

Bullying Prevention Plan and Resources Toolkit



Kansas leads the world in the success of each student.

April 12, 2021



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

CHAIRMAN
DISTRICT 9

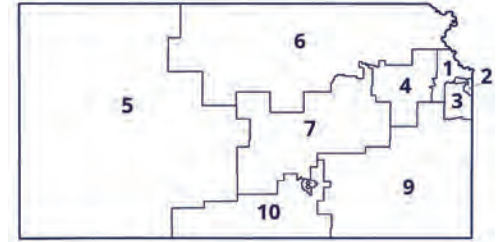


Jim Porter
jporter@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org



DISTRICT 2



Melanie Haas
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

LEGISLATIVE LIAISON
DISTRICT 7



Ben Jones
bjones@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Brad Neuenswander

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Bullying Prevention Plan and Resources Toolkit

The 2008 Kansas State Legislature amended the anti-bullying statute. Effective July 1, 2008, Kansas school districts are required to:

1. Adopt and implement a plan to address cyberbullying, and
2. Adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities, and
3. Adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students.
4. Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs.

Developing a Plan to Address Bullying

REQUIRED DISTRICT/BUILDING PLAN COMPONENTS	NOT STARTED	IN-PROCESS	PERSON(S) RESPONSIBLE	TIMELINE	COMPLETE	ACTIONS NEEDED TO COMPLETE THE PLAN
District/building plan addresses cyberbullying						
Plan prohibits bullying on district property, in district vehicles, and at school-sponsored events						
District/building plan includes an articulated PK-12 staff development plan						
District/building plan includes an articulated PK-12 education plan for students						
District/building plans are accessible to the public via websites, handbooks, etc.						

Suggested Resources:

Kansas Association of School Boards (KASB)

- Model Bullying Plan: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood/Blue-Ribbon-Taskforce-on-Bullying>

ASCA, NAESP, NASP, NASRO, NASSP, and SSWAA

- A Framework for Safe and Successful Schools

Teaching Tolerance:

- Bullying Basics: <https://www.tolerance.org/professional-development/bullying-basics>
- Building a Plan: <https://www.tolerance.org/learning-plan/using-the-learning-plan-builder>

National School Climate Center:

- State Policies on Climate and Bullying Prevention Efforts:

https://www.schoolclimate.org/themes/schoolclimate/asset/pdf/policy/policy_brief.pdf

Social Media:

- Facebook Prevention Hub: <https://www.facebook.com/safety/bullying>
- Twitter Safety and Security: <https://help.twitter.com/en/safety-and-security#abuse>

Building Adult Capacity to Change Climate and Culture

“To promote students’ social and emotional competence, it’s important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building.” -Collaborative for Academic and Social-Emotional Learning (CASEL)

SUGGESTED DISTRICT/ BUILDING PLAN COMPONENTS	NOT STARTED	IN- PROCESS	PERSON(S) RESPONSIBLE	TIMELINE	COMPLETE	ACTIONS NEEDED TO COMPLETE THE PLAN
Bullying professional development includes a strand on adult SEL.						
Staff demonstrate an understanding of trauma informed practices.						
Disciplinary practices include opportunities for students to mend/restore relationships.						
Adults and students demonstrate understanding and acceptance of enumerated groups.						
Adults and students demonstrate understanding and acceptance of enumerated groups.						
A school mental health team is in place supports and monitors anti-bullying efforts. *						

Suggested Resources:

CASEL

- Strengthening Adult SEL (brief): <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>
- Strengthening Adult SEL: <https://schoolguide.casel.org/focus-area-2/overview/>
- The Heart of Learning and Teaching: <https://www.k12.wa.us/sites/default/files/public/compassionateschools/pubdocs/theheartoflearningandteaching.pdf>
 - Book Study Guide: <https://ksdetasn.org/resources/1503>

Trevor Project

- National Survey on LGBTQ Youth and Mental Health (2019): <https://www.thetrevorproject.org/wp-content/uploads/2019/06/The-Trevor-Project-National-Survey-Results-2019.pdf>

* Establishing School Counselors as Leaders in Bullying Curriculum Delivery: <https://journals.sagepub.com/doi/abs/10.1177/2156759X18778781?journalCode=pcxa>

Curriculum and Instructional Resources

“Competencies cannot be absorbed through the normal school structure without purposeful instruction.” – Kansans Can Competency Framework

SUGGESTED DISTRICT/ BUILDING PLAN COMPONENTS	NOT STARTED	IN-PROCESS	PERSON(S) RESPONSIBLE	TIMELINE	COMPLETE	ACTIONS NEEDED TO COMPLETE THE PLAN
Grade level SECD standards have been reviewed and are embedded across the curriculum						
An evidence-based social-emotional learning curriculum has been selected and implemented						
Bullying prevention practices and interventions are evidenced within a 3-tiered system of supports						
Bullying awareness and prevention resources have been made available to families and community						

Suggested Resources:

- KSDE
- Kansas Social, Emotional and Character Development Model Standards: [https://www.ksde.org/Portals/0/CSAS/Content Area \(M-Z\)/School Counseling/SocEmotCharDev/Kansas SECD Model Standards Revised July 2018.pdf?ver=2018-07-12-114624-670](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/SocEmotCharDev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670)
 - School Counseling Standards: [https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/SocEmotCharDev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/SocEmotCharDev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf?ver=2018-07-12-114624-670)
- CASEL
- Guide to Effective Social and Emotional Learning Programs: <https://casel.org/wp-content/uploads/2016/01/2013-casel-guide.pdf>
 - Three Signature SEL Practices for the Classroom: <https://schoolguide.casel.org/uploads/2019/01/tool-three-signature-sel-practices-for-the-classroom-1.pdf>
- Kansans Can Competency Framework
- Teaching the Skills that Matter at Home – Self-Regulation: <http://researchcollaboration.org/uploads/AssertivenessResourcesForHomeLearning.pdf>
 - Teaching the Skills that Matter at Home – Self-Efficacy: <https://schoolguide.casel.org/uploads/2019/01/tool-three-signature-sel-practices-for-the-classroom-1.pdf>
 - Teaching the Skills that Matter at Home – Assertiveness
 - Teaching the Skills that Matter at Home – Conflict Management
- TASN
- Menu of Supports: <https://www.ksdetasn.org/competency/menu-of-supports>
- Social and Emotional Learning and Bullying Prevention:
- Trauma, Toxic Stress and Caregiver Wellbeing: <https://www.ksdetasn.org/resources/2690>
 - Facilitation guide: <https://www.ksdetasn.org/resources/2689>
- Kansas Parent Information Resource Center (KPIRC)
- Bullying What Families Need to Know: <https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/397/bullying.pdf>
- Families Together
- ACES's and Resiliency: <https://www.ksdetasn.org/resources/215>
 - Stress and Childhood: <https://www.ksdetasn.org/resources/2117>
- MTSS
- Resources: <https://www.ksdetasn.org/mtss/kansas-multi-tier-system-of-supports-and-alignment>

Measuring Social-Emotional Learning Locally

“Kansas school districts’ missions reflect the Kansas State Board of Education’s (KSDE) vision of preparing successful high school graduates. These districts locally measure progress toward achievement of the State Board of Education’s social-emotional outcome and goal of each student developing the social, emotional and character competencies that promote learning and success in life.” – Kansans Can Star Recognition System

SUGGESTED DISTRICT/ BUILDING PLAN COMPONENTS	NOT STARTED	IN-PROCESS	PERSON(S) RESPONSIBLE	TIMELINE	COMPLETE	ACTIONS NEEDED TO COMPLETE THE PLAN
A school climate measure has been adopted/developed.						
Multiple stakeholder groups participate in climate surveys (students, parents, staff, community).						
A variety of data sources are used to measure systemic anti-bullying programs.						
A process is in place for building leadership teams to analyze data and make data informed adjustments to building plans.						

Suggested Resources:

Kansas State Department of Education

- Measuring Social, Emotional, Character Growth Toolkit

American Institutes for Research:

- Making SEL Work: Ten Practitioner Beliefs: <https://www.air.org/resource/making-sel-assessment-work-ten-practitioner-beliefs>

National Association of School Psychologists:

- Guidance for Gathering and Using School Climate Data: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/guidance-for-measuring-and-using-school-climate-data>

Kansans Can Competency Framework

- Student Competency Assessment Resources: <http://www.researchcollaborationsurveys.org/>

Kansas Communities That Care Survey

- Conflictual Environment Data Tool:
- Bullying in schools: the state of knowledge and effective intervention

For more information, contact:

Kent Reed
Education Program Consultant
Career Standards and Assessments
(785) 296-8109
kreed@ksde.org



Shanna Bigler
Mental Health Education Program Consultant
Special Education and Title Services
(785_ 296-4941
sbigler-mckenzie@ksde.org