

Scan the QR Code To Ask A Question.

Type your question/questions on the Padlet and we will address it at the end if time warrants, or no later than Tuesday afternoon.



<https://padlet.com/majohnson0590/6zj0pat04u1gz5mp>

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Lumberton ISD Safety & Security Town Hall Meeting #2



Welcome – Dr. Tony Tipton – Superintendent

Topics of Discussion for the Town Hall Meeting

- Safety & Security Update
- Overview of DESSA - how can we keep our kids safe (Breakdown the tiers of MTSS)
 - Tier 1 - all students
 - Tier 2 - higher level support (20% of population)
 - Tier 3 - high risk (5% of population)
- Counseling
- Bullying
- Fentanyl
- Threat Assessment
- Jim Jones - LFD - Community Based Paramedics - All Health
- Discipline



Partnerships – It Takes All Of Us Working Together.



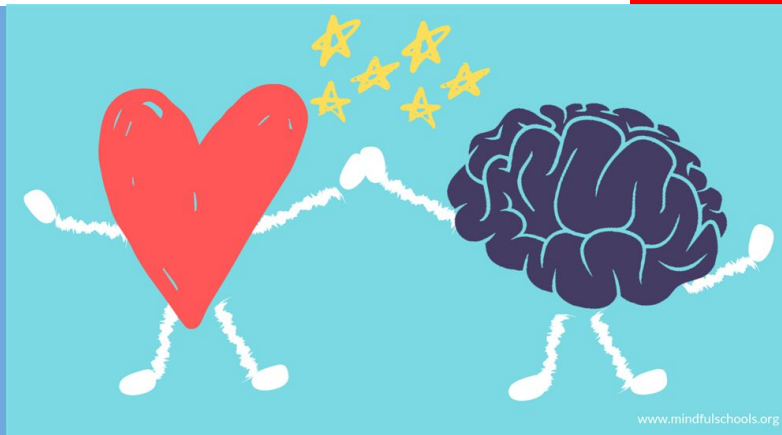
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Safety & Security – Physical Measures Update

- Fencing
- Exterior Doors
 - Door Numbering
- Color coding
 - Hallways & Exterior Doors
- Standard Response Protocol Badge Tags
 - All Employees
 - All Substitute Badges
 - All SRO's
- Communication
 - Enhanced Cell & Radio Coverage



1. DESSA



What is Social-Emotional Learning?

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



National Center for Education Statistics Survey (July 6, 2022)

Educators reported the following as the greatest concerns:

- Increase in classroom disruptions and misconduct (56%)
- Increase in acts of disrespect towards teachers and staff (48%)
- Increase in prohibited use of electronic devices (42%)

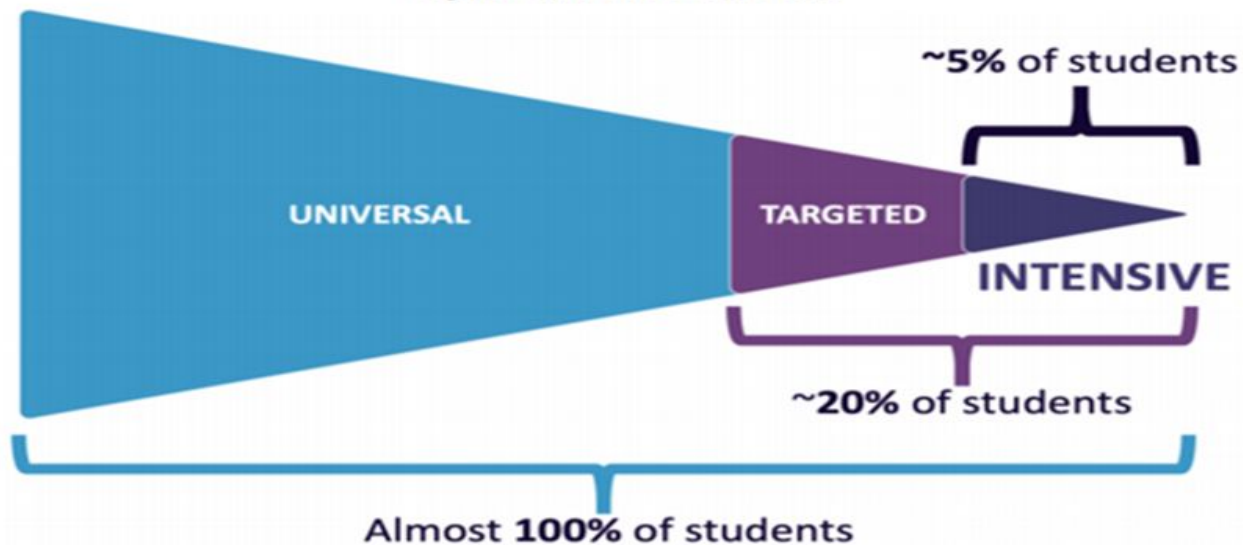
“Students thrive in an environment with effective social, emotional, and behavioral support. When we see 72% of our public schools report an increase in chronic student absenteeism, it poses an opportunity for education leaders to act *quickly* using tested approaches that work”

-NCES Commissioner Peggy G. Carr



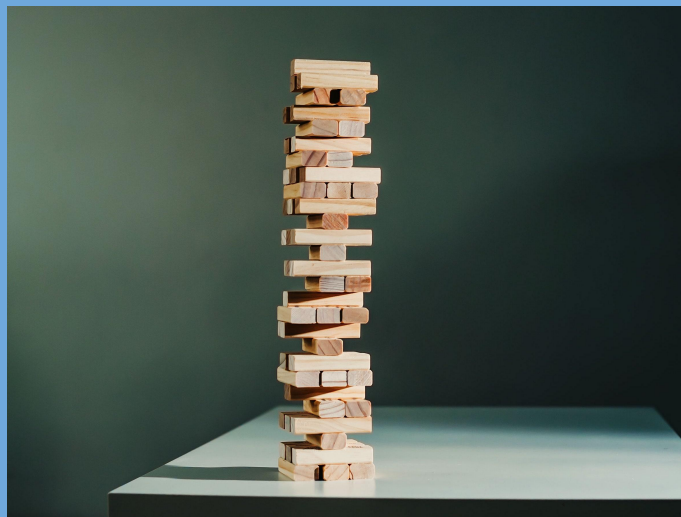
Multi Tiered Systems of Support: MTSS

Figure 2: The MTSS Tiers





TIER 1 is the foundation



**When TIER 1 is strong it will
support TIERs 2 & 3**

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Why DESSA?

Provides administrators, educators, staff, parents, and students with accurate and actionable data about students' social-emotional strengths and growth opportunities.

- Guides Social-Emotional Learning:
 - District level
 - Campus level
 - Whole class
 - Small group
 - Individual

Year 1 Goals for Implementation

1. Implement the “Great 8” SEL skills campus wide through quarterly guidance lessons (4 skills per year).
2. Implement the DESSA screener for identified students in need of additional emotional/behavioral support through RTI.





Year 1:

- Optimistic Thinking
- Self Management
- Relationship Skills
- Goal Directed Behavior

Year 2:

- Decision Making Skills
- Personal Responsibilities
- Self Awareness
- Social Awareness

Key Ideas for Implementation Campus Wide

- Morning Meetings
- Recording counselors teaching the skill to play in classrooms
- Assemblies to introduce the 9 week skill
- Lessons taught in the classroom by teachers
- Celebrations and recognition of students who are showing the skill
- Information given during campus announcements
- Bulletin Boards around the school

Around campuses you will see....bulletin boards

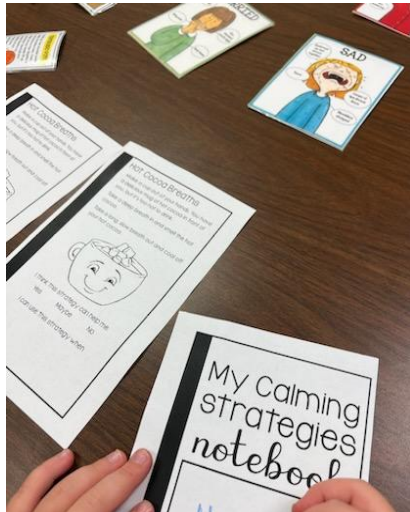


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Around campuses you will see....Pep Rallies

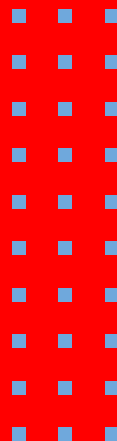


Around campuses you will see....counseling lessons





Goal 2: Implementing the DESSA Screener



Implementing the DESSA Screener: Goal 2

#2 Implement the DESSA screener for identified students in need of additional emotional/behavioral support through RTI



DESSA Screener

DESSA Mini:

- 8 item screener of student social-emotional competence
- Screener identifies students who may need more interventions/assessment

Full DESSA:

- 72 item assessment that provides a score on each of the 8 social-emotional competencies
- This assessment can provide intervention teams on what skills to help strengthen and adjust for the student.

Sample Questions

Sample Questions:



Social Awareness

How often did the child work well in groups?



Relationship Skills

How often did the child offer to help somebody?



Self-Management

How often did the child get things done in a timely fashion?



Goal-Directed Behavior

How often did the child keep trying when unsuccessful?

Currently....

*Campuses have completed the first round of screeners and counselors are currently pulling students who showed a need for more SEL instruction into small groups.

*Campuses are getting ready for middle of the year screeners in order to identify other students who may show a need for more interventions and to track progress on current students.

MTSS Handbook and Procedures

If you would like more information regarding our MTSS processes and interventions you may find the handbook on the LISD website:

Lumbertonisd.org

*Departments: Teaching and Learning...click on Special Programs





3. Counseling

Campus Counselors

- **Early Childhood School:** Kayla Wilson
- **Primary School:** Leslie McDuffie
- **Intermediate School:** Paula Cruz & Stephanie Battle
- **Middle School:** Kim Eaves & Bridget Aldridge
- **High School:** Molly Brinkley, Danielle Mitchell, & Chasity Dunham

Elementary Schools

At the elementary level, we know the importance of building a strong foundation of social emotional skills and tools that students can use later in life as they face challenges. We strive to spend most of our time on proactive approaches rather than reactive responses, in hopes of mitigating potential threat or crisis situations.

- **School-Wide Character Education Programs**

- EC- Bucket Filler (monthly trait), DESSA Characteristic (marking period)
- PS- DESSA Characteristic (marking period)
- IS - DESSA Characteristic (marking period)

- **Small Group Counseling**

- Offered to students that may need additional support with a certain topic or skill (anxiety, peer relationships/social skills, self-regulation, life changes, etc.)
- Often weekly or bi-weekly for a specific span of time

- **Individual Counseling**

- Offered to students that need individualized support with a certain topic or skill
- Students that are experiencing a crisis

Secondary Schools

At the secondary level, we continue to build students' social emotional competency through school-wide initiatives. We also focus on building a strong rapport with our students and families so that they are comfortable coming to us and confident that we will immediately address any and all threats to student safety.

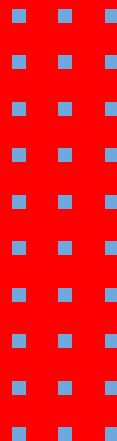
- **School-Wide DESSA Characteristic Program**
 - Optimistic Thinking, Self-Management, Relationship Skills, Goal Directed Behavior
- **Small Group Counseling**
 - Lunch groups for students that may need additional support with peer relationships and social skills.
- **Individual Counseling**
 - Offered to students that need individualized support with a certain topic or skill
 - Students that are experiencing a crisis

Other Information- All Campuses

- New District-Wide Crisis Counselor Positions: Angela Williams and Amanda Chism
- We have programs to meet physical needs of students (food, clothing, hygiene, etc.) which then helps students be able to be successful academically, socially, and emotionally
- All schools provide bullying prevention lessons & activities throughout the year, with a big focus during October (Bullying Prevention Month) & Bullying Prevention Day (second Wednesday in October)
- Campus counselors are often involved in MTSS Review Meetings which is a great opportunity for us to learn about students that need SEL intervention or support before something becomes a major issue
- Campus counselors are also often involved in the Threat Assessment process so that any social, emotional, or mental health situations can be handled with care



2. Bullying



Bullying / Cyberbullying

- Policy FFI Legal/Local
- "A **single significant act** or a **pattern of acts** by one or more students that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:"
 - (a) causes **physical harm** or **reasonable fear of** harm to the victim or victim's property
 - (b) is sufficiently **severe, persistent, or pervasive** enough to create an intimidating, threatening, or abusive educational environment,
 - (c) **materially and substantially disrupts** the educational process, or
 - (d) infringes on the rights of the victim at school
- Includes cyberbullying



Bullying / Cyberbullying

- **Cyberbullying:**

bullying that is done through the use of **any electronic communication** device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool



Bullying / Cyberbullying

- Applies to:

(1) bullying that occurs **on or is delivered to** school property or to the site of a school-sponsored or school-related activity on or off school property;

(2) bullying that occurs on a publicly or **privately owned** school bus or vehicle **being used** for transportation of students to or from school or a school-sponsored or school-related activity; and

(3) cyberbullying that occurs **off school property** or outside of a school-sponsored or school-related activity **if** the cyberbullying:

(A) **interferes** with a student's educational opportunities; or

(B) **substantially disrupts** the orderly operation of a classroom, school, or school-sponsored or school-related activity



Bullying Checklist

- TxSSC Bullying Checklist - <https://txssc.txstate.edu/videos/bullying-and-the-law/>

IS IT BULLYING?

Was it a single significant act? ☐

Was it a pattern of acts? ☐

By one or more students directed at another student that exploits an imbalance of power ☐

Through physical contact ☐

Using verbal expression ☐

Using written expression ☐

Using electronic means ☐

Physically harms a student or damages their property ☐

Creates reasonable fear of harm to student or damage to their property ☐

Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:

Intimidating educational environment ☐

Threatening educational environment ☐

Abusive educational environment ☐

Materially and substantially disrupts the educational process or operation of school ☐

Infringes on rights of victim at school ☐

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Bullying Checklist

Did the act occur outside of a school-sponsored or school-related activity?
(This is an important distinction, as David's Law expands a school district's authority to include cyberbullying incidents that occur off campus and outside a school-sponsored or school-related activity, as long as it meets one of the below criteria.)

Yes

Was the act committed by using any type of electronic communication device?
(i.e. Cellular or other phone, computer, camera, e-mail, text or instant messaging, social media app, Internet website, Internet communication tool)

No

On school property ☐
At a school-sponsored or school-related activity (on or off campus) ☐
On school bus or vehicle used to transport students ☐

No

Did the act interfere with a student's educational opportunities; or substantially disrupt the orderly operation of a classroom, school, or school-sponsored/related activity?

Yes

YES, IT'S BULLYING
(Cyberbullying is bullying)

No

According to law, if the act **DID NOT** meet the criteria above, it is not under the school district's authority.

Bullying: Report of Alleged Bullying

- Report of bullying received
- Principal or designee shall reduce any oral reports to written form
- Send required notifications
- Notify parent of the alleged victim within three business days of report (*Forms: Initial Notice to Parent of Alleged Victim*)
- Notify parent of the alleged perpetrator within three business days of report (*Forms: Initial Notice to Parent of Alleged Perpetrator*)
- Make initial determinations
- Determine whether the allegations if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, investigation shall proceed under FFH. If the allegations constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination of each type of conduct.

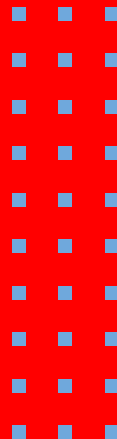
Bullying: Investigation

- Principal or designee conducts an investigation based on the allegations in the report
- Take prompt interim action calculated to prevent bullying during the course of the investigation, if appropriate (e.g., stay-away-agreement, increased staff monitoring of areas where bullying occurred, etc.)
- Interview alleged victim, alleged perpetrator, and any other potential witnesses (including staff)
- To the extent possible, the privacy of the complainant, alleged perpetrator, and witnesses shall be respected. Limited disclosures may be necessary in order to conduct a thorough investigation
- Review relevant policies and Student Code of Conduct (SCOC)
- Prepare written investigation report (*Forms: Bullying Investigation Report Shell*)
- Report must include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense
- NOTE: the investigation should be completed within ten business days from the date of the initial report, unless additional time is necessary to complete a thorough investigation

Bullying: Conclusion of Investigation

- Send copy of the written investigation report to the Superintendent or their designee
- Send notice to the parent of the alleged victim of the report findings
- NOTE: Must be FERPA compliant
- A student/parent who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL). The grievance shall begin at Level 1 with the principal or their designee (whoever conducted the investigation)
- If bullying is found to have occurred, prompt response of appropriate disciplinary action in accordance with SCOC and any corrective action reasonably calculated to address the conduct (e.g., training program, comprehensive education program for school community, follow-up inquiries, increase staff monitoring, etc.)
- Notify law enforcement, if appropriate
- Notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counselling options
- If no bullying is found, take action in accordance with SCOC or any other corrective action

4. Threat Assessment

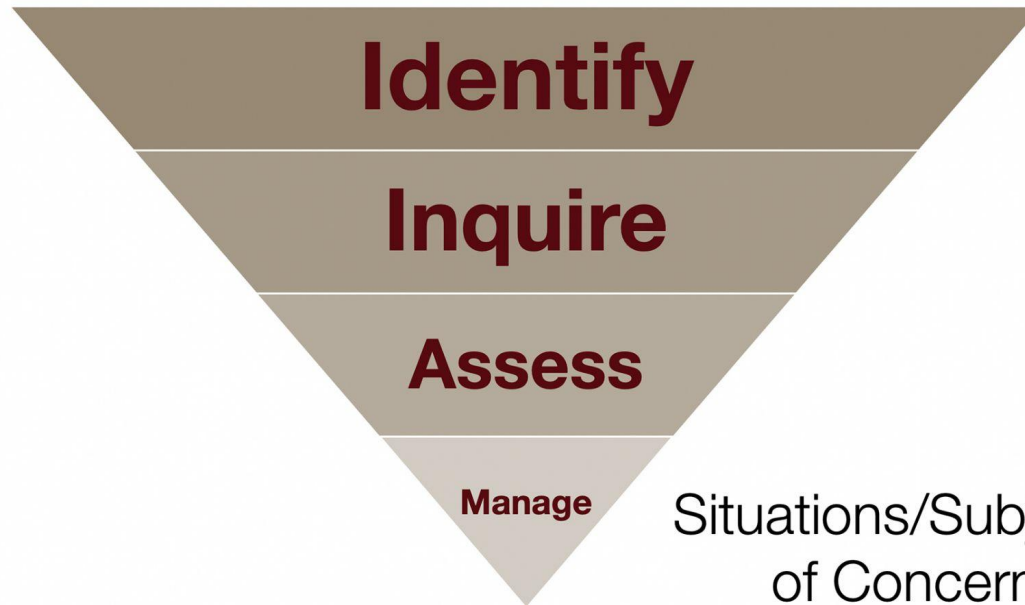


What is Threat Assessment?

| Threat Assessment IS : | Threat Assessment IS NOT : |
|--|--|
| A fact-based, investigative approach to determine how likely a person is to carry out a threat of violence. (Safe School Initiative Study, 2002) | A simple checklist of warning signs or red flags used to remove a student from school. |
| A means to identify, assess, and manage individuals who are at risk for violence against themselves or others. | A means to label a student as a troublemaker and enact consequences. |
| A way to identify someone who has the potential for violence in many forms - self-harm, assault, risk taking behaviors, suicide, substance abuse, and other aggressive or dangerous behaviors. | A means to find "the next school shooter". |

What is the Threat Assessment Process?

Threat Assessment Process



Situations/Subjects
of Concern

LISD Threat Assessment Process

- **District Wide Threat Assessment Team**
- **Texas School Safety Center**
 - **Behavioral Threat Assessment Training**
- **Step 1- IDENTIFY**
 - **A potential threat/violence is reported**
 - **Threatening and other disturbing behavior can come in a variety of forms**
 - **A threat may be:**
 - **Expressed or communicated verbally, behaviorally, visually, in writing, electronically, or through other means**
 - **Expressed directly or indirectly**
 - **Issued by someone known or unknown to the target**

LISD Threat Assessment Process

- **Step 2- INQUIRE**

- A threat assessment screener is conducted through a series of questions and gathering additional relevant information about the person and situation.
- The focus of the threat assessment screener is to understand the situation and how best to mitigate safety concerns. It is not the same as a criminal or disciplinary investigative process.
- Campus team meets to review screener and determine need for full threat assessment
- Conduct full threat assessment if necessary

- **Step 3- ASSESS**

- Full Threat Assessment
- More in depth than the screener
- Includes multiple third party interviews

LISD Threat Assessment Process

- **Step 4- MANAGE**
 - **Response Management Support Plan**
 - **RMSP are done for all screeners and full threat assessments**
 - **Primary goal is to support students and staff post assessment**
 - **RMS interventions can include, but not limited to:**
 - **Daily Check-Ins**
 - **Searches**
 - **Counseling sessions**
 - **Referred to outside entities for support**
 - **Positive reinforcements or peer support**
 - **Social Stories**

Threat Assessment Reporting

- **State Reporting**
 - **All assessed threats are reported annually**
 - **The type of threat**
 - **Organized into 4 Categories**
 - **Scaled from low risk (no need for intervention) to eminent risk (law enforcement involved)**



- **The number of threats**

5. Fentanyl

LPD/HCHD/Area Resource Director





6. Discipline

Discipline

Secondary

- All staff members enforce the LISD Student Code of Conduct
- When staff members observe a violation of the Student Code of Conduct, they may discipline the student
- If a staff member's discipline is ineffective, or if the violation requires administrator involvement based on severity, the teacher will refer the student to the assistant principals
- HS Assistant principals are divided based on student last names:
Joan Garza - A - G
Nicki Goad - H - O
Jeff Bennett - P - Z
- Assistant principals will then investigate the violation and assign discipline according to the LISD Student Code of Conduct
- <chrome-extension://efaidnbmnnnibpcajpcqlclefindmkaj/https://4.files.edl.io/f669/08/05/22/174318-49962799-73eb-4f0f-850a-6ea486279d92.pdf>



Discipline

Elementary

- LIS PBIS PLAN
- All staff members are trained in the campus PBIS program
- Violations of the Student Code of Conduct are referred to the Assistant Principals
- Assistant principals will then investigate the violation and assign discipline according to the LISD Student Code of Conduct.
- Reports from students are investigated and processed through the Assistant Principals office.

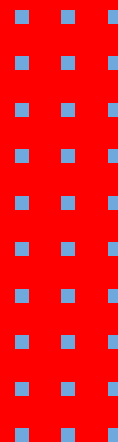
PBIS Behavior Matrix

| EYE CONTACT <i>if/when able!</i> | Be Safe | Be Respectful | Be Responsible |
|-------------------------------------|---|--|---|
| Classroom | | | |
| Hallway | Walk on the right side Walk in a straight line | <ul style="list-style-type: none"> Stay quiet Make eye contact and smile at others if able | Help a friend if they need it! |
| Restroom | Focus on what you need to do <u>only</u> | Take care of your own business | Take care of your needs and <u>get out!</u> |
| Playground | No horseplay | Use good manners | Respectfully remind others of the rules if they need it |
| Cafeteria | Sit at your place | Quietly eat your food | Respectfully remind others of the rules if they need it |
| Library | | | |
| Morning Arrival | <ul style="list-style-type: none"> Walk to your place and sit quietly Backpack in your lap! | Quietly sit in your place | <ul style="list-style-type: none"> Read Study |
| Afternoon Dismissal | <ul style="list-style-type: none"> Walk to your place and sit quietly Backpack in your lap! | Quietly sit in your place | <ul style="list-style-type: none"> Read Study |



9. LISD Safety/Security Summit

Coming June 7, 2023!



FIRST-ANNUAL SCHOOL SAFETY & SECURITY SUMMIT

for Texas

SAVE THE DATE!

Wednesday, June 7, 2023 - Lumberton ISD

**TITLE SPONSORSHIP & VENDOR
BOOTHS AVAILABLE**

**CALLS FOR PRESENTATIONS
GO OUT JANUARY 2023**



School Safety & Mental Health Experts

Presentations & keynotes from school safety experts, law enforcement, governmental agencies, school administrators, mental health consultants, counselors, medical professionals, & more.



Security Demonstrations

See demonstrations from various safety/security vendors with product samples. Participate in expert roundtable & panel discussions. Test our MILO Use-of-Force Simulator with Law Enforcement students.



Elected Officials

Visit with local, regional, & state elected officials about ongoing safety/security concerns that affect schools in Texas.

*Free Attendance
Registration Required*

Who should attend?
Superintendents, Principals,
Counselors, School Board
Members, First Responders,
Elected Officials, Safety Experts

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Questions????



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