2016 Ohio Safe and Violence Free Schools Conference

Kimberly Nagel, Executive Director · September 19, 2016

SaferSchools Ohio

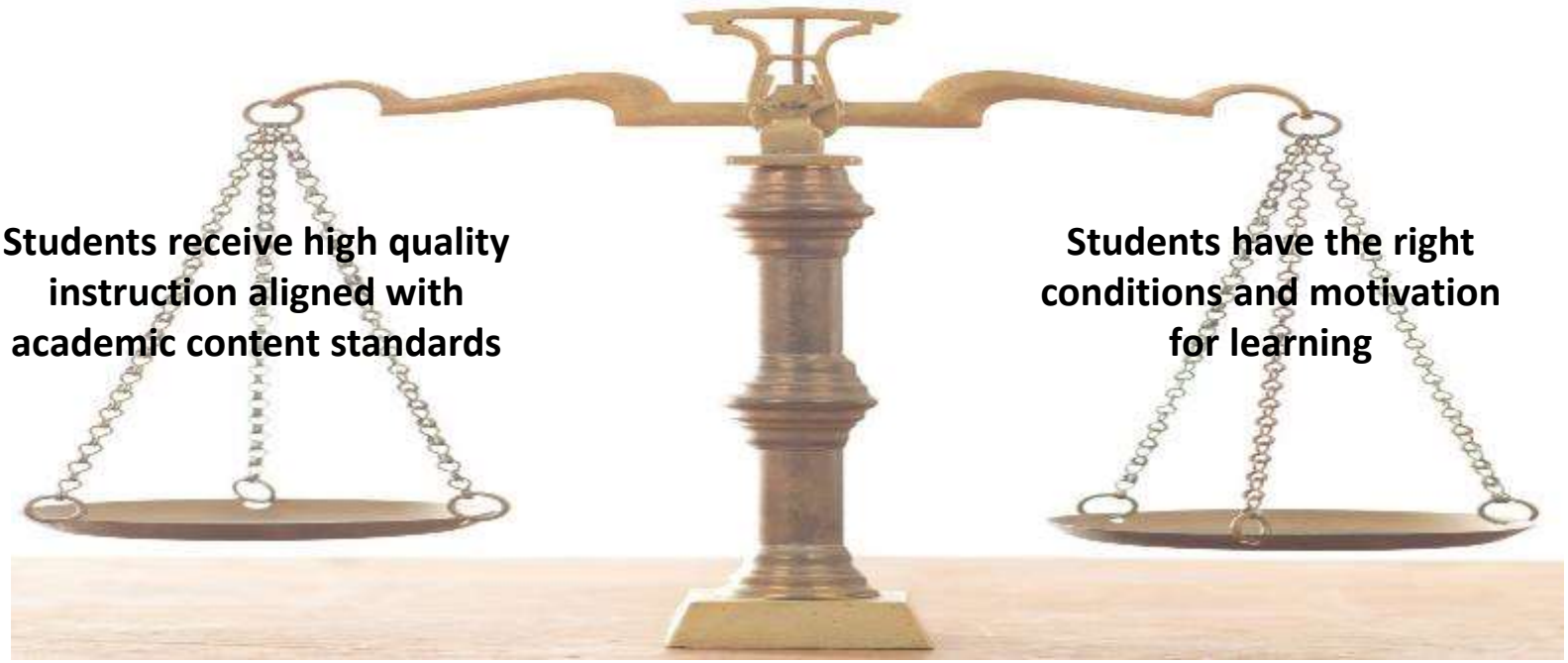
Tools for Creating Safe and Violence Free Schools

SaferSchools Ohio

THE WHOLE SCHOOL
THE WHOLE COMMUNITY
THE WHOLE CHILD
IMPACT SCHOOL SUCCESS

Higher Achievement For All Students

"Every child graduates and has the knowledge to succeed in life."



Whole Child Approach to School Improvement

- Students cannot not learn if they are not healthy.
- Many barriers to learning include absenteeism, discipline, violence, truancy and drop-out.
- Can be linked to students' (families') physical, social, and emotional health.

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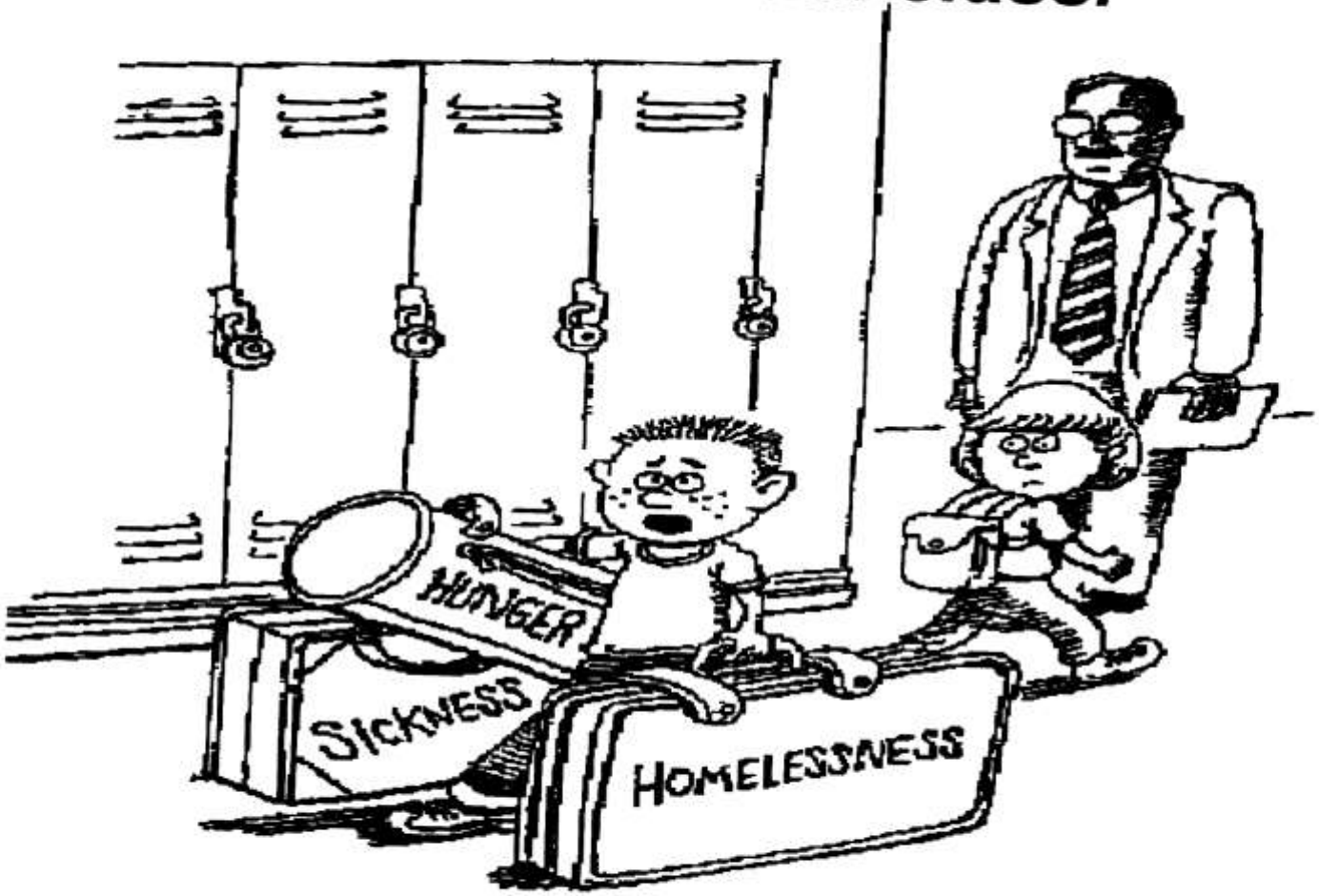
"Could someone help me with these? I'm late for math class."



Health Disparities and Education

- Poor health and health disparities are an underlying cause of the achievement gap
- No matter what curriculum or school management changes are made, health must be addressed.
- Educationally relevant health disparities play a significant role in the achievement gap of urban minority students.

"Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap" by Charles E. Basch

Equity Matters: Research Review No. 6

Health Disparities Connection to Academic Indicators

- Vision
- Asthma
- Teen Pregnancy
- Aggression and Violence
- Physical Activity
- Breakfast
- Inattention and Hyperactivity
- Discipline
- Grades
- Absenteeism
- Truancy
- Drop-out
- School Climate
- Graduation Rate

Impact on Youth

1. **Vision –** 21.5% of children age 6-11 have vision problem
2. **Asthma –** 10% of children under 18 years
3. **Teen Pregnancy –** teen birth rate is 29.4%, lowest ever
4. **Aggression and Violence –** 20% of 9-12th graders reported being bullied at school
5. **Marijuana Use –** 41% of students have used marijuana one or more times during their life
6. **Prescription Drugs** - 17.8% of students had taken prescription drugs (e.g., Oxycontin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription one or more times

Impact on Youth

7. **Physical Activity –** 85% of 9-12 graders do not meeting guidelines
8. **Breakfast –** 50% of children in US go to school hungry
9. **Inattention and Hyperactivity –** 5.2 million children under 18 received diagnosis
10. **Sleep –** 68% of 9-12 graders do not get 8 or more hours of sleep on an ave. school night

CDC & The Center for Health & Health Care in Schools

What do our brains need to learn?

1)Balanced nutrition

2)Sufficient hydration

3)Sleep

4)Physical activity

5)Safety & Security

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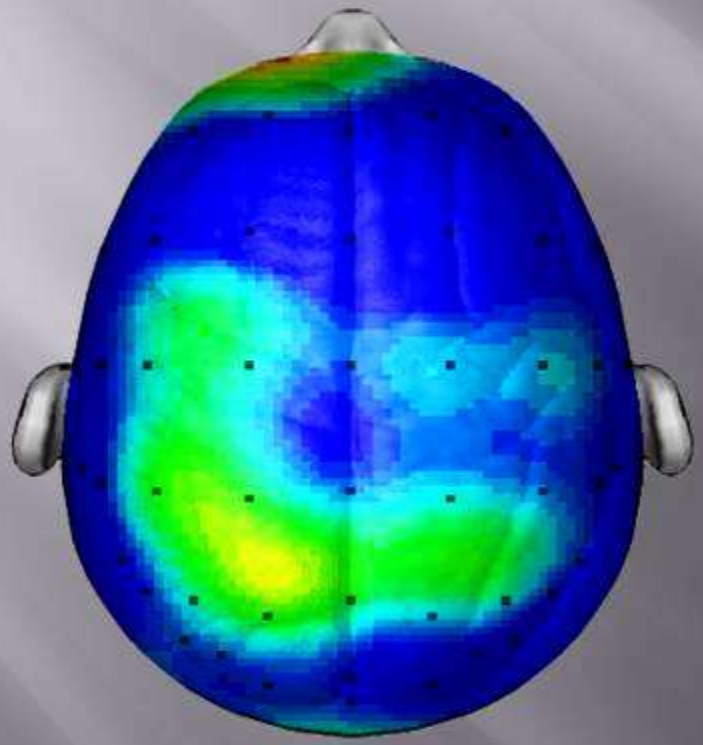
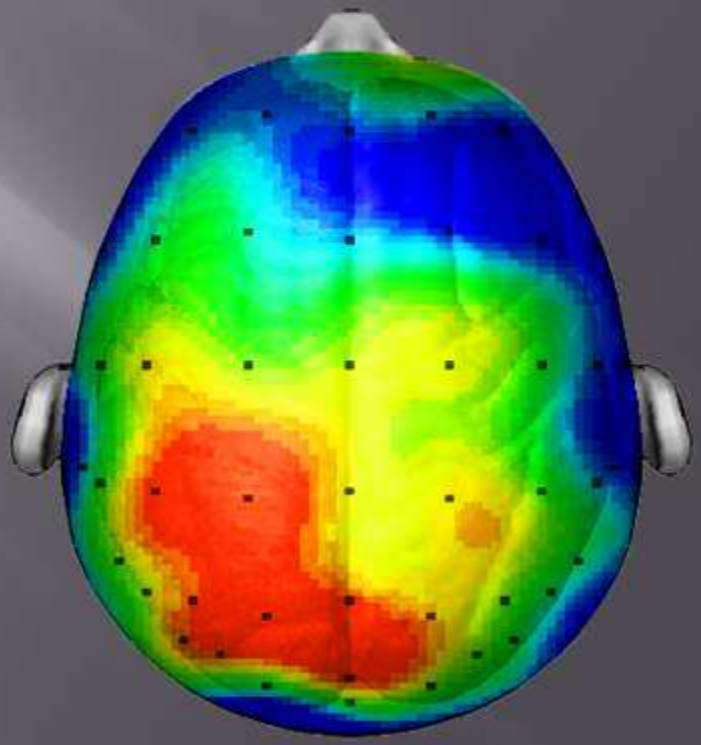
Average composite of 20 students brains taking the same test

BRAIN AFTER SITTING QUIETLY



BRAIN AFTER 20 MINUTE WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois

Physical Activity and Learning

- Higher grade-point average
- Higher scores on standardized tests
- Increased concentration
- Better memory
- Improved classroom behaviors
- Reduced school dropout rate
- Greater odds of attending college full-time

Student health problems associated with absenteeism

- Asthma
- Diabetes
- Bullying
- Pregnancy
- Socially Disengaged/School Connectedness

Absenteeism

- Increases with each grade level and students gradually become more disengaged from school
- Begins in primary school and continues into secondary school
- Early intervention is crucial

Student health problems associated with dropping out

- Substance use
- Pregnancy - 30%–40% of female teenaged dropouts are mothers
- Psychological, emotional, and behavioral problems

Aligning Dropout

- Educational achievement can save more lives than can medical advances
- Understanding why young people leave school can inform the design of polices
- Identify chronically absent students and create support system

Ohio Youth Risk Behavior Survey

- Ohio Department of Health
- Randomized, Weighted Survey of Ohio High Schools: 1993 - 2013
- Association between healthy behaviors and higher grades
- Association between risk behaviors and lower grades

Ohio Youth Risk Behavior Survey

Grade Association Examples:

- Been bullied at school
- Physical fighting
- Marijuana
- 8 or more hours of sleep
- Eat fruits/vegetables
- Have a trusted adult
- Feel safe at school

7 Qualities that Impact School Engagement

1. Having a sense of belonging
2. Liking school
3. Perceiving that teachers are supportive and caring
4. Having good friends within school
5. Being engaged in their own current and future academic progress
6. Believing that discipline is fair and effective
7. Participating in extracurricular activities

Social /Emotional Outcomes

- Decreased behavioral problems
- Improved social and communication skills and/or relationships with others (peers, parents, teachers)
- Increased self-confidence, self-esteem, and self-efficacy
- Lower levels of depression and anxiety
- Development of initiative
- Improved feelings and attitudes toward self and school

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What Connectedness can Prevent

- Exhibit disruptive and violent behavior
- Carry a weapon
- Experiment with illegal substances
- Use tobacco
- Use alcohol
- Consider or attempt suicide
- Engage in early-age sexual intercourse

School as a Critical Developmental Venue

School Connectedness is influenced through 3 dynamic concepts:

- *Individuals*: Students and school staff
- *Environment:* School Climate and school bonding
- *Culture:* Social needs and school learning priorities

Relationships

- People connect with people!
- Relationships between students and school staff are at the heart of school connectedness
- Not just teachers – janitors, coachers, lunchroom servers, office assistants, counselors, parents and school volunteers
- The more we create personalized environments, students will respond and do better.

Students Attitude Towards School

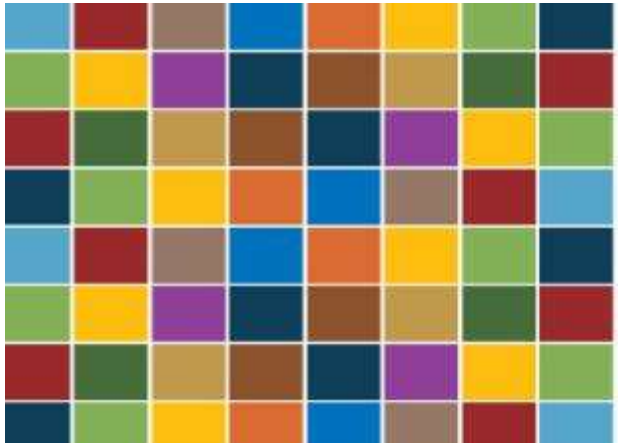
By the time they are in high school, as many as 40-60% of all students – urban, suburban and rural – are chronically disengaged from school.

What does this mean?

- To Schools?
- To Teachers?
- To Parents?
- To Community?
- To Students?
- To You?

healthy

safe



engaged

supported

challenged

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

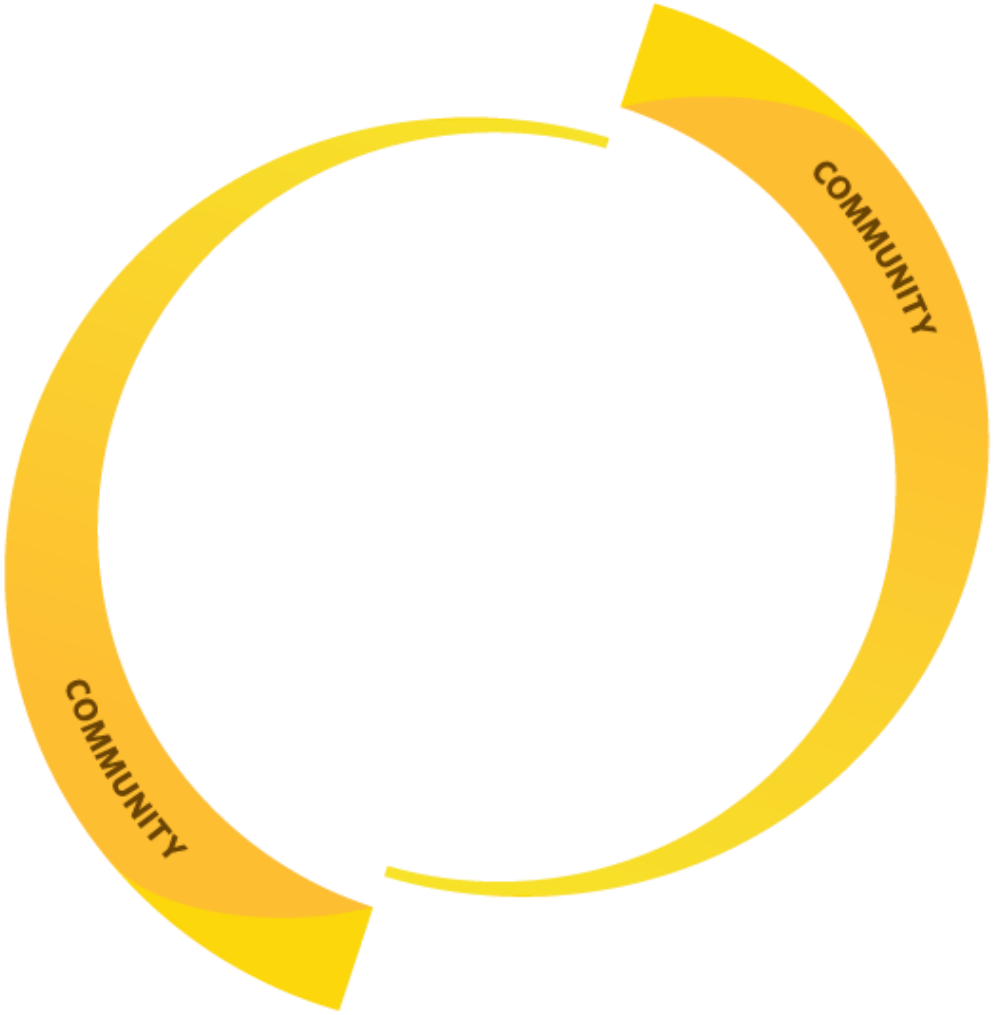
Whole School, Whole Community, Whole Child Model (WSCC) – a collaborative approach to learning and health

HEALTHY
SAFE
ENGAGED
SUPPORTED
CHALLENGED

Coordinating Policy, Process, & Practice

Improving Learning and Improving Health

Health Education
Physical Education & Physical Activity
Nutrition Environment & Services
Health Services
Counseling, Psychological, & Social Services
Social & Emotional Climate
Physical Environment
Employee Wellness
Family Engagement
Community Involvement


COMMUNITY
COMMUNITY

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

ASCD: www.ascd.org/learningandhealth

CDC: www.cdc.gov/HealthyYouth/cshp/

Building a Sustainable, Systematic Process

- Engage families and members of the community in the school improvement process,
- Systematically assess student and staff needs, assets, and strengths;
- Plan realistic and achievable strategies for school improvement that meet the needs of the whole child;
- Provide the training and resources necessary to implement best practice policies, programs and services;
- Effectively document for accountability and continuous improvement.

References and Resources

- Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Charles E. Basch. March 2010.www.equitycampaign.org
- Ohio Department of Health, Youth Risk Behavior Survey. http://www.odh.ohio.gov/odhprograms/chss/ad_hlth/youthrsk/youthrsk1.aspx
- ASCD, Inc. Whole Child Initiative www.ascd.org/learningandhealth

– Centers for Disease Control and Prevention, 2009. *Fostering School Connectedness.* http://www.cdc.gov/healthyyouth/protective/pdf/connectedness_administrators.pdf

– Attendance Works, 2014. Advancing Student Success by Reducing Chronic Absence. http://www.attendanceworks.org/

Resources

- Ohio Adolescent Health Partnership www.ohioadolescenthealth.org
- Ohio Action for Healthy Kids http://www.ohioactionforhealthykids.org/
- Start Talking! Building a Drug Free Future http://starttalking.ohio.gov/
- Children's Hunger Alliance http://www.childrenshungeralliance.org/
- Start School Later http://www.startschoollater.net/
- Ohio Association of School Nurses http://www.oasn.org/
- Center for Family Safety and Healing http://familysafetyandhealing.org/
- Ohio Department of Mental Health and Addiction Services http://mha.ohio.gov/Default.aspx?tabid=761
- Partnership for Drug Free Kids http://www.drugfree.org/
- Safer Schools Ohio https://saferschools.ohio.gov/
- Ohio Afterschool Network http://www.ohioafterschoolnetwork.org/

SCHOOL CLIMATE

Why School Climate is Important

INCREASED:

Strengths, Abilities & Potential
Connection and Engagement
Social, Emotional, Behavioral Skills
Readiness for College/Career
Academic Achievement
Persistence
Leadership Skills
Life Skills
Life Satisfaction
School Success

DECREASED:

Mental Health & Behavioral Health Problems
Alcohol, Tobacco, & Illicit Drug Use
Social Disengagement & Isolation
Violent & Anti-Social Behaviors
Truancy/Dropping out of School
Credit Deficiencies
Suspensions & Expulsions

School Climate and the Whole Child

Ohio's Anti-Harassment, Intimidation and Bullying Policy

SaferSchools Ohio

Anti-Harassment, Intimidation and Bullying Policy

3. Definition of Terms

3.1. *Harassment, intimidation or bullying" means either of the following:

3.1.1. Any intentional written, verbal, graphic, or physical act that a student or group of students exhibited toward other particular student more than once and the behavior both:

3.1.1.1. *Causes mental or physical harm to the other student; and

3.1.1.2. *Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

3.1.2. Violence within a dating relationship.

3.1.3. By Electronic Means

3.1.3.1. "Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Anti-Harassment, Intimidation and Bullying Policy

Ohio's Anti-Harassment, Intimidation, and Bullying Policy contains:

- A definition of Harassment, Intimidation and Bullying
- Procedures for reporting, documenting, investigating and providing interventions to address incidents of harassment, intimidation and bullying.
- Delineates responsibilities for school personnel and presents student intervention strategies.

Anti-Harassment, Intimidation and Bullying Policy

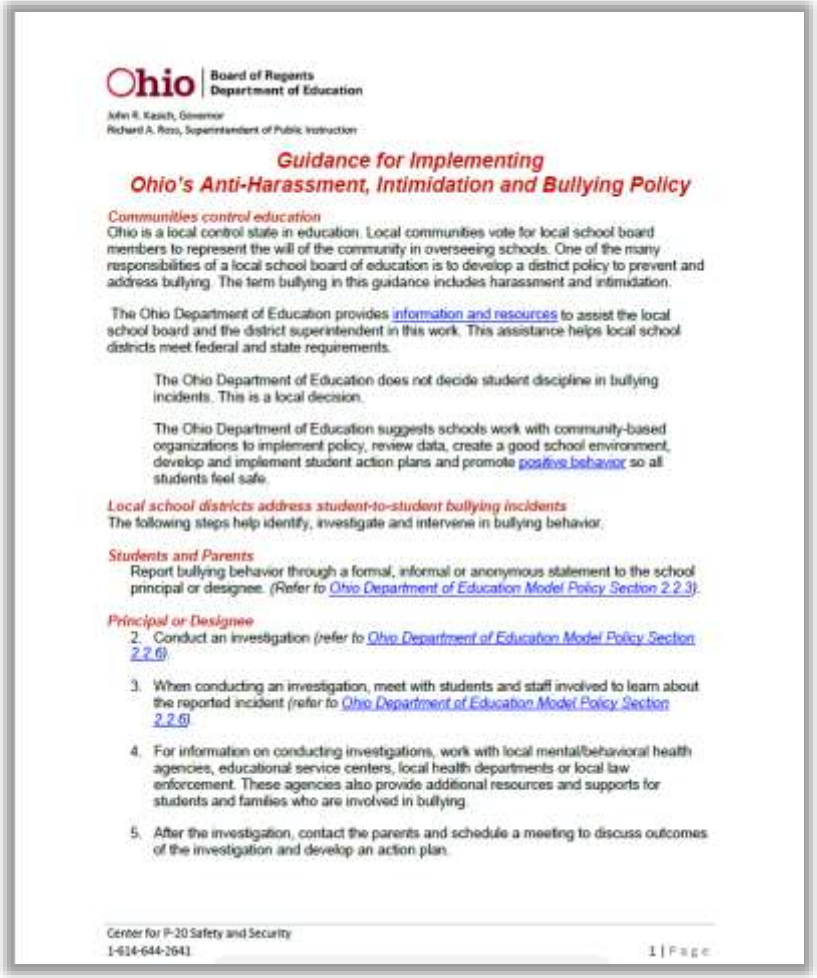
The Ohio Department of Education:

- Provides information and resources to assist the local school board and the district superintendent in policy implementation.
- Does not decide student discipline in bullying incidents. This is a local decision.
- Recommends schools should work with community-based organizations to implement policy, review data, create a positive school environment, develop and implement student action plans and promote positive behavior so all students feel safe.

Implementation Video

YouTube Search: *Ohio School Anti-Bullying Policy Implementation*

Guidance for Policy Implementation



Ohio | Board of Regents
Department of Education

John R. Kasich, Governor
Richard A. Ross, Superintendent of Public Instruction

Guidance for Implementing Ohio's Anti-Harassment, Intimidation and Bullying Policy

Communities control education
Ohio is a local control state in education. Local communities vote for local school board members to represent the will of the community in overseeing schools. One of the many responsibilities of a local school board of education is to develop a district policy to prevent and address bullying. The term bullying in this guidance includes harassment and intimidation.

The Ohio Department of Education provides information and resources to assist the local school board and the district superintendent in this work. This assistance helps local school districts meet federal and state requirements.

The Ohio Department of Education does not decide student discipline in bullying incidents. This is a local decision.

The Ohio Department of Education suggests schools work with community-based organizations to implement policy, review data, create a good school environment, develop and implement student action plans and promote positive behavior so all students feel safe.

Local school districts address student-to-student bullying incidents
The following steps help identify, investigate and intervene in bullying behavior.

Students and Parents
Report bullying behavior through a formal, informal or anonymous statement to the school principal or designee. *(Refer to Ohio Department of Education Model Policy Section 2.2.3).*

Principal or Designee
2. Conduct an investigation *(refer to Ohio Department of Education Model Policy Section 2.2.6).*
3. When conducting an investigation, meet with students and staff involved to learn about the reported incident *(refer to Ohio Department of Education Model Policy Section 2.2.6).*
4. For information on conducting investigations, work with local mental/behavioral health agencies, educational service centers, local health departments or local law enforcement. These agencies also provide additional resources and supports for students and families who are involved in bullying.
5. After the investigation, contact the parents and schedule a meeting to discuss outcomes of the investigation and develop an action plan.

Center for P-20 Safety and Security
1-614-644-2641

1 | Page

Available at

saferschools.ohio.gov

Student Action Planning

Ohio | Board of Regents
Department of Education

John R. Kasich, Governor
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Anti-Harassment, Intimidation and Bullying (HIB) Policy

Guidance for Student Action Planning

After a HIB incident has been reported and investigated by the principal or designee, a Student Action Plan should be developed to safeguard all students (bullied, bully or bystander) from further incidents of harassment, intimidation and bullying including teen dating violence, cyber bullying, bullying on the school bus or human trafficking.

Student Action Planning is a process between the student, their parent or guardian and someone in the school who can effectively respond to the following student needs:

- Listen to the students concerns
- Help them evaluate danger, risk and protective factors
- Help them consider various courses of action
- Help them make a plan
- Identify what is necessary to eliminate and reduce incidents of harassment, intimidation and bullying
- Document who will participate in implementing the protection plan
- List when and where the plan needs to be implemented
- Support the student when the plan needs to be changed to address new behaviors that occur
- Monitor the plan for progress or to change course of action

To be effective, a **Student Action Plan** should be developed and monitored with the principal/designee, parents/guardian, student and appropriate school and community professionals to meet the safety needs of each student. However, schools will follow their policy for discipline when student behavior is in violation of the student code of conduct.

Teacher-based teams and building leadership teams are good opportunities to discuss student action plans and ways for educators and staff to positively implement and intervene. Action plans should be open to changes, flexible and promote pro-social behavior.

Prosocial behavior means positive actions that benefit others, driven by empathy, moral values, and a sense of personal responsibility. Pro-social behaviors are actions that help or benefit an individual or group of individuals, and include things such as: sharing, comforting, rescuing, and helping.

Positive Behavioral Interventions and Supports (PBIS) framework is an effective way staff and students can practice prosocial behavior through activities to meet the behavioral needs of all students'.

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School Wide Plan for Safety

Ohio | Board of Regents
Department of Education

John R. Kasich, Governor
Richard A. Ross, Superintendent of Public Instruction

Anti-Harassment, Intimidation and Bullying (HIB) Policy Implementation

A Plan for School-wide Safety

Aligned with the framework for school safety planning, the following outline informs what schools should to do prevent and address further incidents of harassment, intimidation and bullying including teen dating violence, cyber bullying, bullying on the school bus or human trafficking.

Prevention

- Have a district policy
- Develop a Positive Behavioral Interventions and Supports (PBIS) team and plan for the school
- Create a positive school climate with all staff, students, parents/guardians and community
- Know the "Hot" spots on school property to prevent and intervene in bullying behavior

Preparedness

- Train staff, students and parents on the district policy
- Administer the Safety and Violence Prevention Training to all staff
- Train staff, students and parents/guardians how to identify bullying behavior
- Implement school wide PBIS programs and activities
- Staff the "Hot" spots to prevent bullying behavior

Response

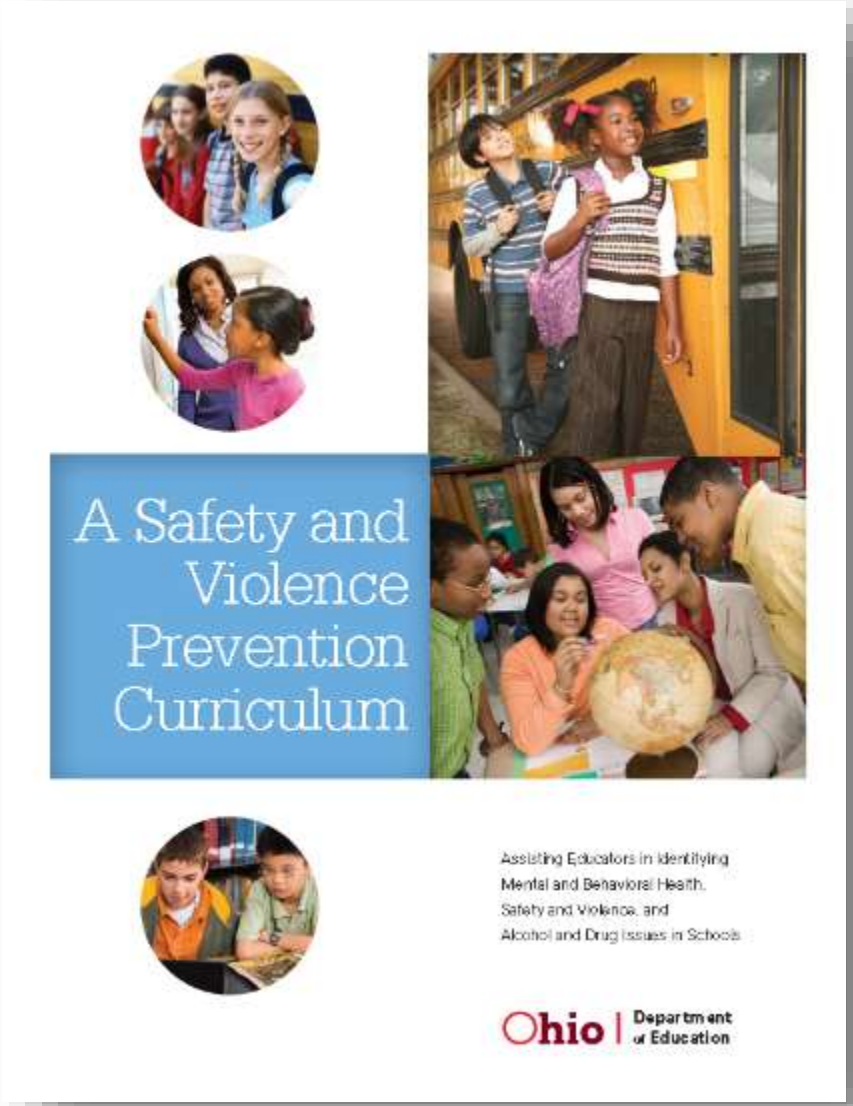
- Train staff and students of their role and response to bullying behavior
- Train staff, students and parents on how to report incidents of bulling behavior
- Conduct an investigation of the reported bullying behavior
- Involve parents/guardians in meeting their students' needs

Recovery

- Develop and monitor student action plan with student, parents/guardians and appropriate staff.
- Identify community based programs or agency services that meet each student's identified need
- Utilize PBIS framework to implement evidence based programs or strategies to address HIB behaviors at each level of need.
- Create a positive school climate with all staff, students, parents and community

Available at

saferschools.ohio.gov



Safe and Supportive Schools

Safety and Violence Prevention Curriculum

SaferSchools Ohio

Safety and Violence Prevention Curriculum

The Safety and Violence Prevention curriculum is designed to increase school professional's awareness and knowledge of student behavioral health issues including:

- Mental and behavioral health
- Substance use and abuse
- Depression and suicidal ideation
- Anti-harassment, intimidation, bullying, teen relationship abuse
- Child abuse and human trafficking

Safety and Violence Prevention Curriculum

The Objectives of the Curriculum are:

- To build understanding of the relationship between nonacademic barriers and student academic achievement;
- To increase awareness and knowledge regarding various student behavioral health issues;
- To provide information regarding identification of student behavior health issues;
- To build understanding about making appropriate referrals to an agency or organization.

Five Things You Can Do

1. Know if your district has an Anti HIB policy including Teen Dating Violence and the use of technology.

2. Find out HOW the district Anti HIB policy is implemented in each building.

3. Take the Safety and Violence Prevention Training.

4. Know who and where to report bullying behavior, Reach out and Refer.

5. Be apart of a Anti HIB Task Force to partner, plan and implement prevention and intervention programs.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

PBIS Is…

A framework for systems to identify needs, develop strategies and evaluate practices toward success that…

- Diminishes challenging behaviors
- Improves climate, culture, safety
- Increases learning outcomes
- Increases responsibility for behavior
- Teaches appropriate behavior
- Embeds data-driven decision making
- Increases social behavior
- Reinforces desired behaviors

PBIS Is Not…

A packaged curriculum

A scripted intervention

A manualized strategy

A canned program

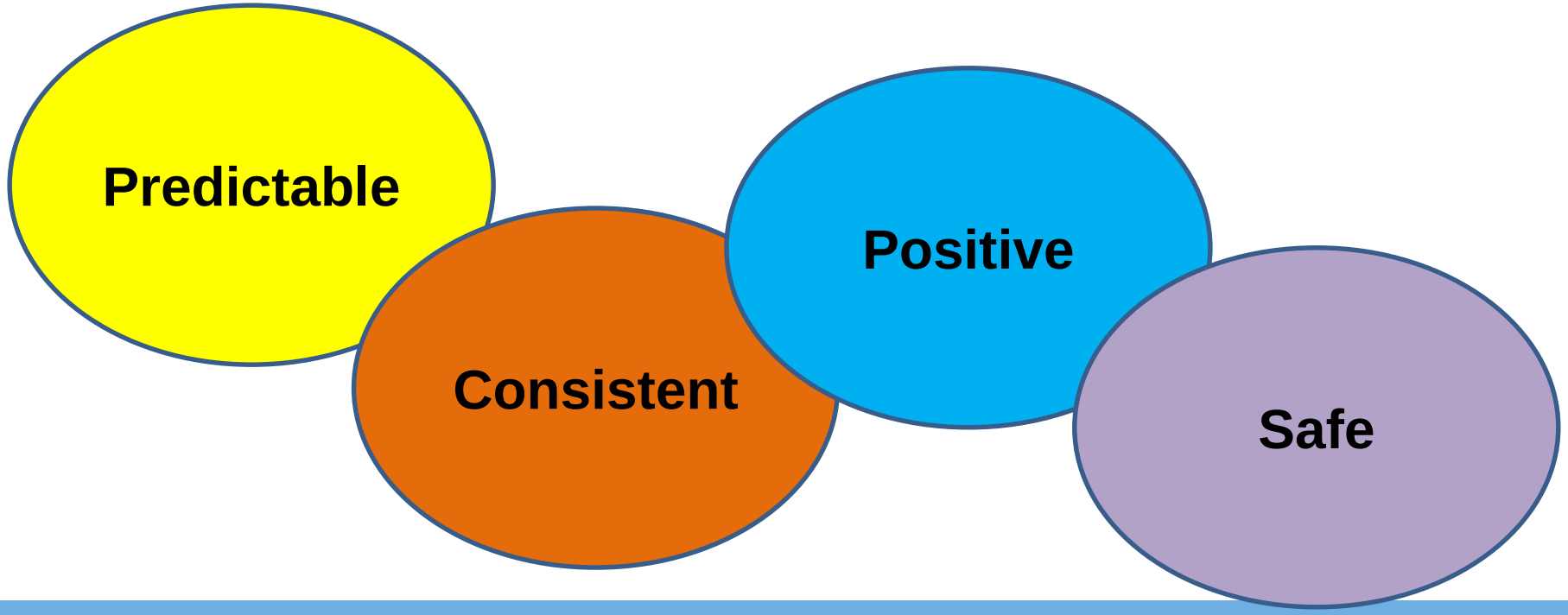
Paradigm Shift

REACTING to Problem Behavior

Teaching and Recognizing Positive Behaviors

Why PBIS?

The fundamental purpose of PBIS is to make schools more effective learning environments



Why PBIS

Problem behaviors often occur due to

- Skill deficits
- Performance deficits
- Skills are not taught in context
- Skills are not rewarded and encouraged consistently

- To **learn a new behavior**, it needs to be repeated an average of **8 times**

- To **unlearn** an old behavior and replace it with a new behavior, it must be repeated an average of **28 times**

Harry Wong

Why PBIS?

Reduces

- Referrals
- Suspension
- Expulsion
- Restraint
- Seclusion

- Out of district placements costs
- Special education eligibility?

Increases

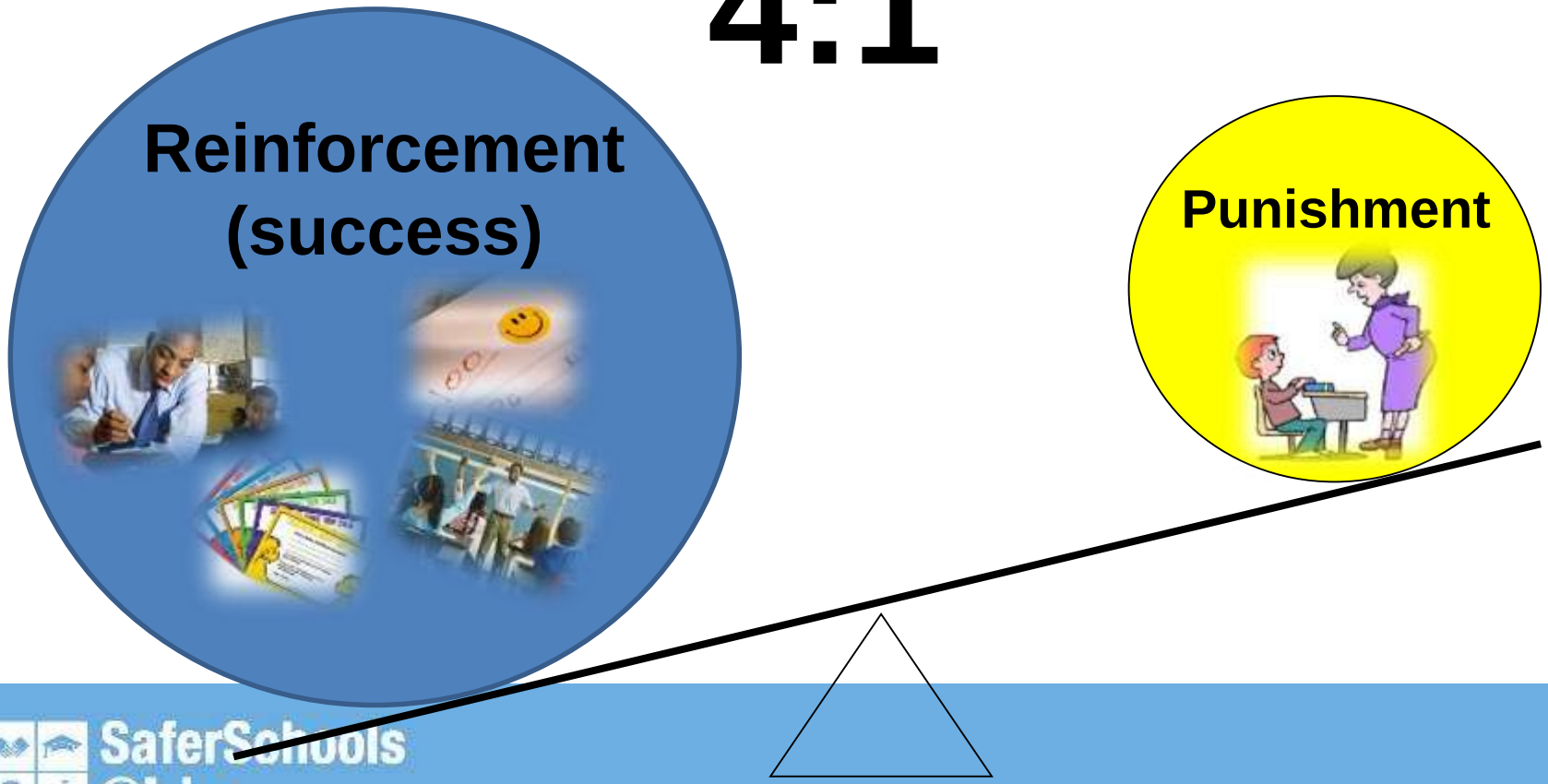
- Climate
- Achievement

- Instructional time
- Academic engaged time
- Administrative time

Discipline Works When...

prevention creates more *positive* than negative consequences

4:1



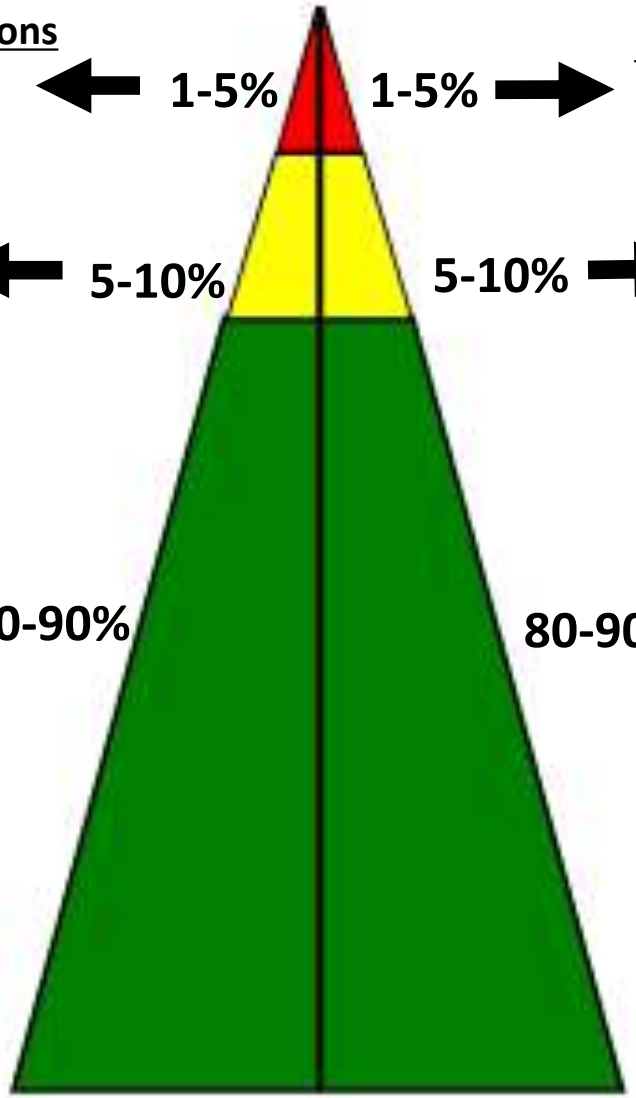
School-wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive
- Proactive



Behavioral Systems

Intensive, Individual Interventions
- Individual students
- FBA/BIP
- CICO

Targeted Group Interventions
- Some students (at-risk)
- Social Skills Groups
- Academic Skills Groups
- CICO
- Newcomers Group

Universal Interventions
- All settings, all students
- 3-5 clear expectations
- Comprehensive instruction
- Acknowledgement Systems
- Correction Systems

Behavior Expectations Matrix

Be Respectful	Be Responsible	Be a Problem Solver
☑ Complete sign-in and other team tasks on time ☑ Set cell phones to vibrate/silent mode ☑ Keep your phone with you at all times ☑ Accept calls in hallways only ☑ Be on time	☑ Clean up your table area at the end of the program and discard trash ☑ Take care of personal needs ☑ Contact a consultant so that we can provide any needed assistance.	☑ Seek clarification (Ask questions) ☑ Participate in discussions ☑ Use positive statements and restatements

Connect Existing Initiatives

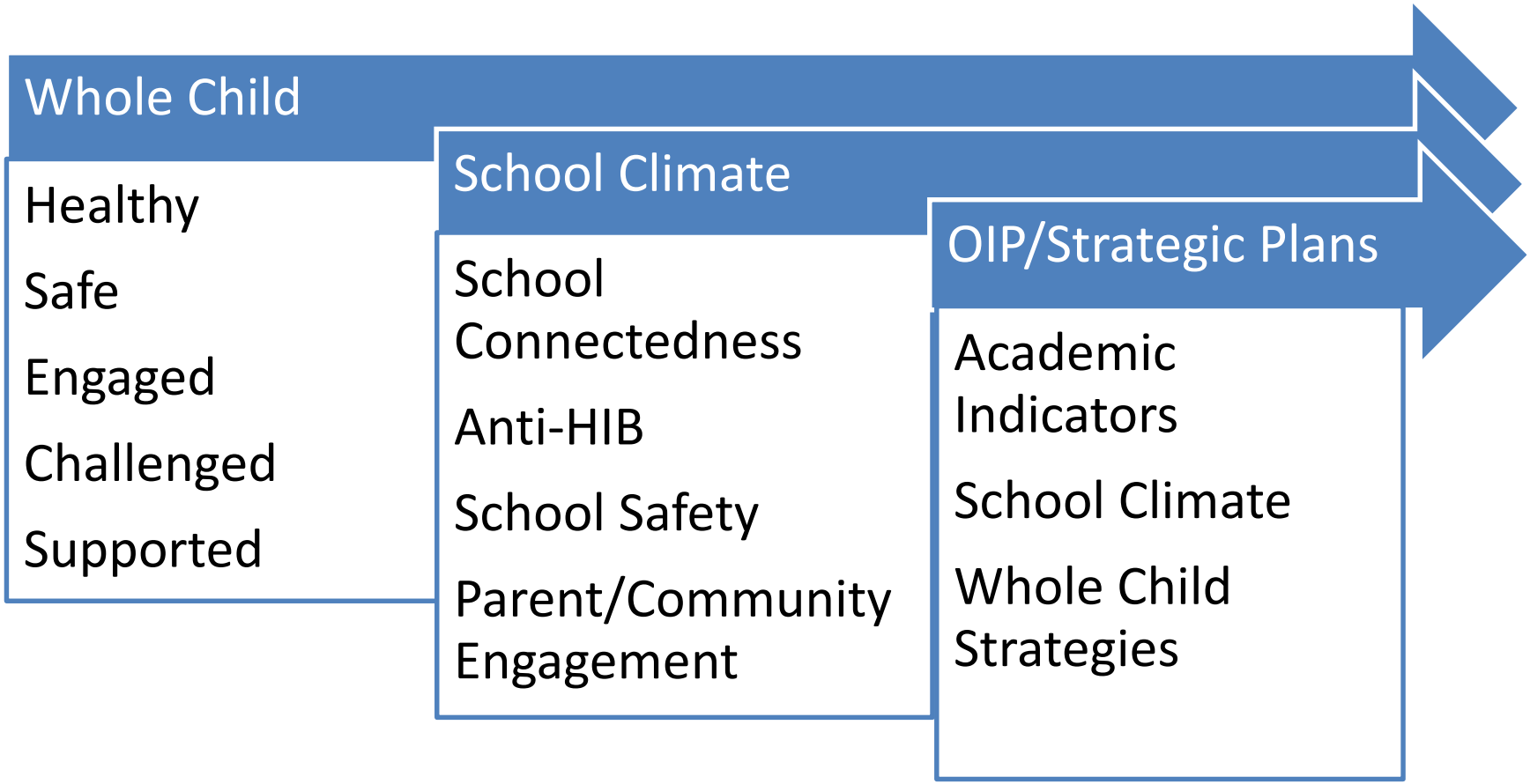
Whole Child – Broad process of addressing physical, social and emotional wellness across the district/buildings

School Climate – School Connection

Anti-Intimidation Harassment & Bullying – Specific intervention, policy and procedures

OIP/Strategic Plans – Written strategies & activities for assessment and evaluation

Connect Existing Initiatives



Questions?

PANEL OF CHAMPION SCHOOLS

Panel Of Champion Schools:

What is working to create safe schools?

Panel Presentation

Minerva Elementary School
Louisville Elementary School

State Support Team 9

SaferSchools Ohio

Presenters

State Support Team Region 9

Mary Lynne Offredo, Consultant

Minerva Elementary School

Diane Ruff, Assistant Principal

Dianne Ferrell, School Counselor

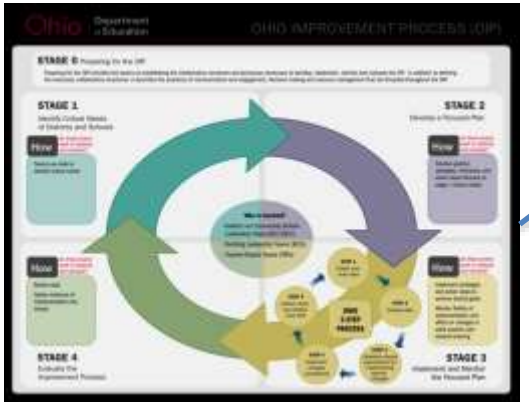
Louisville Elementary School

Lee Smith, Assistant Principal

Kerry Swigart, School Counselor

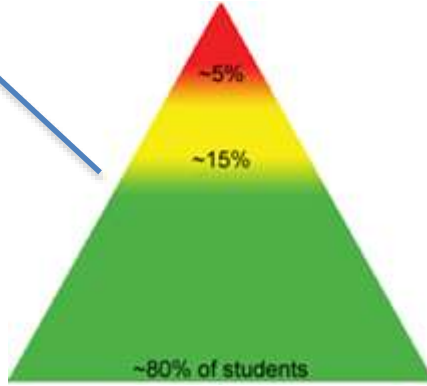
Ohio PBIS Network

Shouldn't School Be Safe?



OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Connecting the dots



Ohio's Stark County C.A.R.E. Team Initiative

iCARE3

Stark County Family Council

STARK SPEAKS UP FOR KINDNESS

Stark County educational service center

OUTCOMES
systems
data
practices

Ohio PBIS Network

State Support Team 9

OLWEUS®
BULLYING PREVENTION PROGRAM

PBIS

- Designed for ALL students
- Both preventive AND responsive
- Focused on changing norms and restructuring the school setting.
- Requires systematic efforts over time.
- Based on :prevention, teaching, effective practices and supportive systems.
- Four core elements: clearly defined outcomes, research based practices, supportive systems and use of data for problem solving.
- Parent involvement is critical at all levels.

Olweus

- Designed for ALL students
- Both preventive AND responsive
- Focused on changing norms and restructuring the school setting.
- Requires systematic efforts over time.
- Use of research-based practices, supportive systems and use of building data for problem solving
- Program components: school, classroom, individual and community.
- Parent involvement is critical at all levels.

In Stark County, 44 schools have implemented Olweus and of those schools, 25 are also PBIS schools

Louisville Elementary School

Lee Smith, Assistant Principal

Kerry Swigart, School Counselor

LOUISVILLE ELEMENTARY

Home of the Leopards!

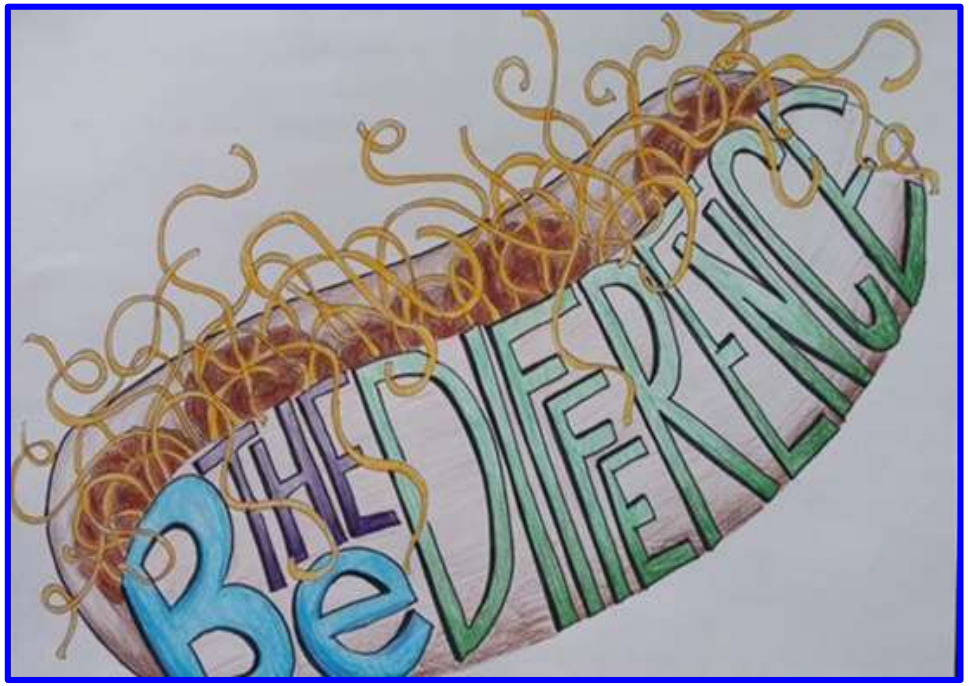
Meet Our Leopards

LOUISVILLE ELEMENTARY

What was the problem?

"For the world you may be one person but for one person you may be the world."

Unknown



- We had a large group of well behaved students.
- We struggled with bullying in some of our "hot spot" areas.
- We saw a need for additional structure in certain areas of the school.
- We witnessed an inconsistency of procedures and expectations across the building.

Path to being a Roaring Leopard

- 2011 Stark County Olweus training- Clemson University - Stark County Consortium Created
- 2012 Combined 4 elementary buildings into Louisville Elementary School 1200 students Implemented Behavior Program
- 2013-14 Trained OBPCC (included rep from all building staff)
- 2014-17 Olweus (Upstander Program)
- 2016-17 PBIS/Olweus,SWIS Data

ROAR Program

Behavioral Expectations

	Hallways/ Stairs	Cafeteria	Classroom/ ELA	Bus	Playground	Restrooms
R	*Walk in a quiet straight line *Eyes facing forward *Walk on the right side of the hallway	*Use restroom before lunch *Use inside voices *Clean up after Yourself *Have all items before sitting down	*Complete assignments *Bring necessary supplies *Accept responsibility for your actions *Keep toys at home *Clean up after yourself	*Use inside voice *Keep all items in bookbag	*Share equipment *Report problems to adult on duty *Win and lose with a positive attitude *Dress for the weather	*Leave items in the classroom
O	*Go straight to your destination and come right back	*Eat first - then talk only to people at your table	*Participate *Follow directions and class procedures	*Listen for your bus number *Stay in seat	*Line up quickly and quietly *Stay in playground area	*Flush. Wash. Dry *Get in - get out
A	*Treat others kindly *Be an Upstander	*Eat healthy *Be an Upstander	*Allow others to work and learn *Give 100% effort *Be an Upstander	*Follow bus rules *Be an Upstander	*Be an Upstander	*Do what is right even when no one is watching *Be an Upstander
R	*Feet on floor, hands by side *Respect school property *Wait patiently	*Eat your own food *One trip to the trashcan *Wait patiently *Say please and thank you	*Follow classroom rules *Respect school/ student property	*Keep hands and feet to yourself *Listen to the bus driver *Treat others kindly	*If it lays on the ground it stays on the ground *Treat others kindly *Check the buddy	*Give privacy to others *Be quiet *Keep hands, feet and objects to self

How was the focused plan developed?

- Louisville Elementary started with the OLWEUS program.
- OLWEUS was developed with the support of the certified and classified staff.
- We felt the culture of the school was positive and wanted to provide consistent expectations for all students.

How was the plan implemented?

- Louisville City Schools were in the middle of reorganizing four distinct elementary schools to two buildings.
- The goal was to create a common language for all students as the community entered into a new “era”.
- A unified committee was formed.
- The committee was made up of members from the certified and classified staff.
- Committee meetings were held each month to discuss progress.
- Classroom Meetings- issues discussed and Olweus rules implemented in the classrooms and throughout the buildings.
- We wanted to implement our current rewards program and OLWEUS with the new PBIS.

How was evaluation data used to improve program implementation?

- We did use the OBQ for three consecutive years to help locate problem areas, hot spots & bullying situations throughout the building.
- There was a slight decrease in our third year of bullying, however we believe our atmosphere & enthusiasm in our building shows our true results.
- Our data proved that 20% of students did not have any friends.
- This year's focus is eliminating social exclusion.

Transition to Community Involvement

- The classroom meetings have created a better understanding and compassion for others and helped developed a bond for their peers.
- This will give them the strength to stand strong and be an Upstander in our classroom and in our community.

Moving forward!

- Moving forward, we will have better data and the knowledge to better understand how to effectively use the information gathered.
- Decisions will be implemented by the committee after viewing the data.
- Start with Hello! program
- Start with Care Team
- Implement Tier 1 of PBIS
- Educating parents about bullying

Positive Behavior Programs

- Study Table (Daily)
- Shout Outs (Daily)
- Bucket Fillers (Weekly)
- Roaring Rewards (Weekly)
- Girls on the Run (Spring)
- Ladies Luncheon (Spring)
- Celebrate Success (Grading Period)
- CHAMPS (2X/year)

What resources are used to ensure program success?

Classroom meetings
Guidance Lessons
Friendship Program
Character Education Program

Administrative and staff support
Community financial backing
Louisville Board of Education

Feel the Leopard Spirit!

Minerva Elementary School

Diane Ruff, Assistant Principal

Dianne Ferrell, School Counselor

This is Who We Are

*Three schools with a total enrollment of about 2000 students

*Rural district located in the southeast corner of Stark County

*Our district is comprised of Stark, Carroll, and Columbiana

*Minerva Elementary has about 900 students PreK- 5th Grade

*60% free and reduced lunch

* We are a Title 1 School

MINERVA ELEMENTARY

This is Who We Really Are

"No learning occurs without a significant relationship"
- Ruby Payne

Minerva Local School District

SaferSchools Ohio

MINERVA ELMENTARY

Our Journey

Preventing Bully Behaviors

2010-2011- New Building Combined Staff and Students
2011-2012- Begin RtI- Margaret Searle
2012-2013 - Implemented Love & Logic Philosophy
Developed Core Beliefs SST9 – RtI Cohort
2013-2014- SST9 RTI Cohort - Learned about PBIS
Define Major & Minor Misbehaviors
Create a Behavior Matrix
Modeling expected behaviors
May 2014 MES Behavior Team
Team of teachers worked together to create the MES School-Wide Behavior Plan
Combination of the old plan -daily report card and rule violations
Love & Logic
Individual student behavior goals- rewards
2014-2015- SST9 PBIS Cohort -Implemented MES School-Wide Behavior Plan
2015-2016- Refine MES School-Wide Behavior Plan, Implemented Olweus, SWIS ,SAS
2016-2017- Sustain the PBIS and Olweus work through SAS, SWIS Data

MINERVA ELMENTARY

Establishing Behavior Expectations

Preventing Bully Behavior

Be Safe **Be Responsible** **Be Respectful**

Boot Camp

Behavior Matrix Posted throughout the building

MINERVA ELMENTARY

Building Relationships

Preventing Bully Behaviors

Individual Student/Teacher Conferences

Olweus Class Meetings

Safe Days

CHARACTER COUNTS!

TRUSTWORTHINESS
RESPECT
RESPONSIBILITY
FAIRNESS
CARING
CITIZENSHIP

MINERVA ELMENTARY

Promoting Positive Behaviors
Preventing Bully Behaviors

Zero Club Monthly Activities

MINERVA ELMENTARY

Promoting Positive Behavior
Preventing Bully Behaviors

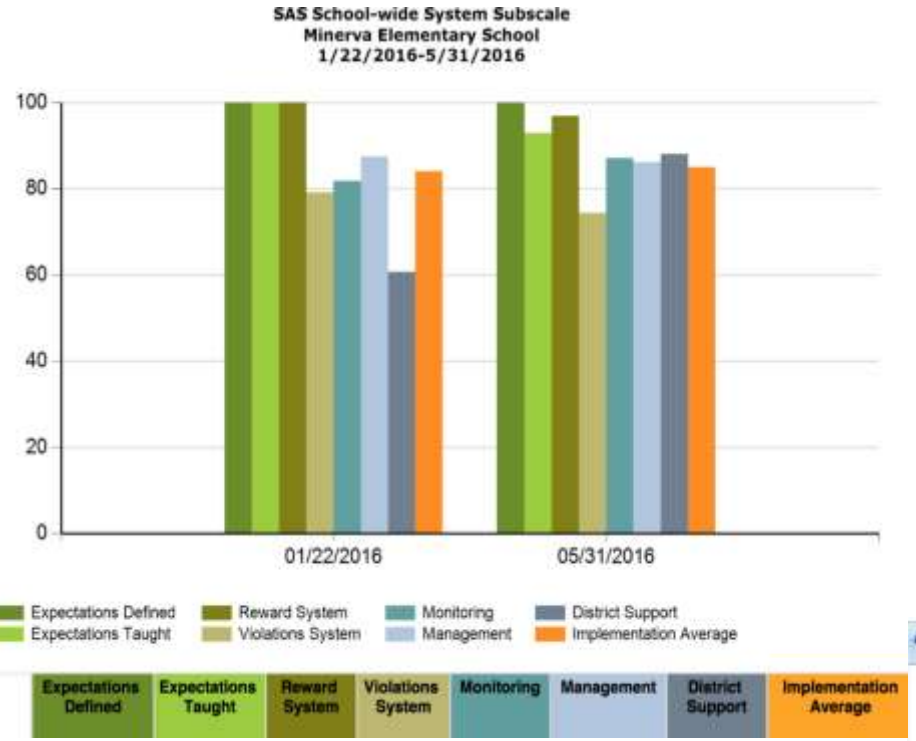
Lion Trainer's Club

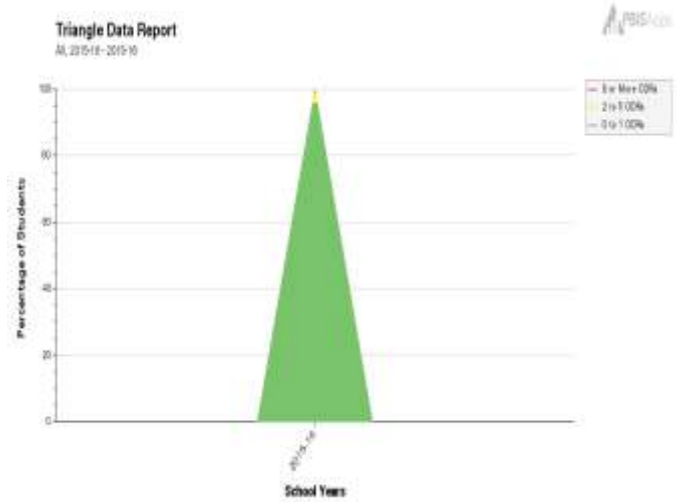
Cub Club

Safety Club

MINERVA ELMENTARY

Data Driven Decision Making
Preventing Bully Behavior





MINERVA ELMENTARY

Power of the Pride
Preventing Bully Behavior

Minerva Local School District

SaferSchools Ohio

MINERVA ELMENTARY

Community Involvement
Preventing Bully Behavior

Community Services

Pathway

Parent Volunteers

YMCA

Minerva Mission

Facebook

Food Backpack Program

Local Businesses

Care Team

Family Dinners

Public Library

Family Support Specialist

MINERVA ELMENTARY

Going a Step Further "Tier 2"

Preventing Bully Behavior

Social Groups

Big Lion/ Little Lion Mentoring

MINERVA ELMENTARY

Preventing Bully Behavior through PBIS

Love & Logic

Safe Days

Behavior Matrix

MES Boot Camp

Zero Club

Promoting Positive Behaviors

Little Lion/Big Lion Mentoring

Cub Club

Adult Mentors

Family Support Specialist

Lion Trainer's Club

Facebook

Parent Volunteers

Individualized Plans

Major & Minor Misbehavior Defined

Family Dinners

Building Relationships

Olweus Bully Prevention

Mental Health

Character Ed

Care Team

Daily Shout Outs

Student Goal Sheets

Community Partnerships

SaferSchools Ohio

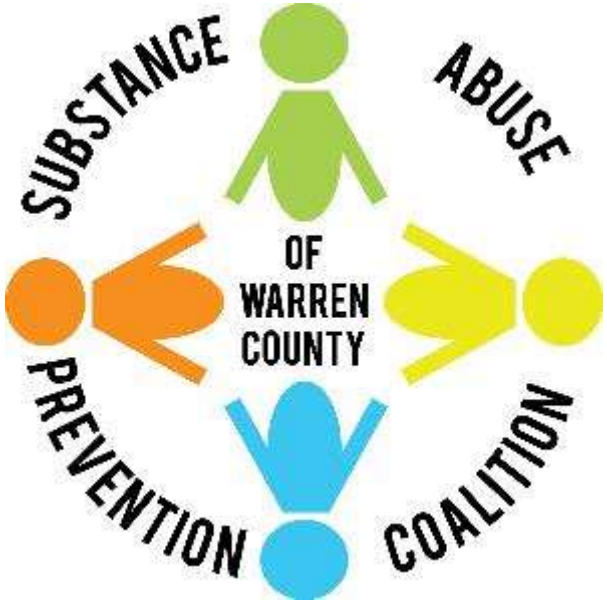
Minerva Local School District

Questions?

LUNCH

PANEL OF CHAMPION YOUTH LEADERSHIP PROGRAMS

Teen Alliance Council of Warren County



the ViolenceFree COALITION of warren county

What is the problem?

Police, experts: Alcohol most common date rape drug in sexual assaults

Statistics Show:

- Adolescents ages 12 – 20 drink 11% of all alcohol consumed in the US
- In 2013, the National Youth Risk Behavior Survey found 21% of high school students binge drank in the past 30 days
- 1 in 3 girls in the US is a victim of physical, emotional or verbal abuse from a dating partner
- Violent behavior often begins between the ages of 12 and 18.

Partners:

the ViolenceFree COALITION of warren county

+

SUBSTANCE ABUSE PREVENTION COALITION OF WARREN COUNTY

=

2013 TAC-Warren County youth leaders united to empower our peers to achieve personal success by promoting healthy relationships, self-confidence and acceptance of others

- TAC- Warren County youth leaders united to empower one another to achieve personal success by promoting healthy relationships and substance-free lifestyles, building self-confidence, and creating accepting communities.

Carlisle High School
Waynesville High School
Springboro High School
Kings High School

Planning & Development:

Our Video:

SaferSchools Ohio

Evaluation:

- Pre/Post for TAC Members
- Surveyed Summit Participants & Adult Volunteers
- Monitoring Several Overall County-Wide Survey's
- Speed Prevention
- This Data is being used to inform plans for 2nd Youth Summit, in addition to school programming by our agencies

Speed Prevention:

In the dating relationships you witness, what behaviors or actions are you seeing that would be considered unhealthy or even abusive?

- Younger students get taken advantage of in relationships with age differences
- Control and possessiveness
- Jealousy
- Encouraging isolation from friends
- Sexual pressure
- Overreaction and obsession with social media

Do you think adult (family, teachers, friends' parents) behavior aligns with responsible drinking and not using illegal drugs?

Adults paint a worse picture

Adults model responsible drinking by not driving, but drink more than they're supposed too

Mixed messages about marijuana

Adults share messages through lessons they learned

Adults and parents hide it

Drug use isn't an option

Resources:

- Community Coalitions
- State Coalitions-Youth Led Prevention, ODVN, OAESV, Drug-Free Action Alliance
- Your Students
- Other Programs

Welcome!

Presenters:

Skylar Saba Senior, Westerville Central HS

Reyka Van Sickle Senior, Westerville Central HS

Problem Statement = Opportunity

What is the problem?

↓

What is the opportunity?

- Relational Aggression: What is it and how does it impact girls and women?
- Friendships
- Bullying
- Healthier School Climate overall

Opportunity

Westerville Genoa (Y2Y)
Columbus City's Dominion MS (Y2Y)
Olentangy (HL)
Delaware (HL)
Buckeye Valley (HL)

- 6th Grade: 8-10 weeks of curriculum-based program
- 7th-8th Grade: Girl Action League (GAL)- ongoing, youth-led bullying prevention
- High School Leadership: Mentors, facilitators.

Partners

- High Schools
- Middle Schools
- Sister programs (HelpLine of Delaware and Morrow Counties)
- The Women’s Fund Of Central Ohio
- Local Business Owners

Planning: start-up

- Based on existing model of youth-led prevention: Youth to Youth International
- Critical components of youth-led prevention
  - Positive group climate and structure
  - Youth empowerment/leadership with adult guidance. HS Leader mentorship
  - Collective participation
  - Working toward an outcome/make a positive difference
  - Ongoing: not time limited.

Planning: projects

- How program has developed/ changed since beginning
- How GAL youth plan activities:
  - Group planning, brainstorming and decision-making
  - Committees
  - Action

Evaluation

- Used a model informed by evidence
- Pre and Post Test
  - Made small adjustments to program based on these
- 2016-17: Comparison Group Study

Resources

- National Registry for Evidence-Based Program and Practices
- BluePrints for Healthy Youth Development www.blueprintsprograms.com
- Ohio Department of Education
- StopBullying.gov: free trainings and resources
- Y2Y / HelpLine hope to be able to use Comparison Study to offer a T.G.I.F. Training module.

Contact Us!

YOUTH TO YOUTH INTERNATIONAL

The Women's Fund of Central Ohio

TGIF THANK GOODNESS I'M FEMALE!

Maylin Sanchez and Stephanie Christie

547 East 11th Ave, Columbus, OH 43211
Phone: 614-586-7941
Fax: 614-675-3318
www.youthtoyouth.net

Questions?

PANEL OF CHAMPION SCHOOL AND COMMUNITY PARTNERSHIPS

CAITLIN TULLY

THE CENTER FOR FAMILY SAFETY AND HEALING

Power and Control

How is technology used for power and control in teen dating relationships?

Frequency of Internet Use by Teens

% of teens ages 13 to 17 who use the internet with the following frequencies

Source: Pew Research Center's Teens Relationships Survey, Sept. 25-Oct. 9, 2014 and Feb. 10-Mar.16, 2015. (n=1,016 teens ages 13 to 17).

PEW RESEARCH CENTER

Teen Daters Usually Have Similar Communication Expectations as Their Significant Other

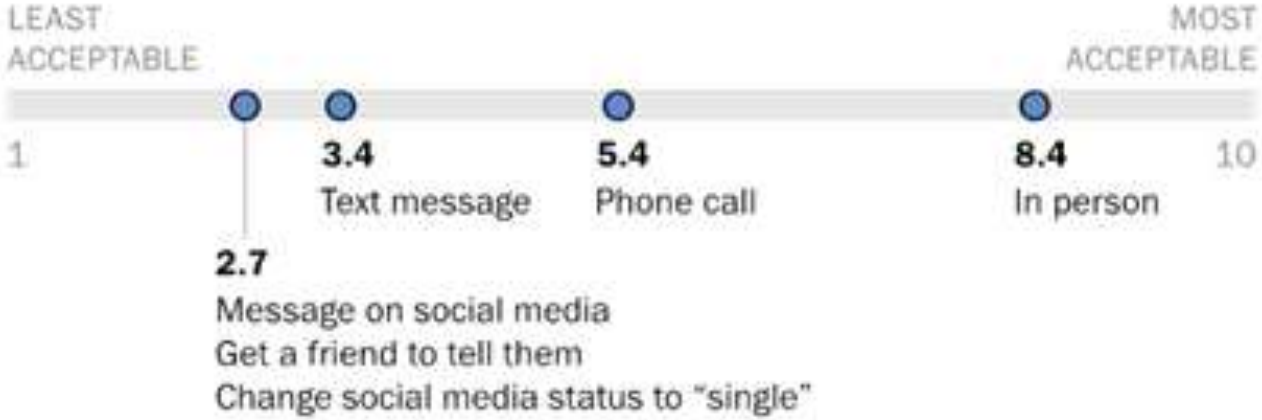
% of teens with some kind of relationship experience who

Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=361 teens ages 13 to 17 who have ever been in some kind of romantic relationship).

PEW RESEARCH CENTER

Breaking Up In Person Is Most Socially Acceptable Method

On a scale from 1 to 10, teens' average rank of the acceptability of each breakup method

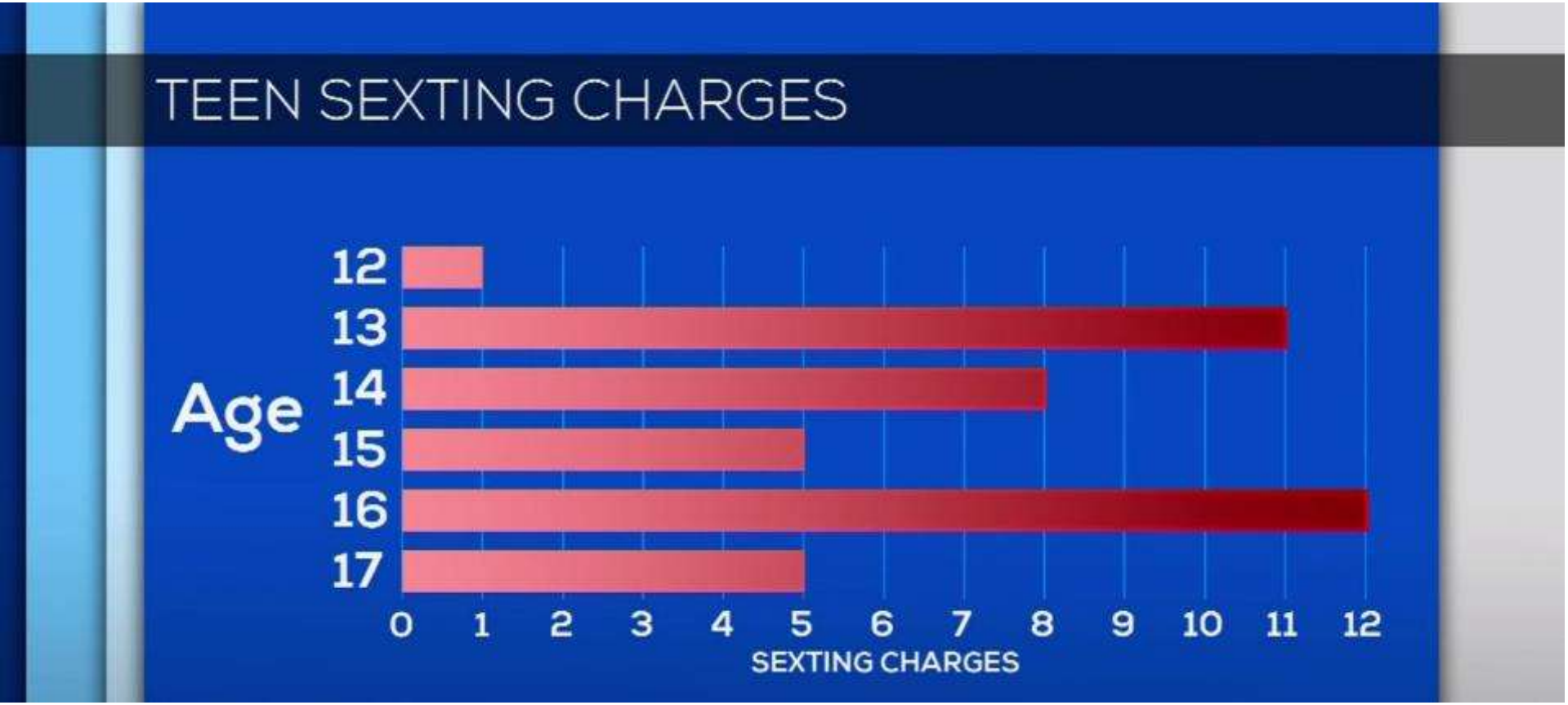


Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=1,060 teens ages 13 to 17).

PEW RESEARCH CENTER

What is SEXTING?

Sexting is sending or receiving sexually explicit or sexually suggestive nude or seminude images or video, usually via a cell phone.



Data from Franklin County Prosecutor's Office since 2014

What is DIGITAL DATING ABUSE?

Digital dating abuse is the use of technologies such as texting and social networking to bully, harass, stalk or intimidate a partner. Abuse is about POWER and CONTROL.

Power and Control

- **1 in 3** teens say they are text messaged up to **30 times an hour** by a partner or ex-partner inquiring where they are, what they are doing, and who they are with.

- **1 in 4** teens has been called names, harassed, or put down by a partner through cell phones and texting.

Zweig, J.M., Dank, M., Yahner, J., and Lachman, P. (2013). The Rate of Cyber Dating Abuse Among Teens and How it Relates to Other Forms of Teen Dating Violence. Journal of Youth and Adolescence, in press paper version, on-line DOI 10.1007/s 10964-013-9922- 8.

ONE in FOUR DATING TEENS

#%$! i <3 u @>}--- :) :) :)

is HARASSED or ABUSED THROUGH TECHNOLOGY

DIGITAL ABUSE & HARASSMENT IS...

DEGRADING

Belittling victims over and over

EMBARRASSING

Posting personal or intimate information about victims in public places

COERCIVE

Pressuring victims to do things (often sexual) they don't want to do

UNAVOIDABLE

Harassing and ridiculing victims everywhere, day and night

CONTROLLING

Dominating and regulating behavior

FORMS OF DIGITAL ABUSE

Used my social networking account without permission

Created a profile page about me, knowing it would upset me

Wrote nasty things about me on his or her profile page

Posted embarrassing photos of me online

Used information from my online profile to harass me

Made me feel afraid when I did not respond to calls or texts

Threatened, by text, to harm me physically

Sent me so many messages that I felt unsafe

Spread rumors about me online or through texts

Sent threatening text messages, IMs, or chats that made me feel scared

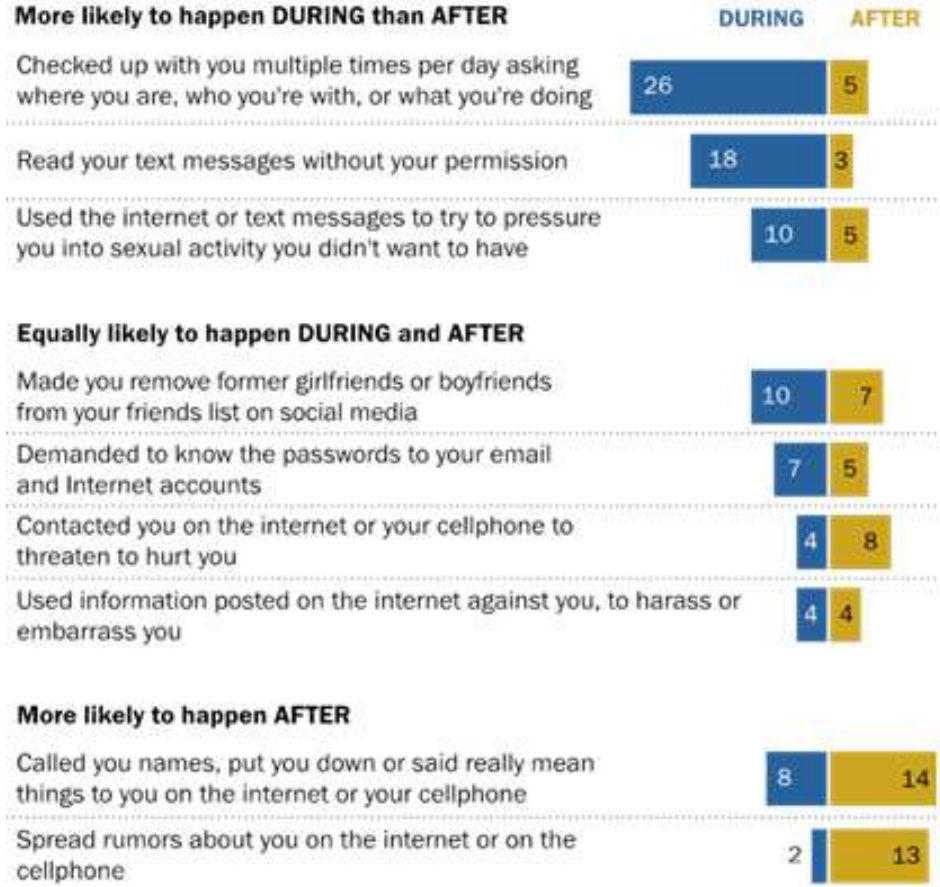
Sent me unwanted sexual photos and messages to engage in sexual acts

Pressured and threatened me to send a sexual photo of myself

Took video of me and sent it to friends without my permission

Relatively Few Teen Daters Experience Potentially Controlling or Abusive Behavior

% of teen daters who have experienced the following from a current or former romantic partner, and whether it occurred during or after the relationship...



Source: Pew Research Center Teens Relationships Survey, Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015 (n=361 teens ages 13 to 17 who have any type of romantic relationship experience).

PEW RESEARCH CENTER

Prevention

• Encourage parents to set age limits for children in the Settings section of a phone to restrict downloads in the App/Google Play store.

• Negotiate family/program rules together for the use of technology. You can use the Common Sense Media agreements for technology.

• Talk about acceptable and unacceptable use of technology. You can use the Cyberbullying Research Center's list of questions to get started.

Prevention

- Use private/Incognito browsing and delete the internet search history.

- Change passwords regularly and avoid common passwords like sports teams, a pet's name, birthdate, middle name, etc.

- Limit/remove the location settings for the favorite apps. Clear the frequent locations on your iPhone.

- Ask friends not to tag or check in when a teen is with them.

Tap on "Privacy."

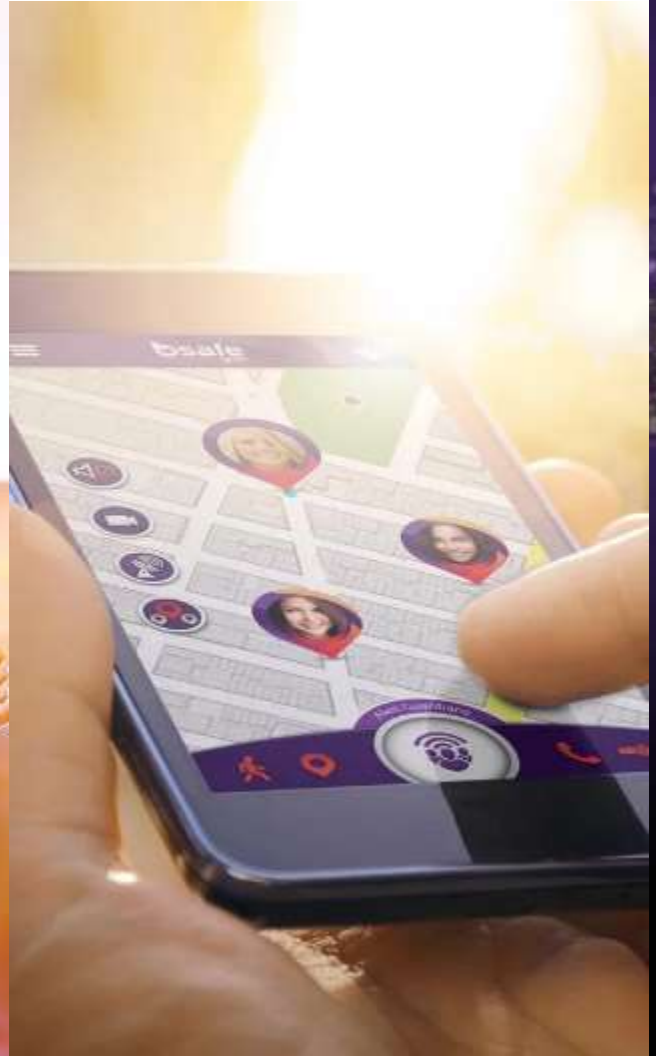
Tap on "Location Services."

Scroll to the very bottom and tap on "System Services."

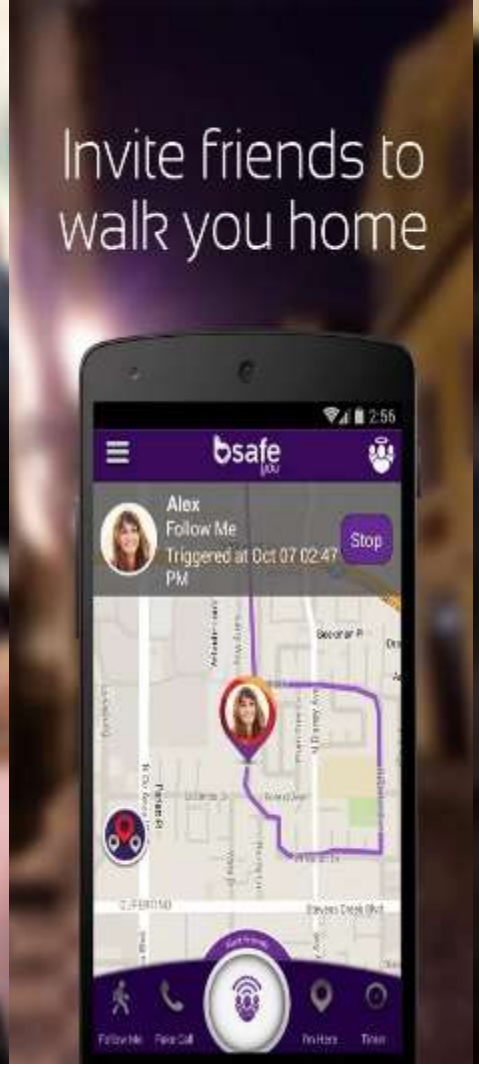
Tap on "Frequent Locations."

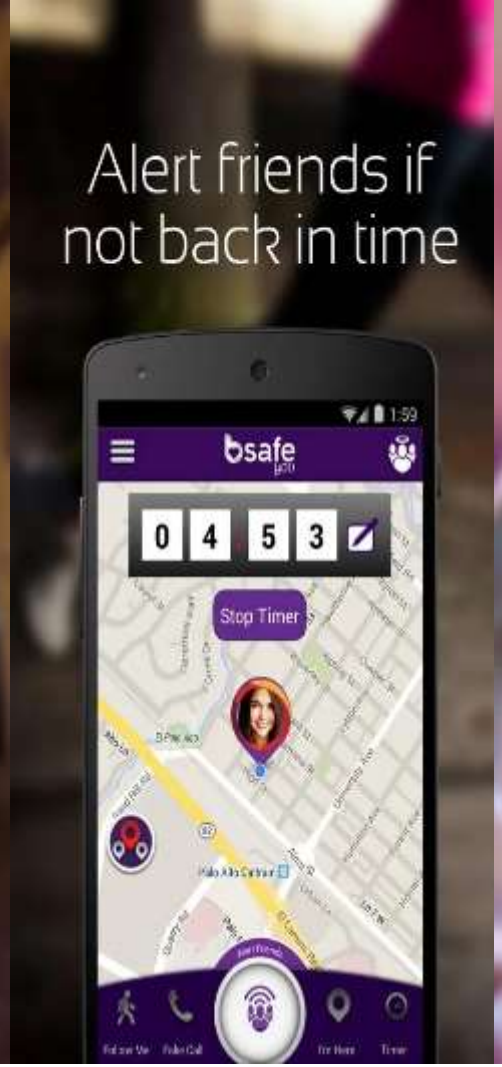
bSafe

An app for iPhone and Android that lets you easily share your location with others, ask friends to walk home with you or program a trigger to send an alarm if you don't check in at a set time.



SaferSchools Ohio





SaferSchools Ohio

One Love

A screening tool for students, family and friends to assess risk in relationships. In addition, it provides access to resources.

One Love MyPlan

Make a Plan: After assessing the danger level, MyPlan helps create an action plan by assessing and weighing the user's unique characteristics and situation.

Zipit App

I'M INTO YOU BUT
NOT INTO THAT
"ZIPIT"

HERE'S A
PICTURE OF
MY JUNK
"ZIPIT"

HAWKWARD
"ZIPIT"

"ZIPIT"
NAKED SELFIE
JUST AIN'T 'ELFIE

Zipit App

"ZIPIT"
I FORGOT TO
PUT THE LIGHT ON

"ZIPIT"
THIS DIRTY
ENOUGH FOR YOU?

"ZIPIT"
PUT IT AWAY

KEEP IT CLASSY
"ZIPIT"

Where’s the Line Campaign

The resource line is always confidential.

- **Call:** (844) 234-LINE
- **Text:** 87028
- **Chat:** Chat Now

http://www.loveisrespect.org

- **1 in 4** teens in a relationship communicated with their partner by cell phone or text messaging hourly between midnight and 5 am.

- Teens can text “loveis” to 22522 for 24/7 chat support from peer advocates. In addition, the service offers tips about how to be safe on smartphones.

Additional Resources

Huckleberry House

(614) 294-5553

Text "SAFE" & your location to 69886

www.huckhouse.org

BRAVO (LGBTQ Anti-Violence)

(614) 268-9622

www.bravo-ohio.org

That's Not Cool

www.thatsnotcool.com

Grandview Heights Parent Group

LORRIE WORKMAN
Parent Advocate
to STOP Bullying

SaferSchools Ohio

What is the best way for a school to identify needs related to these issues?

Identification

- Sincere Outreach
- Public Forums (AM/PM)
- Surveys (Student/Teacher/Parent)
- Research and Evidence Based Live Trainings

What is the best way for a school/district/agency to promote healthy relationships?

Healthy Relationships

- Culture of Respect
- School Social Workers
- Stop bullying, sexism, racism wherever you see it
- If you don’t see it, look harder because its there
- Schoolwide Programs v. Assemblies

How can schools/districts best build relationships with community partners including parents?

Partnerships

- Actions speak louder than words
- Show you care
- Community Action Committees
- Ask for input, make a plan, ask for feedback, repeat.

Resources

- If you don’t have a school social worker invite on in to inform the discussion
- CDC
- Olweus Bully Prevention Website
- Jewish Family Services

ANGELA LARIVIERE

NAMI OHIO

Questions?

THE OHIO IMPROVEMENT PROCESS

Ohio Improvement Process

STAGE 0 Preparing for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision-making and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs of Districts and Schools

How do these teams work in districts and schools?

Teams use data to identify critical needs

STAGE 2

Develop a Focused Plan

How do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on stage 1 critical needs

STAGE 3

Implement and Monitor the Focused Plan

How do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals

Monitor fidelity of implementation and effect on changes in adult practice and student learning

STAGE 4

Evaluate the Improvement Process

How do these teams work in districts and schools?

Review data

Gather evidence of implementation and impact

Who is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)

OHIO 5-STEP PROCESS

STEP 1 Collect and chart data

STEP 2 Analyze data

STEP 3 Establish shared expectations for implementing specific changes

STEP 4 Implement changes consistently

STEP 5 Collect, chart, and analyze post data

Collaborative Leadership Team Structures in the OIP

- Shift focus from single individuals to teams that can function as purposeful communities
- Distribute key leadership functions
- Align work system-wide while focusing on a limited number of data-based district goals
- Ensure effective leadership is exercised at all levels of the system
- Engage in all four stages of the OIP for the long-term

DLT/CSLT

- Build capacity of BLTs to support the Ohio 5-Step Process
- Provide TBT training in Ohio 5-Step Process
- Collect data on quality of TBT implementation
- Set benchmark standards
- Use BLT student performance and adult implementation data to provide guidance and support to BLTs
- Determine district-wide and/or building-to-building support needed from internal and external sources

BLT

- Monitor TBT implementation and instructional practices
- Use data to make decisions about professional development and other support needed by TBTs
- Identify strengths and weaknesses of TBT student data
- Provide timely flow of BLT data to DLT (as defined by DLT)
- Articulate roles and responsibilities of BLT to building staff

TBT

- Give common assessment to students
- Analyze results
- Use assessment data to group students by needs or deficit skills
- Provide intervention/enrichment by differentiating instruction
- Re-assess students, evaluate effectiveness of practices
- Summarize student performance and instructional practice data and report to BLT

STAGE 1:
IDENTIFY CRITICAL NEEDS

DATA --
ask essential and probing questions

Ohio's Decision Framework (DF)

- ✓Sorts and organizes district/community school and building data into specific data sets
- ✓Then each DLT/CSLT and BLT will…
  - –answer questions about student and staff data
  - –respond to implementation questions regarding curriculum, assessment, culture, processing, etc.
  - –review climate and condition data, e.g. discipline, attendance, graduation, drop-out
  - –use data and implementation responses to identify major strengths, as well as problems and causes

STAGE 2:
DEVELOP FOCUSED PLAN

Produce one focused, integrated plan that directs all district/building work and resources

Stage 3:
Implement and Monitor Focused Plan

Implementation

Carry out the planned strategies and actions with fidelity

Monitoring

Ensure that both adults and students fulfill focused action plan expectations

Stage 4:
Evaluate the Improvement Plan and Process

- Identifies how lessons learned can be applied to ongoing improvement efforts
- Compares projected results with actual results
- Assesses which changes in adult practices impact student performance
- Identifies strategies and actions with the greatest impact
- Supports actions to institutionalize successes and eliminate unsuccessful practices

Benefits of the Ohio Improvement Process

- Reduces duplication of effort
- Focuses on student success not programs
- Streamlines processes and procedures
- Promotes shared leadership and collaboration at all levels
- Builds personnel capacity
- Develops and supports the entire system as a learning organization

Ashland City Schools
Clarity and Focus

Building/District Group Work: Complete Questions Marked "0. Preparation" (Four questions)

Refer to First Page of Strategic Planning Guide for a Description of this Stage.

Building/District Group Work: Complete Questions Marked "1. Use of Data" (Four Questions)

Refer to First Page of Strategic Planning Guide for a Description of this Stage.

Building/District Group Work: Complete Question Marked "2. Focused Plan" (One Question)

Refer to First Page of Strategic Planning Guide for a Description of this Stage.

Building/District Group Work: Complete Questions Marked "3. Implement & Monitor" (Two Questions)

Refer to First Page of Strategic Planning Guide for a Description of this Stage.

Building/District Group Work: Complete Questions Marked "4. Evaluate" (Two Questions)

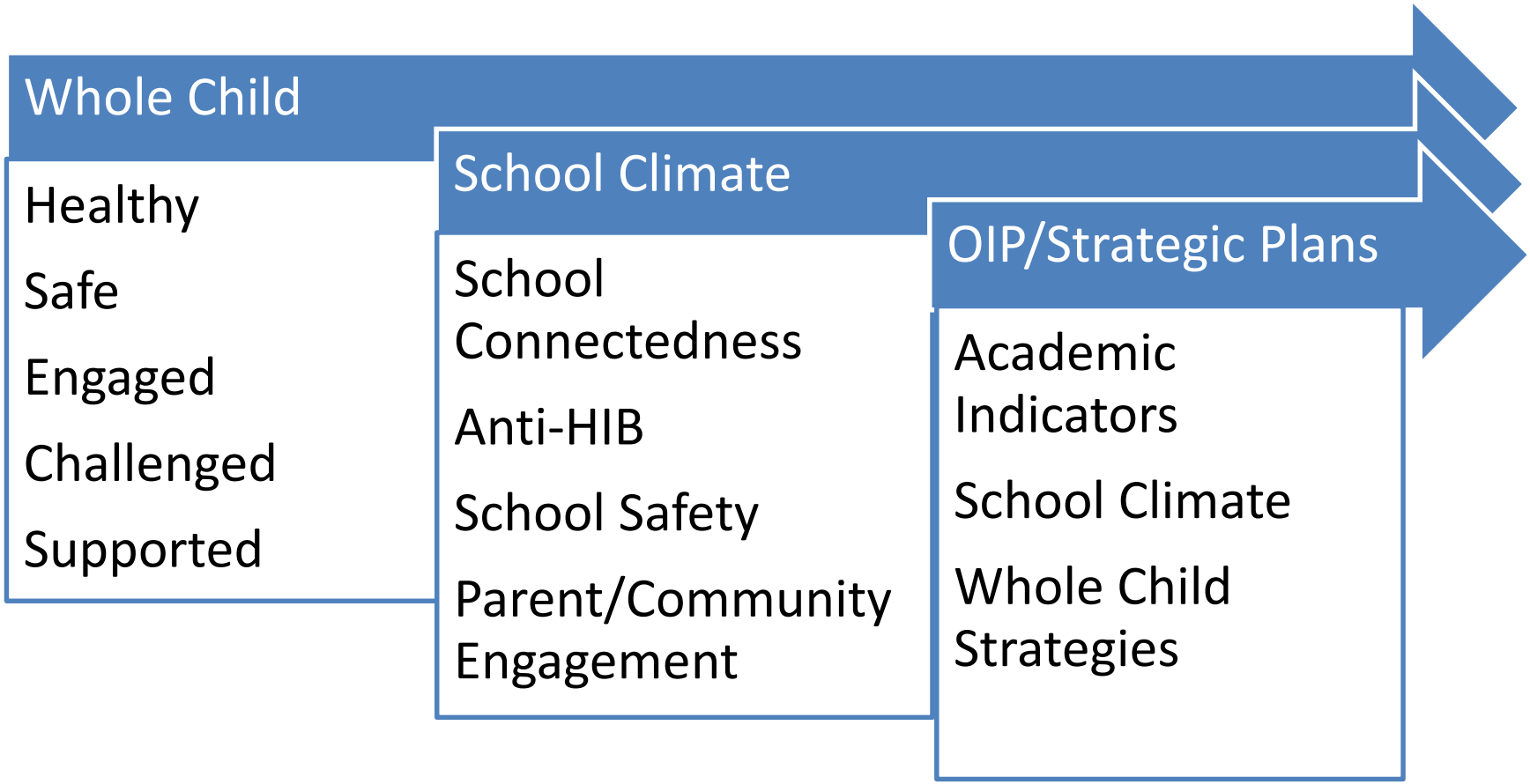
Refer to First Page of Strategic Planning Guide for a Description of this Stage.

What Can I/We Do Next?

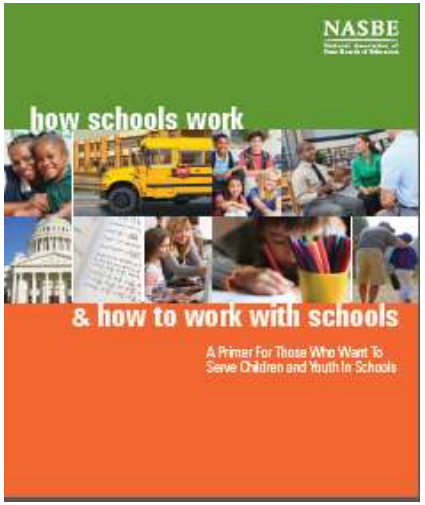
Building/District Group Work: Complete CALL TO ACTION

“In my role, I can…”

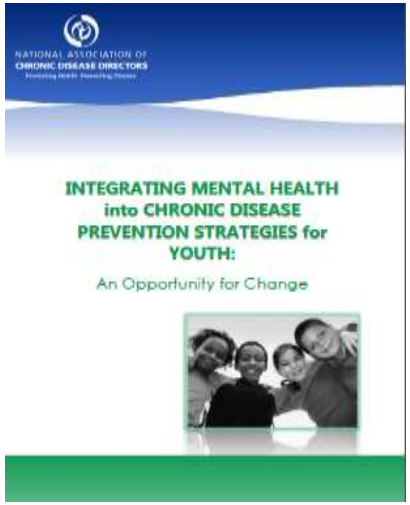
Connect Existing Initiatives



Resources


NASBE
how schools work
& how to work with schools
A Primer For Those Who Want To Serve Children and Youth In Schools

A Guide For Public Health Professionals Working in the Education Sector

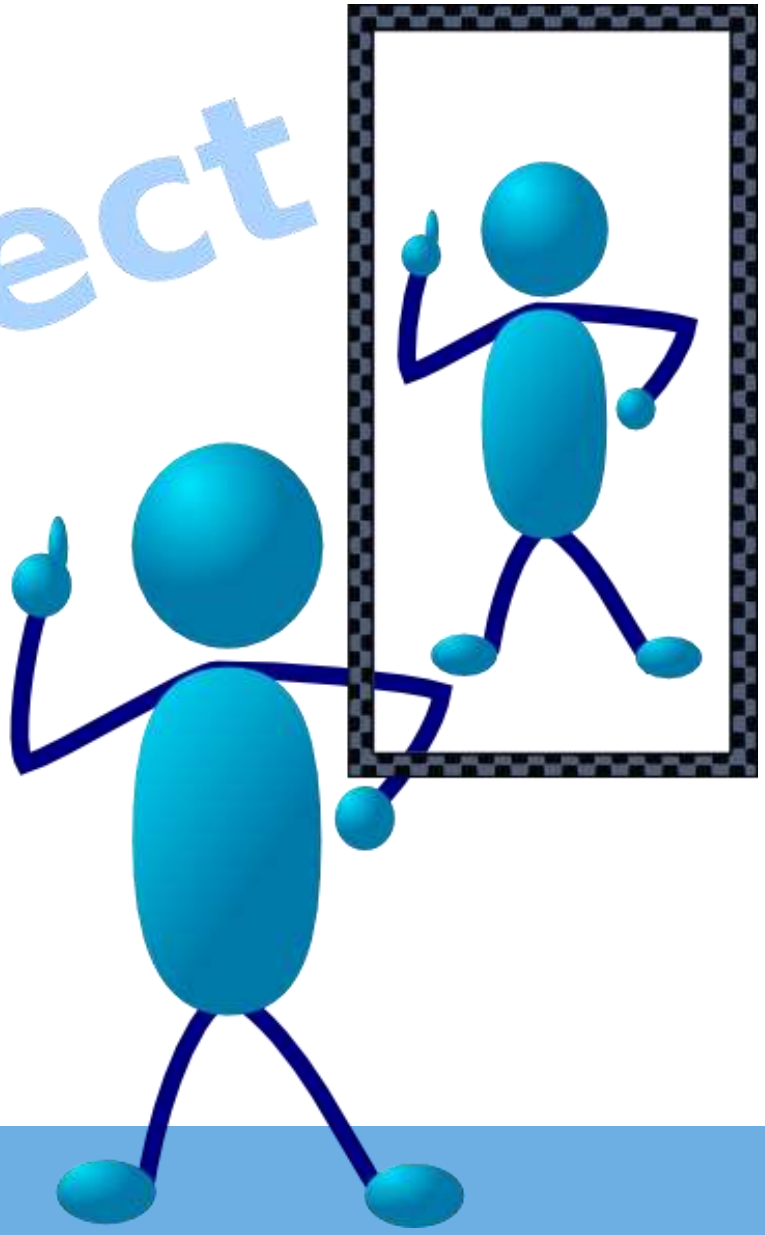

NATIONAL ASSOCIATION OF CHRONIC DISEASE DIRECTORS
INTEGRATING MENTAL HEALTH into CHRONIC DISEASE PREVENTION STRATEGIES for YOUTH:
An Opportunity for Change

PLAN
HEALTH & WELLNESS
into
SCHOOL IMPROVEMENT PLANS

CALL TO ACTION

3, 2, 1 Report Out

Reflect



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Reflections from today

What 2 ideas do you want to learn more about?

Reflections from today

What 1 action will you take as a result of today's conference?

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Thank you for attending

Ohio's 2016 Safe and Violence Free Schools Conference

School and Community Partnerships: What's Working to Reduce Harassment, Intimidation and Bullying

Ohio's Anti-Harassment, Intimidation and Bullying Initiative

Creating Safe and Supportive Learning Environments

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