



Bullying Prevention Toolkit

A TOOLKIT FOR KANSAS SCHOOLS



BULLYING PREVENTION TOOLKIT

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BULLYING PREVENTION TOOLKIT

Introduction

Bullying in schools has been a persistent problem for generations. In April 2019, Kansas Commissioner of Education Randy Watson appointed a blue-ribbon task force to examine issues of bullying in the state's schools and report recommendations to the Kansas State Board of Education (KSBE) by December 2019. The task force's final report was intended to "help school boards, administrators, teachers, students, families and communities in addressing this persistent problem," and offered the following recommendations:

- Provide better support and direction for school districts.
- Continue to develop the state's focus on social-emotional and character development education to address school bullying.
- Examine the current state bullying law and determine if it requires reconsideration.
- Local policies and plans must focus on relationships, school climate and culture and the mental health impact of bullying in schools.
- The state needs better data on school bullying and measures for assessing program effectiveness.
- Address cyberbullying.
- Provide training, professional development, and teacher preparation regarding bullying.

The State Board accepted these recommendations and tasked the School Mental Health Advisory Council (SMHAC) with developing guidance for implementation. The SMHAC advises the State Board on issues related to school mental health.

In 2021, the SMHAC drafted implementation guidelines for bullying prevention. In 2025, the SMHAC then requested a bullying prevention workgroup with the purpose of creating templates and guidance to complement the implementation guide checklists created in 2021. The templates in this toolkit are intended for schools, school mental health teams (SMHT) and local boards of education to develop and implement local policies, procedures, and practices for system compliance with K.S.A. 72-6147(c). The following information and templates are a framework for districts to use while building their local policies, procedures, and practices for preventing, intervening, and supporting individuals involved in bullying. This framework has been adapted from the work of Dr. Chad Rose, Missouri Bullying Prevention Lab. Dr. Rose and his team have researched and studied evidence-based practices to deter and eliminate bullying in schools since 2009. The edits have been approved by Dr. Rose to best fit the needs of Kansas schools and communities. We thank Dr. Rose and his team for sharing this work with us and their tireless work in the field of bullying prevention.

When effective bullying prevention is implemented as part of a systemic, prevention-focused, responsive approach to bullying behaviors, schools enhance the conditions necessary for learning. Bullying prevention, intervention, and postvention also build a safer school climate and culture. When both factors are in place, districts build settings for rigorous student achievement and thriving Kansas communities.

BULLYING PREVENTION TOOLKIT

Kansas State Statute

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:

- (i) Harming a student or staff member, whether physically or mentally;
- (ii) damaging a student's or staff member's property;
- (iii) placing a student or staff member in reasonable fear of harm to the student or staff member; or
- (iv) placing a student or staff member in reasonable fear of damage to the student's or staff member's property;

(B) cyberbullying; or

(C) any other form of intimidation or harassment prohibited by the board of education of the school district in policies concerning bullying adopted pursuant to this section or subsection (e) of K.S.A. 72-1138, and amendments thereto.

(2) "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.

(3) "Parent" includes a guardian, custodian or other person with authority to act on behalf of the child.

(4) "School district" or "district" means any unified school district organized and operating under the laws of this state.

(5) "School vehicle" means any school bus, school van, other school vehicle and private vehicle used to transport students or staff members to and from school or any school-sponsored activity or event.

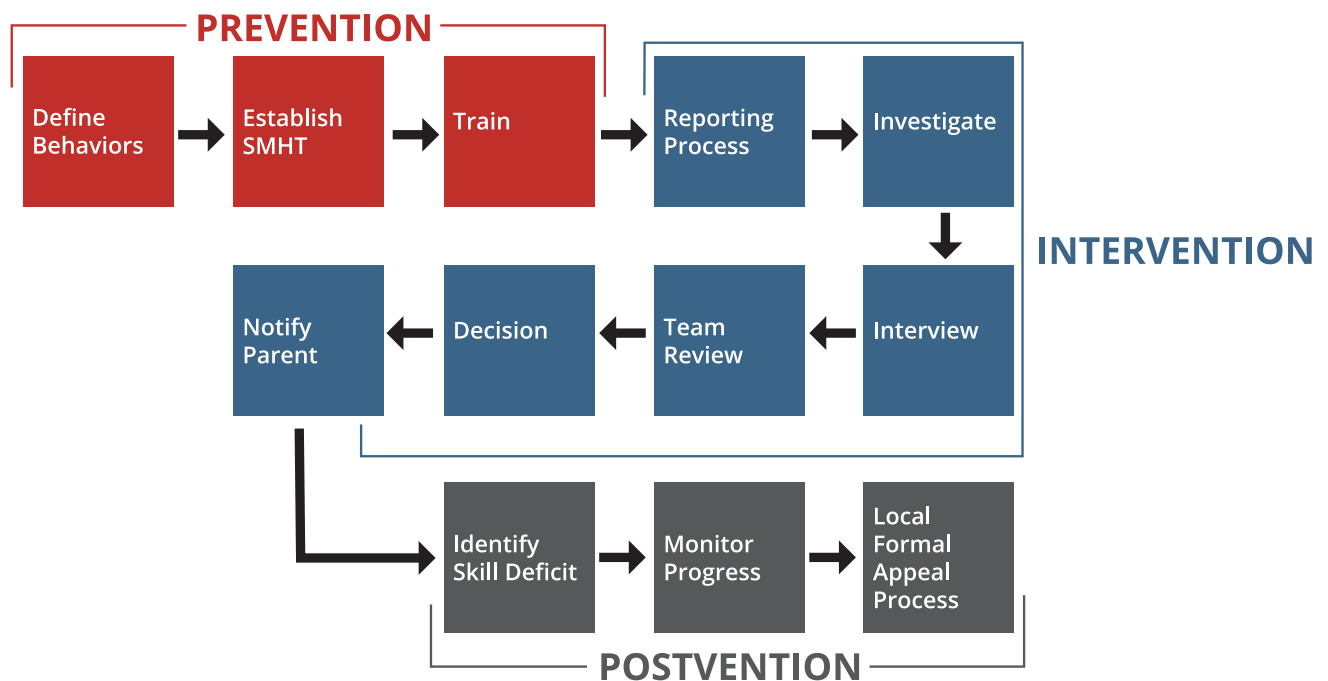
(6) "Staff member" means any person employed by a school district.

(b) The board of education of each school district shall adopt a policy to prohibit bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member on or while utilizing school property, in a school vehicle or at a school-sponsored activity or event.

- (c) The board of education of each school district shall adopt and implement a plan to address bullying 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 at a school-sponsored activity or event. Such plan shall include provisions for the training and education for staff members and students.
- (d) The board of education of each school district may adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. 72-1138, and amendments thereto.
- (e) Nothing in this section shall be construed to limit or supersede or in any manner affect or diminish the requirements of compliance by a staff member with the provisions of K.S.A. 38-2223 or 38-2226, and amendments thereto.

History: L. 2007, ch. 185, § 4; L. 2008, ch. 77, § 1; L. 2013, ch. 121, § 15; July 1.

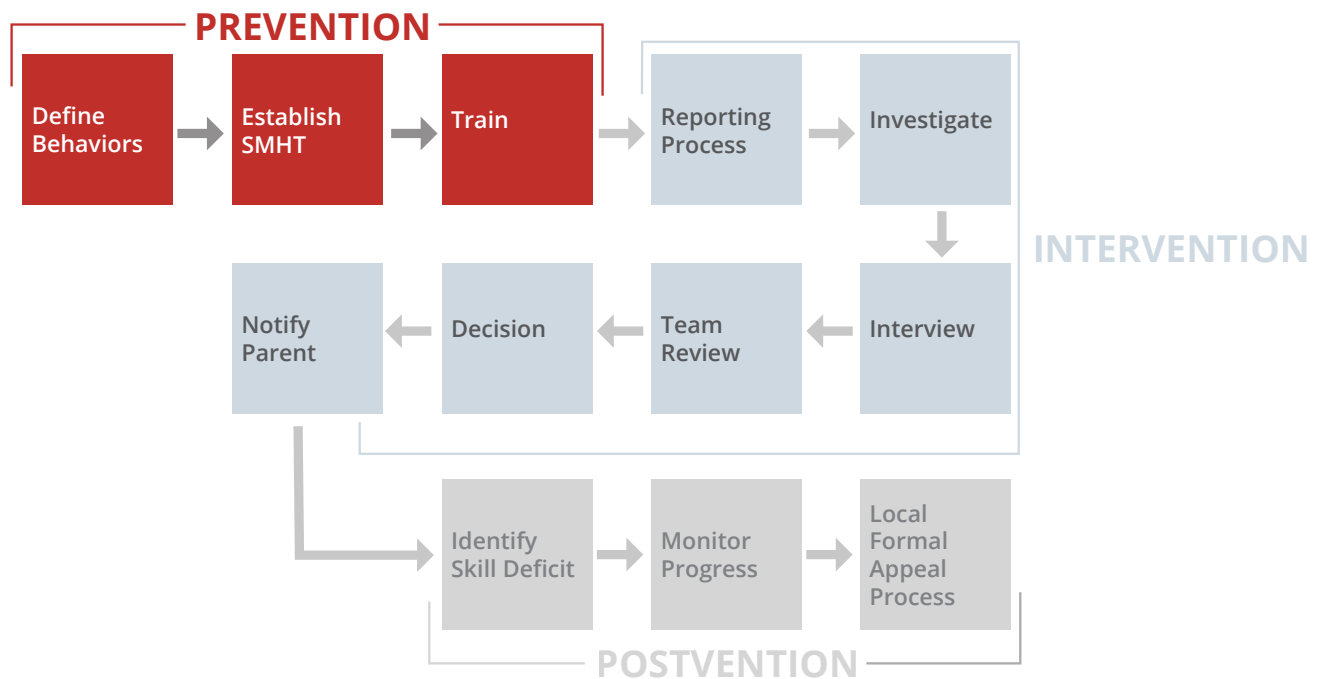
Bullying Prevention 12 Step Plan Infographic



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Prevention

Bullying Prevention 12 Step Plan

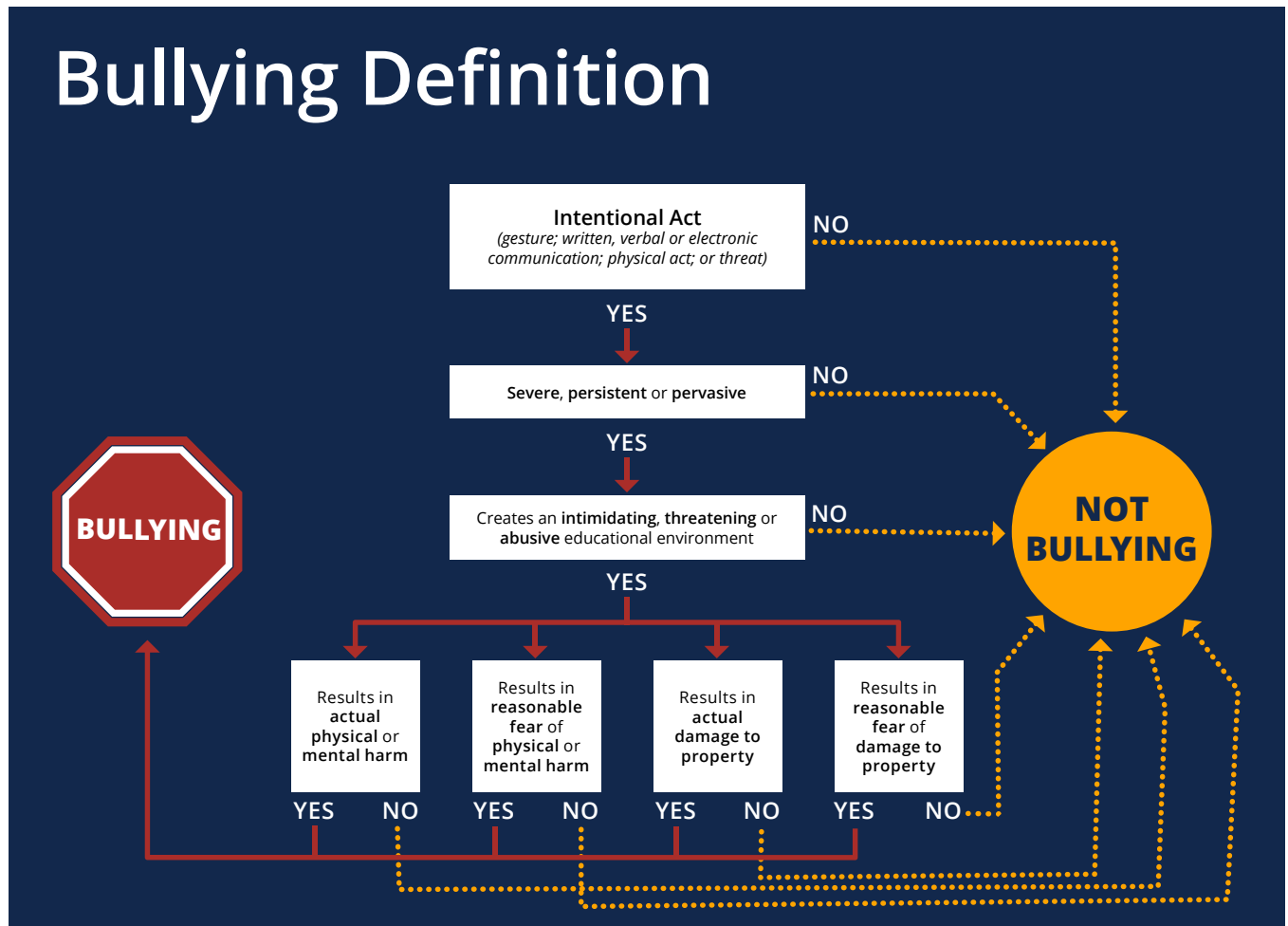


PREVENTION

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Define Bullying Behaviors

Giving students and families clear terms will improve incident reporting, and these terms should be included in their training and available on the school website where behaviors are explained.



There are five types of bullying: physical, cyber, verbal, property damage, and relational.

1. Physical Bullying
2. Cyberbullying
3. Verbal Bullying
4. Relational Bullying
5. Property damage

PREVENTION | DEFINE BULLYING BEHAVIORS

1. **Physical bullying** involves the use of physical force to target an individual or group of students.

Physical bullying involves hurting a person's body or possessions and occurs when a person uses overt bodily acts to gain power over peers. Physical bullying also includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing/shoving
- Taking or breaking someone's personal property
- Making mean or rude hand gestures
- Hazing
- Serious bodily injury (under physical bullying): A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3)) **This should be reported to law enforcement.**

2. **Cyberbullying** involves behaviors with the intent of harming an individual through electronic means:

- Social media
- Text messages
- Gaming
- Mobile applications
- Rumor spreading on a device
- Posting, reposting, or possessing compromising pictures (may also be considered possession of porn and require reports to local law enforcement)
- Name calling
- Encouragement of social exclusion
- Encouragement of self-harm or suicidal behaviors

3. **Verbal bullying** may involve oral or written communication.

Verbal bullying occurs when someone uses language to gain power over a person. This power causes harm or intends to cause harm to the target including:

- Teasing
- Taunting
- Name-calling
- Threats
- Offensive language or notes/emails/texts/chats
- Derogatory hand gestures
- Inappropriate sexual comments
- Severe criticism
- Belittling
- Personal defamation
- Racist slurs
- Sexually suggestive and/or abusive remarks
- Extortion
- Sextortion

4. **Relational bullying** involves behaviors designed to socially exclude or damage the reputation of the target or the systemic diminishing of a target's sense of self that could lead to rejection or alienation.

These behaviors may include:

- Rumor spreading
- Social isolation
- Ignoring
- Encouraging others to unfriend the target
- Isolating
- Excluding
- Shunning
- Gossiping

5. **Damage to property**

Damage to property involves an aggressor intentionally damaging or stealing an individual's property with the intent of causing harm or destruction.

WHEN A TEACHER IS BEING BULLIED BY ANOTHER TEACHER OR PARENT

Kansas laws state bullying can occur in any location, by any person. This means the potential bullying could be done by any student, teacher, or family member. It also means bullying can target any student, teacher, or family member. All employers are required to protect their staff from harassment. Just as bullied students are at a high risk of anxiety, depression, and other health problems, so are bullied adults.

1. Report the behavior(s) to the building administration in writing. Copy this notification to assistant principals and the superintendent as well. These administrators may choose to take this information to the local board of education to provide further protection to the teacher from the parent.
2. A request for remediation may be appropriate if a restorative practice option is reasonable. This may not be a reasonable solution if the person targeted is uncomfortable with this option. Discuss options the targeted adult would consider and negotiate next steps. A written contract with the bully and the school may be a good next step and could include the following:
 - a. The building administrator directs all further communication through them and insists the bully immediately cease to contact the adult being targeted.
 - b. All communication is to be written/in email and delivered through the principal. Communications need to cease being verbal or online. Any failure to follow this request could be considered harassment. The targeted adult has the right to file a legal complaint against the bully with local law enforcement.
3. Please explore adjusting the schedule to minimize adult interactions, possibly by assigning the shared student to a different teacher from the one being affected.
4. Consider recommendations for social skill building for the bullying adult such as anger management, conflict resolution, or mental health services.
5. Do not allow the bullying adult on campus without an appointment and building staff present.
6. If the bullying continues, or if the teacher feels the school is not addressing the report of bullying from a parent, call local law enforcement to report the harassment.
7. The U.S. Department of Justice, [Civil Rights Division](https://www.justice.gov/crt/contact-us-0)¹, could also be contacted to file a complaint.

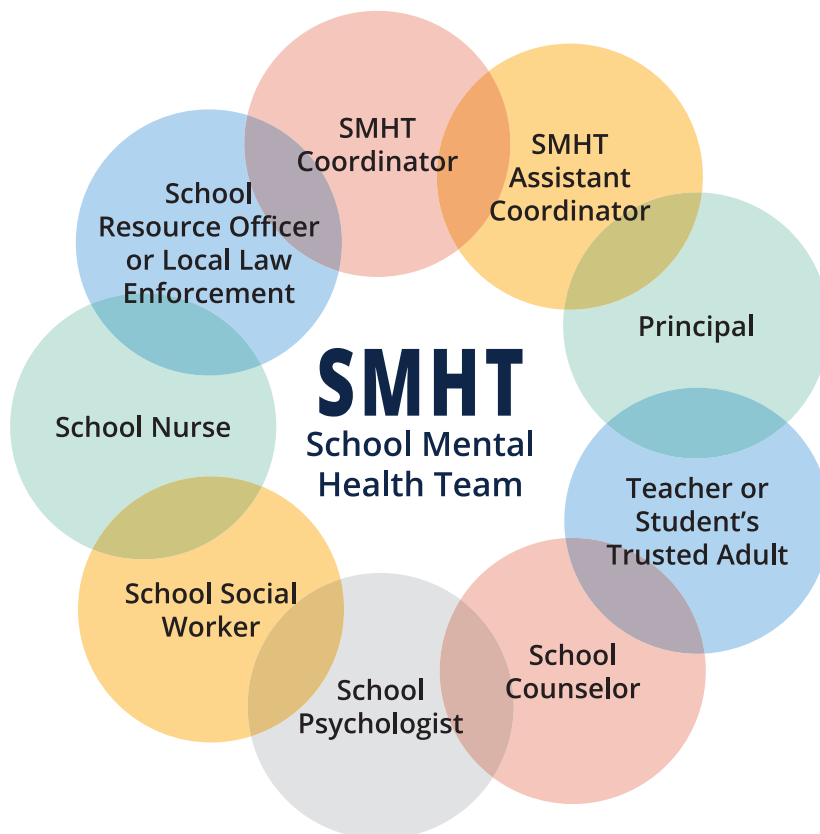
¹ *Contact the Civil Rights Division | Department of Justice.* (n.d.). <https://www.justice.gov/crt/contact-us-0>

Establish the School Mental Health Team

Bullying should be addressed with a team approach as it is with other supportive school culture work such as suicide prevention, student threat screening, and mandated reporting. This comprehensive approach supports the whole child and strengths-based best practices. Using a whole-child, collective view of each student and situation will help the School Mental Health Team (SMHT) evaluate the behavior(s), gather data, and identify the potential root cause of a student's behavior. This team approach should be implemented for the bully and the target.

School psychologists, school social workers, school counselors and school nurses are trained in assisting students, those who are bullying and their targets, and their families. In accordance with the Jason Flatt Act suicide prevention regulations requirements, each Kansas school district must have an district- and building-level mental health team. Direct contact information for these teams' members should be posted on the district and schools' websites for transparency for parents, guardians and caregivers for when a concern arises. These teams could serve as the district's bullying prevention taskforce. (Members of the school mental health team should also refer to [1-02 SMHT Identification Tool.](#))

(The Kansas State Department of Education recognizes not all districts have robust school mental health teams. Each district will exercise local control in developing its policies, procedures, and practices, and should play to the strengths of their team members as well as the needs of their staff, students, and community when determining the capacity of their mental health leads.)



Responsibilities of the SMHT for reported bullying incidents

- Establish a bullying prevention action plan with clear timelines.
- Establish bullying prevention protocols.
- Establish reporting protocols.
- Review bullying reports.
- Conduct the investigation.
- Collect data.
- Conduct interviews.
- Meet as a team to determine root cause of the behaviors and recommended skill trainings.
- Communicate with parents.
- Implement intervention.
- The SMHT may follow the [1-03 Bullying Involvement Investigation Process Checklist.](#)

PREVENTION

Training Options and Requirements

- The SMHT will investigate the current trainings being used and measure if they meet the needs of adopted, local board of education policies, procedures, and practices.
- The SMHT will bring recommendations for training to their district leaders for annual student, staff, and parent training.
- Building-level team members should have common language and training in their local board of education-approved policies so consistency in understanding what constitutes bullying and what type of implementation should be in place is demonstrated from building to building across the district.
- District- and building-level SMHT members should train all employees of the district on the local policies, procedures, and practices adopted by their local school board.
- Family training should be made available at age-appropriate levels for the students in their homes. This should include multiple methods of training and options for training to be accessed when parents are available (i.e., public training sessions, informational podcasts, district-created videos posted to the district's and school's websites, and pamphlets). Parents should become aware of the definition of bullying, the types of bullying, and effects they may see due to bullying. Parents should also be informed of the process to report bullying and what can be expected after they make a report. Finally, families should be informed of what decision was made by the SMHT when the reported incident was investigated and how to appeal a decision made by the SMHT in the event there is a disagreement with the team's findings.

Schoolwide Culture Training: Build the Upstander Culture!

The Sandy Hook Promise organization has several events throughout the year to help students engage and minimize social isolation. *Start With Hello* (grades K-12) and *Say Something* (grades K-12) are activities that can be implemented district-wide as prevention or intervention strategies to combat bullying. Information about the *Say Something* anonymous reporting system and *SAVE Promise Club*, a youth-led organization, are both available at <https://www.sandyhookpromise.org/our-programs/program-overview/>

Upstander vs. Bystander

"If you see something, say something" means to take action when witnessing a concerning behavior or situation. Dr. Chad Rose of the University of Missouri Bullying Prevention Lab shares skill- and evidence-based bullying prevention and intervention methods that have been shown effective behavior modification results. <https://www.mizzoubullypreventionlab.com/>

Evidenced-based practices such as the Kansans Can Competencies can be trained schoolwide as a proactive and preventative practice for all students in all grades. Building a culture of protective factors against bullying means developing the expectation of students, staff, and parent(s)/guardian/caregivers to be upstanders and not bystanders. Upstanders make a choice to meaningfully engage when they see harmful or concerning behaviors or situations in an attempt to turn the situation in a positive direction. Districts should encourage students to move away from a situation and find a trusted adult if they do not feel empowered to act as an upstander.

Using models such as the “**5 Ds**” presented by Stand UP against street harassment² to address a problematic behavior can effectively and supportively disengage the person who is acting out as a bully. The 5s are as follows:

1. **Direct:** Say something to the person demonstrating concerning behaviors
2. **Delegate:** Ask another person who is in the area to remove the target of the negative behavior
3. **Distract:** The best distraction is to tell those not involved to keep moving and not engage in the situation. Allow the target to move away with the crowd. Other options of distraction may be choosing an off topic subject to discuss or engage in, walk with the person demonstrating the concerning behavior in the opposite direction, or do something off topic to move the attention away from where the concerning behavior is heading.
4. **Delay:** Support the target and then talk to the person who demonstrated the concerning behavior later or after the person has walked away or is safe
5. **Document:** Write down what happened and encourage others to build a culture of journaling what they see. If a person is unsure if the behavior is concerning, journaling can help identify patterns such as potential settings that activate the negativity, times of day, or other peer influences, etc. that could help focus the conversation with data and specifics.

Listening is a critical skill in bullying prevention. Listening to “*care and not to share*” involves asking questions to clarify information to be sure if a behavior is of concern for safety. Communicating and demonstrating empathy can involve hearing and having difficult conversations. Making sure “*I*” statements are being used and supportive language such as “*bully*” and “*target*” are identified can pinpoint facts of a situation. These specifics allow the SMHT to address the bullying incident when it is reported, follow the school’s protocols for investigating the incident, and determine a course of action needed to avoid repeated situations.

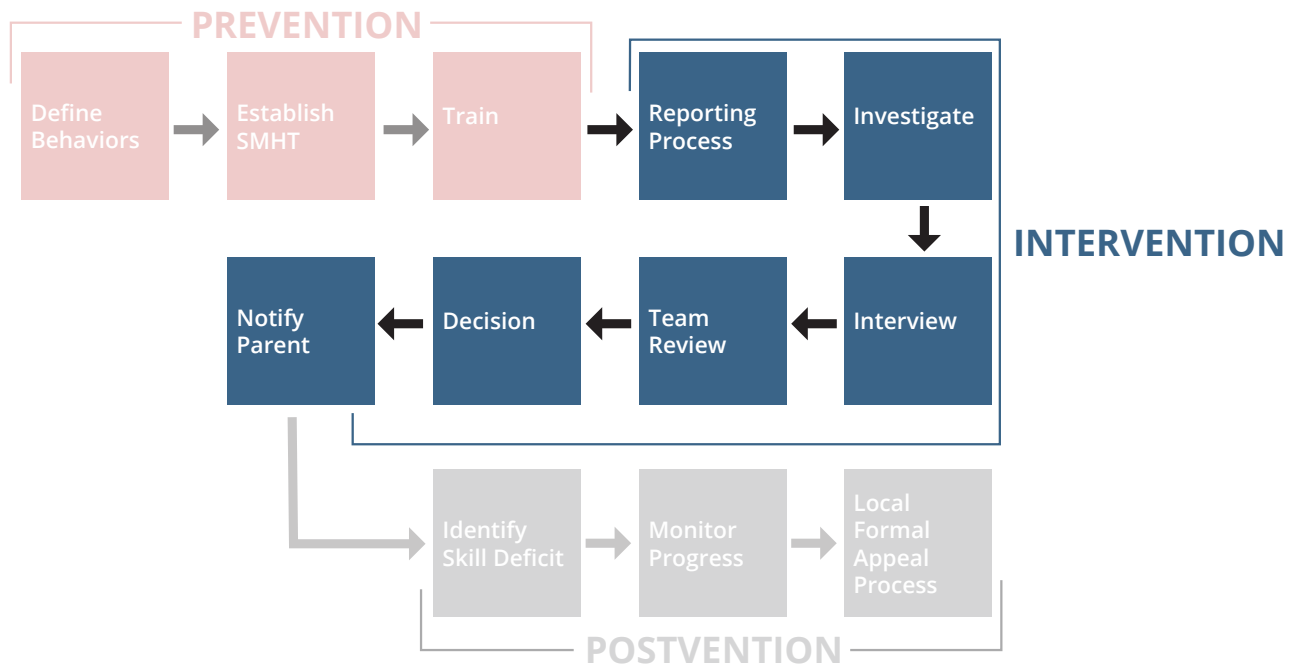
Training students, staff, and families in standard responses helps each person know the appropriate course of action if they see suspected bullying. Training students in what to do, what to say, and who to tell builds protective factors for those who witness bullying as well as those who are bullied. When adults witness bullying, it is equally important for them to know a standard protocol. Training for staff and parents should include how to support the target of bullying, how to respond to bullying, and how to protect the reporter of retaliatory bullying.

2 Take the training - Stand Up. Take the Training - Stand Up. <https://www.standup-international.com/us/en/training/landing>

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Intervention

Bullying Prevention 12 Step Plan



INTERVENTION

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Identify How to Report Bullying

Each district must determine how they will receive reports of bullying. Equally as important is a clear protocol for who will monitor the reporting channels. Each method should be monitored at least daily. The reports should be allowed through multiple channels such as by phone, online reporting options, and other digital means available within the district. It also is critical for each report to be addressed, even those submitted anonymously.

Building a culture of felt safety means each report must be addressed the day it is received. [StopBullying.gov](https://www.stopbullying.gov/)¹ advises students to attempt to tell their teacher, the school counselor, psychologist, or social worker, the school principal, or the superintendent. Teaching students each adult, regardless of their title, will hear a student's concern helps reinforce the culture of felt-safety.

Determine the methods available for reporting and who will monitor reported incidents.



If a student sees another student being bullied, it is important for the student to know to whom to report it. It is important for students to be trained to identify how and when to step up and say something. Educating students and families about reporting suspicious activity also is critical to the safety of the school community. Training students how to access the Kansas School Safety Hotline is an important protective factor. This resource is found at <https://www.ksde.gov/Kansas-Safe-and-Secure-Schools/SAR>

Students should also be trained to access the QR code to report any suspicious activity. If they do not have access to online or QR methods, they may also call 1-877-626-8203. KSDE has posters and resources available that can be printed. Making this information widely known increases students' protective factors against school threats.

The SMHT can refer to the [2-01 Bullying Report Template](#).

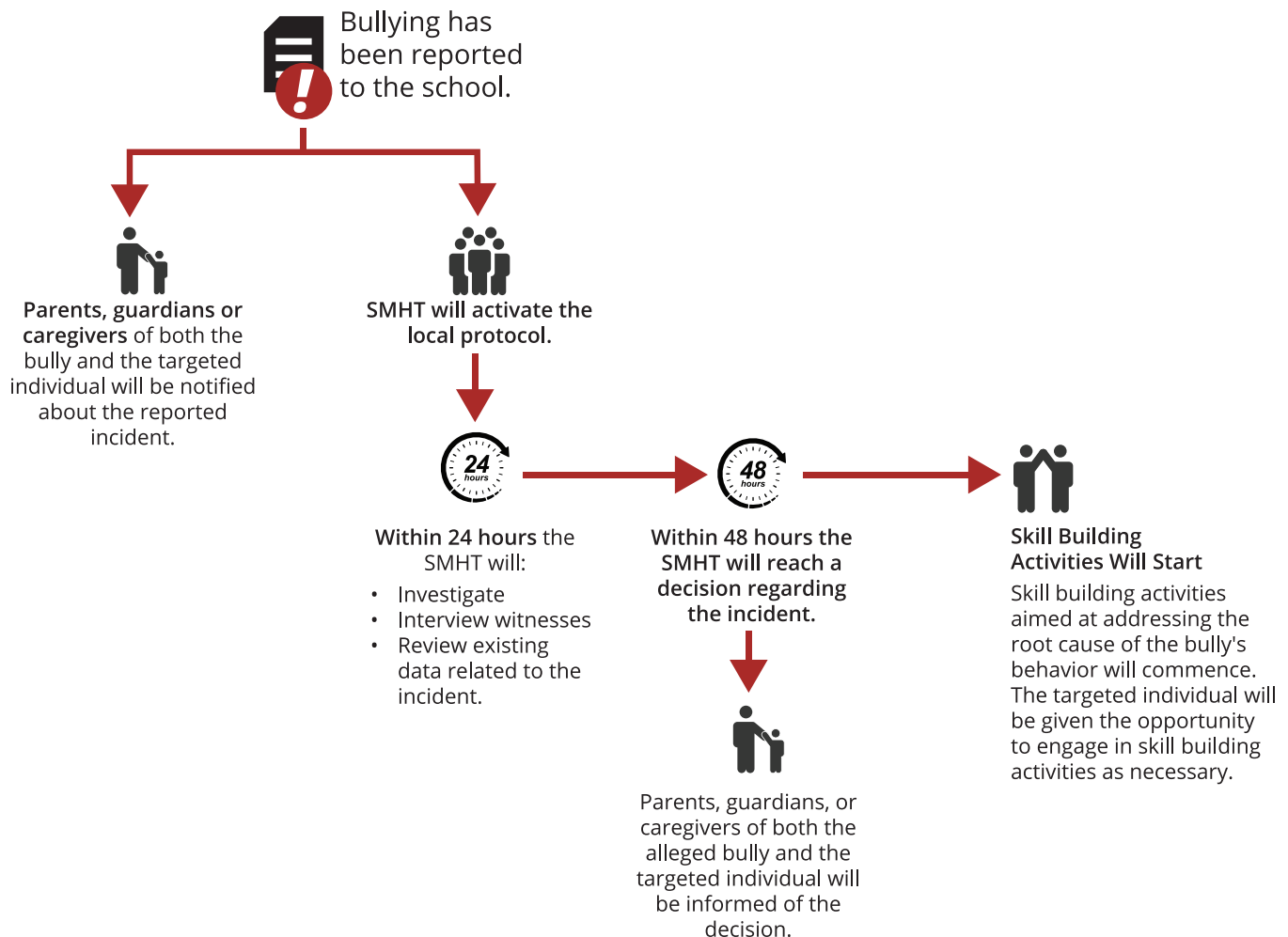
¹ Health Resources and Services Administration (HRSA). (2024, March 21). Stop Bullying home page. [StopBullying.gov](https://www.stopbullying.gov/). <https://www.stopbullying.gov/>

INTERVENTION | IDENTIFY HOW TO REPORT BULLYING

What can be expected after bullying is reported?

Parent, guardian or caregiver engagement at each level of the process is critical. The moment an incident is reported, the lead of the building's school mental health team should notify both the parent of the alleged bully as well as the parent of the alleged target. This notification should activate the team to start the investigation, interviews, and collection and review of existing data for each student.

The findings of this process should be reported to each parent within 24 hours of the incident being reported. The SMHT should report their decision and their recommended course of action to the parent, guardian or caregiver so skill-building activities may begin.



School Mental Health Team Investigation

INTERVIEWS

Once a report is made, the SMHT will review it and interview both the alleged bully and the alleged target. The interview should include the teacher(s), bystander(s), upstander(s), administrator(s), and nurse(s) involved. The SMHT can refer to the [2-02 Bullying Interview](#) form (to be completed with potential bully and potential target) and the [2-03 Teacher Interview of Bullying Incident Template](#).

TEAM REVIEW

All data gathered should be reviewed by the SMHT in order to view each incident collectively and with multiple viewpoints present. KSDE recognizes not all districts have robust school mental health staff teams. Smaller districts should still review the information with multiple viewpoints. Best practice in determining the root cause of behavior is to attempt to see a whole child perspective of the behaviors. It is also important to consider all possible information in order to get an appropriate determination of a specific skill that needs remediation to decrease and potentially eliminate bullying.

EVALUATION OF EXISTING DATA

The SMHT should gather information related to both the potential bully and the potential target. These documents should include, but may not be limited to any formal and informal teacher reports that are documents, nurse visits, academic records, office discipline referrals, attendance, standardized test scores, date of enrollment, 504/IEP/General Education Intervention plans, and any other functional behavioral assessment information. The SMHT can refer to the [2-04 Evaluating Existing Records Template](#).

INTERVENTION

DECISION

The SMHT must come to a conclusion if the behaviors reported and investigated qualify as bullying. The SMHT should refer to the [2-05 SMHT Investigation Template](#). If the SMHT determines the incident was not bullying, they should then determine what qualifies as a conflict, possible rude behavior, or meanness. Restorative practices are an evidence-based practice that may be implemented to help students involved in acts that are considered conflict, rudeness, or meanness in an effort to teach skills that could repair harm. Recreate the chart below without the bullying column. If the incident is a conflict, rude or mean behavior, restorative practices may be used to work with the students involved to attempt to repair any harm that was caused. This process would look different than if a student was given specific skill building instruction based on the need to build connection with the students, adult, or family member potentially involved in the reported incident.

Conflict	Rude	Mean
Occasional	Occasional	Once or twice
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted
An effort is made by all parties to solve the problem		
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/should NOT be ignored

If the incident qualifies as bullying, the SMHT should develop an action plan for implementing skill-building training. This training should be for the bully. Skill-building may also be offered to the target of bullying. Skill building may also be given to bystanders if the team determines this is appropriate. Teaching replacement skills has been shown as an evidence-based practice to decrease bullying incidents from occurring again.

If any behaviors demonstrated were referred to the school resource officer or local law enforcement and the student was not taken into custody, more intense behavior supports may be appropriate. The team should also consider the outcomes of bullying on the person who was targeted. These outcomes should be supported through skills training as well for the person who was targeted. Outcomes may be any of the following:

- **Psychosomatic** outcomes can include physical illness and symptoms, sleep disturbances.
- **Psychosocial** outcomes can include depression, anxiety, low self-esteem, stress, suicidal attempts and ideation.
- **Behavioral** outcomes can include internalizing and externalizing behavioral problems and patterns.
- **Social** outcomes can include peer rejection, trouble resolving peer conflict, social and communication skill deficits, and increased levels of delinquent behaviors.
- **Educational** outcomes can include academic deficits, poor academic outcomes, low levels of school engagement, and increased absenteeism.

What if the behaviors investigated are suspected to be a crime?

If at any time the family or the SMHT reviewing the facts of a bullying incident believes a behavior reaches the threshold of being defined as a crime (*see definitions below*), local law enforcement should be contacted. The SMHT should stop their review and turn their information over to law enforcement. The school resource officer (SRO) can guide the SMHT in making a report of the incident to law enforcement. Each SMHT will have varying levels of licensure from district to district. KSDE reminds each professional to only practice procedures that are within the scope of their professional ethics and level of licensure.

Families may also report suspected criminal behavior to local law enforcement for investigation. This may result in a police report, charges potentially being filed, and/or arrests or other consequences enforced in compliance with local laws. Behaviors that rise to the level of a suspected crime are defined in the *Kansas Bureau of Investigations Handbook* and can be found at <https://www.kansas.gov/kbi/info/docs/pdf/KIBRS%20Handbook%202019.pdf>

Potential behaviors that are defined as a crime:

Intimidation

Intimidation involves an offender making some type of threat to the victim without actually using or displaying a weapon. Such threats can be made in person, over the phone, online, or in writing. (This is found on page 25 of the *Kansas Bureau of Investigations (KBI) Handbook*.)

Threatening

To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct but without displaying a weapon or subjecting the victim to actual physical attack. This offense includes stalking. Can include phone call, message, and/or a note. (This is found on page 25 of the *KBI Handbook*.)

Harassment

A knowing and intentional course of conduct directed at a specific person that seriously alarms, annoys, torments, or terrorizes them, and serves no legitimate purpose. (K.S.A. 60-31a02).

Assault

An unlawful physical attack by one person upon another where either the offender displays a weapon, or the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. (This is found on page 22 of the *KBI Handbook*.)

Battery

A physical threat of attack by one person to another (assault) or an unlawful physical attack by one person upon another (found on page 21 of the *KBI Handbook*).

Disorderly Conduct

Acts that the person knows or should know will alarm, anger, or disturb others, or provoke an assault or breach of the peace, including brawling, disturbing assemblies, or using “fighting words.” (K.S.A. 21-6203.)

Some Destruction of Property

Criminal damage to property means intentionally damaging, defacing, destroying, or substantially impairing the use of another person’s property, without their consent. (K.S.A. 21-5813.)

INTERVENTION

Notify Family

Families should expect a decision from the school within 24 hours of reporting bullying. Timely responses are important to both the person who is potentially being targeted and the potential bully. The school should contact the family with one of three findings:

1. The incident was unfounded.
2. The incident will be followed and monitored.
3. Bullying was found.

With each finding, the school should explain any next steps recommended to the family. Any time a parent notifies the school of a potential incident, the SMHT can offer skill-building opportunities to the family and/or the student. The school may also contact the caregiver of the student identified as the bully and explain their student has demonstrated behaviors that are concerning or a violation of the school code of conduct and the SMHT would like to offer skill training to your child. The skills training offered should be shared with the parent for clarity. If you refuse the option for skill training, administration may choose to implement disciplinary procedures according to district policies. It's important to remind family members that SMHT members can only talk about their student's findings with them.

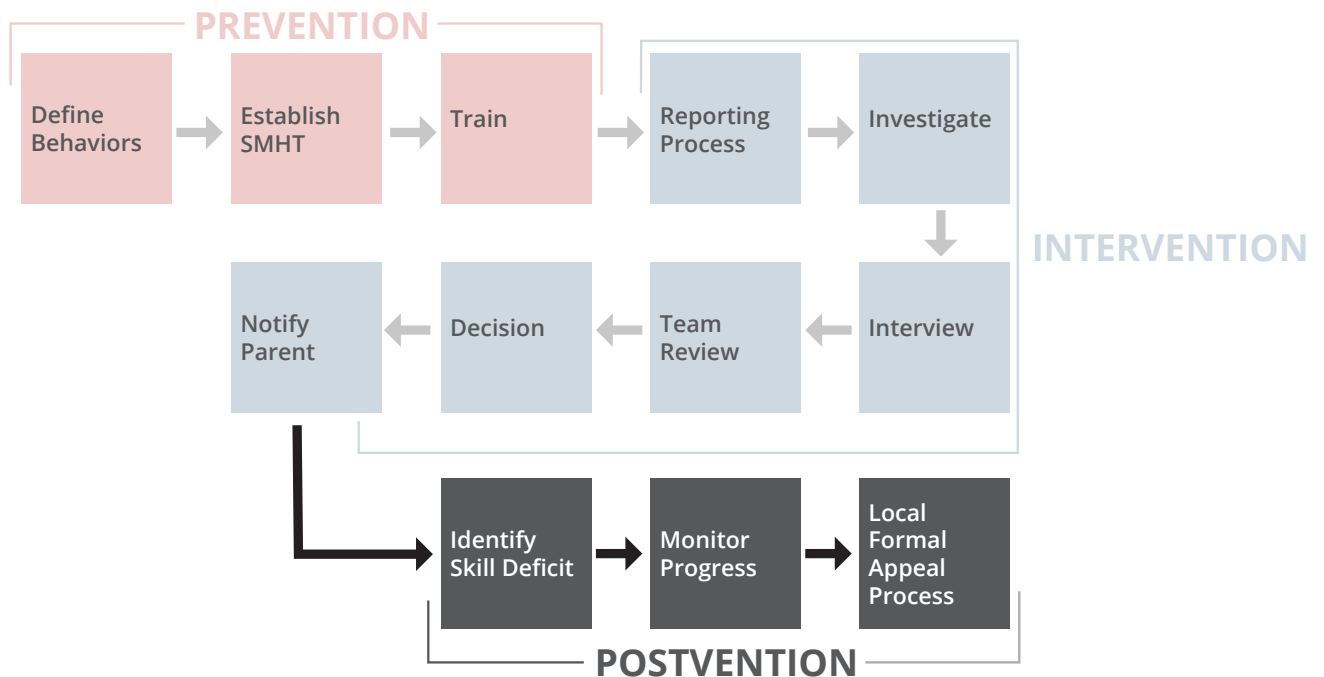
SMHT Decision

Incident Unfounded	Incident Will Be Followed	Bullying Was Found
The SMHT does not find evidence that meets the definition of bullying.	The SMHT does not find evidence of bullying but there are behaviors that will have ongoing monitoring and reviews.	The SMHT determined the evidence met the definition of bullying. Skill building interventions will begin.

SMHT members should craft a district letter for each incident described above (see [2-06 Sample letter to Caregiver Outcome of Bullying Investigation](#)). All formal letters should be reviewed and approved by district administrators prior to sending to the family.

Postvention

Bullying Prevention 12 Step Plan



INTERVENTION

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Skill Training

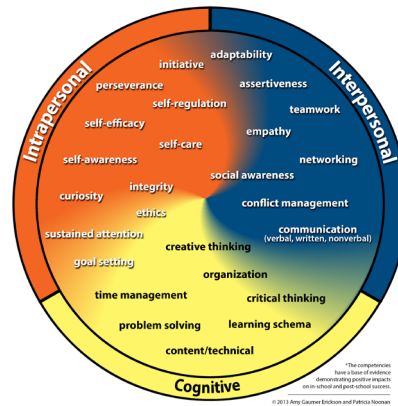
Kansas school districts have access to free resources through the TASN Kansans Can Competencies project. The 26 *"Skills That Matter"* from the Kansans Can Competencies are applicable at all grade levels and for students at all ability levels. The School Mental Health Advisory Committee recommends the Kansans Can Competency Framework be used to identify possible areas for growth through skill-building where an area is identified as missing or weak. Skill-building should be required for the bully as well as offered to the person being targeted. Evidence is being collected on offering skill building for bystanders and upstanders. The ultimate goal of working on skill building is to increase social and communication skills while decreasing bullying.



KSDE recommends focusing on the skills identified in the Kansans Can Competencies. These 26 skills help students at any age level build skills that provide foundations for development that will lead to outcomes for future success. The resources to work on these competencies are at no cost to Kansas schools:

<https://www.cccframework.org/kselementary/>

FOCUS ON THE 26 SKILLS THAT MATTER



Cognitive Skills

- Creative thinking
- Organization
- Time management
- Problem-solving
- Learning schema
- Content/technical
- Critical thinking

Interpersonal Skills

- Adaptability
- Assertiveness
- Teamwork
- Empathy
- Networking
- Social awareness
- Conflict management
- Communication

Intrapersonal Skills

- Initiative
- Perseverance
- Self-regulation
- Self-awareness
- Self-efficacy
- Self-care
- Curiosity
- Ethics
- Sustained attention

Identify areas where students may lack skills in self-awareness, social awareness, self-management, relationship skills, or responsible decision-making. This allows the intervention plan to focus on improving their ability to repair harm or build resilience.

Once the SMHT determines the skill deficit based on the information from the review of records and interviews, an action plan for intervention should be put into place and progress monitoring should be scheduled. For documenting skill-building efforts, the SMHT can use the [3-01 Student Skill Building Report](#). For tracking progress, the SMHT may refer to the relevant attachment as well.

Resource:

Kansas Can Competency Framework. <https://www.ccframework.org/kselementary/>

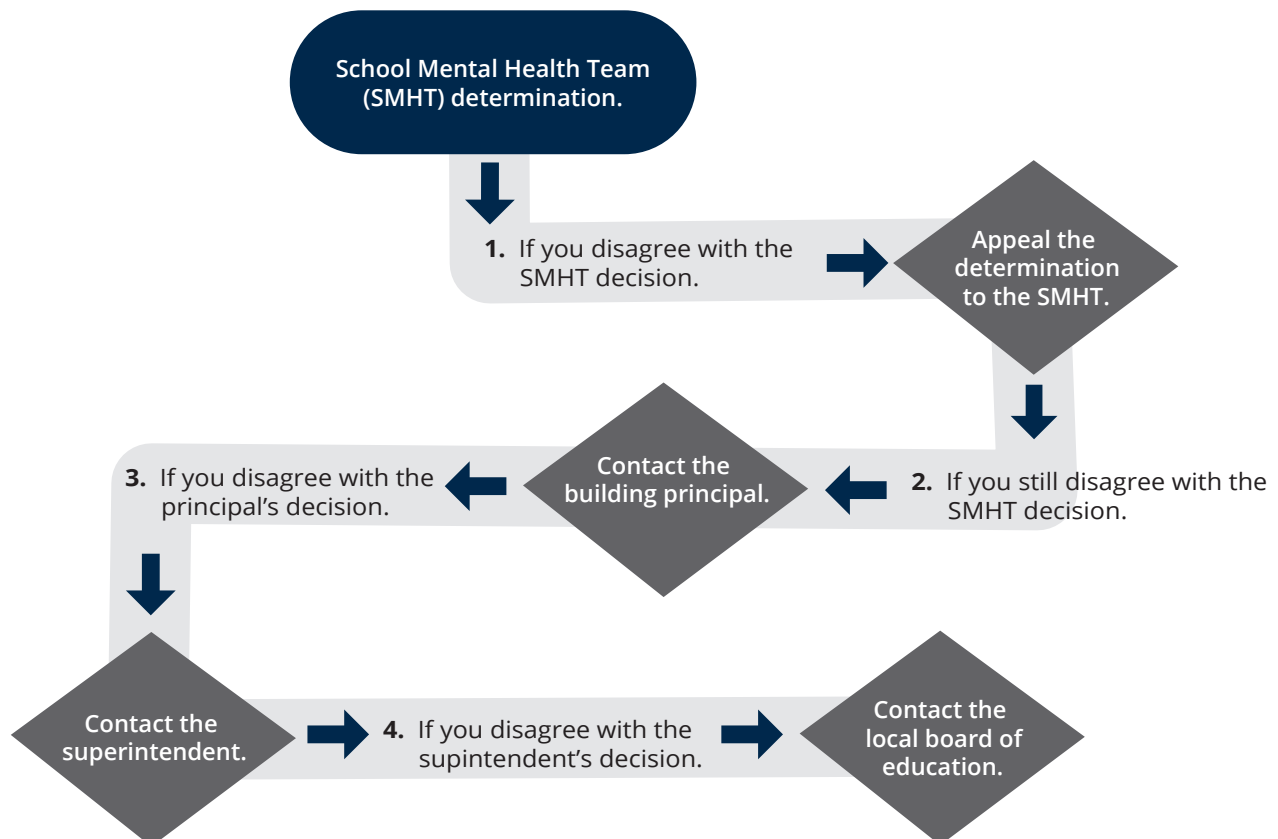
Progress Monitoring

To determine the effectiveness of the skill-building implementation, goals should be set by the team prior to implementation. Progress monitoring on these goals should occur regularly and be continuous. The intervals for progress monitoring should be determined by the SMHT based on the strengths and abilities of each student involved. The SMHT should also determine if and when supports may be tapered. Progress monitoring as well as the plan for tapering the activities should be clearly communicated to the family. The SMHT may follow the [3-02 SMHT Progress Monitoring Template](#) as they monitor student progress during postvention.

Appealing a Decision

Each district should include within their policies, procedures, and practices a process for parent(s)/guardian/caretakers to follow if they disagree with the findings of the SMHT. In 2025, the Kansas State Board of Education voted unanimously that clear messaging on how to report bullying, trainings offered, the process that will be followed once bullying is reported, and the process to appeal a decision should be posted on each school district's website. This should also be posted in student handbooks for students to reference. School personnel and parents are encouraged to seek resolution of any disagreement through mutual collaboration and communication. The Kansas Association of School Boards (KASB) may provide guidance for skill building with school administration as well as their local board of education members for mediation of disagreements. Families Together may also be a resource to help families navigate this process.

Following the local chain of command for any disagreement in the district is standard operating procedure. Creating a flow of how this should look and clearly communicating this with all parent(s)/guardians/caretakers should be a priority. Here is an example of information that should be shared with parents related to bullying findings from the SMHT:



POSTVENTION

If a parent/guardian does not agree with the SMHT's conclusion after they have reviewed the information available to them, they should schedule time to discuss this with the team. At any time, a parent may also reach out to the Office for Civil Rights. The Office for Civil Rights can be reached here: <https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint>

The OCR office for Kansas is located at:

Kansas City Office
Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320
Kansas City, MO 64106

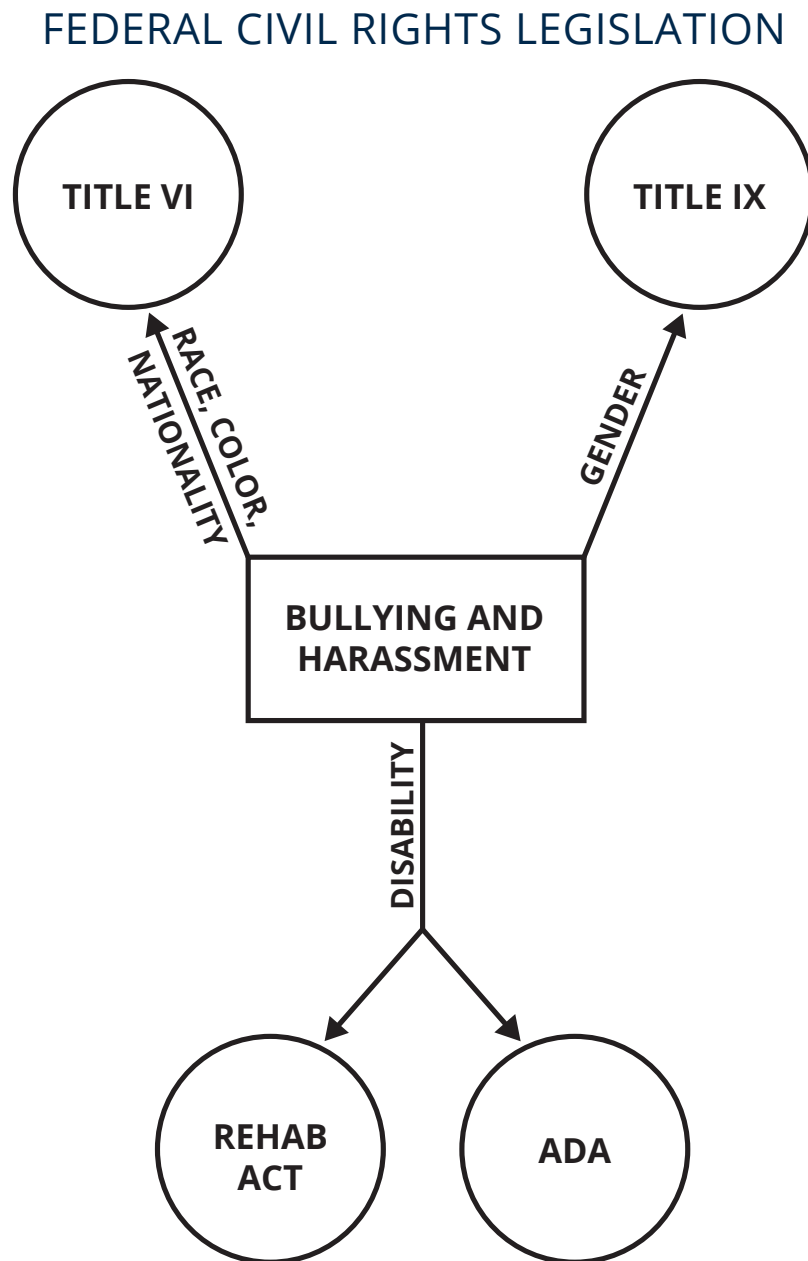
Telephone: 816-268-0550
FAX: 816-268-0599
TDD: 800-877-8339
Email: OCR.KansasCity@ed.gov

The National Office of Civil Rights is located at:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 800-877-8339
Email: OCR@ed.gov

The Office for Civil Rights traditionally will get involved with any incidents that are related to the following circumstances:



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BULLYING PREVENTION TOOLKIT

Resources

RESOURCES

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Special Attention Note: The Intersection of Bullying and Suicide

There is a strong link between bullying and suicide, as suggested by recent bullying-related suicides in the U.S. and other countries. Caregivers, teachers, and students should learn the dangers of bullying to help proactively support students who may be at risk of dying by suicide.

In recent years, a series of bullying-related suicides in the U.S. and across the globe have drawn attention to the connection between bullying and suicide. Though too many adults still see bullying as “just part of being a kid,” it is a serious problem that leads to many negative effects for the students being targeted, including suicide. Many people may not realize there is also a link between being a bully and committing suicide. **The statistics on bullying and suicide are alarming:**

- Suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year, according to the CDC. For every suicide among young people, there are at least 100 suicide attempts. More than 14 percent of high school students have considered suicide, and almost 7 percent have attempted it.
- The students being targeted are between two to nine times more likely to consider suicide than those who are not bullied, according to studies by Yale University.
- A study in Britain found at least half of suicides among young people are related to bullying.
- Ten- to 14-year-old girls may be at even higher risk for suicide, according to the study above.
- According to statistics reported by ABC News, nearly 30 percent of students are either bullies or the students being targeted, and 160,000 kids stay home from school every day because of fear of bullying.

Bullying-related suicide can be connected to any type of bullying, including physical bullying, emotional bullying, cyberbullying, and sexting, or circulating suggestive or nude photos or messages about a person.

Some schools or regions have more serious problems with bullying and suicide related to bullying. This may be due to an excessive problem with bullying at the school. It could also be related to the tendency of students who are exposed to suicide to consider suicide themselves.

Some of the warning signs of suicide can include the following:

- Showing signs of depression, like ongoing sadness, withdrawal from others, losing interest in favorite activities, or trouble sleeping or eating.
- Talking about or showing an interest in death or dying.
- Engaging in dangerous or harmful activities, including reckless behavior, substance abuse, or self injury.
- Giving away favorite possessions and saying goodbye to people.
- Saying or expressing they can't handle things anymore.
- Making comments that things would be better without them.

If a person is displaying these symptoms, talk to them about your concerns and get them help right away, such as from a counselor, doctor, or at the emergency room.

RESOURCES

SPECIAL ATTENTION NOTE: THE INTERSECTION OF BULLYING AND SUICIDE

In some cases, it may not be obvious a teen is thinking about suicide, such as when the suicide seems to be triggered by a particularly bad episode of bullying. In several cases where the students being targeted killed themselves, bullies had told the teen that he or she should kill him or herself or that the world would be better without them. Others who hear these types of statements should be quick to stop them and explain to the victim the bully is wrong.

Other ways to help people who may be considering suicide include:

- **Call, text, or chat online with 988.** A mobile crisis and stabilization support person can be requested to come to the person and help work through the crisis.
- **Listen and stay with the person.** If you are not comfortable or trained to assist in supporting a person in crisis, stay with them until you can facilitate a warm handoff to someone who can support them.
 1. Listen to them and show empathy for how they feel.
 2. Read through <https://ksafriendasks.ag.ks.gov/>
- **Take all talk or threats of suicide seriously.** Don't tell the person they are wrong or that they have a lot to live for. Instead, get them immediate medical help.
- **Decrease access to lethal means.** Keep weapons, sharp items, ligatures, and medications away from anyone who is at risk for suicide. Getting the person to identify if they have considered a method is the most effective way to support them by taking these items out of the house or at least keeping items securely locked up.
- **Parents should encourage their teens to talk about the bullying that is happening.** It may be embarrassing for kids to admit they are the students being targeted, and most kids don't want to admit they have been involved in bullying. Tell the students being targeted it's not their fault they are being bullied and show them love and support. Get them professional help if the bullying is serious.
- It is a good idea for parents to be included in their children's friends on social networking sites so they can see if someone has posted mean messages about them online. Text messages may be more difficult to know about, so parents should try to keep open communication with their children.
- Parents who see a serious bullying problem should talk to school authorities about it, and perhaps arrange a meeting with the bully's parents. More states are implementing laws against bullying, and recent lawsuits against schools and criminal charges against bullies show there are legal avenues to take to deal with bullies. If school authorities don't help with an ongoing bullying problem, local police or attorneys may be able to.

People who are thinking about suicide should talk to someone right away or go to an emergency room. They can also call a free suicide hotline, 1-800-273-TALK (8255).

Friends and relatives of suicide also need to find someone to talk to as they grieve, especially if they are suffering from depression or suicidal thoughts.

SPECIAL ATTENTION NOTE: THE INTERSECTION OF BULLYING AND SUICIDE

CONCLUSION

Bullying is not a “right of passage” or an experience any child should have to experience during their school years. Bullying is a sign of a skill deficit that requires intentional instruction, support, and progress monitoring. Schools that work to develop strong skills in students, staff, and parents are more likely to develop a culture of caring and support. The evidence-based practices in this toolkit have been recommended for implementation to facilitate a supportive culture of learning and growth. District-wide implementation of culture building programs serve to assist schools in proactive identification of harm and postvention repair of harm through skill-building if and when harm occurs. Developing a schoolwide culture that is positive and supportive allows an upstander culture of support, caring, and growth. KSDE and the SMHAC believe districts that implement bullying prevention in accordance to the recommendations within this toolkit have the potential to show measures of success and a Kansas culture that can thrive.

Resource:

Bullying and Suicide - Bullying statistics. Bullying Statistics.

<http://www.bullyingstatistics.org/content/bullying-and-suicide.html>

RESOURCES

School Mental Health Bullying Prevention Workgroup Members

Co-Chairs

Betty Arnold, District 8, Kansas State Board of Education

Dr. Jane Groff, Executive Director, Kansas Parent Information Resource Center (KPIRC)

Members

Samantha Brown, Manhattan-Ogden USD 383

Tracie Chauvin, Kansas City USD 500; Kansas School Social Workers Association

Zenah Chepkwony, Haysville USD 261

Kelsee Fout, Kansas Department of Health and Environment

Kiley Lockett, Lawrence USD 497

Judi Rodman, President and CEO, Sunflower House

Marcia Weseman, Kansas Association of School Boards

Holly Yager, Wabaunsee USD 329; Kansas Association of School Psychologist



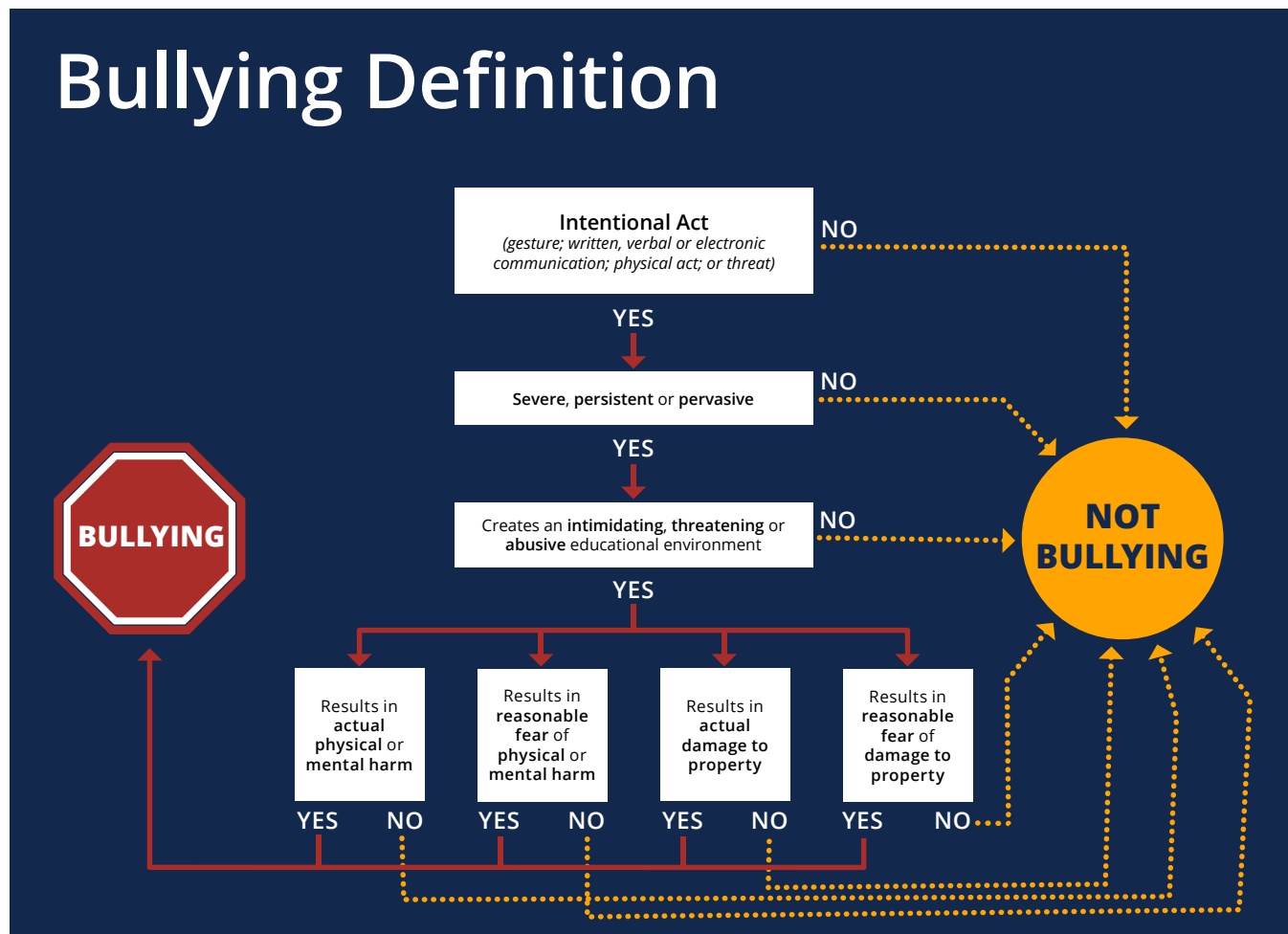
BULLYING PREVENTION TOOLKIT

Appendix

APPENDIX

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1-01 Bullying Definition Infographic



APPENDIX

1-02 SMHT Identification Tool

The following table serves as a tool to help districts identify who their SMHT will consist of and to clarify the roles of certain members.

This team must be posted to your local website and communicated with parents and/or caregivers.

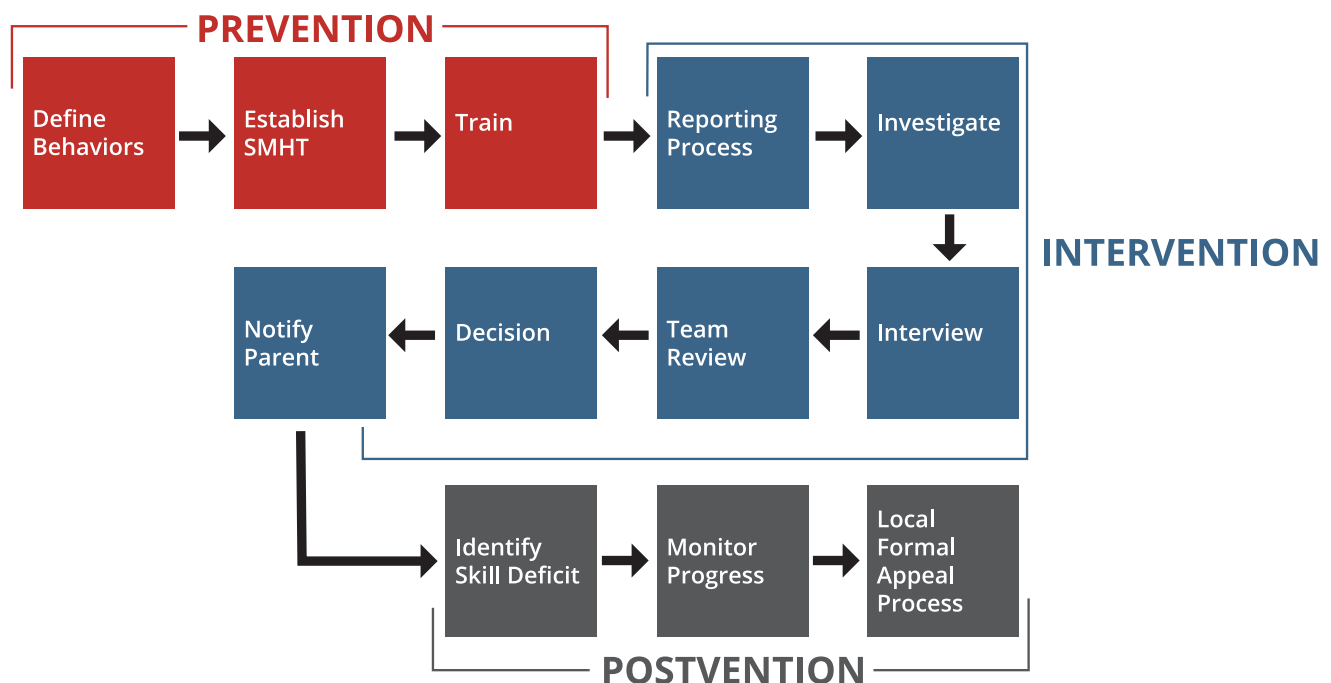
ROLE	RESPONSIBILITIES	PERSONNEL	CONTACT INFORMATION (PHONE & EMAIL)	TRAINED TO SCREEN FOR SUICIDE RISK?
SMHT Coordinator	<input type="checkbox"/> Coordinates annual training for the SMHT, school faculty, and staff members. <input type="checkbox"/> Mobilizes team members as needed. <input type="checkbox"/> Coordinates team member assignments. <input type="checkbox"/> Coordinates prevention education and resources for school staff members, students, and families. <input type="checkbox"/> Acts as the liaison between the school, family members, and community members.			<input type="checkbox"/>
SMHT Assistant Coordinator	<input type="checkbox"/> Fulfills duties above when SMHT Coordinator is unavailable. <input type="checkbox"/> Coordinates communication among staff members, students, families, and community members. <input type="checkbox"/> Shares updates with SMHT. <input type="checkbox"/> Facilitates communication with caregivers/guardians when concerns arise.			<input type="checkbox"/>
School Mental Health Professionals	<input type="checkbox"/> Conducts student interviews to identify potential suicide risk using a suicide screening tool. <input type="checkbox"/> Provides a safe and comfortable environment for students and families. <input type="checkbox"/> Connects students and families to community resources when appropriate. <input type="checkbox"/> Documents actions.			<input type="checkbox"/>

1-03 Bullying Involvement Investigation Process Checklist

The purpose of this checklist is to guide the bullying prevention task force in conducting a thorough investigation. Please ensure that all four steps are completed when conducting a bullying incident investigation. Any related items used/steps taken that are not listed should be placed in the “additional items” section within the respective step.

- Throughout the process, student information must be kept confidential.
- Ensure that reports and other documentation are stored securely.
- Conduct interviews in a setting where others will not overhear.
- Do not discuss the details of the incident with anyone who does not have a legitimate educational interest in the information.
- Follow state and federal pupil records statutes in conjunction with district confidentiality policies.
- Ensure all steps in the recommended 12-step plan are implemented:

Bullying Prevention 12 Step Plan



APPENDIX

1-03 BULLYING INVOLVEMENT INVESTIGATION PROCESS CHECKLIST

STEP ONE: RECEIVE REPORT**Tools:**

- Bullying Report Form: General
- Bullying Report Form: Anonymous
- Bullying Report Form: Verbal
- Elementary Bullying Report Form
- Secondary Bullying Report Form

PROCEDURE	SIGNATURE	DATE
Review all bullying reports related to the incident within two days.		
Analyze all information in the bullying report (e.g., date, age/grade level, nature of the incident, individuals involved).		
Additional items:		

STEP TWO: REVIEW EXISTING DATA**Tool:**

- Evaluating Existing Records

PROCEDURE	SIGNATURE	DATE
Complete review of existing data sources.		
Additional items:		

1-03 BULLYING INVOLVEMENT INVESTIGATION PROCESS CHECKLIST

STEP THREE: CONDUCT INTERVIEWS**Tools:**

- Student Interview Form
- Brief Teacher Interview Form

PROCEDURE	SIGNATURE	DATE
Conduct interviews with students involved in the bullying incident.		
Conduct teacher interviews.		

STEP FOUR: DECISION MAKING AND FOLLOW-UP**Tools:**

- Investigation Decision Making Form
- Consequences and Supports Form
- Follow-Up Form

PROCEDURE	SIGNATURE	DATE
Determine if the incident is considered bullying using the investigation decision making worksheet.		
If the incident is bullying and meets the threshold of a suspected crime, please contact your school resource officer or local police to consult with them.		
Establish an action plan using the skill building support plan document.		
After two weeks, hold a follow-up meeting to discuss the case using the follow-up worksheet.		
Additional items:		

APPENDIX

2-01

Bullying Report Template

BULLYING INCIDENT REPORT

To be completed by a witness, person who was bullied, or person with information regarding a bullying incident.

Name of individual filling out form

I am a (choose one option):

☐ Student

☐ Parent

☐ Staff

☐ Other

Would you prefer to remain anonymous? ☐ Yes ☐ No

Are the target of the bullying that you are reporting? ☐ Yes ☐ No

INCIDENT INFORMATION

Date of incident

Time of incident

Person(s) being reported as **THE STUDENT(S) BEING TARGETED:**

_____ ☐ Student ☐ Staff

_____ ☐ Student ☐ Staff

_____ ☐ Student ☐ Staff

_____ ☐ Student ☐ Staff

Person(s) being reported as **ENGAGING IN BULLYING BEHAVIORS:**

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

Person(s) **WITNESSED BULLYING BEHAVIORS:**

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

_____ ☐ Student ☐ Staff ☐ Other

LOCATION(S)

Student(s) experienced bullying in the following place(s):

- | | | | |
|------------------------------------|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Hallway | <input type="checkbox"/> Bus Stop | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Locker room | <input type="checkbox"/> Gym | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Bathroom | <input type="checkbox"/> Bus | <input type="checkbox"/> Online | |
- ☐ Other: _____

TYPES OF BULLYING BEHAVIORStudent(s) were **targeted for bullying in the following way(s)**. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.) | <input type="checkbox"/> Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.) | <input type="checkbox"/> Social (e.g., purposeful exclusion, causing psychological harm, etc.) |
| <input type="checkbox"/> Written communication (e.g., handwritten notes, other written documents, email, etc.) | <input type="checkbox"/> Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.) | <input type="checkbox"/> Items depicting implied hatred or prejudice were worn, possessed, or displayed |
- ☐ Other: _____

Please tell us about the incident in your own words. Use as much detail as possible. Attach a written statement if more space is required.

- ☐ The above information is true and accurate to the best of my knowledge.

Signature

Signed date

**APPENDIX
2-01 BULLYING REPORT TEMPLATE****BULLYING REPORT FOLLOW UP**

Report received (date):

Received by:

Investigation begins (date):

BULLYING PREVENTION TASK FORCE MEMBERS

Names of investigators:

FINDINGS FROM INVESTIGATION**ACTIONS TAKEN**

Administration reviewer

Date reviewed by administration

2-02

Bullying Interview

SCHOOL MENTAL HEALTH TEAM POTENTIAL BULLYING INTERVIEW

Name

Today's date

Interviewer name

INCIDENT INFORMATION

Location

Date of incident

Time of incident

OTHERS INVOLVED

☐ Student ☐ Staff ☐ Other
☐ Bystander ☐ Witness ☐ Upstander

☐ Student ☐ Staff ☐ Other
☐ Bystander ☐ Witness ☐ Upstander

☐ Student ☐ Staff ☐ Other
☐ Bystander ☐ Witness ☐ Upstander

☐ Student ☐ Staff ☐ Other
☐ Bystander ☐ Witness ☐ Upstander

ANTECEDENTS TO THE EVENT (BACKSTORY)

APPENDIX 2-02 BULLYING INTERVIEW

INTENT OF BEHAVIOR

Was behavior:

☐ Severe ☐ Persistent ☐ Pervasive ☐ Or all of these

Harm caused to target:

Perception of the person involved:

Potential bully:

Potential target:

Was there intimidation perceived? ☐ Yes ☐ No

Did the target feel threatened? ☐ Yes ☐ No

Did the target feel the educational environment was abusive? ☐ Yes ☐ No

Did physical or mental harm occur? ☐ Yes ☐ No

Did the target experience reasonable fear of physical or mental harm? ☐ Yes ☐ No

Was there property damage? ☐ Yes ☐ No

Does the target fear damage to their property? ☐ Yes ☐ No

2-03

Teacher Interview of Bullying Incident Template

TEACHER INTERVIEW OF BULLYING INCIDENT

Teacher name

Today's date

RELATIONSHIP TO STUDENT(S):

Bully:

Student being targeted:

HOW LONG HAVE THEY KNOWN STUDENT(S):

Bully:

Student being targeted:

STUDENT STRENGTHS:

Bully:

Student being targeted:

AREAS TO IMPROVE

Bully:

Student being targeted:

ACADEMIC FUNCTIONING

Bully:

Student being targeted:

APPENDIX
2-03 TEACHER INTERVIEW OF BULLYING INCIDENT**SOCIAL FUNCTIONING/PEER INTERACTIONS**Bully:

Student being targeted:

COMMUNICATION ABILITIESBully:

Student being targeted:

CHANGES IN BEHAVIORBully:

Student being targeted:

AREAS OF CONCERNBully:

Student being targeted:

2-04 Evaluating Existing Records Template

Review existing data about students involved in the bullying report. Examples of data to consider reviewing include formal and informal teacher reports, nurse visits, academic records, office discipline referrals (ODRs), attendance, standardized test scores, date of enrollment, 504/IEP records, and assessment data. Note anything that appears related to this student's functioning or development, prior incidents, or similar behaviors. The task of evaluating existing records should be completed by an administrator, pupil services professional, or other staff member who has easy access to the relevant pupil records. Throughout the process of investigating bullying concerns, the confidentiality of student information should be maintained in accordance with local, state, and federal policies.

Your name

Student's name

Date of review

Formal and information teacher reports

Nurse visits

Academic records

Office discipline referrals (ODRs)

APPENDIX
2-04 SMHT EVALUATING EXISTING RECORDS TEMPLATE

Attendance records

Standardized test scores

Date of enrollment

504 plan or IEP

Assessment data

Other (specify):

Other (specify):

Other (specify):

What evidence did you find from the existing data? (Summary)

What conclusions did you draw?

APPENDIX

2-05 SMHT Investigation Template

Name(s) of bullying prevention task force member(s):	Date

Name of individual who was targeted: _____

Name of individual who engaged in bullying behavior: _____

Was there an imbalance of power between the individuals involved? ☐ Yes ☐ No

Describe:

Did the individual who engaged in bullying behavior have intent to cause physical, emotional, or social harm?

☐ Yes ☐ No

Describe:

Is this a repeated pattern, or without intervention likely to be repeated for the individual who engaged in bullying behavior? ☐ Yes ☐ No

Describe:

Is this a repeated pattern, or without intervention likely to be repeated for the individual who was targeted?

☐ Yes ☐ No

Describe

Based on information, did the bullying prevention task force determine this incident was considered bullying?

☐ Yes ☐ No

Describe:

Supportive Measures for individual who was targeted:

- ☐ Communication and collaboration with parents
- ☐ Social skills instruction
- ☐ Functional Behavior Assessment
- ☐ Communication skills instruction (e.g. advocacy skills)
- ☐ Meet with school counselor, social worker, psychologist, etc.
- ☐ Increased support by school staff
- ☐ Environmental accommodations (e.g. alternate passing)
- ☐ Other: _____

Next Steps for individual who engaged in bullying behaviors:

- ☐ Communication and collaboration with parents
- ☐ Social skills instruction
- ☐ Functional Behavior Assessment
- ☐ Communication skills instruction
- ☐ Meet with school counselor, social worker, psychologist, etc.
- ☐ Increased support by school staff
- ☐ Other: _____

APPENDIX

2-06

Sample letter to Caregiver Outcome of Bullying Investigation

(INSERT SCHOOL LETTERHEAD)

Letter to Caregiver

Outcome of Reported Potential Bullying Investigation - Confirmed

Date

Name of Caregiver

Address

City, State Zip

RE: Student Name

Dear (INSERT CAREGIVER NAME) ,

This letter is to notify you that your child's School Mental Health Team (SMHT) has reviewed the incident reported as potential bullying. We have options available to support your student through skill building lessons that have shown to decrease bullying behaviors and increase social skills that we believe will support your child. What has been shared with USD XXX has demonstrated that bullying was identified. Please work with your school team to discuss the plan they have identified. If you refuse the options your school is offering, your building administrator may choose to implement other consequences as outlined by school policy."

Please reply as soon as possible so we can move forward with your child. We look forward to supporting their education.

Respectfully,

Team Lead's Name

3-01

Student Skill Building Report

SMHT STUDENT SKILL-BUILDING DOCUMENTATION

Next steps for individual who was targeted:

- ☐ Communication and collaboration with parents.
- ☐ Social skills instruction.
- ☐ Functional Behavior Assessment
- ☐ Communication skills instruction.
- ☐ Meet with school counselor, social worker, psychologist, etc.
- ☐ Increased support by school staff.
- ☐ Other:

Note when the support occurred, with whom and the result:

If the behavior was not rectified, which different support was utilized?

Note when the support occurred, with whom and the result:

APPENDIX
3-01 STUDENT SKILL BUILDING REPORT**Next steps for individual who engaged in bullying behaviors:**

- ☐ Communication and collaboration with parents.
- ☐ Social skills instruction.
- ☐ Functional Behavior Assessment
- ☐ Communication skills instruction.
- ☐ Meet with school counselor, social worker, psychologist, etc.
- ☐ Increased support by school staff.
- ☐ Other:

Note when the support occurred, with whom and the result:

If the behavior was not rectified, which different support was utilized?

Note when the support occurred, with whom and the result:

Identified skills to strengthen:

- ☐ Cognitive skills
- ☐ Creative thinking
- ☐ Organization
- ☐ Time management
- ☐ Problem-solving
- ☐ Learning schema
- ☐ Content/technical
- ☐ Critical thinking

Interpersonal Skills

- ☐ Adaptability
- ☐ Assertiveness
- ☐ Teamwork
- ☐ Empathy
- ☐ Networking
- ☐ Social awareness
- ☐ Conflict management
- ☐ Communication

Intrapersonal Skills

- ☐ Initiative
- ☐ Perseverance
- ☐ Self-regulation
- ☐ Self-awareness
- ☐ Self-efficacy
- ☐ Self-care
- ☐ Curiosity
- ☐ Ethics

This form adapted In collaboration with University of Missouri.

APPENDIX

3-02 SMHT Progress Monitoring Template

SMHT PROGRESS MONITORING

To be completed at least two weeks following the implementation of next steps outlined on the Investigation Decision Making Sheet and the Consequences and Supports Documentation.

Are the students still involved in bullying?

☐ Yes

☐ No

Describe:

Do the next steps for the person who engaged in bullying behavior appear to be effective?

☐ Yes

☐ No

Describe:

Do the next steps for the person who was victimized appear to be effective?

☐ Yes

☐ No

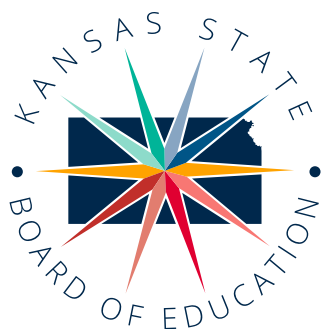
Describe:

Are there any additional supports or changes that should be made for these individuals?

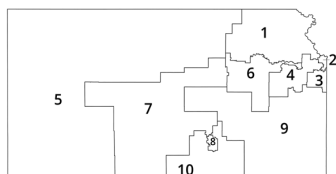
☐ Yes

☐ No

Describe:



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



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
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



Kansas State Board of Education

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Vice Chair
Danny.Zeck@ksde.gov

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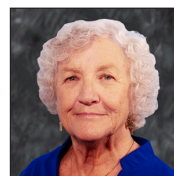
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Cathy.Hopkins@ksde.gov

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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

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July 1, 2025

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