work. SHE IS THE BEST AT MAKING ME CALM. When am sad like missing my mama, she lets me cry and clam for a little while then I go my back to class and have a good day.”
- ▶ “How it helps you learn different techniques to cope with anxiety and depression and that it helps a lot more than they think.”
- ▶ “It help me improve everything from my mental health to my attendance and grades I really love Mrs. XXXX she’s the best!”

Communities in School Staff Survey

” What are the benefits you have observed in students who are supported by the CIS site coordinator?”

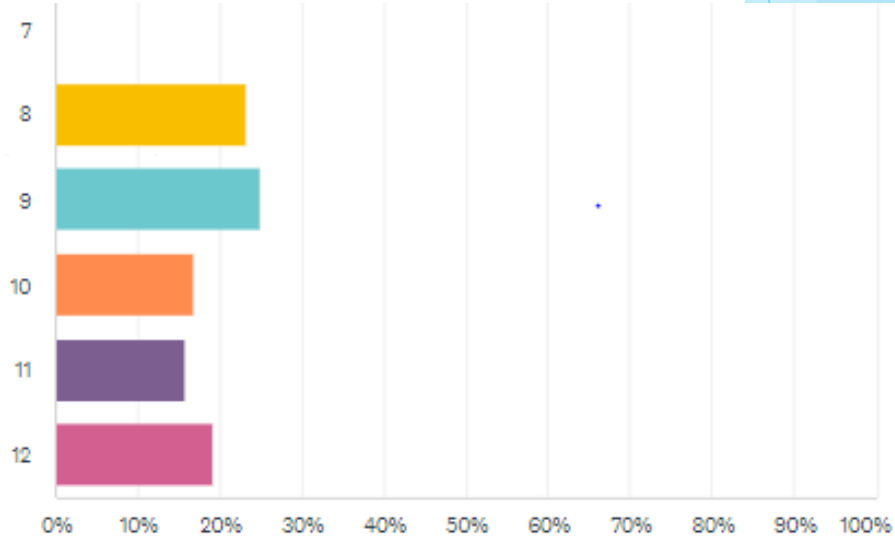
- ▶ 46% improved overall mental health
- ▶ 44% improved relationships with peers and adults
- ▶ 30% better attendance and improved grades
- ▶ 26% decrease in office referrals

GHF_Thrive Survey 2023-24

Staff/ Faculty Survey - 166 participates

HIGH SCHOOL (9-12)	JUNIOR HIGH OR MIDDLE SCHOOL (7-8)	INTERMEDIATE (4-6)	PRIMARY (K-3)	EARLY CHILDHOOD (PK)	ADMINISTRATION OR DISTRICT WIDE	TOTAL	WEIGHTED AVERAGE
21.69% 36	10.84% 18	27.11% 45	28.92% 48	4.82% 8	6.63% 11	166	0.07

7th grade- 12th-participated
DHS - 680 - 77%
SMS - 207 - 23%



If struggling with stress, anxiety, depression who would you seek help

- ▶ Parent / Guardian / Grandparent
- ▶ Peer
- ▶ Teacher / Coach
- ▶ Therapist
- ▶ School Counselor
- ▶ Church Leader
- ▶ Mentor

Behaviors to manage stress /mental wellness

- ▶ Listening to or playing music
- ▶ Sleeping ↑
- ▶ Interacting with nature or animals
- ▶ Playing games (board games or electronic games)
- ▶ Exercising (yoga, dance, weights, jog)
- ▶ Playing a team or individual sport
- ▶ Cooking and baking
- ▶ Creating art or music

Guidance lessons requested by students

- ▶ Communicating in difficult situations
- ▶ Feeling of isolation or lonely
- ▶ Managing stress
- ▶ Coping with Anger
- ▶ Managing mental well-being
- ▶ Ideas for healthy coping strategies
- ▶ Supporting a friend or family member with mental health concerns
- ▶ Developing positive peer relationships
- ▶ Coping with grief or loss

- ▶ Suicide prevention decrease 22.12% - 5.27%

responses 883

Overall mental well-being of students

Q12



Rate your mental well-being as compared to this time last school year.

Answered: 887 Skipped: 0

2.2★
average rating.



	WORSE	ABOUT THE SAME	BETTER	TOTAL	WEIGHTED AVERAGE
☆	17.47% 155	40.81% 362	41.71% 370	887	2.24

Students would like school staff to know about their perspective on MH and suicide prevention

- ▶ Stress/overwhelmed with workload
 - ▶ 8% of respondents
- ▶ Empathy/ listened to
 - ▶ 7% of respondents
- ▶ Mental health support throughout the year.
 - ▶ 5% of respondents ↓

887 responses

Teacher Top 5 concern for students

- ▶ Managing stress and anxiety
- ▶ Lack of resilience when confront with a challenges and changes
- ▶ Peer relationships
- ▶ Academic performance
- ▶ Family relationships
- ▶ Basic needs being met (housing, food, safety)

Teacher Top 5 student behavior concerns

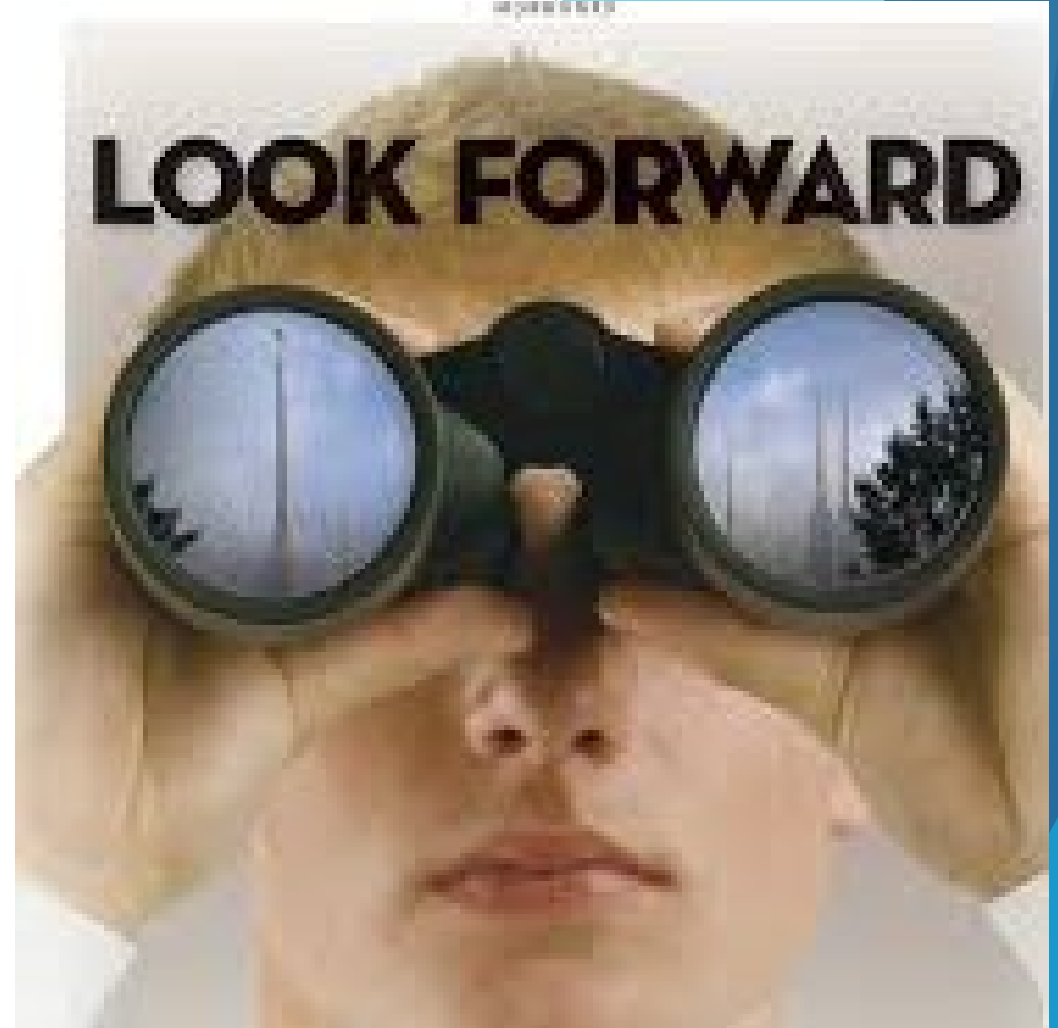
- ▶ Disruptive behavior interferes with instruction/learning
- ▶ Lack of ownership for personal relationship and/or performance
- ▶ Confrontational behavior with adults and peers
- ▶ Not completing or turning in assignments
- ▶ Tardiness or poor attendance

Teacher- Own personal wellbeing

- ▶ Financial Concerns
- ▶ Stress due to student academic needs
- ▶ Changes in societal norms
- ▶ Anxiety
- ▶ School administration expectations

Looking Forward 2024-25

- ▶ Quaver SEL PreK-6
- ▶ Satchel Pulse B. Mc
- ▶ Rhithm Pathways
- ▶ Advising Genz- Pathways
 - ▶ Rooted Girl's Conference -
 - ▶ Boy's Conference-
- ▶ TBRI in-service
- ▶ PositiveBehavior Principle's Training in Jan.
- ▶ Monday Minute- behavior strategies







KG – 4th Grade Toileting Guidelines for Denison ISD

Administration Staff:

- Most medically and developmentally able children are fully toilet trained between the ages of two and three years of age. Therefore, those medically and developmentally able children entering KG – 4th within our school district should be able to toilet themselves with minimal supervision, including proper wiping.
- There should be a designated area used for extra clothing storage, changing students or allowing them to “wait” for pick up/change of clothes.
 - Campuses will need to designate an alternate and private restroom, other than the clinic’s restroom, for parents/guardians to assist student in changing.
- For the health and well-being of all staff and students, campuses will only accept donations of new clothing and/or shoes. Exceptions may be made for very gently used items.
 - KG -2: Parents/guardians have been asked to provide **one** extra set of clothing, including socks. Extra clothing is to be placed in a plastic zip lock bag labeled with the student’s, name, grade, and teacher to be stored on campus, preferably in the student’s cubby or backpack.
- All staff members, including lead teachers and paraprofessionals, should assist students with learning how to use the restroom properly through verbal coaching (this includes taking clothing on/off, wiping, and handwashing).
- Nursing staff will be limited in their availability to assist students on a Personalized Toilet Training Plan with changing and toileting
- Failure on the part of the parent/guardian to follow guidelines, requests, or recommendations should result in a conference with a campus administrator.
- Adjustments to the following guidelines may be made through a 504 Plan, Individual Health Plan (IHP), Behavior Intervention Plan (BIP), Individual Education Plan (IEP), or Personalized Toilet Training Plan.

Toileting Procedures

- *These guidelines may not apply to students who receive toileting personal care services through an IEP.*
- *Non toilet trained students will require a face to face conference with a campus administrator (and other applicable staff) to develop a personalized toilet training plan.*
- In the instance of one urinary accident, the student can change in the designated class restroom or in the nurse clinic restroom.
- If no clothing is available for the student that requires changing, the teacher or available campus support staff should provide the student with clothing from the campus clothing supply (if available). If no clothing is available, campus support staff will contact the parent to bring clothing. Student will wait in the nurses clinic or another area that provides for privacy (to the extent practical), while waiting on clothing. The classroom teacher should follow-up with the parent to remind them that a change of clothing should be provided from home and, if applicable, ask them to clean/return the clothing provided by the school.
- Student should be given a plastic bag to place their wet clothing in. Staff or student will place the plastic bag with wet clothing in the child's backpack. A note notifying the parent of soiled clothing and a request for a new change of clothes should be sent home to ensure that items are promptly removed and cleaned at home.
- Diapers and/or pull-ups should not to be used due to a toileting accident unless there is a short-term documented health accommodation on file with the campus nurse, making the use of these products necessary.
- Staff assistance should be minimal and limited to verbal instruction. If the student requires more than verbal instruction, the parent/guardian should be contacted for assistance with changing.
- Toilet trained students experiencing one soiling or two urinary accident(s) within a day should be sent to the campus nurse for an illness assessment and to change clothing. The parent/guardian may be contacted to pick up the student for a more thorough cleaning and the nurse may require the student to remain home if the incontinence is determined to be illness related.

Denison ISD Toilet Training Agreement

Potty training is an exciting time for you and your child. We are excited to help you in this important process. It is vital that we all work together to ensure that your child is on a plan of success. This plan must be consistent and reinforced at home and school.

STUDENT NAME: _____

TOILET TRAINING PROCEDURES FOR SCHOOL AND HOME

Materials:

- Data collection sheet
- Timer
- Child's Reinforcers
- Visuals

1. A) *Home*: Take your child to the restroom immediately upon awakening in the morning.
B) *School*: Take the child to the restroom immediately upon arriving at school.
2. Have the child sit on the toilet for 5 min.
3. If the child is successful, provide praise and reinforcement. Ensure the reinforcement is of high quality and only available for potty successes. If it is a food item, allow the child to consume it. If it is a toy or object, allow the child to engage with it for 2 minutes.
4. If the child does not go during the scheduled sit, ensure they sit for the entire duration. You can remind them, "When you go pee on the potty, you can get off!"
5. Record the results on the Data Collection Sheet. Data collection sheet should be sent home daily.
6. Have the child put on a clean pull-up/underwear, if necessary, and wash hands.
7. Ensure the scheduled sits are positive and encouraging.
8. During each scheduled sit, assist child with learning how to use the restroom properly through verbal coaching (this includes taking clothing on/off, wiping, and handwashing).
9. Bring the child back to the potty in 2 hours and repeat the routine. Continue until bedtime or when the child leaves school.
10. We will potty train for a period of 3-4 weeks and then assess how the child is doing via phone-conference with parent.

Parent's agree to:

- Provide at least 2 changes of clothes, including pants, underwear and socks **daily**. Please also provide an extra pair of shoes. Soiled clothing will go in the child's backpack to be taken home.
- Dress your child in elastic waist clothing. No buttons, snaps, belts, or one piece clothing. Your child should be able to easily pull up and down their own clothing.
- Begin potty training at home the weekend before we start the process at school.
- Consistently follow and reinforce toilet training plan outside of school hours.
- Attend a face to face conference if student is unsuccessful with toilet training after a period of 8 weeks.

Parent Printed Name

Parent Signature

Date



KG – 4th Toileting Guidelines for Denison ISD

Parents/Legal Guardians:

- All medically and developmentally able students are expected to handle their own toileting (knowing when they need to use the restroom, asking or stating that need, handle clothing removal/replacement, and change clothes if needed) and cleaning (wiping properly, washing hands) on their own or with verbal cues.
- Please send your student to school in clothes that are easy for them to pull up/down or take on/off for unaided or minimally aided restroom use.
- If necessary, please inform your child's classroom teacher with information that might be important to toileting success at school. Such as: specific vocabulary used at home (potty, tinkle, pee, etc.), how often they tend to go, or any nonverbal cues used by your student to indicate their need to use the restroom.
- We request that students do not attend class wearing diapers or pull-ups, unless there are documented toileting accommodations in place, making the use of these products necessary.
- **KG – 2nd Grade:** Provide **one** set of clothing that is easy for your student to put on and take off. Please place these in a zip lock storage bag with the student's name, grade, and teacher's name on the bag. This will be left in the backpack or student's cubby.
- We will have a very minimal amount of extra clothing on each campus other than those items provided by each individual student's parents/guardians. It will be necessary for you, as the parent/guardian, to comply with the provision of the requested extra clothing for your student.
 - If your student utilizes their spare clothes due to an accident, spill, illness, or other need, your student's teacher will make you aware of the change so the clothing can be replaced as quickly as possible.
- You, as the parent or legal guardian, may be asked to come and assist with changing your student if necessary. Staff assistance will be minimal and limited to verbal instruction unless toileting accommodations are deemed necessary and are documented.
- You may be notified and expected to pick up your student for a more thorough cleaning should they have more than 2 urine or 1 bowel accident during the school day (does not apply to students with toileting accommodations). Once that has been complete, and if the nurse determines that the accident is non-illness related, your student may return to school.

Parent Signature: _____ Date: _____



Pre-K Toileting Guidelines for Denison ISD

After research and review of other district's policies nationwide, thoughtful consideration of factors relating to the implementation of Early Educational Programs and utilizing our District's current toileting policy as it applies to our student population, Health Services and Early Education will institute the following Guidelines to be employed consequent to the start of the 2023-2024 school year.

These guidelines have been written with medical emergencies, communicable diseases, loss of instructional time, and how the handling of ill students will be managed in the clinic by nursing staff.

Administration Staff:

- Most medically and developmentally able children are fully toilet trained between the ages of two and three years of age. Therefore, those medically and developmentally able children entering the Pre-K 3 and Pre-K 4 programs within our school district should be able to toilet themselves with minimal supervision, including proper wiping.
- The campus clinic is not to be the designated area used for extra clothing storage, changing students or allowing them to "wait" for pick up/change of clothes related to non-illness related toileting accidents, spills, and food mishaps. The nursing staff must be able to utilize the clinic to manage the medical needs of students and provide nursing care.
 - Each campus should establish an alternative location for changing students that have non-illness/medical related toileting accidents.
 - Campuses will need to designate an alternate restroom, other than the clinic's restroom, for visitors, staff members, and well students.
- For the health and well-being of all staff and students, campuses will only accept donations of new clothing and/or shoes. Exceptions may be made for very gently used items.
 - Parents/guardians have been asked to provide **one** extra set of clothing, including socks. Extra clothing is to be placed in a plastic zip lock bag labeled with the student's, name, grade, and teacher to be stored on campus, preferably in the student's cubby. If deemed necessary, a designated clothing storage area should be established in a centralized location easily accessible to all teaching staff.
- All staff members, including lead teachers and paraprofessionals, should assist students with learning how to use the restroom properly through verbal coaching (this includes taking clothing on/off, wiping, and handwashing).
- Nursing staff will be limited in their availability to assist with changing and toileting except for those students experiencing illness or with a documented medical condition, including physician orders that require nursing skill and knowledge.
- Failure on the part of the parent/guardian to follow guidelines, requests, or recommendations should result in a face to face conference with a campus administrator.
- Adjustments to the following guidelines may be made through a 504 Plan, Individual Health Plan (IHP), Behavior Intervention Plan (BIP), or Individual Education Plan (IEP).

Students That Are Toilet Trained

- *These guidelines may not apply to students who receive toileting personal care services through an IEP.*
- In the instance of one urinary accident, the student can most likely change in the designated class restroom.
- If no clothing is available for the student that requires changing, the teacher or available campus support staff should provide the student with clothing from the campus clothing supply (if available). If no clothing is available, campus support staff will contact the parent to bring clothing. Student will wait in an area that provides for privacy (to the extent practical), while waiting on clothing. The classroom teacher should contact the parent to remind them that a change of clothing should be provided from home and, if applicable, ask them to clean/return the clothing provided by the school.
- Diapers and/or pull-ups are not to be used due to a toileting accident unless there is a short-term documented health accommodation on file with the campus nurse, making the use of these products necessary.
- Student should be given a plastic bag to place their wet clothing in. Staff or student will place the plastic bag with wet clothing in the child's backpack and notify the parent to ensure that items are promptly removed at home.
- Staff assistance should be minimal and limited to verbal instruction. If necessary, the parent/guardian should be contacted for assistance with changing.
- Toilet trained students experiencing one soiling or two urinary accident(s) within a day should be sent to the campus nurse for an illness assessment and to change clothing. The parent/guardian may be contacted to pick up the student for a more thorough cleaning and the nurse may require the student to remain home if the incontinence is determined to be illness related.

Students That Are Not Toilet Trained

- *These guidelines may not apply to students who receive toileting personal care services through an IEP.*
- If the child is not fully toilet trained, a toilet training plan must be developed between parents and the classroom teacher to ensure that the child is on a plan of success. This plan must be consistent and reinforced at home and school.
- Soiled clothing changes will be done in the designated class restroom and in an area that offers privacy to the student.
- Staff will immediately assist a child by providing him/her with a change of clothing, wipes, and verbal support to talk them through the process of changing clothes.
- If a child needs additional assistance, two staff members are to be present while the student is being cleaned and changed. This additional staff assistance may only be provided when there is a signed toilet training plan on file.
- When diapering or assisting with clean-up, staff will wear gloves and will talk to the child during the process to help the student feel safe.
- Soiled clothing will be placed in a plastic bag and in the child's backpack. Staff will notify the parent to ensure that items are promptly removed at home.
- Staff and child must wash hands following all toileting activities.
- If a child needs further assistance, such as bathing, the parent may be called to assist the child.

Denison ISD Toilet Training Agreement

Potty training is an exciting time for you and your child. We are excited to help you in this important process. It is vital that we all work together to ensure that your child is on a plan of success. This plan must be consistent and reinforced at home and school.

STUDENT NAME: _____

TOILET TRAINING PROCEDURES FOR SCHOOL AND HOME

Materials:

- Data collection sheet
- Timer
- Child's Reinforcers
- Visuals

1. A) *Home*: Take your child to the restroom immediately upon awakening in the morning.
B) *School*: Take the child to the restroom immediately upon arriving at school.
2. Have the child sit on the toilet for 5 min.
3. If the child is successful, provide praise and reinforcement. Ensure the reinforcement is of high quality and only available for potty successes. If it is a food item, allow the child to consume it. If it is a toy or object, allow the child to engage with it for 2 minutes.
4. If the child does not go during the scheduled sit, ensure they sit for the entire duration. You can remind them, "When you go pee on the potty, you can get off!"
5. Record the results on the Data Collection Sheet. Data collection sheet should be sent home daily.
6. Have the child put on a clean pull-up/underwear, if necessary, and wash hands.
7. Ensure the scheduled sits are positive and encouraging.
8. During each scheduled sit, assist child with learning how to use the restroom properly through verbal coaching (this includes taking clothing on/off, wiping, and handwashing).
9. Bring the child back to the potty in 2 hours and repeat the routine. Continue until bedtime or when the child leaves school.
10. We will potty train for a period of 3-4 weeks and then assess how the child is doing via phone-conference with parent.

Parent's agree to:

- Provide at least 2 changes of clothes, including pants, underwear and socks **daily**. Please also provide an extra pair of shoes. Soiled clothing will go in the child's backpack to be taken home.
- Dress your child in elastic waist clothing. No buttons, snaps, belts, or one piece clothing. Your child should be able to easily pull up and down their own clothing.
- Begin potty training at home the weekend before we start the process at school.
- Consistently follow and reinforce toilet training plan outside of school hours.
- Provide pull-ups for nap time.
- Allow child to be assisted with clean-up and changing by DISD staff.
- Attend a face to face conference if student is unsuccessful with toilet training after a period of 8 weeks.

Parent Printed Name

Parent Signature

Approved May 2023

Date



Pre-K Toileting Guidelines for Denison ISD

After research and review of other district's policies nationwide, thoughtful consideration of factors relating to the implementation of Early Educational Programs and utilizing our District's current toileting policy as it applies to our student population, Health Services and Early Education will institute the following Guidelines to be employed consequent to the start of the 2023-2024 school year.

Parents/Legal Guardians:

- All medically and developmentally able students are expected to handle their own toileting (knowing when they need to use the restroom, asking or stating that need, handle clothing removal/replacement, and change clothes if needed) and cleaning (wiping properly, washing hands) on their own or with verbal cues.
- Please send your student to school in clothes that are easy for them to pull up/down or take on/off for unaided or minimally aided restroom use.
- If necessary, please inform your child's classroom teacher with information that might be important to toileting success at school. Such as: specific vocabulary used at home (potty, tinkle, pee, etc.), how often they tend to go, or any nonverbal cues used by your student to indicate their need to use the restroom.
- We request that students do not attend class wearing diapers or pull-ups, unless there are documented toileting accommodations in place, making the use of these products necessary.
- Due to the new environment, your student may experience some accidents during their first few weeks of school. However, if accidents continue, increase, or your student appears to be struggling with independent toileting, it will be necessary to work together on a plan for toileting success. Please notify staff if your child is not toilet trained, so appropriate accommodations can be discussed and implemented.
- The campus clinic will not be the designated area used for changing students with non-illness related toileting accidents, spills, and/or food mishaps. The nursing staff must be able to utilize the clinic to manage the medical needs of students and provide nursing care.
- You should provide **one** set of clothing that is easy for your student to put on and take off. Please place these in a zip lock storage bag with the student's name, grade, and teacher's name on the bag. This will be left at school.
- We will have a very minimal amount of extra clothing on each campus other than those items provided by each individual student's parents/guardians. As a result, it will be necessary for you, as the parent/guardian, to comply with the provision of the requested extra clothing for your student.
 - If your student utilizes their spare clothes due to an accident, spill, illness, or other need, your student's teacher will make you aware of the change so the clothing can be replaced as quickly as possible.
- You, as the parent or legal guardian, may be asked to come and assist with changing your student if necessary. Staff assistance will be minimal and limited to verbal instruction unless toileting accommodations are deemed necessary and are documented.
- You may be notified and expected to pick up your student for a more thorough cleaning should they have more than 2 urine or 1 bowel accident during the school day (does not apply to students with toileting accommodations). Once that has been complete, and if the nurse determines that the accident is non-illness related, your student may return to school.

**Denison ISD
STUDENT
WELLNESS AND HEALTH SERVICES
Plan
2021-2024**

The Wellness and Health Services Plan is intended to implement Board Policy FFA(LOCAL), to comply with the requirement for a school wellness policy. (Section 9A(a) of the National School Lunch Act, 42 U.S.C. 1758b) Federal law requires that stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the local school health advisory council (SHAC) committee to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law. (See Board Policy BDF for required membership of the SHAC.)

Nutrition Guidelines

All District campuses participate in the United States Department of Agriculture's (USDA's) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods made available on each campus that are consistent with the federal standards and that promote student health and reduce childhood obesity. The District's nutrition guidelines are to ensure all foods and beverages sold, otherwise made available, or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

The District will annually comply with federal requirements for reimbursable meals. For other foods and beverages sold to students during the school day, the District will comply with the federal requirements for competitive foods. Competitive foods and beverages are not part of the regular meal programs and occur through sales such as a la carte options or vending machines. For purposes of this plan, these requirements will be referred to as "Smart Snacks" standards or requirements.

State rules adopted by the Texas Department of Agriculture (TDA) allow an exemption to the Smart Snacks requirements for up to six days per year per campus when a food or beverage is sold as part of a District fundraiser. [See CO(LEGAL)].

Outside of smart snacks and reimbursable meals, there are currently no federal requirements for foods or beverages made available to students during the school day. The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person's child or grandchild on the occasion of the student's birthday or to children at a school-designated function. [See CO(LEGAL)]

In addition, the District will establish local guidelines on foods and beverages made available to students during the school day. Any foods and beverages given away or otherwise made available to students should be for an educational purpose or academic reward, with the exception of celebrations that may occur on campuses up to four days each school year. These celebrations must occur after lunch and must be approved by the principal.

The District will measure compliance with the nutrition guidelines by reviewing meal reimbursement submissions from the child nutrition department to the TDA, reviewing foods and beverages that are sold in competition with the regular school meals, reviewing items sold as part of approved District fundraisers, and monitoring the types of foods and beverages made available to student during the school day.

Nutrition

GOAL: The District's food service staff, teachers, nurses, coaches, and other District personnel shall promote healthy nutrition in cafeterias, classrooms, and other appropriate settings.

Objective: The District will increase participation in federal child nutrition programs by two percent by the end of the school year.

Action Steps	Methods for Measuring Implementation	Person Responsible
Distribute fliers regarding school food programs within first two weeks of the school year. Send a follow-up letter within first two weeks of second semester Improve the appearance of the cafeteria by using bulletin boards, special holiday or seasonal decorations that promote healthy food choices. Community Eligibility Provision (CEP), which allows for FREE MEALS was implemented beginning the 2021-21 SY for grade PK-6. Due to Covid-19 regulations, the program was switched to the Summer Food Service Program mid-September. This program allowed for ALL students in grades PK-12, and any child in the community under the age of 19 to eat ALL meals FREE. At this time, at the end of summer 2021, we will revert back to CEP. At the end of each year, meal participation will be evaluated to see if CEP can be implemented in the secondary grades.	Baseline or benchmark data points: - Participation rates in federal child nutrition programs at beginning, middle, and end of school year. - Number of posters and decorations in each cafeteria Resources needed: - Development of fliers - Creation of follow-up letters Obstacles: - Fliers and letters sometimes do not reach the parents - Negative perceptions of school meals - Parents choose not to disclose information related to income or family information to determine eligibility for free or reduced-price meals. - Implementing free meals has increased participation, but it is not possible to calculate a percentage of increase at this time due to remote learning and other causes. Meal participation will continue to be monitored.	Food Service Director

GOAL: The district shall share educational nutrition information with families and the general public to promote health nutrition choices and positively influence the health of students.

Objective: The District will research opportunities to offer supplemental food and nutrition programs and will regularly inform families and the community regarding any program offered by the District.

Action Steps	Methods for Measuring Implementation	Person Responsible
Research food access programs available in the community with which the District could partner (food pantry programs supported by a local area food bank, backpack programs, summer meal programs, etc.). We are in the process of forming a council to bring together community organizations and culinary experts to	Baseline or benchmark data points: - Number of supplemental programs the District currently offers or promotes - The types of food access programs identified and ways the information was communicated to families and the community. Recourses needed: - Partnerships with community organizations/local restaurants,	Food Service Director

address food insecurity in Denison ISD and the greater Grayson County Area. Additionally, we are considering installing a food pantry to address food insecurity in Denison ISD, and researching a partnership with Grayson County Ag Extension to seed school gardens and provide classroom-based nutrition education. Food Service is providing hands on nutrition education to the students and community through Aramark Feed Your Potential, an email subscription developed through Aramark's partnership with the American Heart Association.	businesses, & Grayson County College culinary program - Literature to send to families/community - Counselors to monitor Obstacles: - Limited resources/organizations	
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Objective: Consistently post in an easily accessible location on the District's or each campus' website the monthly school breakfast and lunch menus, along with the nutritional information of each meal.

Action Steps	Methods for Measuring Implementation	Person Responsible
Work with the District and campus child nutrition directors to develop menus that are in compliance with this objective and are designed at least one month in advance. Post menus and District Wellness Plan on the DISD website.	Baseline or benchmark data points: - The manner in which the menus and nutrition information are communicated to parents currently. - The number of times the menus were posted during the school year. Resources needed: - Website location - Staff to create and distribute the menus for posting to the website. Obstacles: - All nutritional information may not be readily available. - Not all families have Internet access.	Food Service Director

GOAL: The District shall ensure that food and beverage advertisements accessible to students during the school day depict only products that meet the federal guidelines for meals and competitive foods.

Objective: One-hundred percent of the exterior displays on vending machines available for student use during the school day will be Smart Snacks compliant.

Action Steps	Methods of Measuring	Person Responsible
A District administrator will communicate this expectation to all campus principals. Work with vendors to provide alternative products. Document whether the 100 percent objective has been met.	Baseline or benchmark data points: As reported by campus principals, the percent of vending machines with exterior advertisements that are not Smart Snacks compliant at	Food Service Director

	the beginning and end of the school year. Recourses needed: • Alternative exterior displays have been added. • Obstacles: • Identifying vending machines that are only used outside of the school day and whether any advertisements are accessible to students during the day. • Existing contractual provisions in vendor contracts has been implemented.	
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GOAL: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Objective: Increase the number of students eating breakfast. (Nineteen percent of parents and students stated they did not eat breakfast.)

Action Steps	Methods of Measuring Implementation	Person Responsible
Visit with high school student organizations to encourage groups to adopt this objective. Analyze the eating patterns of students who participate in before school activities such as band and athletics. If time or opportunity is a factor for not eating breakfast, work with the administration and food service to promote opportunities to eat something before returning to classes. Discuss the value of breakfast in eighth grade health classes. Help determine cause for students to skip that meal.	• High school organizations promote the eating of breakfast with signs and slogans. • Food service accommodates students who participate in before school activities with different methods of providing opportunities for students to eat something nutritious in the mornings. • Conduct a student survey to measure if the data has changed from nineteen percent not eating breakfast.	Food Service Director

General Health

GOAL: The District shall provide general health education that fosters the healthy behaviors.

Objective: All students, somewhere between six to eighth grades, are required to complete a one-half credit course of health education.

Action Steps	Methods for Measuring Implementation	Person/s Responsible
All eight grade students are enrolled in a one-half semester health course that meets the Texas State TEKS for grades 7-8. Nutritional information, including encouragement of eating breakfast, will be included in the lessons.	Baseline or benchmark data points: - Monitoring of all transcripts to insure every student at the end of the year has completed a health course. Resources needed: - Certified staff to teach the course - Completed transcripts showing completion of requirement - Nutritional information - More educational resources that are more updated than the present textbooks.	Middle School Principal Health Teachers

Objective: Students will be provided social emotion lessons implemented through extracurricular classes.

Action Steps	Methods for Measuring Implementation	Person/s Responsible
Students will receive 8 lessons on topics such as developing self-awareness and self-management and building relationships and resolving conflicts through the School Connects curriculum.	Implementation of the Denison ISD Thrive Strategic Plan. Implemented by October 2020	Extra curriculum teachers- Professional Communication, Principles of Agriculture, Journey program at Middle/DHS, Resource English, Principals of Human Services and Pathways counselor.

Objective: The use of tobacco products or electronic cigarettes by students and others on school property will be prohibited.

Action Steps	Methods for Measuring Implementation	Person Responsible
Train students on the danger of tobacco and electronic cigarettes. Monitor student behavior on school property and at school-sponsored events. Discipline students who do not comply with school policies.	Number of tobacco and electronic cigarette discipline incidents	Principals Counselors Teachers Students

Objective: Nurses will review, revise and implement the Denison ISD Nurses' Wellness Required Procedures Plan.

Action Steps	Methods for Measuring Implementation	Person Responsible
Nurses will meet to review all requirements. If revisions are needed, the plan will be revised as required by law or policy. Implementation will be applied on all campuses.	Implementation of the Denison ISD Nurses' Wellness Plan	Head of District Nursing Staff

Physical Activity

GOAL: All students in grades K-8 will be required to participate in physical activity classes unless specifically exempt for medical reasons.

Objective: Denison ISD students will perform above average on the Fitness Gram evaluation.

Action Steps	Methods for Measuring Implementation	Person/s Responsible
Students in grades 3-8 will be administered the Fitness Gram assessment at the end of the school year.	Baseline or benchmark data points: Reports will be obtained from the state regarding our students' performance.	Administration Physical Education Teachers

Objective: Fitness activities will be planned to incorporate the enjoyment of physical activity in a safe environment.

Action Steps	Methods for Measuring Implementation	Person Responsible
Activities that incorporate the Texas Essential Knowledge and Skills for Physical Education will be developed and taught regularly.	Baseline or benchmark data points: - Daily lesson plans will be reviewed. - Physical Education classes will be observed by campus administration. Resources needed: - Knowledge of the TEKS by grade level - Time to plan activities - Materials to teach the lesson planned	Physical Education Teachers

Goal: Students will receive training to help them make healthful decisions, and to improve eating and physically active behaviors outside of school.

Objective: Students will improve eating and physical activity behaviors outside of school.

Action Steps	Methods for Measuring Implementation	Person Responsible
The CATCH program will be incorporated into the curriculum in elementary and middle school grades.	Baseline or benchmark data points: - The number of lessons taught that deal with nutrition and benefit of physical activity - Lesson plans will reflect the teaching of health concepts. Resources needed: - The CATCH program for each campus. - PE teachers trained in the CATCH curriculum	Physical Education Teachers

Professional Development

GOAL: The District shall provide staff development to train teachers and staff on relevant health issues, physical education curriculum, the development of physical activities, and nutritional requirements.

Objective: Training in statutory professional development will be required and provided to employees.

Action Steps	Methods for Measuring Implementation	Person Responsible
Professional development will be provided that improves the knowledge and skills of employees to	Baseline or benchmark data points: TEC, Chapter 21.451, required training will be provided to district employees.	Director of Instruction

insure the necessary response to an emergency situation.	District and Campus plans will include provisions for staff development for professional staff of the district.	
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Objective: Food service personnel will be knowledgeable about nutrition requirements and menu planning.

Action Steps	Methods for Measuring Implementation	Person Responsible
Food service managers will meet regularly with the Food Service Director to discuss plans for each cafeteria, including plans for menus, nutritional information, food preparation, staff training, food safety, and public awareness.	Baseline or benchmark data points: - Menu development and monthly posting on each campus. - Posters and information displayed in each cafeteria. - Campus cafeteria meetings Resources needed: - Schedule of meetings - Room available - Agendas	Food Service Director

GOAL: The District shall provide social -emotional learning education that fosters proactive mental health for educators and students.

Objective: Teachers and staff will receive information on social emotional learning to promote resiliency, mental health self-care and knowledge of how to support students with mental health disorders.

Action Steps	Methods for Measuring Implementation	Person/s Responsible
All teachers and staff will participate in a 90-minute presentation that explores how adults can help children navigate stress, challenge, tragedy, trauma, or adversity.	Implementation of the Denison ISD Thrive Strategic Plan Present by August 2020	Thrive Coordinator
Provide all staff with Here for Texas information, brochures with signs of depression and procedures for supporting students in a crisis.	Distribute information to staff by August 2020	Thrive Coordinator
All staff will be provided information on how to access mental health care through private insurance or Here for Texas website.	Distribute via email how to access care by October 2020.	Thrive Coordinator
Promoted the viewing of <i>Angst, the movie about Anxiety</i> to all teachers, staff, parents and student 7 th -12 grade provided by the Texoma Behavior Health Leadership Team.	Distributed promotion posters to campuses, Denison Main Street, place on Denison ISD website, Twitter, Facebook, each campus promoted to parents.	Thrive Coordinator/ Brian Eaves – Media
Building Resilient Classrooms Through Cognitive Stress Management presentations provided by Center for Brain Health -The University of Texas at Dallas.	Four – 1 hour sessions implemented from Nov. 2020- Feb. 2021	Thrive Coordinator

Educating on procedures and providing school counselors with how access to Texoma Community Center Mobile Crisis Outreach Team, MCOT for students in crisis.	Implemented September 2020	Thrive Coordinator
Objective: Students and teachers will be provided opportunities participate SEL presentations to improve skills and strategies.		
Action Steps	Methods for Measuring Implementation	Person/s Responsible
All 5th, 6th, 7th & 10th grade students will participate in Bounce Back presentation to address Resiliency. All elementary students will participate in RISE a bullying presentation. Terrell elementary teachers and staff participated in 3-hour presentation on Zones of Regulation, deep breathing and how the brain response to trauma. All Journey Teachers and staff participated in 3-hour presentation on Zones of Regulation, deep breathing and how the brain response to trauma Provide principals, counselors and teachers educational training on the Quaver SEL program for grades Pre-K-5th grade.	Implementation of the Denison ISD Thrive Strategic Plan. All presentations will be provided by the Grant Halliburton Foundation by Dec. 2020. 3 -1 hour sessions Implemented Oct. 2020- Dec. 2020 3-hour workshop implemented July 2020 Training by February 2021	Elementary, Intermediate, Middle & High Schools Counselor Thrive Coordinator Behavior Interventionist Thrive Coordinator
GOAL: The District shall provide suicide prevention, intervention and postvention education to staff and students.		
Objective: All middle and high school teachers, staff, and student will receive information on suicide prevention.		
Action Steps	Methods for Measuring Implementation	Person/s Responsible
All middle and high school teachers and staff participated in QPR, Question, Persuade, Refer suicide prevention program.	Presented August 2020	Thrive Coordinator Thrive Coordinator

Hope Squad staff training for Middle and High School.	Presented August 2020	
Hope Squad students and parents training for High school.	Presented September 2020	Thrive Coordinator
Implementation at high school Hope Squad.	Implement by October 2020	Hope Squad Advisor – Kelli Kempson
Implementation at Middle School Hope Squad.	Implement by Spring 2021	Hope Squad Advisor – Caitlin Hall
All eight grade and 9 th students will Participate in the Grant Halliburton # SAFE suicide prevention program.	All student presentations will be provided by the Grant Halliburton Foundation by Dec. 2020	Middle, High and Pathways counselors.
All Pathways students will participate in Rhithm, a daily social emotional assessment with individualized coping strategies.	Daily data to support students and monitor students in crisis. Implemented November 2020.	Lindy Olsen, Pathways Counselor
Revise and review steps for address suicidal ideation for Counseling staff.	Implemented by October 2020	Thrive Coordinator
Revise and Review supports for suicide and grief related to postvention for Counseling staff.	Implement by April 2020	Thrive Coordinator
Provide students 7 th -12 th grade with access to mental care through counseling with Children's Tele Behavioral health program.	Implemented August 2020	Middle, High and Pathways Counselors.