



Kansas leads the world
in the success of each student.

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A NEW Vision for Kansas....

Kansas leads the
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student.





**BULLYING IS AN AGE OLD
PROBLEM...**



Kansas Bullying Statute

KSA 72-6147

- **72-6147. Bullying, school district policies.** (a) As used in this section:
- (1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, electronic or physical act or threat either **by any student, staff member or parent towards a student or by any student, staff member or parent towards a staff member** that is sufficiently severe, persistent **or** pervasive that such gesture, act or threat creates an intimidating, threatening or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of



“Nobody can bully anybody”

**- Mr. Dale Dennis, Dpty.
Commissioner**

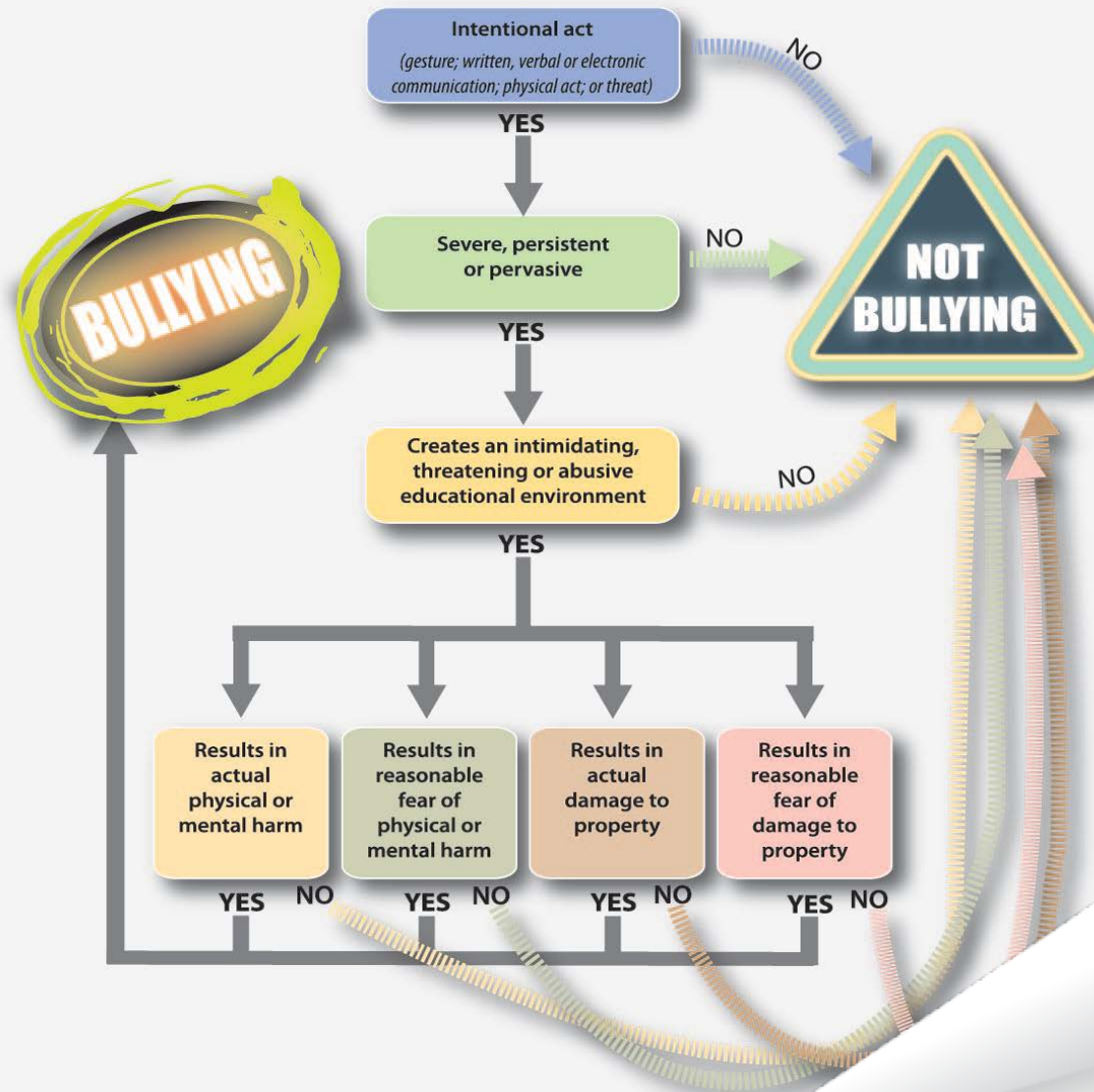
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KANSAS BULLYING LAW





KSDE Bullying Prevention 2017-2018 Fact Sheet

Statutory Obligation

- KSA 72-8256 requires schools to
 - adopt and implement a plan to address cyber bullying.
 - adopt policies prohibiting bullying.
 - adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students.
- In addition, upon request, the State Board (KSDE) shall assist in the development of a grade appropriate curriculum for character development programs.

Definition of Bullying

- Section 1. K.S.A. 2007 Supp. 72-8256 is hereby amended to read as follows: 72-8256. (a) As used in this section:
- (1) "Bullying" means: (A) Any intentional gesture or any intentional written, verbal, electronic or physical act or threat that is sufficiently severe, persistent or pervasive that creates an intimidating, threatening or abusive educational environment for a student or staff member...

Types of Bullying

- **Verbal bullying:** Verbal abuse is the most common form of bullying seen at school. It accounts for 70% of reported bullying and is often very difficult to detect. Verbal bullying occurs when someone uses language to gain power over his or her peers. Examples include name calling, teasing, taunting, threatening, cruel criticism, belittling, personal defamation, racist slurs, personal defamation, sexually suggestive and/or abusive remarks, and extortion (i.e. demanding lunch money via threats).
- **Physical bullying:** Physical bullying is the most visible and therefore identifiable form of bullying incidents reported by children. Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Unlike other types of bullying in schools, physical bullying is easy to identify because the acts are so obvious. Physical bullies tend to demonstrate high levels of aggression from a young age, and are more likely to be boys. Examples include hitting, tripping, shoving, and slapping, punching, kicking, damaging or destroying personal property, hazing and/or biting.
- **Relational bullying:** Relational bullying is the systematic diminishment of a targeted child's sense of self through the following that could lead to rejection and/or alienation. Relational Aggression (R.A.) is a form of [bullying](#) common among tweens, and especially tween girls. The behavior describes an individual, or a group of individuals, who try to hurt a peer, or sacrifice another's standing within their peer group. Girls who exhibit Relational Aggression are sometimes referred to as [Mean Girls](#).

Examples include ignoring, isolating, excluding, shunning (act of omission) and/or gossiping.

¹ Stop Bullying Now! <http://www.stopbullying.gov/educators/preventing/index.html>

- **Cyberbullying:** "Cyberbullying" means bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.


What Schools Can Do to Prevent Bullying¹

- **Assess bullying in your school.** Determine where and when bullying occurs.
- **Increase adult supervision in bullying "hot spots."** Work with support staff, such as cafeteria staff, bus stop and playground monitors and bus drivers, who may observe bullying incidents that unfold outside the classroom.
- **Involve students, parents, teachers, and staff in bullying prevention.** Establish a school safety committee and task force with a coordinator whose job it is to plan, implement and evaluate your school's bullying prevention program.
- **Encourage teachers and staff to file incident reports of bullying.** Keep track of critical incidents, and assess and evaluate your bullying prevention program.
- **Create policies and rules.** Create a mission statement, code of conduct, and school-wide rules that establishes a climate in which bullying is not acceptable. Disseminate and communicate widely.
- **Integrate bullying prevention material into curriculum and school activities.** Implement curriculum-based, class-level discussions and activities about bullying (e.g., role-playing activities) at each grade level.
- **Promote extracurricular activities.** Reinforce positive social interactions in an inclusive environment.
- **Raise awareness about your bullying prevention initiative.** Launch an awareness campaign to make the objectives known to the school, parents, and community members.
- **Establish a school culture of acceptance, tolerance and respect.** Take advantage of staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook.

KSDE Resources

Safe Schools Resource Center:
<http://www.ksde.org/Default.aspx?tabid=3878>
Safe and Supportive Schools (S3):
www.ksde.org/s3
School Counseling Resources:
<http://www.ksde.org/Default.aspx?tabid=1799>

Contact Information: For further information, please contact Kent Reed at kreed@ksde.org or by calling 785-296-8109.



KSDE Bullying Prevention

Statement from the Kansas State Board of Education

Serious nature of bullying

The Kansas State Board of Education believes in providing physically safe and emotionally secure environments for all Kansas students and school staff. The State Board recognizes that bullying is a serious issue affecting Kansas schools by creating a negative effect on the social environment of schools and a climate of fear among students, as well as inhibiting students' ability to learn and leading to other anti-social behavior. For this reason, the State Board supports current state legislation requiring each local board of education to adopt and implement a plan to address bullying on or while utilizing school property, in a school vehicle and at school-sponsored activities and events, including a provision for the training and education of school staff members and students. The State Board encourages Kansas schools to adopt policies to assist school personnel in identifying bullying, intimidation and harassment and in providing a framework for an appropriate response to such activities that reinforces and encourages positive conduct and ensures the safety of all students.

State Board Resolution

WHEREAS, The State of Kansas recognizes its responsibility to safeguard schools to ensure physically safe and emotionally secure environments for all Kansas students and school staff; and

WHEREAS, Each day an estimated 160,000 children nationwide refuse to go to school for fear of being bullied; and

WHEREAS, It is important that we acknowledge and heighten awareness about the serious issues and the negative effects of bullying, including creating a climate of fear among students, inhibiting the ability to learn and contributing to other anti-social behavior; and

WHEREAS, Bullying is a communitywide issue and students, parents, and educators all have a role in addressing bullying situations and changing school culture; and

WHEREAS, the Kansas Legislature has required local boards of education to adopt and implement plans to address bullying on and while utilizing school property, in a school vehicle or at school-sponsored activities or events, to include a provision for the training and education of staff members and students; and

WHEREAS, October has been designated National Anti-Bullying Awareness Month; now, therefore be it

RESOLVED, that the first full week of October of each year beginning with October 2011 be designated Anti-Bullying Awareness Week in Kansas as a symbol of our commitment to ensuring safe and nurturing school environments.



CHOOSE PEACE

October is ...
NATIONAL
**BULLYING
PREVENTION**
MONTH

KANSAS
**ANTI-BULLYING
AWARENESS**
WEEK
Oct. 7-13

Kansas State Department of Education | www.ksde.org

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Submitted Anti-Bullying Activities

- Release Forms
- School Web Pages
- School Newsletters
- Lesson Plans
- “You’re Not Alone” Video
- Kindness Games
- Theme Weeks
- Twitter, Instagram
- You Tube Videos
- Lip Dub Videos
- Art Projects
- T-Shirt Designs
- Assemblies
- Local Media Events

Anti-Bullying Awareness Week



October 3 – 7

#BullyFreeCliftonClyde

#StopBullying

Monday



Blue Shirt Day®

World Day of Bullying Prevention™

Tuesday



MISMATCHED DAY

Everyone is different - Embrace each other's differences!



Wednesday

Workout Wednesday

We work out our differences instead of bullying!



Thursday

Super Hero Day

The power of 1 – The end of bullying begins with YOU!



Friday

We Stand United

Show your **Eagle Pride** as we stand united against bullying!



Daily winner will be announced and receive a prize!



Wichita Heights United Against Bullying!



Red Demons Say
Be a Team Hero, take a STAND

Speak out against bullying

Tell an adult when you see someone being bullied

Always set a good example

Notice when others are left out

Don't let your friends bully others





Winfield Intermediate, USD 465

Kansas Bullying Prevention Hotline



Anonymous Resources for Bullying Prevention
24 Hour Parent & Youth Resource Hotline
1-800-332-6378
or
1-800-CHILDREN
Email or Text 1800children@kcsf.org

Learn more!


 Kansas Children's Service League
 Kansas Department of Education
 Kansas Safe & Supportive Schools

- Underwritten via S3
- Contract with Kansas Children's Service League
- Support for victims, schools and parents

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CHOOSE PEACE



REPORT

THREATS OF SCHOOL VIOLENCE . . . **1 (877) 626-8203**



KANSAS SCHOOL
SAFETY HOTLINE

ACTS OF BULLYING **1 (800) 332-6378**



PARENT AND YOUTH
RESOURCE HOTLINE

SUSPICIOUS ACTIVITY



SUSPICIOUS
ACTIVITY REPORT
www.kbi.ks.gov/sar



Kansas State Department of Education
Landon State Office Building
903 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Suspicious Activity Report (SAR)

Link on KBI and SASSU Website



QR Code for easy access and distribution



Partnership with KSDE and KBI. All information is 100% confidential and vetted by KBI analysts.

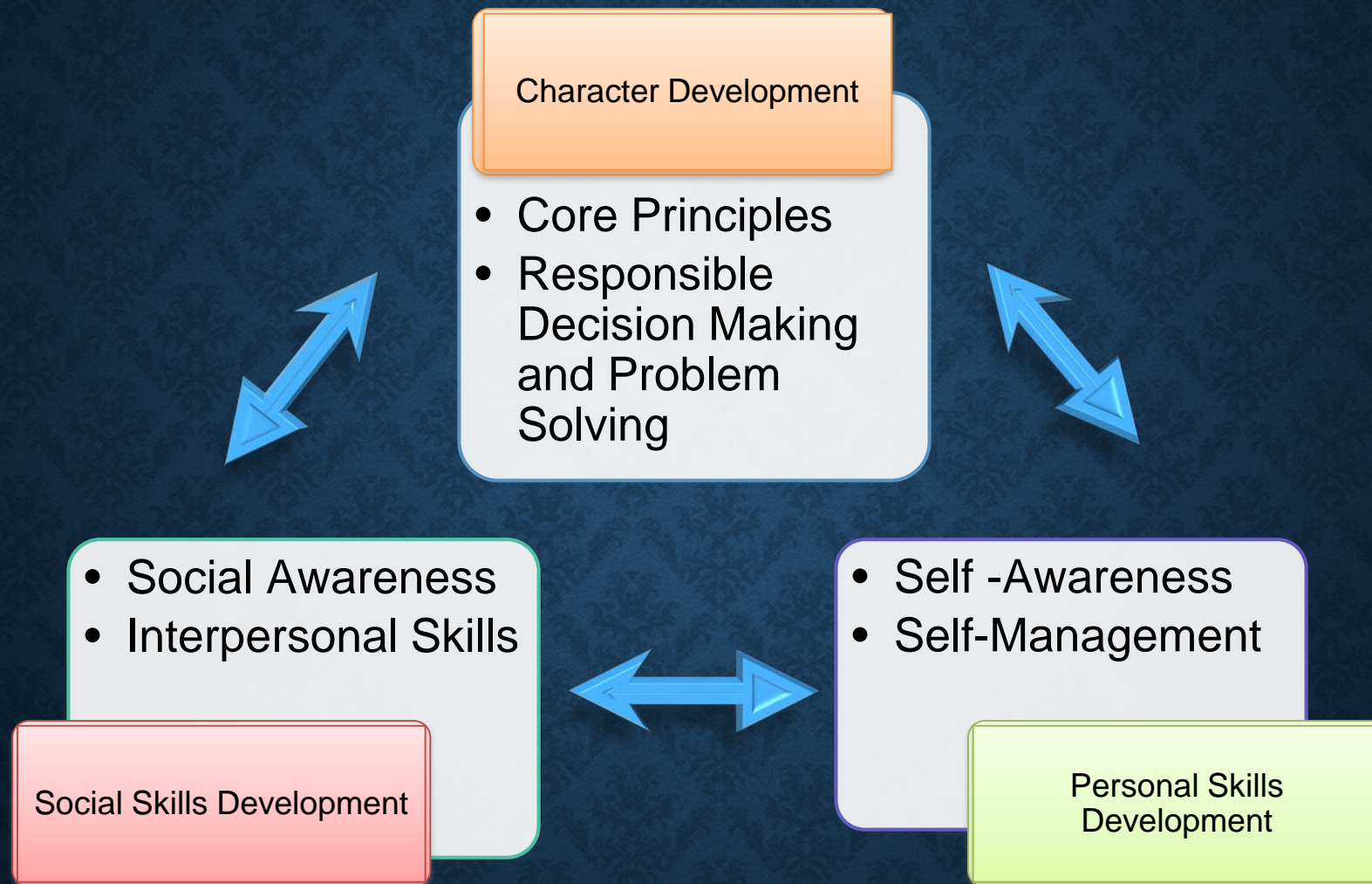
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STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

Each student develops the social,
emotional, and character competencies
that promote learning and success in life.



Kansas Social, Emotional, and Character Education Standards



SUGGESTED EDITS/INCLUSION

- Jason's Law (youth suicide)
- Erin's Law (child sexual abuse)
- KSA 72-6147 (bullying)
- School Mental Health
- Trauma-Informed/ACES
- Self-Harm
- Recovery and Resiliency
- Growth Mindset
- Civic Engagement
- Ethical Use of Technology

Character Development

I. Core Principles

C. Create a caring community.

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

**K-2
(5-7)**

a. Recognize and define bullying, teasing, and harassment.

b. Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is.

c. Model positive peer interactions.

Character Development

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**3-5
(8-10)**

- a. Differentiate between bullying, teasing, and harassment.**
- b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others.**
- c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying).**
- d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).**
- e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.**

Character Development

I. Core Principles

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3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

6-8 (11-13)	<ul style="list-style-type: none">a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved.b. Model positive peer interactions that are void of bullying behaviors.c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).f. Apply empathic concern and try to understand the perspective or point of view of others.
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Character Development

I. Core Principles

C. Create a caring community.

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

9-12 (14-18+)	<ul style="list-style-type: none">a. Appraise and evaluate behavior as relational aggression and/or bullying.b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting.c. Conclude how to act in accordance with the principle of respect for all human beings.d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force.e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.
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Service Delivery

- Kansans Can Competency Framework
- School Counseling and SECD Standards
- School Mental Health Initiatives
- Conferences/Workshops
- Web pages
- Newsletters
- Direct technical assistance
- List serves
- Webcasts
- Educational Service Centers
- Grants

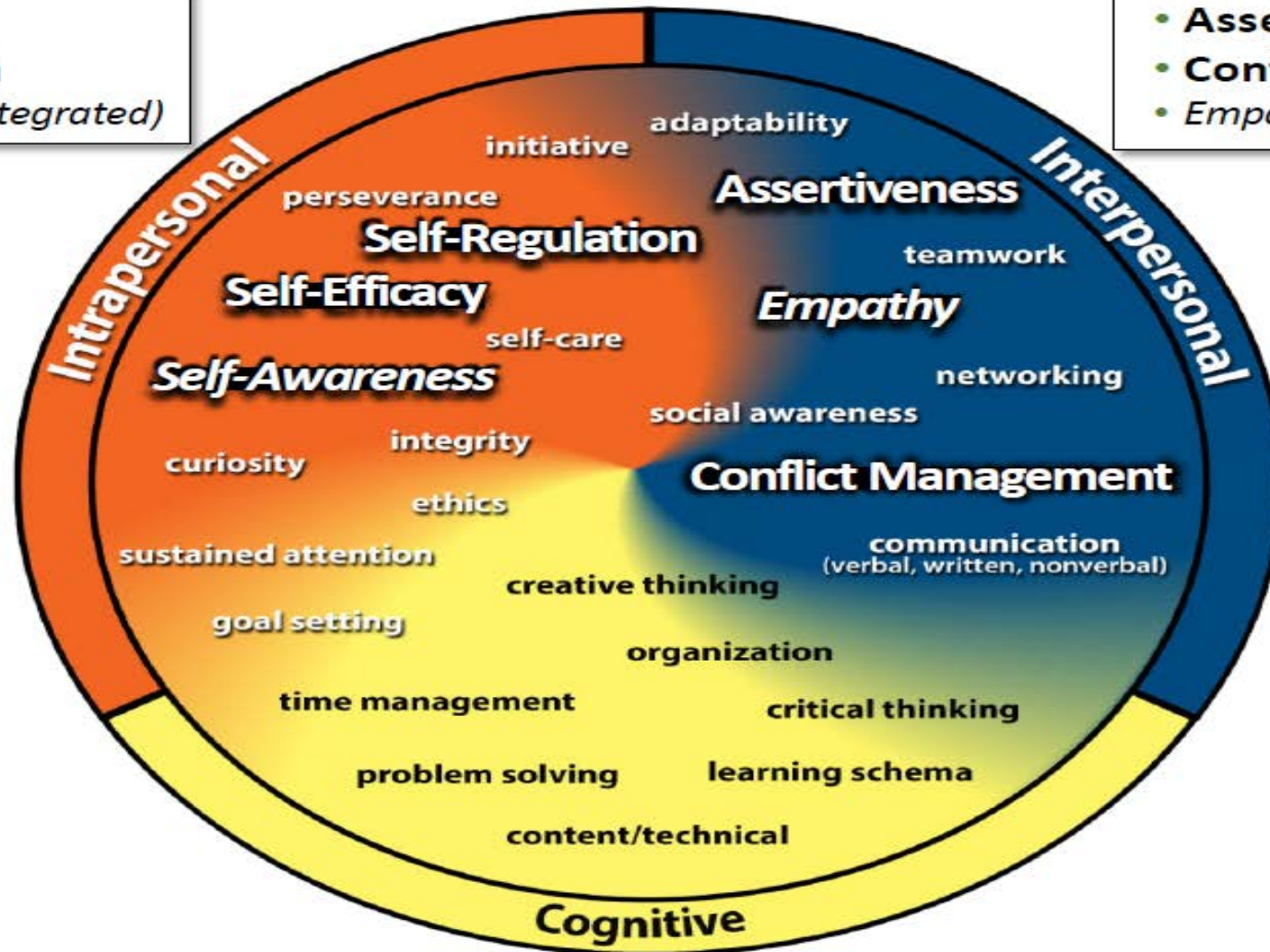
Foundational Competencies

Intrapersonal

- Self-Efficacy
- Self-Regulation
- Self-Awareness (integrated)

Interpersonal

- Assertiveness
- Conflict Management
- Empathy (integrated)

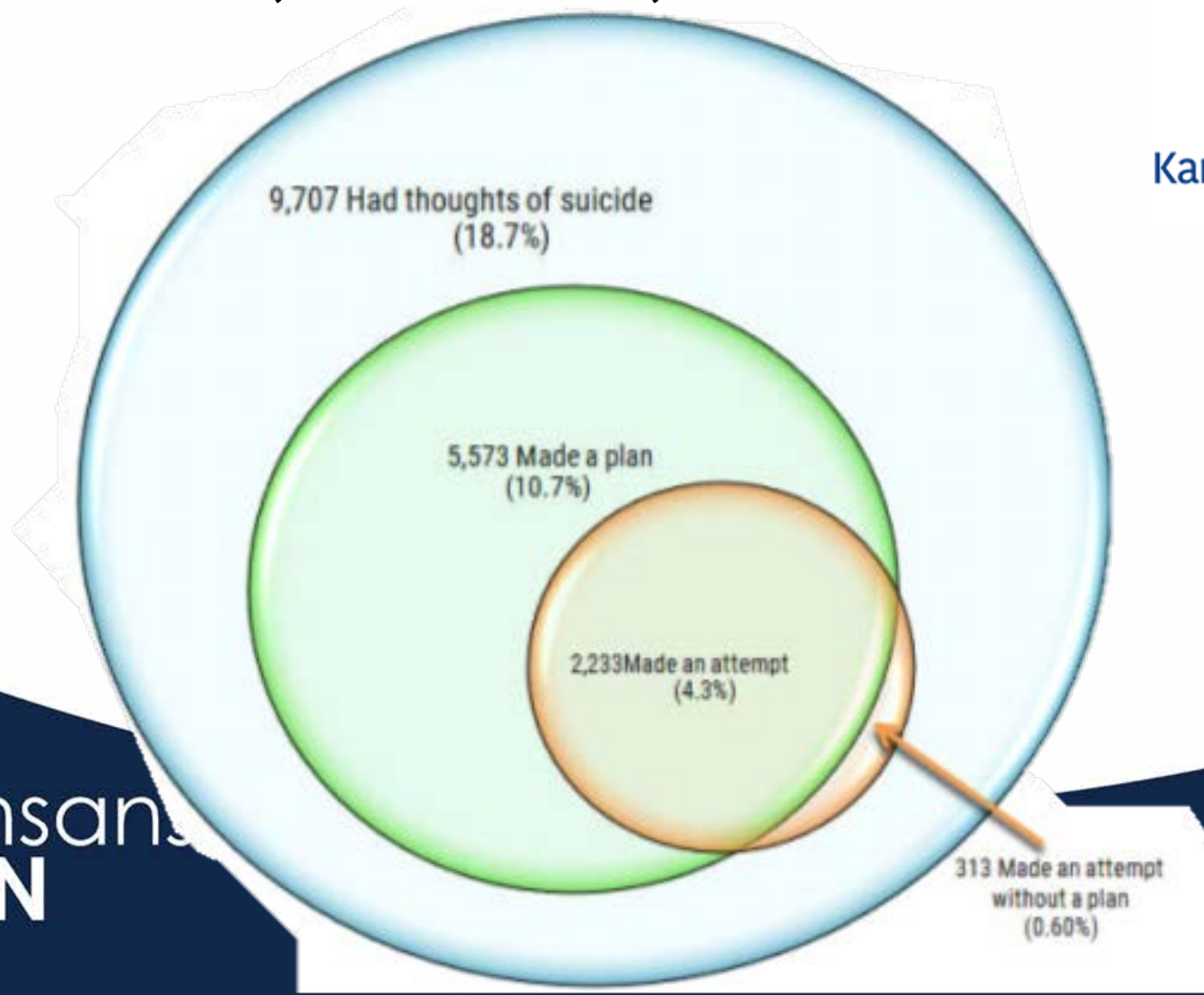


Top 10 Student Outcomes

Identified by teachers who taught **assertiveness**

1. Improved communication
2. Increased ability to express themselves
3. Increased self-reflection/self-awareness
4. Increased confidence in their own abilities
5. Increased ability to seek assistance and supports
6. Improved interactions among students
7. Improved conflict management skills
8. Improved ability to resist peer pressure
9. Improved behavior
10. Reduced incidents of bullying

2019 KANSAS STUDENT-REPORTED SUICIDE THOUGHTS, PLANS, ATTEMPTS



**SHOW ME
WHERE
THE BULLIES ARE**



**“We can be
the
CHANGE
we want to
see ”**





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