

Blue Ribbon Task Force on Bullying

10/30/2019

Joyce Focht Instructional Center
Wichita, KS

Call to Order: 1:05 pm

Roll Call –

Members Present:

Angie Salava	Camille Straub	Dinah Sykes
Dottie Schuckman	Donna Whiteman	Irvin Parga
James Reiger	Jane Groff	Jim Persinger
Jean Clifford	Jose Cornejo	Judy Hughey
Kyle Griffiths	Lindsay Buck	Lori Blake
Molly Baumgardner	Pat Happer	Paula Fite
Rebecca Pankratz-Lewis	Rick Ginsberg	Sara Hortenstine
Stephanie Litton		

KSDE Staff Present:

Pat Bone Myron Melton Kent Reed

Approval of the Minutes

Motion to approve: Judy Hughey

Seconded: Pat Happer

Passed

KSDE work on Bullying Kent Reed - PowerPoint

- Definition and explanation of bullying – pertains to students, staff, and visitors.
- Progressive sanctions for bullying repeats.
- Fact sheets are updated annually. It will be updated following the work of this taskforce.
- Need to market the bullying help line.
- Social Emotional standards include character development.
- Counseling standards apply to every staff member not just to counselors.
- Preservice training is needed and needs to be more consistent.
- Who is responsible for the competency and when they have been met? Amy Gaumer Erickson and Patty Noonan have tools that can be used for this purpose.

Mental Health Connections – Myron

- Explicit instruction is critical.
- Must be considering the state board's goal and the shifting culture in our recommendations.
- Personalizing learning, student engagement, family and community engagement are necessary parts of shifting the cultures.
- These are critical components of changing the bullying atmosphere in schools.
- Accountability must be a part of the system.
- Who's accountable, the statute is a statute. From a legal perspective and our business is education, we always want it to be education dealing with the issue at the lowest level possible? Education is an art. We cannot create an assembly line that works for everyone.

Discussion:

- How do we collect outcome data that matters and supports the work that is being done?
- Absolutely, we need to measure change, advising districts what tools could be used to measure change locally.
- Adaptive problems can't be fixed with curriculum. We must build relationships.
- Climate is something we need to help people think about. Climate is about how it feels to the adult, the kids, the parent. It tells a story.
- Teachers are held accountable in many more ways today than they used to be. They are also rule followers. My job is keeping students safe and also to protect and support my staff.
- Accountability is also addressed through the accreditation system in Kansas, known as KESA.
- The environment and relationships we build in our schools are tantamount to this issue. The state board's vision is driving this work.

Workgroups Reports

- Barriers and Solutions Group – touched on definitions today and words matter. This is a great opportunity to help increase understanding. Info graphic could really change the experience of our school staff. Trauma is part of life in today's communities and it effects the culture in our schools. Fear is the internal reactions, and out of that comes anger and aggression. We need to help our teachers work through stories they hear every day. Stephen Dorothy, victims' rights in Kansas. Partnering with mental health center is helping in the Wellington district. Liaison - position is critical to success. Kids are getting more services and out of the classroom less. Also, providers for adults in the summer. Students performing better, behaving better, less office referrals, and breaking down the stigma of mental health in the school.
 - Still working on what data needs to be collected.
 - Restorative justice may be a part of the solution.
 - Timeline must be developed for implementation.

- Copy of report for Cultural Awareness. Data and accountability strong theme for this group. What groups are prone to be involved in bullying? Gender, ethnicity, sexual orientation, socio-economic status, Public comments have been heavy on LGBTQ status.
 - Ask KDADS about adding data categories to the KCTC data elements
 - Preventative mental health and proactive learning.
- Evidence and Current Practices –
 - Current regulation and from that know that all schools must have a plan to and address bullying. Training for staff and students. What is being done in the school varies widely
 - Needs to be a proactive approach and direct instruction.
 - Teaching the definition of bullying to students and families. Also teach what it isn't.
 - Teachers/staff offering of micro-credentialing
 - Training students in how to report all types of bullying.
 - Add definition to KCTC testing.
 - Prevention programs with components for the bully, the bullied, and the bystander.
 - Culturally relevant and sensitive.
 - Work with cell phone providers to provide information to parents about electronic device usage.
 - Adoption of CASTLE approved program. Perhaps a state funding for a grant for the program and or staff development
 - Each school have a school counselor. Ratio of 250 to 1 School Psych 500 to 1[
 - School counsel with community to address bullying issues.
- Policy/Practice/Accountability
 - Clear wording and procedures with quality training.
 - Restorative practices imbedded in Kansans Can vision of the state board.
 - Should be linked to current work in school mental health, suicide prevention, sexual abuse, school climate, and culture,
 - Clear consistent and refined reporting practice.
 - KCTC survey, some concerns due to length of survey.
 - KSDE develop survey to address all SE issues.
 - Practice – best practice resources and ways to identify what is effective.
 - All school staff need training on what bullying is, rules, and expectations of the reaction to bullying.
 - Caseloads of 250+ cannot address needs effectively.
 - Need for additional resources to provide this support.
 - Next steps – good survey for all schools to use for the SE issues so data could help drive decisions.
 - Training of teachers in preservice programs.
 - Correlation study by Amy and Patty work with the CTC survey
- Research committee

- There is no silver bullet to fix these problems
- SE learning programs needs to be research to determine effectiveness. Training and fidelity is a big issue.
- Parent management training is key.
- Concerns – evidence based. Companies that claim to be evidence based. CASTLE actually has a good tool to determine effectiveness.
- Implementation issues.
- Cost
- Focusing on accreditation system to provide accountability
- Tying initiatives together is a key to success.

Three to 5 page report from each sub-group is what the writing committee needs to form the recommendations and the final report.

Submission of reports to Pat.

Next Meeting

Next week Nov. 6 Greenbush in Lawrence.