

Blue Ribbon Task Force on Bullying

05/28/2019

Orion Education Service Center
Clearwater, KS

Call to Order: By Rice at 10:30 am

Roll Call – Amy Martin

Members Present:

Angie Salava	Camille Straub	Dr. David Benson	Dinah Sykes
Barb Meyer	Donna Whiteman	Gina Meyer-Hummel	Irvin Parga
James Regier	Dr. Jane Groff	Dr. Jim Persinger	Jean Clifford
Joe Coles	Jose Cornejo	Jose Martinez	Dr. Judy Hughey
Dr. Karen Kroh	Kim Keiser	Kyle Griffitts	Lindsay Buck
Lori Blake	Rebecca Lewis-Pankratz	Dr. Rick Ginsberg	Rhonda White
Stephanie Litton	Susan McMahan	Thomas Witt	Whitney Morgan

KSDE Staff Present:

Amy Martin	Pat Bone	Myron Melton	Kent Reed
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Co-Chair Comments

Dr. Ginsberg's comments

- Thanked Commissioner Watson for being present today.
- Thanked the committee for their participation and explained the format of the task force.
- Rick is here because he is a parent and an educator.
- Goals we have established:
 - Research and Identify current Bullying definition, trends, incidents, and prevention measures occurring across the state.
 - Coordinate with stakeholders to address relevant issues effectively, to best meet the needs of students.
 - Review work in the areas of social emotional learning as set forth by the State Board goals, identifying possible avenues that could reduce and prevent bullying and cyber bullying.
 - Review current statutes, regulations and policy to determine need for change.
 - Present recommendation to The Kansas State Board of Education by presenting recommendations to address bullying, cyber bullying, prevention and training measures.
- James Regier's comments
 - James is the superintendent of Remington Whitewater and used to be a School counselor.
 - He knows when it comes to bullying there are no easy answers.

Kansas Communities that Care Presentation (Presented via zoom) Kristin Heuer & Nancy White

- Power point presentation included in meeting materials.
- www.kctcdata.org has a great video on the top of the website.

- Dip in participation numbers in 2015 was due to opt in instead of opt out procedural change.
- Recommendations from CTC:
 - Encourage local level surveillance of student bullying behavior through KCTC Student Survey participation.
 - Maintain parent consent while removing burden of opt-in paperwork. Change legislation to opt-out consent for student participation.
 - Encourage use of data for local-level bullying prevention planning and monitoring to support outcomes.
 - Increase awareness by sharing local data with community stakeholders.
- Correction to email address Nancy.white@greenbush.org
- Questions
 - Before students took the survey, was there consistent teaching of what bullying is and what it isn't?
 - No there is not, the survey is simply presented to the students to see what they think.
 - The students that did report bullying, can data be reviewed to see how they answered other questions as to what other issues they are facing.
 - Yes, that can be done.
 - What is the chance of getting opt out instead of opt in?
 - There was legislation that made it out of committee this year, but did not get moved on past the committee. Please talk to your legislators to help this work move along in future years.
 - Do you collect data about identities race, immigration, sexual orientation, region,
 - We break it down by gender.
 - It can be broken down by ethnicity if there is a big enough group and if the district requests it.
 - Is there a definition listed on the survey of what constitutes bullying on the survey?
 - There is an explanation of what electronic bullying is but no definition of what bullying is.

KIPCOR Presentation

Sharon Kniss

- PowerPoint Presentation included in meeting materials
- Recommendations
 1. Embed explicit support for the use of restorative approaches for bullying and other behavior in the school code
 2. Allocate funding for at least 5 years for school and district-based training and coaching on the use of restorative approaches in situations of bullying
 3. Allocate resources for school and district-based research to monitor and evaluate bullying incidents and responses
- In terms of further supportive resources or information the taskforce may wish, whether its research or financial breakdowns or other aspects, please feel free to pass along requests and we'll do our best to respond. If the taskforce wishes to proceed with recommendations on restorative justice, we'd be very happy to respond to drafts or help craft more refined recommendations, proposals, etc.
- Questions
 - Are there additional personnel resources or is it a matter of needing money for training?

- Absolutely, staffing and resources are also needed. Training is vital to get those first pieces in place.
- How long and what is the cost of the training?
 - Staged approach year 1 would be tier 1, which is a 1 day training. Tier 2-3 would be a 2 day training. Training is in the \$8,000-10,000 range. We try to work with the budget of the school we are contracting with.
- Do you have data that show the impact of restorative justice practices?
 - The best data we have comes from out of state. The state map showing dots reflects the folks that have been through trainings, not the level of implementation.
- Do you have any data from outside of the state that would speak to the effectiveness between small vs larger districts?
 - I have not seen data with a comparative between small vs large districts. But we can see if we can find that data.
- Is the \$8,000-10,000 estimate per school?
 - It depends on the contract with the district. It depends on the number of staff being trained. We try to limit the trainings to 70 people.
- Are you aware of any universities that train teachers on this program?
 - KIPCORE works with Bethel College.
 - I do think that is exactly where restorative justice training belongs.
- Does KIPCORE encourage the school to inform families and what does that look like?
 - We encourage them to involve all stake holders so they need to think about involving their families and the community as a whole.
- Aside from funding, what are some of the barriers for districts implementing?
 - The challenges are widespread.
 - Doing too many new things at once, teacher burn out and fatigue with doing too many new projects.
 - Doing it in a top down model gets a lot of resistance. You have to get teachers to buy into it.
 - It has to be a shift in culture across the system.
- Do you specifically address age groups and recommendations?
 - Our work is tailored to a specific age group for the specific school we are working with.

Public Comment

- Written comment is included in your meeting materials
- James Sutton, Belle Plaine, KS - Superintendent of USD 357
 - Problem of bullying is real and requires everyone to find a solution
 - There is a misunderstanding in some situations
 - Some cases are not bullying. Kansas needs a consistent definition.
 - Concerned with recent legislation complicates issues around bullying
 - Accuracy is key
- Liz Hamor Wichita, KS - GLSEN Kansas
 - LGBTQ students are the highest group at risk of being bullied.
 - School climate survey

Wrap up / Workgroups

- Workgroups spent the last hour of the meeting working in groups on the individual topics of each work group.

Meeting adjourned at 02:00 by Dr. Ginsberg.

DRAFT