

How Safe Are Your Schools?

Jeremy Bullock School Safety Summit
2019

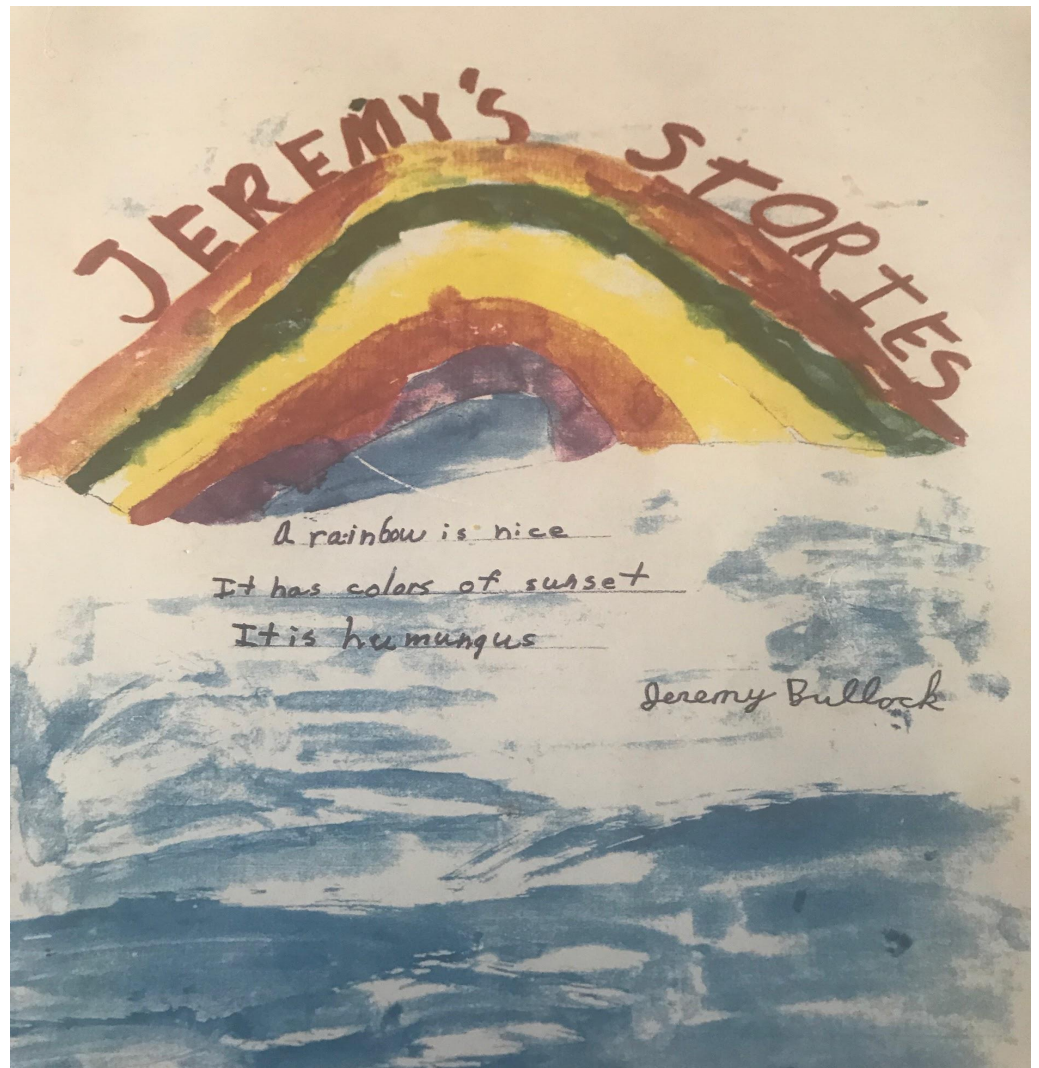


Let's play Kahoot!

PollEverywhere.com

A Book of
Remembrance
And Everlasting
Love.

By Bullock
Family and
Friends



What I Remember About Jeremy

Chris

April 14, 1994

What I remember about Jeremy the most was his personality. He was nice to everyone. He loved nature a lot. One time last summer when I went to the Bullock's house I was catching grasshoppers and ripping the legs off and Jeremy asked why I was doing that. I just said I was bored. Ever since, I've never hurt another grasshopper. Except making grasshoppers fight.

Life of Jeremy

Hunter

Jeremy was my best friend. I love you inside me. Jeremy and Josh my life. I will always remember him. He always understood me. He always understood me. Now you can take his place. We played soccer together, Basketball. I say for you I will risk for you. If I could talk to you I would say. Jeremy you were my best friend. You were always there for me. I need help. You always be my friend. That day when I say you and we had preface. I will remember forever.

Josh B.

Jeremy

April 14, 1994

When he went with us to go fishing on a creek here in Montana three weekends ago.

When he played Competitive Soccer. He was a great player.

When my grandpa was driving my mom to the hospital so we could be born. We went there all the lights and stayed there until we reached the hospital.

Jeremy and I loved each other very much!!! So.

April 12, 1995

August 20, 2019

Lessons learned, lessons to learn!

Implementation, Knowledge, Models





Ericha Stetzner
Anderson



“Technology is anything that wasn't around when you were born.”

- Alan Kay





Digital Citizenship

As Defined By
International Society For
Technology In Education (ISTE)

The average age at which a child gets a cellphone in the U.S. is **10 years old**.¹

20-30% of kids report having been cyberbullied in their lifetime.²

NCMEC has received reports of online enticement of children on **almost every digital platform**.

2

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

[VIEW INDICATORS](#)



Digital Citizen Identity

Ability to build and manage a healthy identity online and offline with integrity

Privacy Management

Ability to handle with discretion all personal information shared online to protect one's and others' privacy

Screen Time Management

Ability to manage one's screen time, multitasking, and engagement online with self-control

Cyberbullying Management

Ability to detect cyber-bullying situations and handle them wisely

Cyber Security Management

Ability to protect one's data by creating strong passwords and to manage various cyber attacks

Digital Empathy

Ability to be empathetic towards one's own and others' needs and feelings online

Critical Thinking

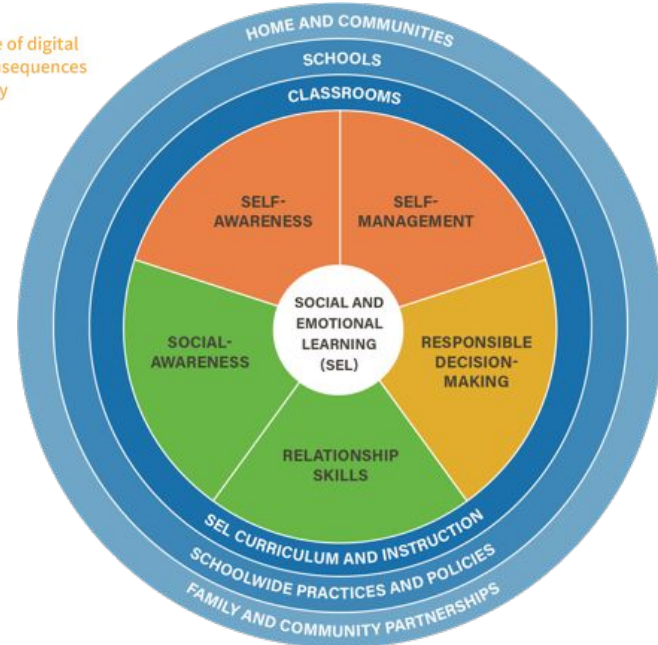
Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online

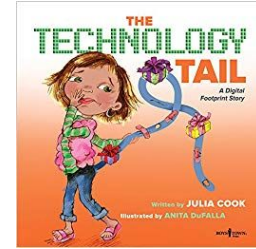
Digital Footprints

Ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly



Social Emotional Learning & Digital Citizenship





[Common Sense Media](#)

[Google- Be Internet Awesome](#)

[Netsmartz](#)

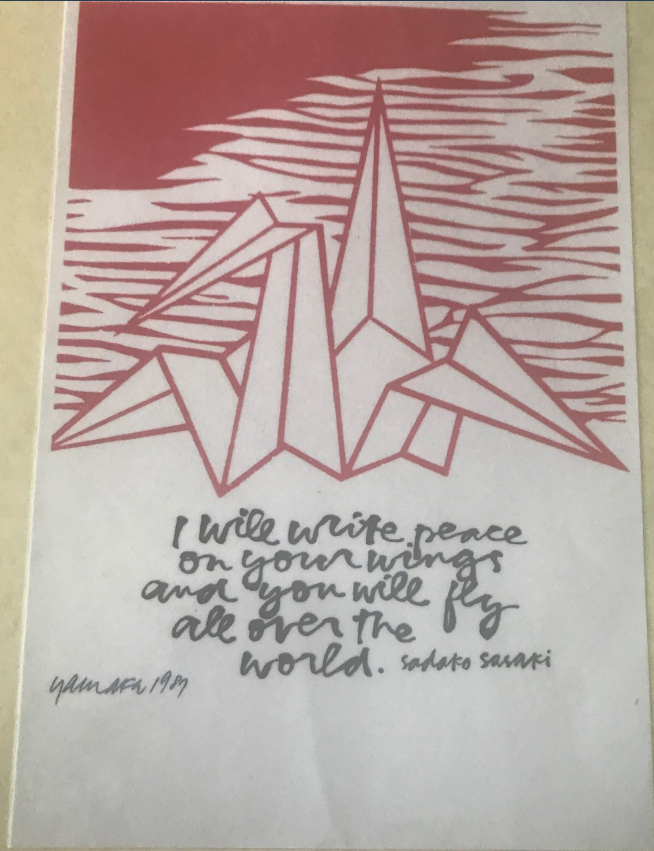
[Digital Citizenship Playlist](#)

[Digital Citizenship Literacy Resource List](#)

Hopes and Dreams for Safe Learning and Teaching

What are your hopes?


What are your dreams?



This is our cry,
this is our prayer;



Action Planning to Create Safe School Environments



How are you currently
dealing with “targeted
violence”?

2017-2018 school year, 43.7% of public schools had threat



What is your “Why”?

U.S. Secret Service and U.S. Department of Education
Partnership to Enhance School Safety

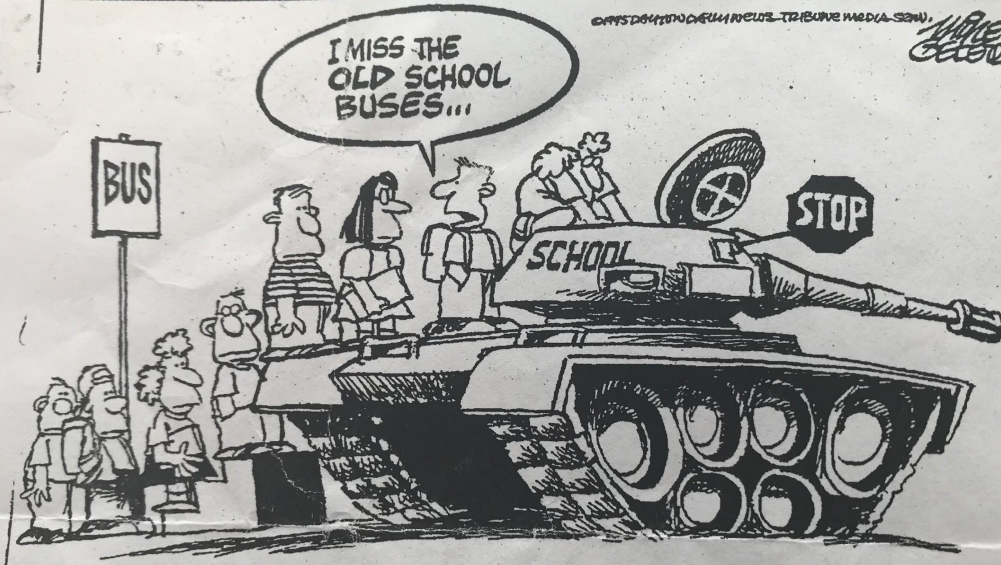
Completed in 2002.

Updated and Enhanced in 2018

EDITORIAL CARTOON

© 1995 DOWNTOWN NEWS TRIBUNE MEDIA SERV.

WAVE
GELOR



A recent survey shows that one out of eight teenagers carries a weapon to school.
What is this cartoonist saying about a student's life today?

Art: Reprinted with permission of Tribune Media Services.

SCHOOL

THREAT ASSESSMENT

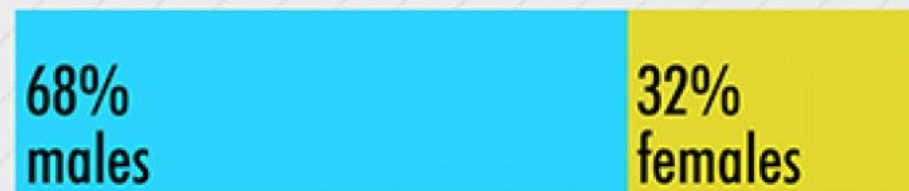
**Identify concerning
behavior**

Assess risk for violence

**Strategize ways
to intervene**

90,000 children are hospitalized for "intentional" injuries that happened on school grounds every year

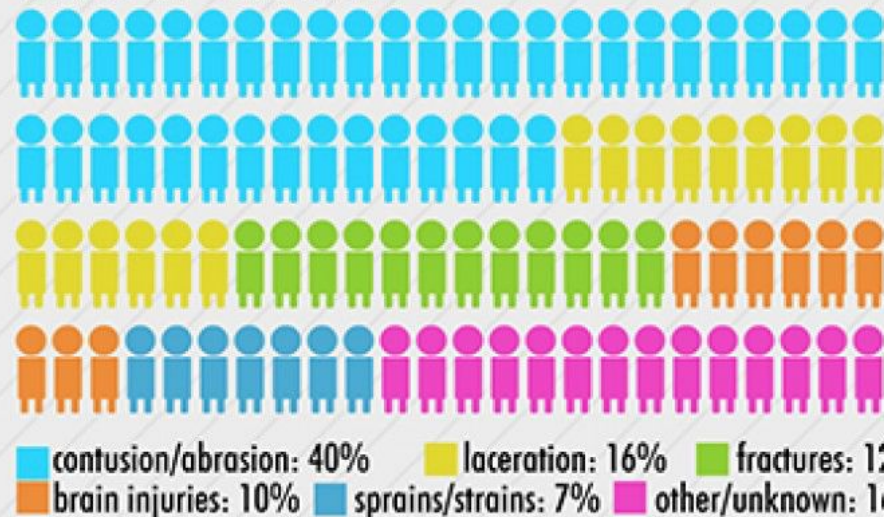
GENDER



AGE (YEARS)



TYPE OF INJURY



Stop violence: report it!

Source

Emergency Department Visits Resulting From Intentional Injury In and Out of School
Siraj Amanullah, Julia A. Heneghan, Dale W. Steele, Michael J. Mello, and James G. Linakis
Pediatrics peds.2013-2155; published ahead of print January 13, 2014, doi:10.1542/peds.2013-2155

Threat Assessment at the School Level

Create Threat Assessment Teams at each school-always include student voice

Establish reporting mechanisms

Train ALL stakeholders

Promote Safe School Climates - data driven following the Multi Tiered System of Support Model

Creating a Targeted Violence Prevention Plan for Threat Assessment

Step 1: Establish a multidisciplinary threat assessment team

Step 2: Define Behaviors (school-wide system approach)

Step 3: Establish and provide training on a central reporting system of tracking

Step 4: Determine the threshold for law enforcement intervention

Step 5: Establish threat assessment procedures

Step 6: Develop risk management options



Level 1 Threat Assessments

Examples of Level 1 Threat Assessment

1. The facts that brought the student and the situation to attention
2. Information about the student (data)
3. Information about “attack-related behaviors”
4. Motives
5. Target Selection



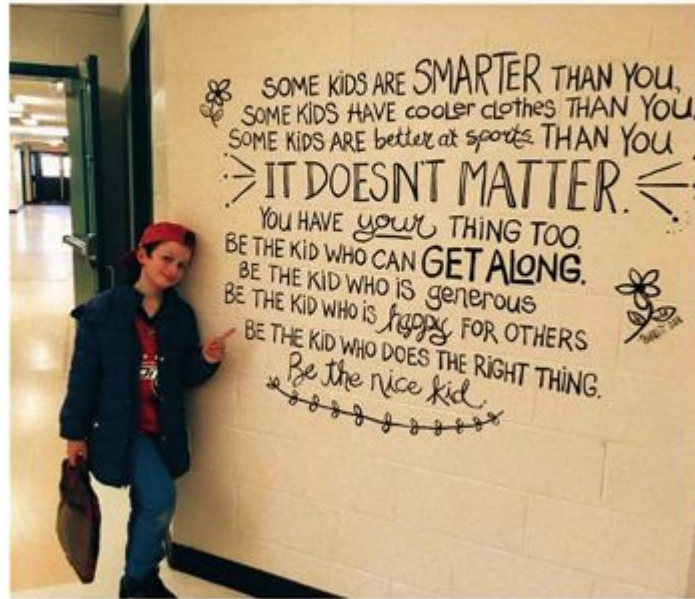
Top-down support for bottom up reformation!

A hundred years from now it will not matter what our bank account was, the sort of house we lived in, or the kind of clothes we wore. But the world may be much better because we were important in the life of a child.

Mother Chooses Love over Anger



Every school should have this.

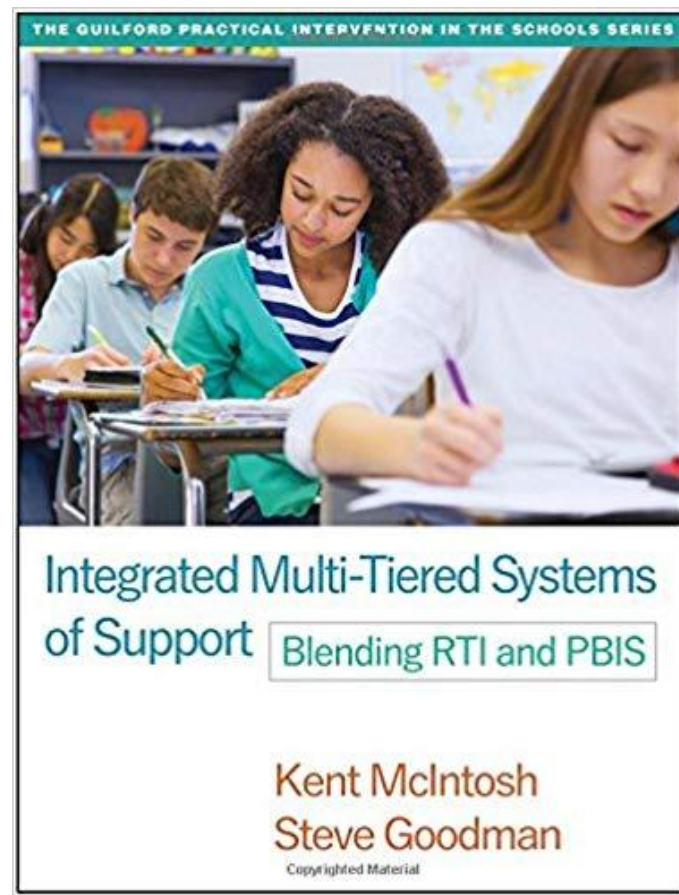
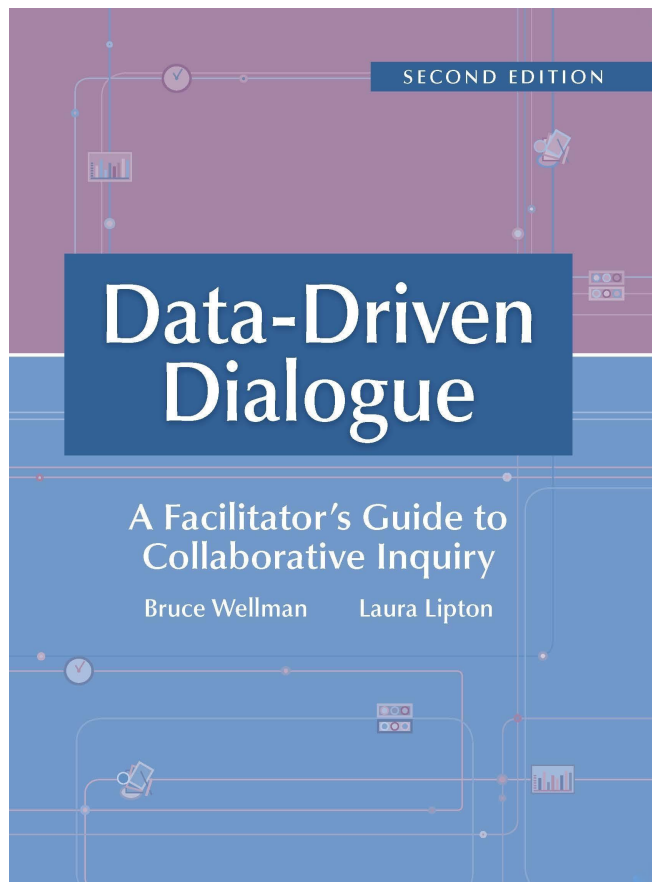






JOSH BULLOCK, twin brother of slain 11-year-old Butte student Jeremy Bullock, passes out paper peace cranes to the crowd at the Jeremy Bullock Memorial Soccer Field dedication ceremony Wednesday. The cranes were made by area school children. **(AP photo)**

Data-Driven Dialogue Collaborative Learning Cycles

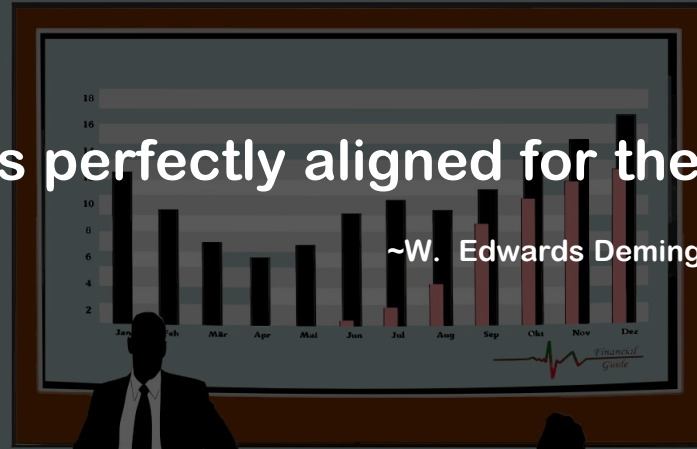




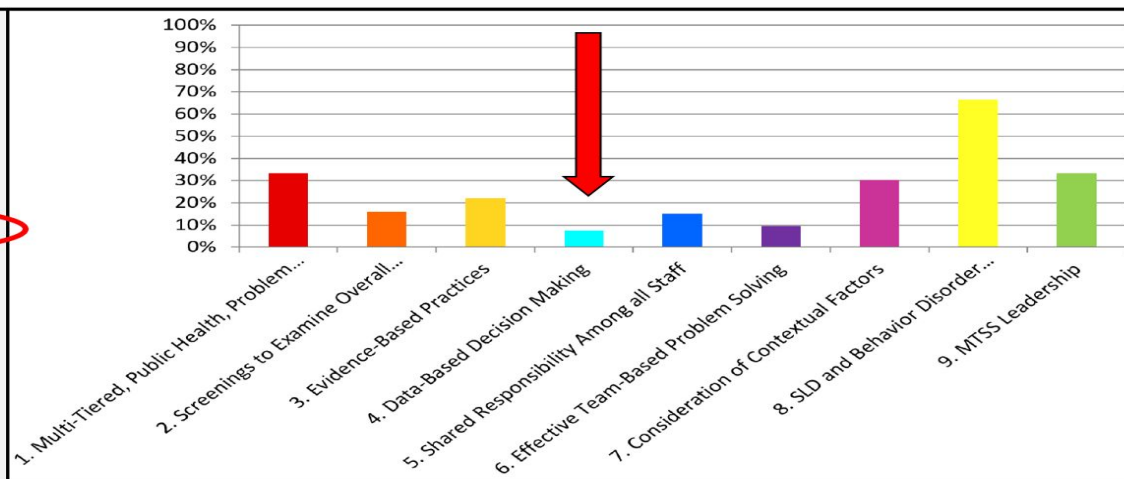
Essential Components of an MTSS Framework

1. Core Instruction and Tiered Continuum of Evidence-based Interventions and Supports (Tier I, II, III)
2. Universal Screening and Progress Monitoring
3. **Data-based Decision Making**
4. Family Engagement and Community Partnerships
5. Creating and maintaining the infrastructure to support an integrated MTSS Framework

Every system is perfectly aligned for the results it gets.

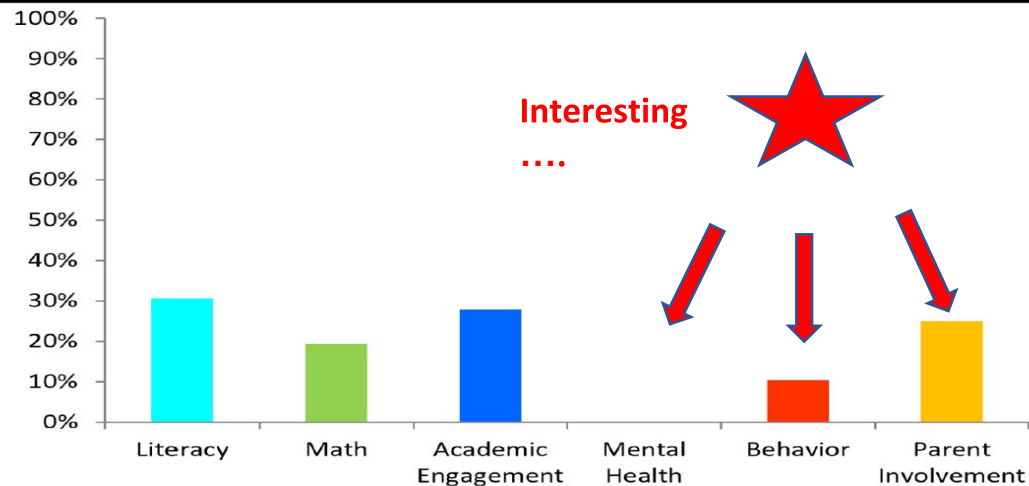


Element of MTSS	Percent in Place
1. Multi-Tiered, Public Health, Problem Solving Model	33%
2. Screenings to Examine Overall Effectiveness	16%
3. Evidence-Based Practices	22%
4. Data-Based Decision Making	8%
5. Shared Responsibility Among all Staff	15%
6. Effective Team-Based Problem Solving	10%
7. Consideration of Contextual Factors	30%
8. SLD and Behavior Disorder Identification	67%
9. MTSS Leadership	33%



DISTRICT LEVEL MTSS NEEDS ASSESSMENT RESULTS- 11/2/2018

Area of MTSS Practice	Current Level of Implementation
Literacy	31%
Math	19%
Academic Engagement	28%
Mental Health	0%
Behavior	10%
Parent Involvement	25%



Collaborative Learning Cycle- Structuring Dialogue for Connection Making

ACTIVATING & ENGAGING:

Surfacing experiences and expectations

- *With what assumption are we entering?
- *What are some predictions we are making?
- *What are some questions we are asking?
- *What are some possibilities for learning that this experience presents to us?

EXPLORING & DISCOVERING:

Analyzing the data

- *What important points seem to “pop-out”?
- *What are some patterns, categories or trends that are emerging?
- *What seems to be surprising or unexpected?
- *What are some ways we have not yet explored these data?

ORGANIZING & INTEGRATING: *Generating theory*

- *What inferences/explanations/conclusions might we draw? (causation)
- *What additional data sources might we explore to verify our explanations? (confirmation)
- *What are some solutions we might explore as a result of our conclusions? (action)
- *What data will we need to collect to guide implementation? (calibration)



Step 1: Activating and Engaging

(Structuring Dialogue for Connection Making)

Predictions	Assumptions
% for Chronic Absenteeism ⁽²⁰¹⁹⁾	* Anxiety * Relationships * Younger means less likely to skip * Homework * Habit from elem. * Less opportunities to engage - After school clubs - supports
6th - 18, 14, 30, 10, 10, 5, 9, 5	
14.2%	
7th - 18, 23, 20, 13, 7, 15, 10, 5	* Puberty/Hormones * St. responsibility to babysit * Sports - Miss due to Club sports * Technique skipped less in 7th * Moving toward young adult
(all except 1)	
14.9%	
8th - 26, 20, 15, 15, 20, 11, 2-3	* More responsible * Sneaker * Sped. Dir. receives more calls for sex * Social
19.5%	

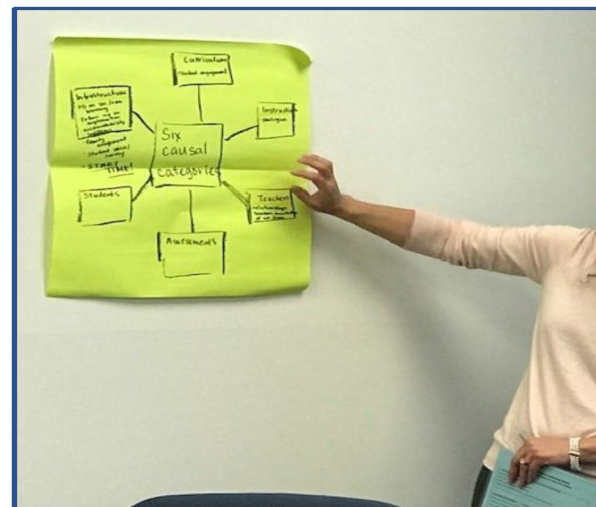
Step 2: Exploring and Discovering

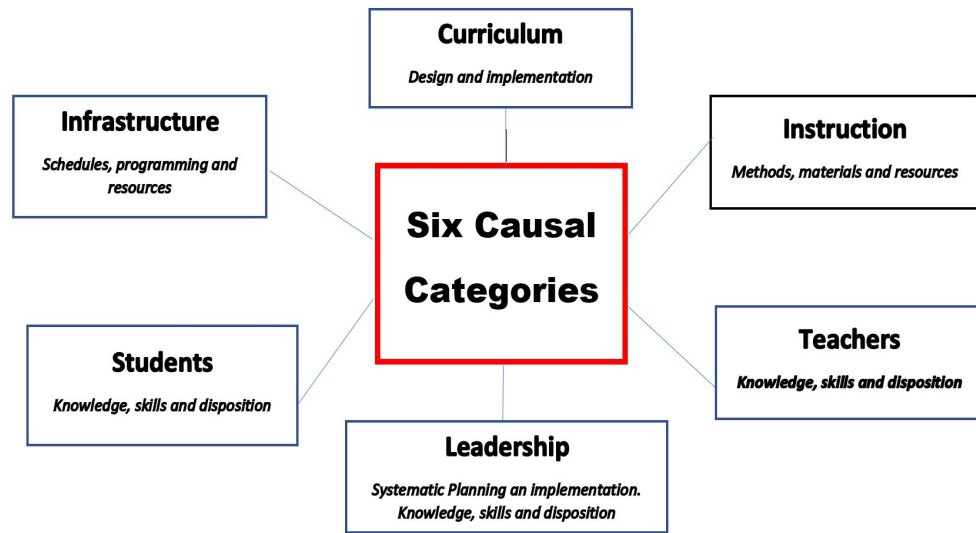
(Analyzing the data)



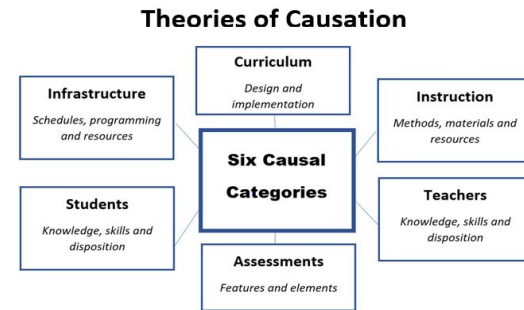
Step 3: Integrating and Organizing

(Generating Theory)





Participants are required to settle on **3** possible theories of causation related to data. This prevents the narrow thinking that is all too common where there is only one story we tell and we jump to act.



Use this space to record three (3) possible theories of causations related to the data.

1.

2.

3.

Circle one theory to test. In the space below, record at least three sources of data to confirm this theory.

1.

2.

3.

ALL Because of “Activating and Engaging”

- * **Community Café** -Used to Prove/Disprove our Hunch from Causal Factors w/ Attendance Clerks, Counselors, Admin, Instruct. Coaches, etc.
- * **MTSS-Pyramid of Supports** -Designed based on data analysis, research and outreach-Not a one-size fits all. Levels of accountability related to data are built-in.
- * **New Form Developed by Data Solutions** – Nudge letter template created by Data Solutions.
- * **Data-Driven Dialogue has Taken Root**
- * **Action Plan:**

“I held our first data cycle at the Middle School with our ELA Department and WOW what a success! That comment is such an understatement. 😊 I did open the meeting with Table Topics which was a success. All the teachers were participating and discussing the data. I was so excited about the whole process and look forward to having many more of these at TMS. I cannot say enough about this process.”

~MS Assistant Principal

Predictions	Assumptions
% for Chronic Absenteeism	* Anxiety
64% - 18, 14, 30, 10,	* Or Relationships
10, 5, 9, 5	* Younger means less likely to skip
	* Homework
	* Health - from class
	* Less opportunities to engage -
	* After school clubs - supports
74% - 18, 23, 20, 13, 7	* Puberty/Hormones
15, 10, 5	* Stt. responsibility to babysit
* (Call ↑ except 1) *	* Sports - Missed due to Club sps
	* Female - skipped less in the
	* Moving toward young adult
W - 26, 20, 15, 15,	* More responsible
20, 11, 2-3	* Smaller
	* Sped. Dir. receives more
	* calls for SW
	* Social

"Engaging Community in Conversations that Matter"

We gathered more evidence to prove or disprove our hunch before proceeding with action plan

ONE COMMITMENT FROM TODAY ...

- *I commit to approach attendance issues as concerns vs. compliance.
- *I commit to noticing when children are gone and positively welcome them back.
- *I am committing to educating families and building relationships based on concern rather than compliance.
- *I commit to talking to my admin. about sending out "we missed you" postcards. I feel students would really feel like they are missed when absent.
- *To send postcards to students who are chronically absent
- *To keep encouraging students to come to school and letting them know that we missed them.
- *Change our tardy letters language to be more positive
- *Changing tone of conversations around attendance
- *Acknowledgement of parent for student attendance success.
- *Include attendance clerk in staff meetings to share her info.
- *Commitment to a more positive approach to attendance
- *Reach out to my kids! "Personally" in a caring way
- *A commitment I made today was to work with my team to help support our families.
- *Acknowledge improved attendance
- *Make more phone calls, postcards, continue to have a great positive tone, think of all students
- *My commitment today is doing everything possible to improve students' attendance -to let parents know how meaningful every day is.
- *To be a positive influence to our families
- *A commitment I made today is to take preventative measures by sending postcards BEFORE reaching out to communities
- *Be positive in response to student absences. Be part of the solution and not part of the problem.
- *Meet with incoming freshman. Positive approach. Parent education. Impact of education. Support. Meet/call.
- *Attendance should come first, before anything. Home visits district-wide.
- *Continue to build relationships with parents and students.
- *I commit to make more of an effort to communicate with parents and students about the importance of attendance.
- *I commit to using the resources on the OSPI site.
- *I commit to making more of an effort to communicate with parents and students about the importance of attendance
- *I commit to changing the tone of conversations around attendance.



ATTENDANCE

"We do what's best for kids"

~Toppenish School District

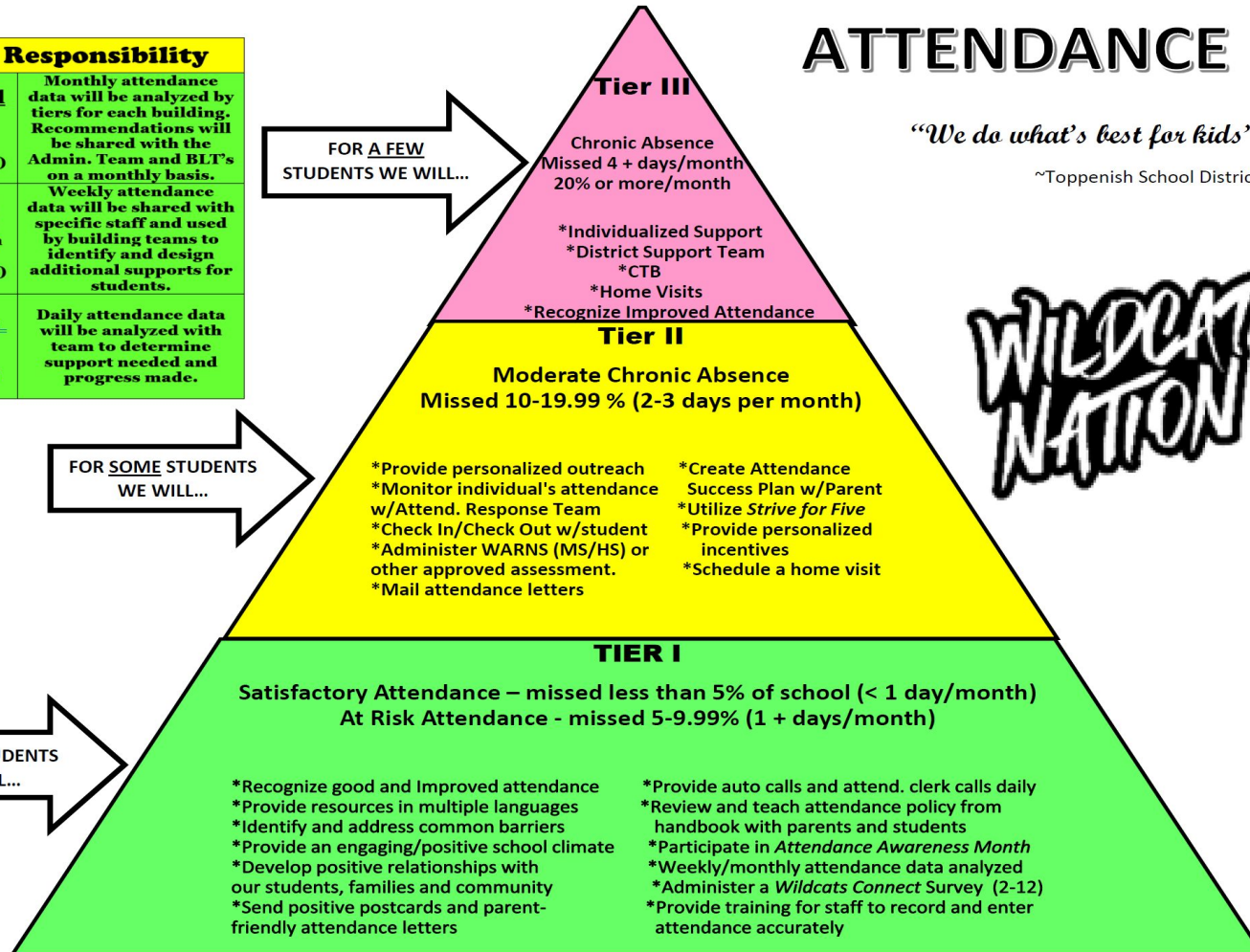
**WILDCAT
NATION**

Levels of Responsibility	
District Level (Multi-Tiered System of Supports Leadership Team)	Monthly attendance data will be analyzed by tiers for each building. Recommendations will be shared with the Admin. Team and BLT's on a monthly basis.
School Level (Building Level Leadership Team and/or Attendance Team)	Weekly attendance data will be shared with specific staff and used by building teams to identify and design additional supports for students.
Team Level (Family Support Team, District Support Team, Problem Solving Team)	Daily attendance data will be analyzed with team to determine support needed and progress made.

FOR A FEW
STUDENTS WE WILL...

FOR SOME STUDENTS
WE WILL...

FOR ALL STUDENTS
WE WILL...



Toppenish School District Example

ABSENCES MATTER AND YOU CAN HELP

Dear Parent/Guardian of **Student Name**

Name has been absent 5 days of school this year.

Did you know that even missing 10% of school days, just 2 days each month, can keep students from succeeding in school?

Thank you for continuing to help **Name** attend as much school as possible.

If you have any questions or need assistance, please call us. We are here to help. Phone

Phone Number

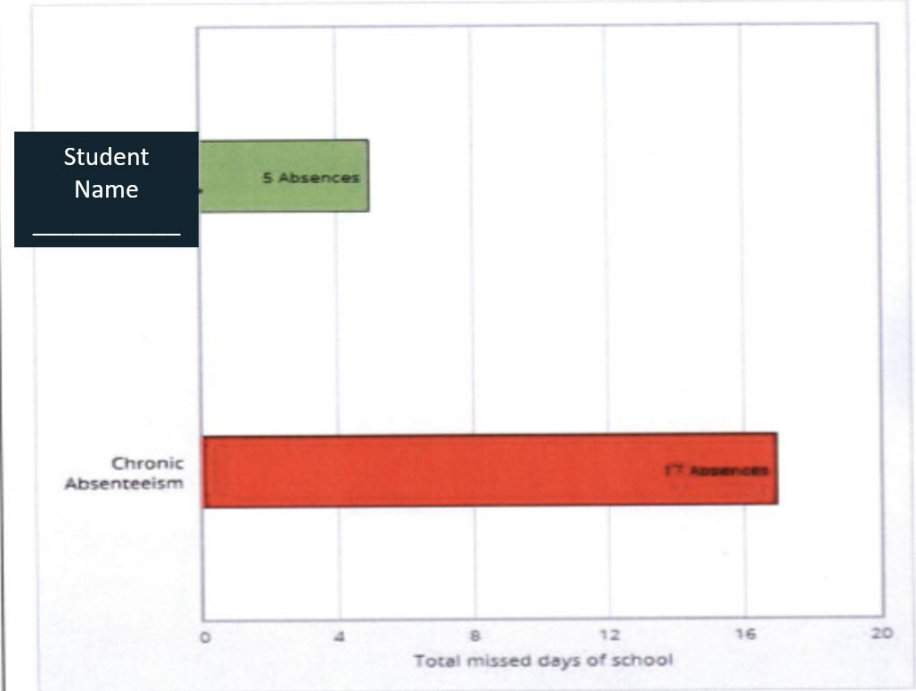
Sincerely,

Principal Name

Principal

School: **School** Elementary School

Days Absent Comparison July 15, 2019



Chronic Absenteeism is considered being absent 10% of the total number of school days possible. This includes excused and unexcused absences.

How will nudge letters be used in Toppenish SD?

- Nudge letters will be presented by students at K-12 student-led conferences in Toppenish SD.
- The letters can be generated at any time at the school level as the template now exists in their *Homeroom* data dashboard for the school district.

Action Plan: Attendance

Current Reality:

In Toppenish School District 84.5% of our students attended school regularly (less than two absences/month) in 2017-2018. This is 3.3% lower than the 2017-2018 school year. Last year there were 747 students who were considered chronically absent.

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-Bound):

By June 2021, Toppenish SD will increase the percentage of regular attenders from 84.5 % to 90% with the guidance and support of the District MTSS Leadership Team (MLT).

Action Steps:

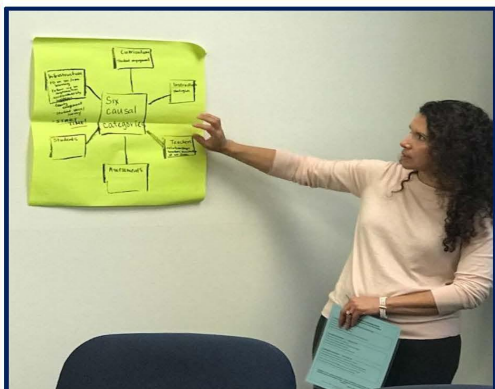
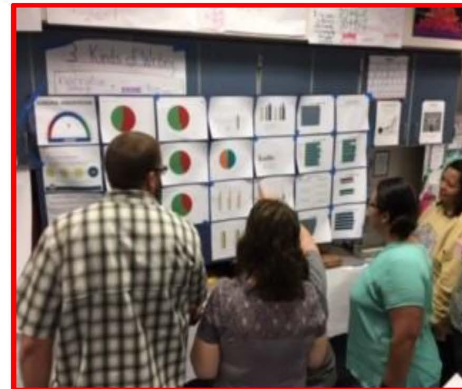
Following are actions/strategies **Toppenish SD** will take as we work on our area of improvement. The actions/strategies were selected because they supported by research and/or are examples of best practice. The selected actions/strategies are aimed at focusing on the instructional core (standards, pedagogy, assessment, curriculum and professional development or student quality and/or student success indicators also known as SQSS).

Activities to achieve this goal <i>What actions will occur? What steps will take place? How is this activity connected to the Instructional Core?</i>	Professional Development Strategy or Rationale <i>How will staff acquire the necessary skills and attitudes to implement the activity? Why this strategy?</i>	Timeline <i>When will this strategy or action begin?</i>	Resource Available <i>What are the existing and new resources that we will use to accomplish this activity?</i>	Who Is Responsible? Who Is Involved? <i>Who will provide the leadership? Who will do the work?</i>	Monitoring Effectiveness <i>What ongoing FORMATIVE evidence will we gather to show this activity is making a difference in student outcomes?</i>
Educate staff, students, leaders, parents, and community members about chronic absenteeism and possible barriers.	Admin. Retreat , Social Media, Handbooks, Flyers,Cafes, Mtg w/ Attendance Clerks, Attend. Aware, Month.	Strategies will begin in Aug. 2019. One community cafe with attendance clerks, etc. took place on 5.1.19.	Attendance Awareness Month resources from Attendance Works site. Improved attendance postcards, door hangers.	MTSS Leadership Team for Toppenish School District	District attend. data will be analyzed on a monthly basis with the results shared with BLTs and Admin Team.
Students in grades 2-12 will be given the Wildcats Connect screener to determine level of support needed	Admin. retreat, 2019 the screener will be introduced with the "why" caring adults are important.	Aug. 2019 and Sept. 2019 with staff. 6th and 9th at semester with all other grades 2-12 by end of Sept.	Google doc for all students. Will involve 3 simple question.	MTSS Leadership Team will develop the docs. Building Principals will lead work at bldg level.	The activity will be repeated on an annual basis and numbers tracked for students without a caring adult.
A multi-tiered system of supports for attendance will be implemented for Toppenish in 2019-2020.	August and Sept of 2019 there will be a training and documents shared with each staff. BLTs will monitor implementation.	Fall of 2019 and 2020 and ongoing throughout the year on at least monthly basis.	Parent friendly letters, nudge letters, postcards, district support team for families, incentives	MTSS District Leadership Team will be considered the implementation team at district level. BLT at bldg level.	The number of students in each tier will be tracked on a monthly basis to see if we are improving.
SUMMATIVE EVIDENCE: <i>What evidence will show that this activity has made a difference in student outcomes/student learning?</i> Students who have been considered chronically absent in previous years and are no longer considered chronically absent will experience an increase in achievement on formative measures for reading or math.					

Data-Driven Dialogue “Taking Root”

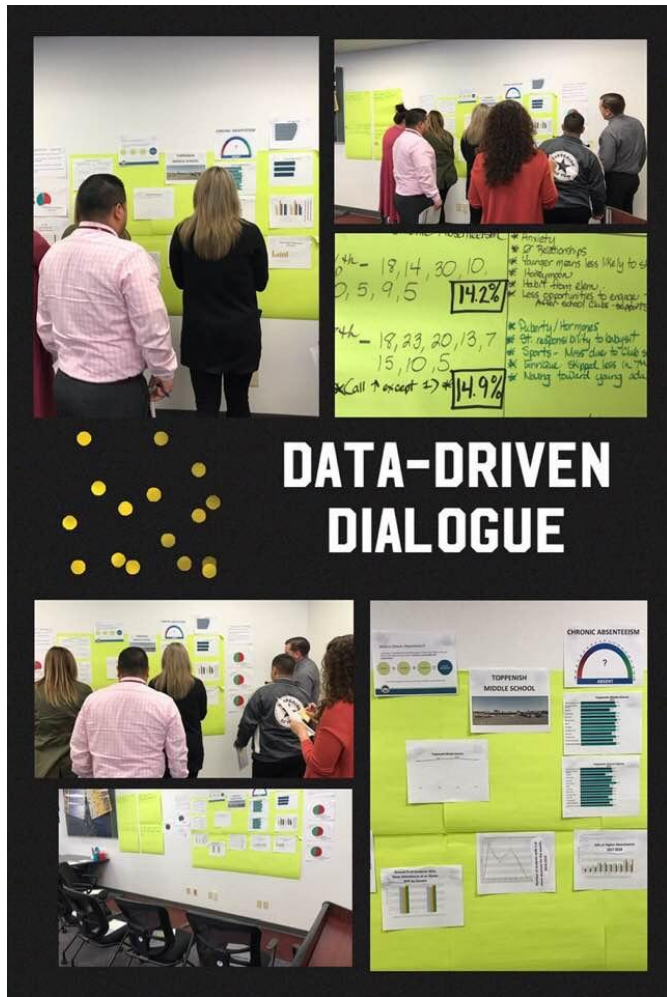


Collaborative Learning Cycles in Schools



District Level MTSS
Implementation Team
will be monitoring every
month, reporting out to
all Admin. and Building
Leadership Teams.

Toppenish SD Attendance by Schools and Tiers, 2019-2020										
June, 2019	September	October	November	December	January	February	March	April	May	June
Garfield										
TI										
TII										
TIII										
Kirkwood										
TI										
TII										
TIII										
Lincoln										
TI										
TII										
TIII										
Valley View										
TI										
TII										
TIII										
TMS										
TI										
TII										
TIII										
THS										
TI										
TII										
TIII										
CATS										
TI										
TII										
TIII										
Preschool										
TI										
TII										
TIII										
2019			0-9.99%		10-19.99%		20% -			



ALL of the tools have their strengths!

Data-Driven Dialogue (Collaborative Learning Cycle) is a tool that has been especially good for uncovering root cause and any “faulty” belief systems that must be addressed before continuing.

Data are just summaries of thousands of stories-tell a few of those stories to help make data meaningful.



Chip and Dan Heath
(Authors of *Made to Stick* and *Switch*)