

Executive Summary



Implementation Guidance for the Bullying Task Force Recommendations

Kansas School Mental Health Advisory Council (SMHAC)

1. **Local Boards of Education adopt strong prevention policies.** The SMHAC supports the recommendation of the Bullying Taskforce that the Board of Education of each school district shall adopt and maintain a policy as required by K.S.A. 72-6147, prohibiting bullying and cyberbullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on school property, in a school vehicle or during a school sponsored activity or event whether on or off school premises. The plan required by K.S.A. 72-6147(c), is recommended to include a bullying reporting and resolution process.
2. **Local Boards of Education assure effective district policy implementation.** Each school district provides an annual update to the local Board of Education regarding bullying, cyberbullying, the use of KSDE's Social, Emotional and Character Development standards, and data on bullying.
3. **Districts support data-informed implementation across PK-12 buildings.** Each school building collects data on bullying incidences within each building from a minimum of two social emotional data sources and present these findings annually to the local board of education. (i.e. data from annual administration of the Kansas Communities That Care (KCTC) survey.) The use of KCTC survey is recommended as a high-quality climate and culture data source.
 - a. Districts are required to track incidences and report according to the KSDE Discipline Data Collection process. The-types of bullying data collected are: 1) Physical, 2) Cyber, 3) Verbal, and 4) Relational.
4. **Districts adopt prevention-focused evidence-based practices.** Implement a social-emotional learning curriculum that includes a family engagement component (per best practice) for purposes of bullying prevention.



5. **Districts and families establish common expectations.** Ensure families know the schools' expectations for behavior. Provide families explanations for incidences that do not qualify as a bullying incident within the schools; such as the Kansas Association of School Boards (KASB's) letter (see Appendix C.)
6. **Strengthen digital citizenship competencies.** Provide students and families with information on digital citizenship to assist students in making smart choices online.
7. **KSDE makes legal requirements training module available.** As part of meeting the requirement in K.S.A. 72-6147(c), to adopt a plan that includes provisions for the training and education for staff members, students, and families, school districts will provide and require all employees to complete a training module that covers the legal requirements. The SMHAC recommends the Department create a module that may be used by districts to assist with training staff and families, and if feasible, the module be ready for the beginning of the 2021-2022 school year.
8. **PreK-12 district plans result in effective bullying prevention.** When developing the district plan use of the Kansas SMHAC's Bullying Prevention Plan and Resource Toolkit is recommended. The four sections of the draft Toolkit located in Appendix B are: 1) Developing a Plan to Address Bullying, 2) Building Adult Capacity to Change Climate and Culture, 3) Curriculum and Instructional Resources, 4) Measuring Social-Emotional Learning Locally

KSDE provides coherent support for district bullying prevention. In keeping with Kansas Education Systems Accreditation, connect KSDE training and technical assistance efforts with components of district bullying prevention.

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