

Blue Ribbon Task Force on Bullying

06/18/2019

Horace Good Middle School
Garden City, KS

Welcome Call to order: By Rick at 10:03 hours

We are looking forward to hearing from local presenters today in the areas of early childhood and migrant students and the issues they face in school.

Roll Call –

Members Present:

Angie Salava	Camille Straub	Dotty Schuckman
Donna Whiteman	Gina Meier-Hummel	Irvin Parga
James Regier	Jane Groff	Jim Persinger
Jean Clifford	Joe Coles	Jose Cornejo
Judy Hughey	Karen Kroh	Kyle Griffiths
Lindsay Buck	Lori Blake	Pat Happer
Paula Fite	Rick Ginsberg	Rhonda White
Stephanie Litton	Susan McMahan	Thomas Witt
Whitney Morgan		

KSDE Staff Present:

Amy Martin	Pat Bone	Myron Melton
Kent Reed		

Approval of the Minutes

Motioned to approve: Lori Blake

Seconded: Angie Salava

Minutes Approved.

Public Comment

- No in person public comment
- Written comment was read aloud by Rick and James
 - Letters from Middle school students at McPherson Middle School
 - Letter From Ron Orsak Principal at Cheney Middle School

Early Childhood & Bullying Presentation

Beverly Benton – Clinical Social Worker, Bright Beginnings Early Childhood Center in Dodge City

PowerPoint

- Works in an early childhood center.
- Provided information on what she is seeing in southwest Kansas.
- Bullying is a behavior that has to be repeated over time.
- The bully finds someone they think that they can victimize and intends to do it time and time again.
 - In the long run the bully gets attention therefore getting what he wants. They see this as a reward.
- Bullying happens more in preschool.

- There is a lot of one on one or small group activities where bullying can go unseen.
- It is usually thought that the younger kids are not possible of bullying. (behavior is unexpected by adults)
- Girls tend to use more social seclusion and isolation than aggression like the boys tend to use.
- Emotions - we need to teach kids about emotions and empathy.
 - How do you feel, how does your body feel, how do you think the other person feels?
- Poverty in early childhood creates additional challenges.
- When children are left to their own devices they may be more apt to resort to bullying to get what they want.
- Some of the things you can do in early childhood:
 - The first 6 weeks to 90 days spent on social emotional learning.
 - The teacher needs the time to build a relationship and get to know with each and every child.
 - Teacher needs to start talking about bullying on the first day.
 - Teachers need to talk to the students that are the bullies to see what is going on with them.
 - See what they need and what area they are without that has led to this need for control.
 - We need to work with the victims.
 - We need to see why they are not able to advocate for themselves.
 - We need to help them build up resiliencies.
- Best interventions in early childhood:
 - Is when the teacher takes the victim and the bullies and asks them what happened. Let them both talk and come up with a solution.
 - Using Restorative justice in early childhood:
 - Ask the bully what they can do to make it better for the victim.
 - Give the attention back to the victim instead of the bully. See handout
 - The bully needs to try to make it right.
 - The bully will not understand this very well due to their young age.
 - The young child needs to learn to handle this on their own.
 - They can't learn to rely on adults to handle it for them.
 - Children learn best through play. The more we can reduce some of the focus on curricular standards and allow them to learn through play the more they also learn to problem solve and solve complex problems.
 - More support for parents.
- Would like the taskforce to explore restorative justice practices through all student age groups.
 - Kids need consequences that are meaningful.
 - The victims need interactions that make them feel better about themselves.
- Questions
 - If we are to get constancy in the practices you described across preschools and child schools, this requires policy, statues, and regulations. What do you think are the priorities for these policies, regulations, and statues?
 - What I didn't know is if the value of play is being taught in the universities. If the answer is yes, then the break down is happening at the local level where they have to get certain curriculum in, counting to 10, knowing the

- ABC's, etc. I do not know that you can do it with statute and regulations. You can't write statutes or regulations about how to play with a child.
 - It's a matter of what we consider important to measure in education. Maybe we need to change what we are measuring.
 - Minority groups have a lot more barriers to overcome please be mindful of these barriers and what these students are dealing with.
 - Zoom Comments
 - Thank you so much for bringing to the Bullying Taskforce the emphasis on Early Childhood Bullying. You really made me reflect on my days as an EC teacher and how I did see bullying happening through play. Social -emotional skills taught in EC settings are so valuable and I agree I hope that programs include social emotional learning as a help for bullying prevention.
 - Great suggestions

Definition of bullying – want to remind everyone what the definition that we are working with as a taskforce.

Definition of Bullying:

Section 1. K.S.A. 2007 Supp. 72-8256 is hereby amended to read as follows: 72-8256. (a) As used in this section:

- (1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, **electronic** or physical act or threat that is **sufficiently severe, persistent or pervasive** that creates an intimidating, threatening or abusive educational environment for a student or staff member...

Cultural Perspective on Bullying Presentation

Adriana Holguin – Southwest Plains Regional Center, Migrant Advocate

- Did a survey on Thursday and Friday in SW Kansas
- 6 districts in SW Kansas over bullying
- Get questions and some answers from Adriana Have her email to me and pat
- What would the kids & Families like to see the schools do better
 - Speakers ,
 - more security
 - hold kids accountable
 - anti-bullying program
 - education for students and parents on bullying and on culture
 - mental health awareness
 - more communication between school and parents
 - a way to stop the labeling
 - educate staff and parent
 - relation building relationship with staff parents and students
- Questions
 - Talked about things they would like to see educate staff and parent relation building relationship with staff parents and students what are some positive things we should be doing in the schools.
 - Students want to feel more welcome. Some schools have started doing porch visits. A way to get to know the student and their families. The parents appreciate the teacher building that relationship when the teacher took the time to learn about the family. More porch visits would be good
- Zoom Comments
 - I couldn't agree more on her comment that bullying stems from home. The children are constantly learning and they are a product of their environment.

- Thank you for being such a strong advocate for these students!
- Would it be possible to obtain a copy of the survey? Survey will be included with notes.
- Thank you for sharing your survey results with us as well as your experiences. I do believe that it would benefit staff to have migrant program leaders explain to them "words to say and not say" which provides meaning. I also believe that if migrant parents had speakers at the migrant parent advisory council on bullying it would help them feel informed.

Survey on Bullying / Encuesta sobre Bullying

How does cultural background, ethnicity, race, and language impact bullying in your community/school?

¿Cómo afectan los antecedentes culturales, la etnicidad, la raza y el idioma al acoso escolar en su comunidad / escuela?

- It's a matter of power "who is better "
- Comments about race
- Minority groups get bullied more
- Minorities are being pushed around more due to the language barrier
- Language- speaking "better" English earns you more respect and Patience
- Are being taken advantage that they are different then everyone else
- Makes other students think stuff that might make them kill themselves or hurt themselves
- Hispanics get bullied because being American gives you more rights

Based on your experiences, do you believe students that are "in the minority" are bullied at higher rate?

Según sus experiencias, ¿cree que los estudiantes que están "en la minoría" son acosados a una puntuación más alta?

- The Size of the group encourages the bullying
- More violence
- Made fun of
- One group will always be better than the other –competing who is best
- Scared to defend themselves or say anything
- Economic standing goes both ways
- Yes, especially when parents are not very involved in their child's school
- Racist remarks
- Last name- athlete

Examples or incidents on this topic you have observed?

¿Ejemplos o incidentes sobre este tema que has observado?

- **Comments such as "go back to your country"**
- **Comments about hair, race. Social status, speech**
- **So many Bullying is everywhere and hard to keep in control**
- **Refuse to play or invite children to play because they don't speak "English"**
- **Violence- pushing, shoving, knocking kids' stuff, cyber bullying, physical appearance**

- **A girl tried to commit suicide all because someone made fun of her weight and appearance**
- **Made fun of student's parents for their smell/ appearance / language**

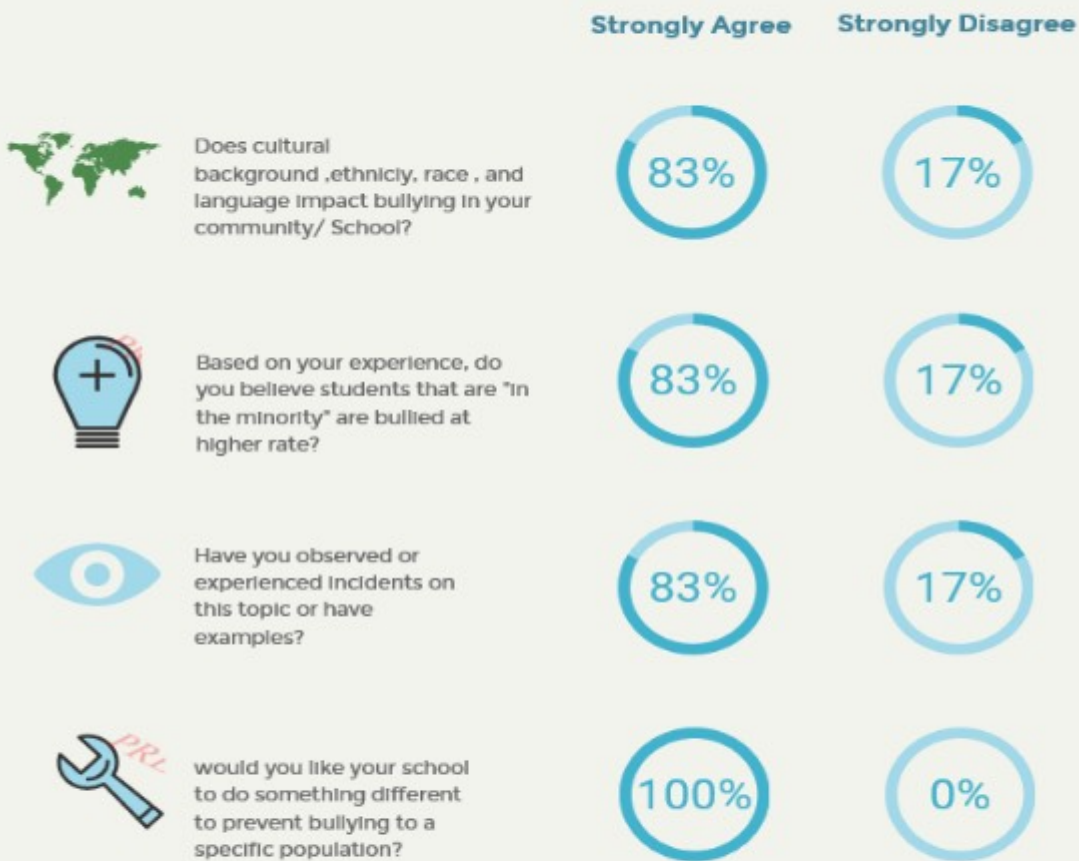
What would you like your school to know or do different to prevent bullying to a specific population?

¿Qué le gustaría que su escuela sepa o haga diferente para prevenir la intimidación a una población específica?

- **More counseling**
- **Have speakers come in to talk about the topic**
- **Stricter Consequences**
- **More cameras/security (monitoring) to hold those accountable for their actions**
- **Educate parents, staff, and students**
- **More anti-bullying programs**
- **Class on cultural awareness & ethics**
- **More discipline**
- **Terminology**

2019 Survey on Bullying Results for SWPRSC

Partial Survey Questions



Number of surveys completed: 12 | Response Rate: 100%
Number of School Districts surveyed: 6

Public Comment

- Daniel Minde, Teacher USD 480
 - Encourage Task Force to look into promoting Restorative Justice/Social Emotional Learning practices.
 - Bring both bully and victim together and decide how they are going to go forward.
 - OSS does nothing for the victim or the Bully.
 - Empathy, curiosity and creativity are important skills K-12.
- Kristen Dolen – Assistant Principal At Eisenhower Middle School, Liberal Kansas

- Concerned by incidences of bullying being reported by the parent not the student. Maybe the kid is afraid of retaliation or does not have an adult in the school that they feel they can trust.
- I agree the definition of bullying needs to be communicated to parents, teachers, students, and all stake holders in a better manor for consistency and to increase understanding.
- There is a no quick fix, but it in Liberal we are seeing a positive impact from using restorative practices.

Wrap up / Workgroups

- Due to the number of taskforce members joining the meeting via zoom today, workgroups will be meeting via email and other electronic communication to continue their work.

Lori Blake

Children's Cabinet is doing a listening tour concerning early childhood education in Kansas. Educator and family feedback is important to children's cabinet and trust fund. Please provide feedback.

Next meeting August 5th, 2019, Smoky Hill Service Center, 605 E Crawford, Salina, KS

Adjourned at 12:35 p.m.