

**School Health Advisory Meeting**

**January 23, 2024**

**4:00p.m.**

**DISD Board Room**

**AGENDA**

Welcome and Introductions

Jerri Bone

School Safety Standards

Regina Prigge

Student Vaping

Rita Noel

THF Grant Funds

Jackie Melancon

CIS Mid-Year Review

Jackie Melancon

Scott MS TX Schools Profile Survey

Rachael Fuller

Fentanyl Curriculum Update

Rachael Weger

Other Concerns

Jerri Bone

## School Health Advisory Meeting--Sign In Sheet

1/23/2024

Members	Signature	Committee Role
Cindy Aguilar		
Holly Bach		
Jerri Bone	<i>Jerri Bone</i>	admin-
Brenda Hayward	<i>Brenda Hayward</i>	mental
Shonda Cannon		
Mike DeHaven		
Dr. Jeannine Hatt Phelps	<i>J Hatt Phelps</i>	ped's
Mel Erwin	<i>M Erwin</i>	ME
Amanda Gunter		
Debbie Hosford		
Lauren Hossle	<i>Lauren Hossle</i>	Food Service
Jerika Liggett		
Jeidi Lyons		
Jacquine Melancon	<i>Jacquine Melancon</i>	Thrive Coordinator
Lisa Mitchell		
Rita Noel	<i>Rita Noel</i>	Student Support Services
Regina Prigge	<i>Regina Prigge</i>	Admin
Rachael Ricker	<i>Rachael Ricker</i>	District Nurse

PAUL NEUMAN

*P. Neuman*

*[Handwritten mark]*

## School Health Advisory Meeting

January 23, 2024, 4:00p.m.  
DISD Board Room

### Meeting Minutes

#### Attendance

Jerri Bone, Brenda Hayward, Dr. Jeannine Hatt Phelps, Mel Erwin, Lauren Hossle, Jackie Melancon, Paul Neumann, Rita Noel, Regina Prigge, Rachael Ricker

#### Welcome and Introductions

Jerri Bone welcomed members. She reminded the committee that a recording of the meeting will be posted on the DISD website.

#### School Safety Standards Regina Prigge

The adoption of the School Safety Standards, May 31, 2023, address minimum school safety standards that will better ensure the safety of students and staff in our public schools. The adopted rule requires that all public school system instructional facilities have access points that are secured by design, maintained to operate as intended, and appropriately monitored.

Grants are available to assist districts in meeting standards. Denison applied for three grants. After submitting a compliance survey, Denison will apply for the Cycle 2 grant.

##### **2022-2024 Silent Panic Alert Technology Grant (Application Closed)**

- Funds to purchase silent panic alert technologies for campuses as a measure of school safety.
- Silent panic alert technology is generally defined as a silent system signal generated by the activation of a device, either manually or through software applications, intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders.

##### **2022-2025 School Safety Standards Formula Grant**

- Support the school safety standards proposed rules.
- The grant allows for pre-award for items purchased on or after June 1, 2022.

##### **2023-025 Safety and Facility Enhancement (SAFE) Grant (Cycle 1)**

- Support school systems in meeting the adopted school safety standards.

Resources & Materials: 2 Handouts attached

#### Student Vaping Rita Noel

Officer Amy Leach initiated a free program called "CATCH My Breath". She will begin training fifth grade students and then move to other grade levels. Committee member suggested that it is important to train parents, too. Rachael Ricker asked if they could coordinate with district nurses. Nurses could be in the sessions to help with lessons and add to the health portion.

Rita Noel showed examples of vape appliances that were confiscated from students. The looks of the devices varied greatly, but could be mistaken as a cameras, flash drive, or writing instrument.

The cost of a vape ranges from \$1.00 per inhale/puff or \$10.00 to \$20.00 for a used vape device. Dr. Hatt asked where students purchased vapes. Chief Neuman responded students

do not give up their sources. Vapes are readily available in the community. Rita Noel shared resources that are available free to students and families from the National Child Safety Council.

According to Chief Newmann, the vaping samples are only a drop in the bucket from last year. Denison HS confiscated a box full of devices this year. Denison has filed 23 felony vaping cases this school year. The consequence for vaping on campus is three days suspension and five days at DAEP. The consequence for vaping that contains THC results is a felony charge and thirty days in DAEP. Felony incidents escalate with each infraction. The cases go through the district attorney, Laura Wheeler.

Vape detectors have been installed at Denison HS, Pathways HS, and Scott MS. PHS and SMS have a few detectors that still need to be connected

Resources & Materials: Handout attached

### **THF Grant Funds Jackie Melancon**

Jackie Melancon applied for a grant from the Texoma Health Foundation and received \$45,000.00 to continue the Communities in Schools program for 2024-25 school year. Currently, two federal grants, ESSER III and Title IV, provide funding for two CIS counselors. This grant will allow the continuation of the program and provide funding when ESSER III funds are no longer available after this school year.

### **Communities in Schools Mid-Year Review Jackie Melancon**

Jackie Melancon presented a report comparing 2022-23 data to 2023-24 data. The CIS counselors met with all students and families at the beginning of year open house and participated in Red Ribbon activities. They are planning an upcoming vape-out event. CIS counselors may count contacts with students if they meet with them a minimum of four times. They serve students individually and in small groups and may serve a maximum of 100 students.

Jackie covered CIS goals for each campus, student demographic information, referral eligibility, and targeted needs of individual students. The LPS has seen six students in our district and has five on the wait list. She shared 2022-23 outcomes compared to this year. To date:

- 92% of case managed students who were targeted for academics improved.
- 64% of those targeted for behavior improved.
- 81% of those targeted for attendance improved.

The CIS counselors also make home visits. Rita Noel and the School Resource Officers (SROs) accompany the counselor on home visits. One member asked how home visit needs are determined. Home visits are made to obtain signatures, discuss attendance issues, follow-up regarding changes in behavior, distribute food, etc. Rita Noel reported that she and the SROs have made over 100 home visits. At each home visit, they provide flyers with community resources.

Resources & Materials: Slide deck attached

### **Scott Middle School TX Schools Profile Survey Mel Erwin**

Scott Middle School was among 515 Texas secondary schools randomly selected to participate in the 2024 Texas School Health Profiles Survey sponsored by the Texas Department of State Health Services and the Centers for Disease Control & Prevention. The survey was designed to gather information from principals and health education teachers. The survey had five components of school health: health education, physical education and activity, health services, healthy and safe school environment, and nutrition services.

Mel Erwin reported that the survey asked in-depth questions regarding the services provide by the school district and training provided to staff members. She is unaware if others completed the survey. To her knowledge, she is the only one who completed the survey. Mel is unclear if the district will receive results of the survey. A section of the survey dealt with student gender identification. Members asked if the school district provides support or training for sexual identity. Mel Erwin said she is not aware of any. Brenda Hayward, Child Guidance Center, has seen a significant increase in the number of students presenting issues with gender identity.

**Fentanyl Curriculum Update** **Rachael Ricker**

HB 3908 relates to fentanyl prevention and drug poisoning awareness education. The mandate requires not fewer than 10 hours annually of research-based instruction related to fentanyl prevention and drug poisoning awareness to students in grades 6 through 12. Also required is recognition of signs and symptoms of mental health issues, suicide prevention, prevention of the abuse of and addiction to fentanyl, local school and community resources, health education that includes substance used and abuse.

Rachael Ricker reached out to the Tucker Project. They hope to have their curriculum ready by this spring. It sounds like other districts in Texas are waiting for this curriculum, too. She also reached out to her nurse's organization for resources. They recommended CATCH Global Foundation, which is the same organization Rita Noel referenced in her presentation. Their curriculum is available for K-8.

Committee members expressed concern about providing the same information to students year after year. Repeating information may reduce the effectiveness of the message and numb students to the information. Racheal recommended working with Jackie Melancon and Shonda Cannon to develop a plan for implementation of the HB 3908. Jackie said the Grant Haliburton Foundation has developed a plan to introduce various components of programs. Rita Noel volunteered to assist with the planning of the program. In addition, the committee will research to determine if the ten hour yearly requirement is in the final regulation. When completed, a draft of the instructional plan will be brought to the SHAC committee for approval and recommendation.

**Other Concerns** **Jerri Bone**

Lauren Hossle reported that the US Department of Agriculture mandated that each school district to form a school food advisory board. This board must include parents, students, community members, and staff.

Meeting adjourned at 5:15

## Highlights from Proposed Rulemaking

The [proposed School Safety Standards rule](#) requirements are summarized for quick reference below, consult the rule language for complete details of the proposed rule. Standards only apply to instructional facilities.

### Key Terms

**Instructional facility:** A building predominantly used for teaching curriculum under TEC, §28.002. It includes facilities leased or owned. Some exclusions apply for specialized properties (e.g., hospitals, universities). *See subsection (a)(3).*

**Actively monitored:** Monitored by an adult whose primary duty at the time is to visibly review visitors upon approach and can take immediate action if necessary.

**Secured area:** A fence or wall that is at least six (6) feet in height and has anti-scaling design features or is eight (8) feet high; and must be well maintained, and if gated, allows for emergency egress.

### Facility Components

**Exterior Doors, Exterior Classroom doors, and portable doors** should operate as fully intended, are required to remain closed, latched, and locked, and allow for emergency egress from the inside while remaining locked. Roof doors should remain closed and locked when not in use. *Doors can be unlocked during the instructional day if they are actively monitored or within a secured area.*

**Windowed doors** on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.

**Panic Alert System** must allow an alert to be triggered manually by campus staff, automatically with a 911 call, include location of where alert was triggered, alerts administrators which can then alert law enforcement, and can simultaneously send an alert to all staff. Where applicable, trigger doors to lock if electronic door system allows.

**Other facility components** that are required in the proposed rule include exterior door numbering, radio signal repeaters (where needed), and exterior secure master key lock boxes.

### Operating Requirements

**Exterior Door Sweeps** must be conducted weekly to certify that all doors are properly closed, locked, and latched. Issues must be reported to the school safety and security committee and the campus principal in order to address any deficiencies.

**Exterior Door Numbering Site Plan** must be developed and accurately maintained, readily available in the main office, and shared digitally with the local 911 entity.

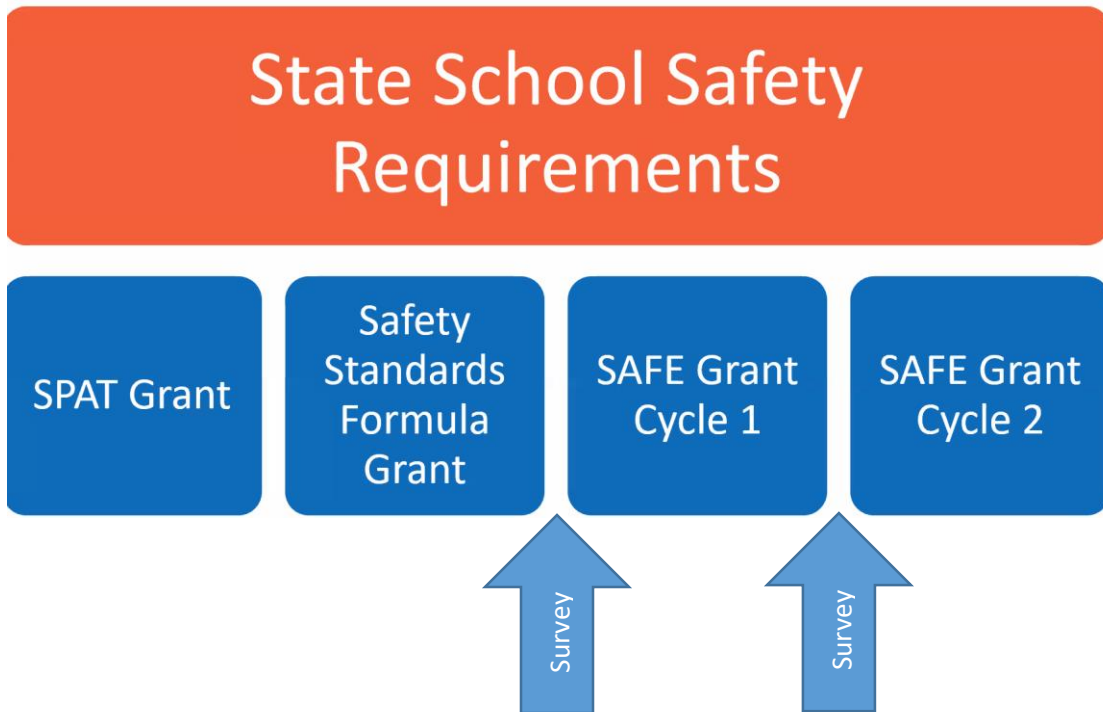
### Maintenance Requirements

The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended

### Implementation and Certification Timeline for Facilities Upgrades

- 2022-2023 SY - School systems must certify requirements are met starting with the 2022-23 school
- August 2023 - Deadline to have contractor procured and a final timeline to complete all work required

Matt Simcock is Talking...  
All Grants to Support Standards and Statutory Requirements



**Denison ISD grant projects and activities:** Purchase and/or install RAPTOR, two-way radios, equipment for two-way radio, fencing, forced-entry resistant film, exterior door numbering, exterior secure master key lock boxes, and electronic door locking system.



<https://vimeo.com/623734766>

### Program Overview

CATCH My Breath is an evidence-based youth nicotine vaping prevention program that will provide your students with the skills to resist peer pressure and media influences to try e-cigarettes. The sessions can be taught during a normal class period, during homeroom, student enrichment time, after-school, or at other non-school activities and clubs. CATCH My Breath is offered as an additional unit to the Coordinated Approach to Child Health (CATCH) Middle School Program, and is part of the CATCH pre-K–8th grade collection of healthy nutrition and physical activity programs. To learn more about CATCH programs, materials, and training, visit the CATCH Global Foundation website (<http://catch.org/>).

### Program Structure

The CATCH My Breath Program consists of 4 unique lessons for each grade group, that are approximately 35 minutes each session.

CATCH My Breath Program Overview includes a lesson plan with learner outcomes, a detailed outline of directions, and all materials including corresponding PowerPoint presentations.

### Educational Strategies Used:

- Social emotional learning (SEL)
- Peer-facilitated cooperative learning groups\*
- Large-group discussions
- Analysis of mass media
- Goal setting

\*The use of peer group facilitators ensures cultural appropriateness for students across socioeconomic groups, cultures, ethnicities, and regions in the United States.



In addition, same-age peers are more likely than teachers or outsiders to speak the same “peer language” and have the same perspective as the students.

CATCH My Breath activities were designed to influence social and psychological factors related to youth e-cigarette use by:

- Disrupting the norm held by youth that most teens smoke e-cigarettes
- Developing skills to resist peer pressure and advertising pressure to use e-cigarettes
- Understanding how advertising is designed to undermine credible health information
- Creating favorable non-smoking attitudes and beliefs about e-cigarettes

Is CATCH My Breath Research-Based?

CATCH My Breath is a best-practice-based program that was modeled after an evidence-based program called the Class of 1989 Study with elements derived from the Coordinated Approach to Child Health (CATCH) Program. Both the Class of 1989 and CATCH were NIH-funded research studies, and both demonstrated positive and statistically reliable research results. The Class of 1989 formally studied two communities with a school-based tobacco prevention program and showed strong effects in reducing smoking among students in grades 6 through 12. CATCH studied children in grades 3 through 12. This program showed strong effects in improving student dietary intake and physical activity and, in later versions, in preventing child obesity. Although not formally tested in an NIH randomized trial, CATCH My Breath was modified from the Class of 1989 tobacco prevention program and was designed to be added to the CATCH portfolio of school health programs. The same child health researchers who worked on Class of 1989 and CATCH have created the CATCH My Breath program.

CATCH My Breath Program Overview

CATCH My Breath was informed by new scientific literature on the rise in the use of e-cigarettes in the United States, as well as the emerging science regarding the harmful consequences of e-cigarette use by preteens and teens. Dr. Steven Kelder is the lead developer of CATCH My Breath and served on the editorial team for the July

2016 Surgeon General Report on e-cigarettes.

## **Classroom Sessions**

### **Session 1: Consequences of using e-cigarettes**

- Identify negative consequences of e-cigarette use.
- Describe the health hazards associated with e-cigarette use.
- Analyze the safety of flavor chemicals and their role in e-cigarette marketing.

- Analyse basic ingredients in e-liquid.

### **Session 2: Making our own choices**

- Identify the percentage of e-cigarette users in middle school and high school and describe nonsmokers as the majority.
- Describe the harmful consequences of e-cigarette use.
- Identify reasons why teens may begin using e-cigarettes.
- Identify positive alternatives to using e-cigarettes.
- Develop, practice and demonstrate refusal skills and smart exit strategies.
- Interview an adult regarding tough choices and tobacco use.

### **Session 3: Don't let them lie and win**

- Recognize situations and places that may be high-risk for being offered an e-cigarette.
- Discover the amount of money the tobacco and e-cigarette industry spends on advertising its products.
- Describe the role of advertising dollars in e-cigarette use.
- Recognize indirect and direct advertising strategies.
- Recognize the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.
- Analyze some of the propaganda techniques tobacco and e-cigarette companies use to sell their brand of e-cigarette.
- Develop a messaging project (warning label) that addresses misconceptions and promotes the benefits of being e-cigarette-free.

### **Session 4: Your Life. Your Choice.**

- Review the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.
- Develop and present a messaging project (warning label) that addresses misconceptions and promotes the benefits of being e-cigarette-free.
- Make a personal goal regarding e-cigarette use.

# Denison ISD

2023-2024 Mid-Year Update



Communities  
In Schools

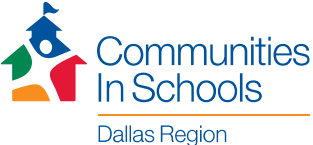
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Dallas Region

In schools to help kids stay in school.

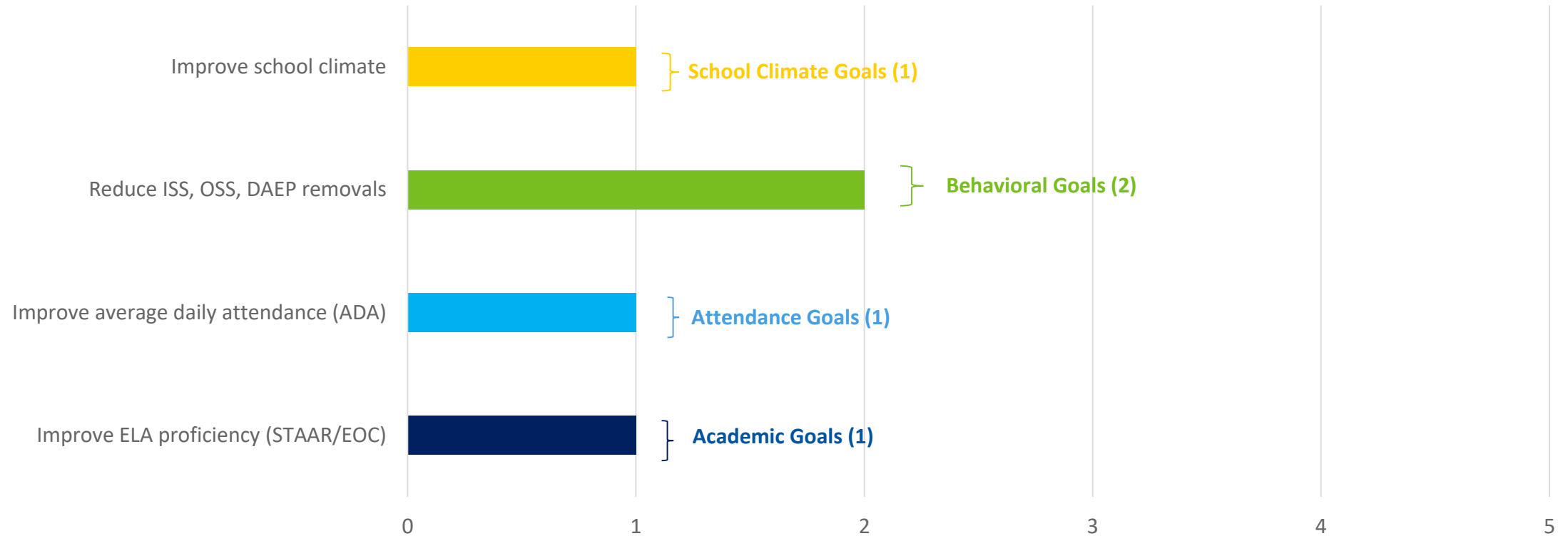
# Quick Facts: Denison ISD

Quick Facts	2022-2023 AY	2023-24 to date	Comparison to date
Campuses Served	2	2	-
Total Students Served...	2,187	2,157	Currently, at 99% of the number of students served last year.
... via individual / group services	207	146	...at 76% of last year's students receiving individual / group services.
... via school-wide services	1,980	2,011	... exceeding last year's students receiving school-wide services.
Individual / group service hours provided	1,395.5	608.3	Currently, at 44% of service hours provided last year.
Home Visits	41	19	Currently, at 46% of service hours provided last year.



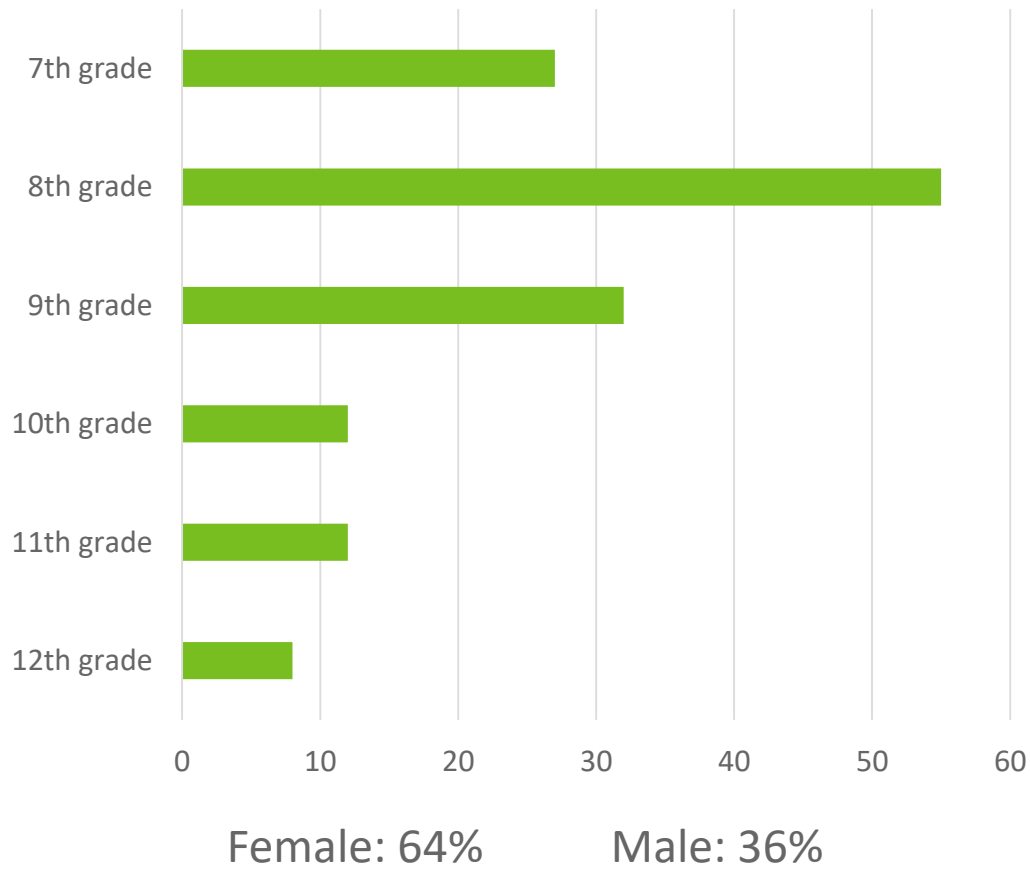
# Joint Campus Goals for 2023-2024

# of Campuses with Each Joint Goal Selected

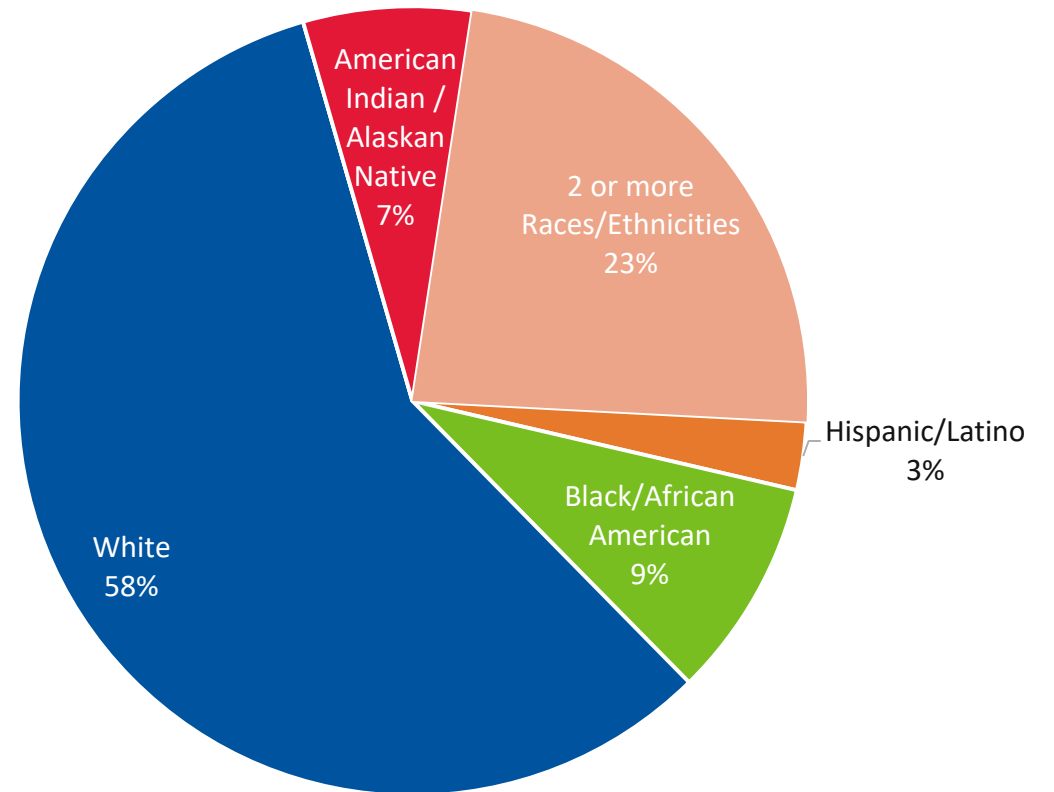


# Student Demographics: 2023-24 AY

Students Served by Grade  
(individual / group services)

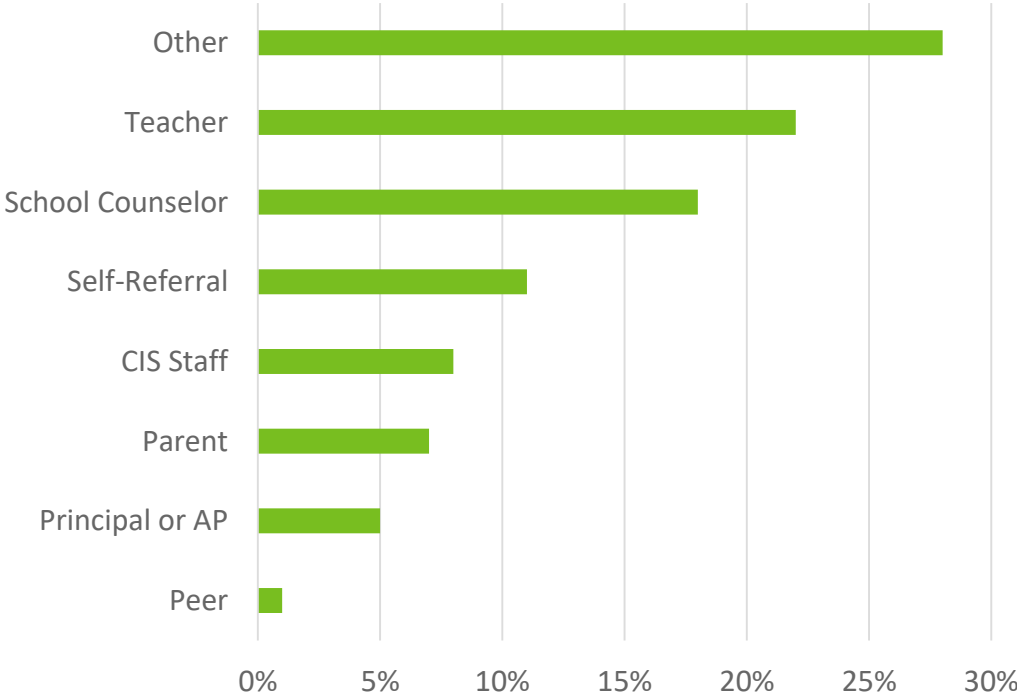


Student Race/Ethnicity  
(individual / group services)

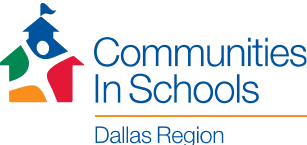
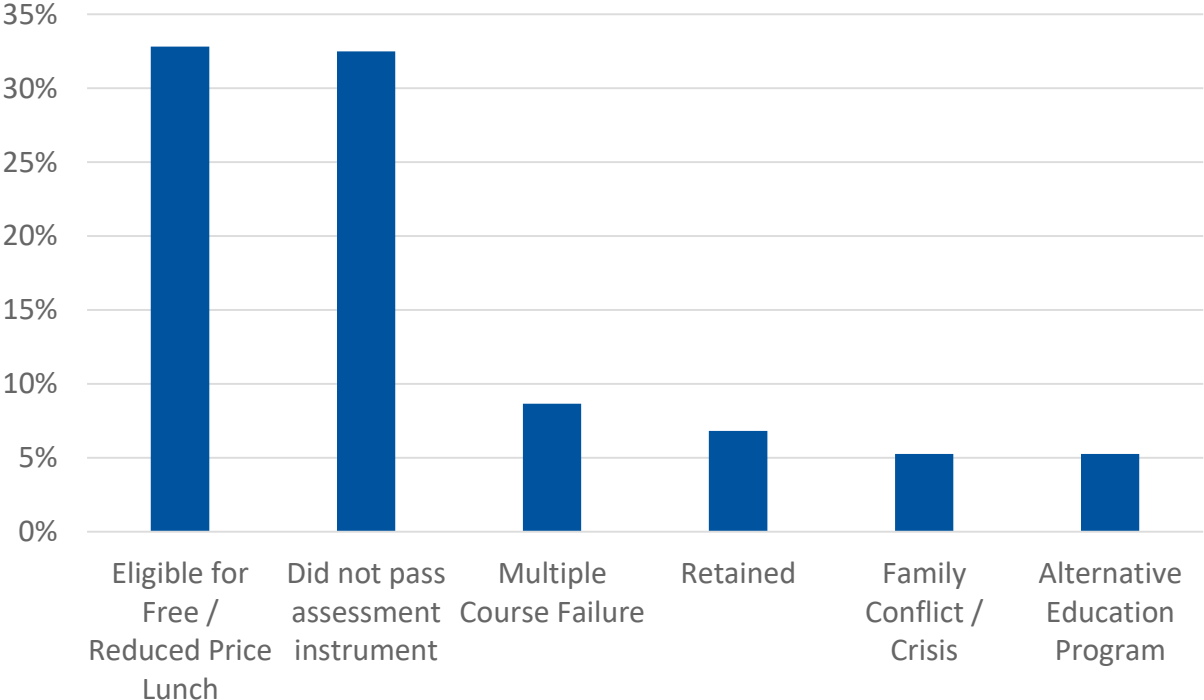


# Referrals & Eligibility: 2023-2024 AY

Top Referral Sources  
(individual / group services)

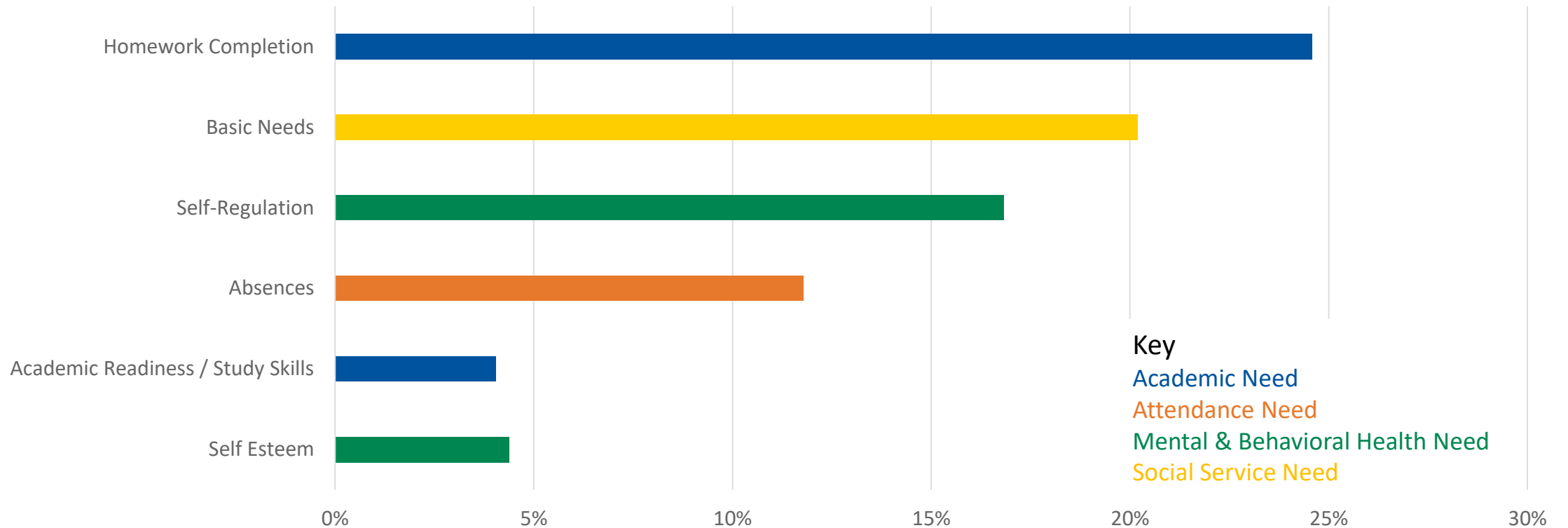


Sample Eligibility Reasons  
(individual / group services)



# Student Needs: 2023-2024 AY

Top Targeted Needs for Students in Individual or Group Services



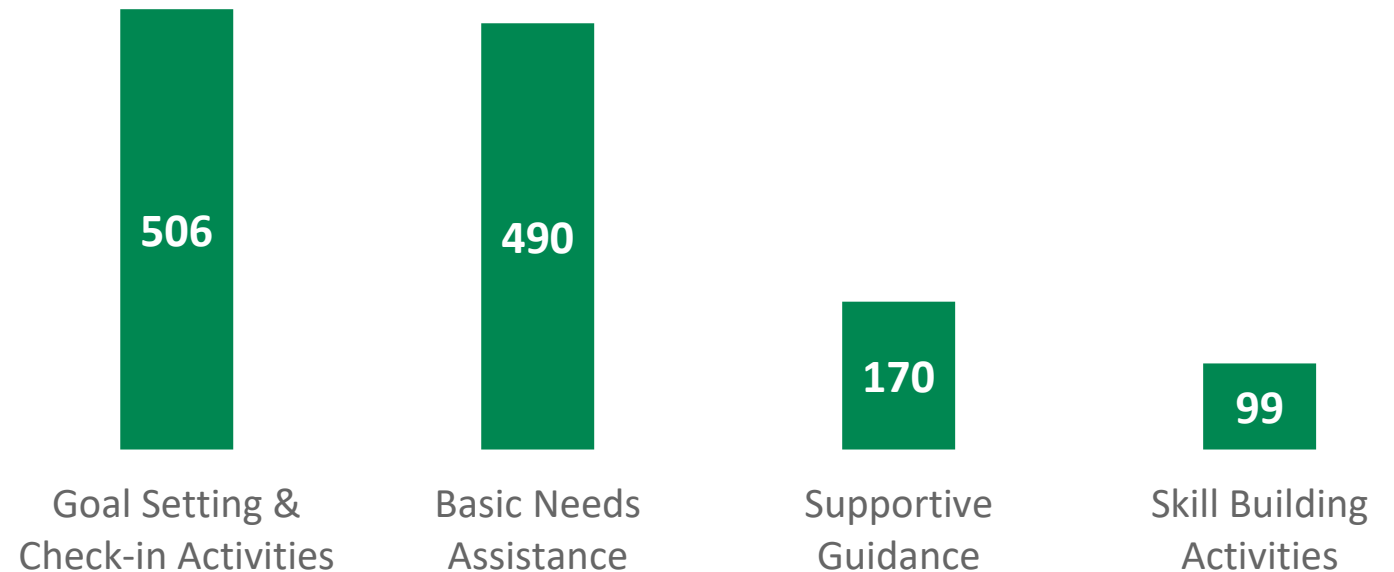


# Services Provided to Date: 2023-2024 AY

# of Services Delivered by our Site Coordinators for each top Service Area

**10** school-wide services have been provided to date by our Site Coordinators

**54** clinical supports have been initiated with our Clinical Mental Health team in the format of either Incident Reports or Clinical Consultations



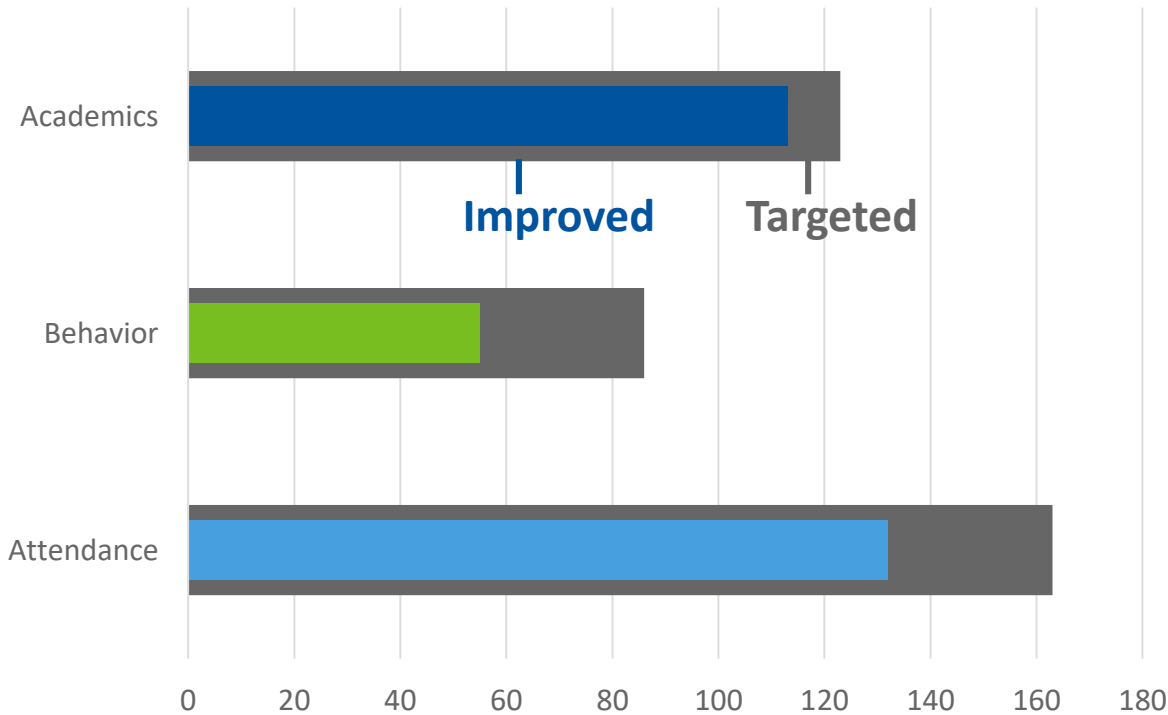
# 2022-23 Outcomes for Denison ISD

**\*\*2023-24 Outcomes to be Calculated by TEA in Summer 2024\*\***

92% of case managed student who were targeted for academics improved.

64% of those targeted for behavior improved.

81% of those targeted for attendance improved.



**Of Denison ISD students who completed case management with Communities in Schools Dallas...**

- 100% stayed in school
- 94% were promoted to the next grade level
- 100% of eligible students graduated

**Thank you for your  
partnership!**



**Communities  
In Schools**

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Dallas Region

In schools to help kids stay in school.