SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION
Matt McCarter, Director

Division Goal:
Foster and establish optimal conditions for learning and increase access to technical / postsecondary education.
Session Objectives

• Increase understanding of Idaho statutes and rules related to bullying / harassment

• Identify and discuss current school efforts to address bullying / harassment

• Expand Rolodex of colleagues working on the similar issues
SO,... HOW'S YOUR DAY GOING?
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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Name 4 heavy metals and draw their symbols

- Metallica
- Megadeth
- Slayer
- Anthrax
Math Test

1. Bob has 36 candy bars. He eats 29. What does he have now?

Diabetes
Bob has diabetes.
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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Adverse Childhood Experiences

Domains

- Abuse
- Neglect
- Household Dysfunction

http://www.cdc.gov/violenceprevention/acestudy/index.html
Adverse Childhood Experiences

ACEs informed instruction / disciplinary practices shift conversation from:

“Why did you do that?”

To

“What’s going on? What happened to you?”
Understanding Student Behavior

https://www.youtube.com/watch?v=dqtntnxmAmY
Brain Rules

• Severe, chronic stress- learned helplessness
• Seligman study (1960)

“Your body’s defense system- the release of adrenaline and cortisol- is built for an immediate response to a serious but passing danger, such as a saber-toothed tiger. Chronic stress, such as hostility at home or school, dangerously deregulates a system built only to deal with short-term responses”.

*Dr. John Medina, Brain Rules*

• Stressed brains don’t learn the same way
22,062 referrals in SFY15

http://healthandwelfare.idaho.gov/Portals/0/AboutUs/Publications/FFT_2015_2016_FORWEB.pdf
Suicide in Idaho

• Second leading cause of death for males age 10-14

• Between 2010 & 2014, 96 Idaho school children (18 and under) died by suicide. Twenty of these were age 14 and under

• Since September, 2015, the SDE has assisted in responding to 8 student suicides

• Dr. Garbarino story

Interpersonal-Psychological Theory of Suicidal Behavior
Thomas Joiner, PhD

Those Who Desire Suicide

Perceived Burdensomeness

Thwarted Belongingness

Those Who Are Capable of Suicide

Acquired Ability for Self-Harm

Nabitation to Physical Pain

Serious Attempt or Death by Suicide

Derived from Sketch of a Theory
Power Point presentation, 2009
Thomas Joiner, PhD
Why Focus on Suicide?

• Addressing the root causes of suicide ideation effectively prevents violence, bullying / harassment and substance abuse

• Upstream prevention / resilience building strategies include focusing on:
  
  ✓ Belongingness: “others really know me and have my back”
  ✓ Capability: “I am of value to my community”
Gatekeepers

• Caring adults in frequent contact with youth who represent the safety net

• Best equipped to identify and intervene when warning signs of destructive behavior emerge

• Provide indications of belonging
Youth Prevention Survey

• Administered in Spring, 2014
• Sample size: 12,650 (grades 6, 8, 10 & 12)

Figure 1. Counties represented in Idaho Youth Prevention Survey, 2014

- Participated, all grade levels represented
- Participated, not all grade levels represented
Figure 12. Responses pertaining to emotional health, by grade level

- Felt hopeless all/most of the time in last 30 days:
  - 6th Grade: 10
  - 8th Grade: 13
  - 10th Grade: 17
  - 12th Grade: 14

- Felt worthless all/most of the time in last 30 days:
  - 6th Grade: 12
  - 8th Grade: 15
  - 10th Grade: 17
  - 12th Grade: 14

- Seriously considered suicide in past year:
  - 6th Grade: 10
  - 8th Grade: 16
  - 10th Grade: 17
  - 12th Grade: 14

- Attempted suicide in past year:
  - 6th Grade: 3
  - 8th Grade: 5
  - 10th Grade: 5
  - 12th Grade: 3
Figure 16. Percent of students reporting low levels of emotional health, by school changes

- Felt hopeless all/most of the time in past month
- Seriously considered suicide in past year

<table>
<thead>
<tr>
<th></th>
<th>Percent of Respondents</th>
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<tr>
<td>Never changed</td>
<td>11/11</td>
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<tr>
<td>1 or 2 times</td>
<td>13/14</td>
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<tr>
<td>3 to 6 times</td>
<td>16/17</td>
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<tr>
<td>7 to 12 times</td>
<td>25/27</td>
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</tbody>
</table>
Figure 10. Bullying experiences, by number of times changed school

- **Have been bullied**
  - Never changed schools: 30%
  - 1 or 2 times: 33%
  - 3-6 times: 40%
  - 7-12 times: 47%

- **Bullied someone else**
  - Never changed schools: 12%
  - 1 or 2 times: 14%
  - 3-6 times: 14%
  - 7-12 times: 21%
Youth Risk Behavior Survey (YRBS)

- Administered in spring, 2015
- Sample size: 1,760 (grades 9-12)
- Weighted data
Percentage of Idaho students who were bullied on school property one or more times during the past 12 months

- 9th Grade: Female 39.4%, Male 22.2%
- 10th Grade: Female 36.1%, Male 14.7%
- 11th Grade: Female 31.5%, Male 21.0%
- 12th Grade: Female 25.7%, Male 16.0%
- 9th-12th Total: Female 33.8%, Male 18.6%
- Overall: Female 26.0%
Risk Behaviors & Academic Achievement

Percentage of students who were bullied on school property one or more times during the past 12 months was **significantly** associated with academic achievement.
off the mark.com

NEW SAFETY UNDERWEAR WITH WEDGIE-SENSITIVE AIRBAGS
Percentage of Idaho students who seriously considered attempting suicide during the past 12 months

- 9th Grade: 28.8% (Female), 10.5% (Male)
- 10th Grade: 24.0% (Female), 11.8% (Male)
- 11th Grade: 30.4% (Female), 17.1% (Male)
- 12th Grade: 24.9% (Female), 12.7% (Male)
- 9th-12th Total: 27.2% (Female), 12.9% (Male)
- Overall: 19.8% (Female), 19.8% (Male)
Risk Behaviors & Academic Achievement

Percentage of students who seriously considered attempting suicide during the past 12 months was significantly associated with academic achievement.
Percentage of students who seriously considered attempting suicide during the past 12 months

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2001</td>
<td>16.7%</td>
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<td>2003</td>
<td>17.8%</td>
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<td>2005</td>
<td>15.9%</td>
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<td>2007</td>
<td>17.1%</td>
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<td>2009</td>
<td>14.2%</td>
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<tr>
<td>2011</td>
<td>15.4%</td>
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<tr>
<td>2013</td>
<td>15.8%</td>
</tr>
<tr>
<td>2015</td>
<td>19.8%</td>
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</tbody>
</table>
Percentage of Idaho students who rode with a driver who had been drinking alcohol (in a car or other vehicle one or more times during the past 30 days)
Risk Behaviors & Academic Achievement

Percentage of students who rode with a driver who had been drinking alcohol (in a car or other vehicle one or more times during the past 30 days) was **significantly** associated with academic achievement.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Mostly A's</th>
<th>Mostly B's</th>
<th>Mostly C's</th>
<th>Mostly D's/F's</th>
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<tr>
<td>12%</td>
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<td>31%</td>
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</table>
Percentage of Idaho students who had five or more drinks of alcohol in a row, that is within a couple of hours, on one or more of the past 30 days

- **9th Grade**
  - Female: 11.9%
  - Male: 7.7%

- **10th Grade**
  - Female: 14.1%
  - Male: 13.5%

- **11th Grade**
  - Female: 16.7%
  - Male: 20.6%

- **12th Grade**
  - Female: 20.2%
  - Male: 20.0%

- **9th-12th Total**
  - Female: 15.5%
  - Male: 15.5%

- **Overall**
  - Female: 15.6%
  - Male: 15.6%
Risk Behaviors & Academic Achievement

Percentage of students who had 5 or more drinks of alcohol in a row on one or more of the past 30 days was significantly associated with academic achievement.

<table>
<thead>
<tr>
<th></th>
<th>Mostly A's</th>
<th>Mostly B's</th>
<th>Mostly C's</th>
<th>Mostly D's/F's</th>
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<tbody>
<tr>
<td>0%</td>
<td>10%</td>
<td>17%</td>
<td>23%</td>
<td>28%</td>
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<tr>
<td>50%</td>
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</tbody>
</table>
Percentage of Idaho students who used marijuana one or more times during the past 30 days

- 9th Grade: Female 15.8%, Male 9.7%
- 10th Grade: Female 16.1%, Male 13.2%
- 11th Grade: Female 15.3%, Male 22.3%
- 12th Grade: Female 23.1%, Male 22.1%
- 9th-12th Total: Female 17.4%, Male 16.6%
- Overall: Female 17.0%
Risk Behaviors & Academic Achievement

Percentage of students who used marijuana one or more times during the past 30 days was **significantly** associated with academic achievement.
Bullying Definition (I.C. 18-917A)

“Any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:

(a) A reasonable person under the circumstances should know will have the effect of:

   (i) Harming a student; or
   (ii) Damaging a student’s property; or
   (iii) Placing a student in reasonable fear of harm to his or her person (or property); or”
Bullying Definition (I.C. 18-917A)

“(b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student”

Idaho’s law includes cyberbullying
Bullying Definition (U.S. HHS)

In order to be considered bullying, the behavior must be aggressive and include:

• An imbalance of power- kids who bully use their power to assert control over other kids
• Repetition- bullying includes a pattern of behavior involving dominance over others
Idaho Code 33-1630

Legislation
Professional Development Content

Training shall include:

- Vision or philosophy around school climate & expectations of student behavior
- Clarity around the definition of bullying / harassment
- Identification of materials distributed annually on bullying and harassment
- School approaches in place for bullying prevention (issue owner)
- Expectations of staff for intervention
- Processes in place for responding to incidents
Intervention

If an adult staff member observes or receives report of the bullying:

• Actions must be taken immediately verbally or physically (depending on severity)

• Facilitating intervention:
  • Addressing bullying behavior
  • Supporting students who are bullied
  • Supporting bystanders
  • Dispersing bystanders
  • Dispatching colleagues to intervene
  • Investigating ongoing bullying incidents
Graduated Consequences

**Intended to assert proportional disciplinary action**

- Students are best supported if initial bullying behavior is met with an initial consequence (i.e. meeting with the counselor) and followed by increasingly severe consequences (meeting with parents & principal, detention, special programs, suspension, etc.)

- Redirect behavior in a proportional manner while minimizing disruption of the perpetrator’s learning.
Bullying Incidents

• Districts report to SDE as required by I.C. 33-1630

• Items to be collected by district are:
  • # of incidents by grade
  • # of new and repeat offenders by grade & gender

SDE has published a tracking sheet and report will be a web-page due annually.

http://www.sde.idaho.gov/sectr/sdfs/
Bullying Incidents

BULLYING INCIDENT TRACKING FORM
2015-2016 School Year

School District Name & Number: 
School Name: 

Bullying is defined as, intentional, repeated hurtful acts, words, or other behavior such as name-calling, threatening and/or shunning committed by one or more persons against another.

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<thead>
<tr>
<th>Male</th>
<th>First Offense</th>
<th>Second or Additional Offense</th>
<th>Female</th>
<th>First Offense</th>
<th>Second or Additional Offense</th>
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<tr>
<td># of Incidents by grade</td>
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Directions:
1. Track each act of bullying, as defined above, as one incident.
2. Track those involved in each incident by gender.
3. Indicate if those involved in each incident are a first time offender or have had repeated offenses.
Bullying Incidents

Incidents to be reported are those that prompt a formal disciplinary response such as:

- Removal from the classroom
- Meeting with the counselor / principal
- Involvement in special programs
- Parent meeting
- Detention
- Suspension
Safe & Drug Free Schools- The Big Ideas

- Provide dedicated resources to:
  - Prevent / address student substance abuse and violence
  - Increase security capabilities (training, program implementation, staffing, etc…)
  - Implement safety equipment

This funding is a recommendation of the SDE’s Safe and Secure Schools Task Force. More information on Task Force recommendations can be found at:
http://www.sde.idaho.gov/site/safe_secure/
School Safety Legislative Action

- SB 1186 provides approximately $4 million in formula funds for substance abuse prevention and school safety improvements.

- Formula fund calculation:
  - Base amount of $2,000 for every district and public charter school (regardless of authorizing entity)
  - Prorated amount of approximately $13 per student

- Funding available for FY16 school year
SAVE THE DATE:  🗓️ April 14 & 15, 2016  📍 Sun Valley Convention Center, Sun Valley, ID

The Annual Idaho State Prevention & Support Conference is a gathering focused on innovation, best practices, collective problem-solving, and motivation to most effectively address youth risk behaviors, foster optimal health, and realize academic success for Idaho students.
Project mission:

To foster connectedness and resilience throughout Idaho school communities to prevent youth suicide.

Project Strategies:

- Sources of Strength implementation in schools
- Gatekeeper training in communities
- Clinician training on managing / assessing suicide risk
- Juvenile corrections staff training
Sources of Strength

“This best practice youth suicide prevention program harnesses the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying and substance abuse”.

Sources is currently being implemented in 47 schools in Idaho.

www.sourcesofstrength.org
SafeSchools Training

- Online staff training and polices
- Price: Yearly subscription
  - Based upon number of users
  - As number of users increase, price reduces
  - Minimum: $500.00
NNU-Bullying: Take Charge

- Learn to detect and recognize bullying, address bullying w/bully and victim, discuss it in classroom environment w/activities, implement community wide bullying prevention.
- Price: $80.00
McGrath Training Systems

• Methods and procedures to meet legal requirements and practical tools that are implemented to prevent and neutralize the effects of bullying.
• Price: $33.95 per quantity
Public School Works

- **EmployeeSafe**: Online program with tools to implement, manage and sustain a comprehensive staff safety and regulatory compliance program
- **StudentWatch**: Online program for students to report bullying, accidents, and behavior management
- **Price**: Based upon number of users
Violence Prevention Works

• Program that utilizes surveys, classroom curriculum, resources & training to reduce bullying, drug and alcohol abuse and improve academics.

• Price: Based upon which products needed:
  • Survey Package of 30 w/Scanning Services: $43.95
  • Prevention Program Schoolwide Guide: $98.95
  • Prevention Program Teacher Guide: $62.95
Character Counts!

• A framework for schools that provide practical strategies and tools to foster positive climate change in the academic, social/emotional and character development by infusing six core ethical and performance values into an organization.
• Price: Based upon which products needed
Positive Behavior Interventions & Support

- School-wide, positive behavior support to help define, develop, implement, and evaluate approaches to help student social, emotional and academic outcomes.
- Price: **FREE**
Harbor School Method

• A program that sets up an environment that allows students to focus on learning while in a safe, secure setting focusing on behavior, academic standards and school leadership to create a bully-free school

• Price: FREE
Green Dot

• Preparing organizations to implement a strategy to help reduce power-based, personal violence by implementing two objectives: content development and training.

• Price: Variety of factors are involved to establish a price point
Edivate

- Provides resources to help create a personalized learning experience for each educator, management tools to help administrators create individual and system-wide professional learning plans, and provides support, workshops, on-demand training, and ongoing consultation.

- Price: Variety of factors are involved to establish a price point.
Second STEP

- For schools to create and sustain safe, supportive learning environments by using their integrated framework that combines social-emotional learning with bullying prevention and child protection to form a cohesive foundation for whole-school success
- Price: Varies on what products are needed (i.e., Classroom Kit: $359.00, Bundles: $1,749.00 Suite: $3,899.00)
Rachel’s Challenge

- 40 minute presentation(s) and follow-up materials that address isolation, prejudice and bullying depending on age group. Can customize to fit school's needs. Each presentation is based on age/grade appropriate. Create sustainable long term change & growth. Three different packages depending on school needs.

- Price: Varies based on the different packages. Basic: $3,600 Top: $6,500
Stopbullying.gov

• A website that helps define what bullying is and place for educators, families and students to go to get help and information on bullying

• Price: N/A
Positive Discipline

- Provides teachers with skills to build students sense of community, prepare them for successful living and increase academic achievement with two day training and other materials to help implement
- Price: Varies depending on product needed
Idaho Drug Free Youth

- **i2i Program**: 3-6 hour program that has IDFY facilitators lead an assembly with activities and discussions that get students more compassionate and understanding.

- **VOICE Mentoring**: Sets up schools to easily implement and sustain an ongoing program where positive older students have a strong voice to influence younger students through monthly classroom connections and personal informal connections.

- **Price**: i2i Program
  - 1st year: **FREE**
  - 2nd year: $950
  - 3rd year: $1,460
  - 4th year: **FREE**
Collective attention to the well-being of students is our best strategy to change lives for the better
Resources:

Idaho Code 33-1630, Requirements for Harassment, Intimidation and Bullying Information and Professional Development:
http://legislature.idaho.gov/idstat/Title33/T33CH16SECT33-1631.htm

Idaho Code 18-917A, Student Harassment- Intimidation- Bullying:
http://legislature.idaho.gov/idstat/Title18/T18CH9SECT18-917A.htm

2015 Idaho Youth Risk Behavior Survey

Violence Prevention Program Information and Reports:
http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

Federal Resources and Guidance:
http://www.stopbullying.gov/
Contact Information

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