



School Mental Health Advisory Council



October 19, 2023

Kansas leads the world in the success of each student.

Call to order

- Roll Call



Approval of Agenda and Minutes



Agenda: October 19, 2023

Minutes: July 27, 2023

Poll questions will allow the votes to be public information but will not reveal how individuals vote.

Public Comment

- Guidelines for Testimony
 - Prior to start of the School Mental Health Advisory Council meeting, be sure to email Alysha Nichols, anichols@ksde.org expressing desire to speak during public comment.
 - All comments will be taken under advisement by the council.
 - Any response from the Council to public comments will come at a later date.
- Verbal Public Comment
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email to Alysha Nichols, anichols@ksde.org



Kansas DCF Family Crisis Response

Frances Avery, J.D.

Director of Account Partnerships

Executive Director, Kansas Engagement Center



KS DCF Family Crisis Response Helpline Background and Functionality

Frances Breyne Avery, J.D.
Program Director



Kansas Department for Children and Families Family Mobile Crisis Helpline

Services are available for all Kansans 20 years old or younger,
including anyone in foster care or formerly in foster care.

Call, text, or chat with the helpline at

833-441-2240

A wealth of resources at your fingertips



Over the phone support
and problem solving
to help resolve a child's
behavioral health crisis



Over the phone support
with referral to community
resources or a
recommendation to engage
in stabilization services

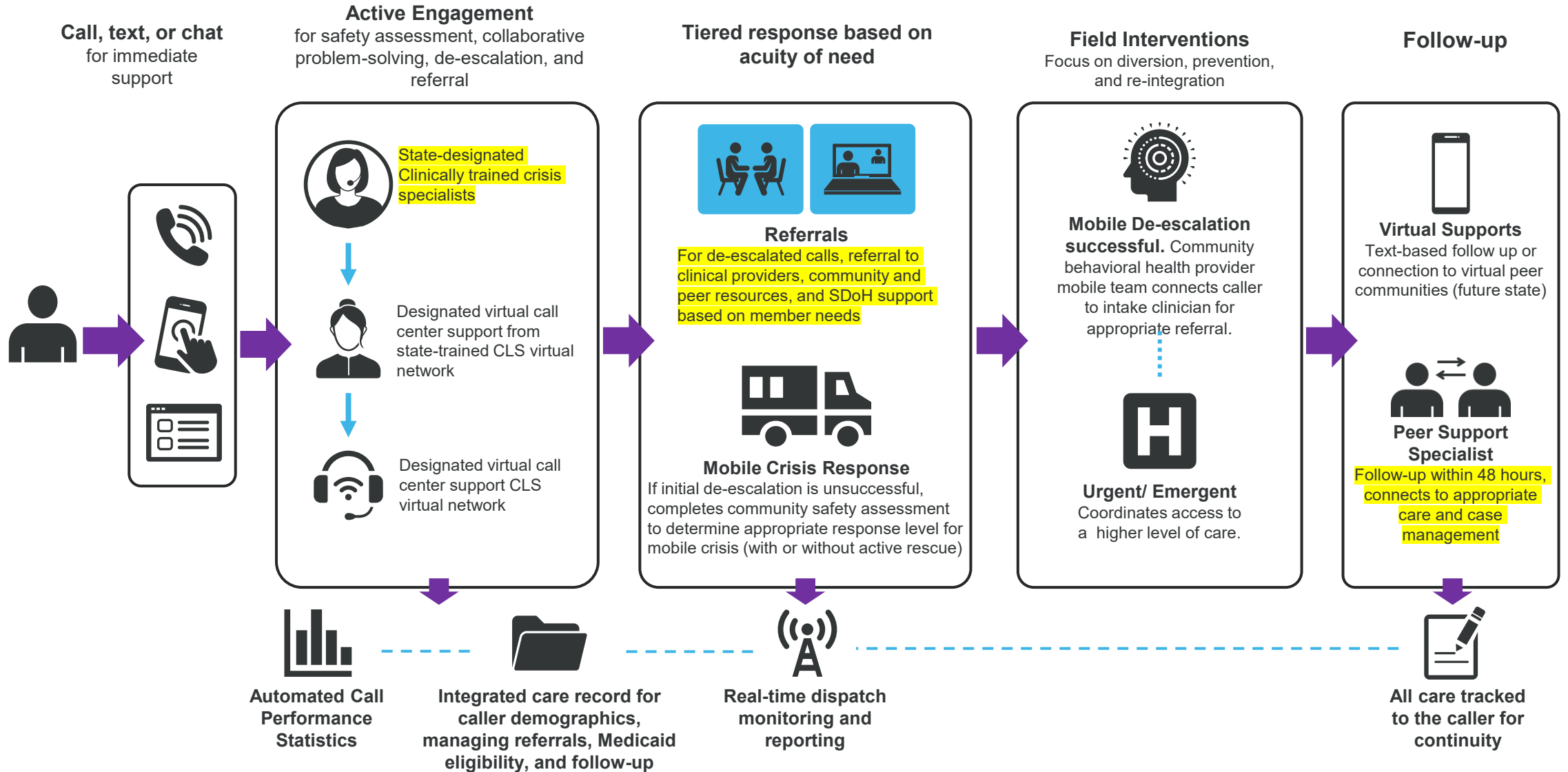


In-person support via
mobile crisis response if
the crisis cannot
be resolved over the
phone



In emergency situations,
EMS, law enforcement
and/or the mobile crisis
response unit will be
contacted to assist

Virtual Crisis Call Center Workflow



State and National Partners

- 988
- Kansas Suicide Prevention Headquarters
- 26 Community Mental Health Centers/CCBHCs
- Kansas Children's Services League/1-800-Children
- Kansas KidsMAP
- University of Connecticut Mobile Response Stabilization Services (MRSS)
National Consortium



Some of our Experiences

- Family Crisis staff member in Topeka
- Foster Parent
- 18-year-old member
- Mom
- DCF Case Managers



Questions and Answers

- Is there a charge for the service?
- Who can call?
- What constitutes a crisis?
- Will a Mobile Crisis Unit be dispatched every time?
- What if there is a medical emergency or a risk of physical harm or other criminal activity?



Contact

Frances Breyne Avery, J.D.

Executive Director, Kansas Engagement Center

Carelon Behavioral Health

Frances.Breyneavery@carelon.com



Mental Health Intervention Team Grant (MHIT) Updates



John Calvert

Kansas State Department of Education

Mental Health Intervention Team Grant

John Calvert

Director of the Safe and Secure Schools Unit

What is the MHIT?

- Focuses on K-12 students and their families by identifying students, helping families navigate mental health services, and linking them to the already existing statewide behavioral health system and resources within the Mental Health Providers network.
- Focuses additional resources on foster students in need of Mental Health Services
 - Liaisons work closely with Foster Contractors
- Helps break down barriers in place for our youth to receive mental health services.



Monitoring

- Schools identify one or more 'indicators of concern', which impact school success, to track:
 - Academics
 - Attendance
 - Internalizing Behaviors
 - Externalizing Behaviors
- Liaisons are 'the bridge' – sharing educationally appropriate information with providers and classroom, helping families navigate waivers and paperwork, and scheduling services.
- Communication between the MH Professional and school is permitted through both an MOU and if the parent agrees, a release.



Funding

- Has been in the proviso bill every year since 2018.
- 75% of funding goes to Liaison salary and benefits.
- 25% of total request (or 1/3 of the 75%) flows through the district to the CMHC.



How it started

2018-2019

Legislators met with several districts and Community Mental Health Center (CMHC) leadership. The “Pilot” MHIT program and funding was approved for 9 districts and 5 CMHC partners:

Nine pilots: KCK, Topeka, Wichita, Parsons, Garden City,
Consortium of Abilene- Solomon- Herington – Chapman

Pilot CMHC: PACES, Family Service and Guidance Center, Labette County
Mental Health, COMPASS, and Central Kansas Mental Health

The program funded 45 Liaisons

The first year 212 Foster Students were served

Total Number of students receiving services: 1,708



Students Served by School Year

- 2018-19: 1,708 (9 districts)
- 2019-20: 3,266 (32 districts)
- 2020-21: 4,711 (56 districts)
- 2021-22: 5,117 (56 districts)
- 2022-23: 6,014 (66 districts)
 - Number of Liaisons: 150
 - 552 Foster students served



2023-2024 School Year

- 90 School Districts applied
 - 24 NEW districts
- 182 Liaisons



Wichita State Study

- Without individual student data for analysis, true effectiveness cannot be established. Aggregate data are not adequate for demonstrating effectiveness.
- School-wide impacts included improved school climate, a decrease in stigma, and an increase in resources and mental health services.
- MHIT team members consistently responded that they have seen a reduction in the stigma of mental health services, improvement in outcomes for students, better coordination of care for students, and improved communication regarding students.



Wichita State Study Conclusion

We can offer conclusions about the perceived impact of the program based on the information gathered from the liaisons and the mental health providers.

MHIT team members consistently responded in interviews, surveys, and when shadowed by WSU-CARE staff that they have seen a reduction in the stigma of mental health services, improvement in outcomes for students, better coordination of care for students, and improved communication regarding students. The dedication and commitment of the liaisons and mental health staff involved in MHIT programs was evident throughout the process and can be seen in the extraordinarily strong response to the survey. The high rate of response is also an indication of the perceived impact of the program.



Success Stories

- Our teachers and staff have become so familiar and comfortable with referring that we never have a shortage of referrals, and we have eyes on our kids, from the quietest kid to the kid with the loudest behaviors!
- In person weekly sessions have been extremely helpful in the therapeutic process.
- Many of our foster students have been adopted by their placement homes in this community. I attribute a part of this to how our school walks with those families, and how this program can provide services they need within this rural setting. It has been a major blessing seeing these students become part of something and how their progress in the program has improved as well.
- Many of my students were not getting therapy because families struggled taking them for whatever reason, now they are guaranteed the help that they need because they are able to get it at school.



Why this matters:

- From a high school student:
“My therapist saved my life.”





John Calvert
Director
Safe and Secure Schools Unit
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The Kansas State Department 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 the Boy Scouts 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.





BREAK

YLink (Youth Leaders in Kansas)



Andres Mata

Youth Engagement Specialist-YLink

WELCOME!

Introduction
YLINK Scope of Work
Panel
Q/A



YOUTH LEADERS IN KANSAS (YLINK)

Gary Henault, Director Youth Services
Linda Buchheister, Children's Program Manager
Andres Mata, Youth Engagement Specialist

YOUTH LEADERS IN KANSAS (YLINK) PROGRAM

+

•

Youth Leaders in Kansas, known more commonly around the state by its acronym, YLINK, offers an opportunity for young adults to develop community awareness and youth leadership skills during the formative ages of 12 to 18 years. Various YLINK sites can be found in cities and small towns across the state of Kansas. They operate with the local support and guidance of caring adult volunteers, community partners, and alongside the youth's primary caregiver(s), especially parents.



Activities

- The program provides an array of experiences which includes, but is not limited to:
 - improving family and peer relationships
 - community engagement
 - incorporating knowledge and training for employment and/or vocational education
 - self-advocacy skills.
- YLINK groups promote and provide programs that address:
 - mental health stigma reduction
 - suicide prevention
 - behavioral health awareness
 - youth voice and advocacy.
- There are also opportunities for youth to participate in the state legislative process and learn about politics and advocacy at every level. Providing input to the Governor's Behavioral Health Services Planning Council is a prime example.
- YLINK supports a youth conference annually to celebrate the successes of its local groups. The youth are joined by national speakers, attend breakout learning sessions on multiple topics, and have a lot of FUN!



Youth move

Mission:

Youth MOVE National connects, supports, and develops youth leadership in advocacy to create positive change. We practice authentic youth engagement through youth driven decision making by elevating youth voices of lived experience. We ensure that young people are heard and valued as leaders in the agencies, communities, and systems that impact their lives.

Benefits of joining Youth Move:

- Monthly Coaching Calls
- Tipsheets, Templates & Toolkits
- Branding & Marketing Support
- Chapter Chats
- Exclusive Webinars & Trainings
- Weekly Emails, Newsletters & Alerts
- National Network Partner Opportunities



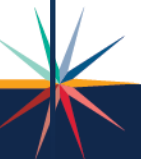


State Events

On June 14, 2023, 90 youth joined us for YLINK Annual Conference in Salina. We had a motivational interactive speaker and a training session on supporting your peers.

On March 2, 2023, over 200 youth joined us at the Capital for Mental Health Advocacy Day. This event was sponsored by Carelon.

Kansas leads the world in the success of each student.





Wichita Northwest High
Grizzlies for Change



Youth Leaders in Kansas

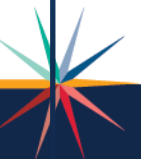
2022-2023



“The two most important days in your life are the day you are born and the day you find out why”

Mark Twain

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Dragons Lead the Way

Belle Plaine High School 2022-2023

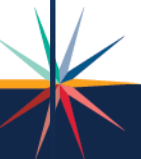


"Where there is
no vision, there is
no hope"

George Washington Carver



student.





"When it's all over, it's not who you were, what you did or how much money you had. It's whether you made a difference"

Bob Dole

world in the success of each student.

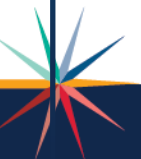


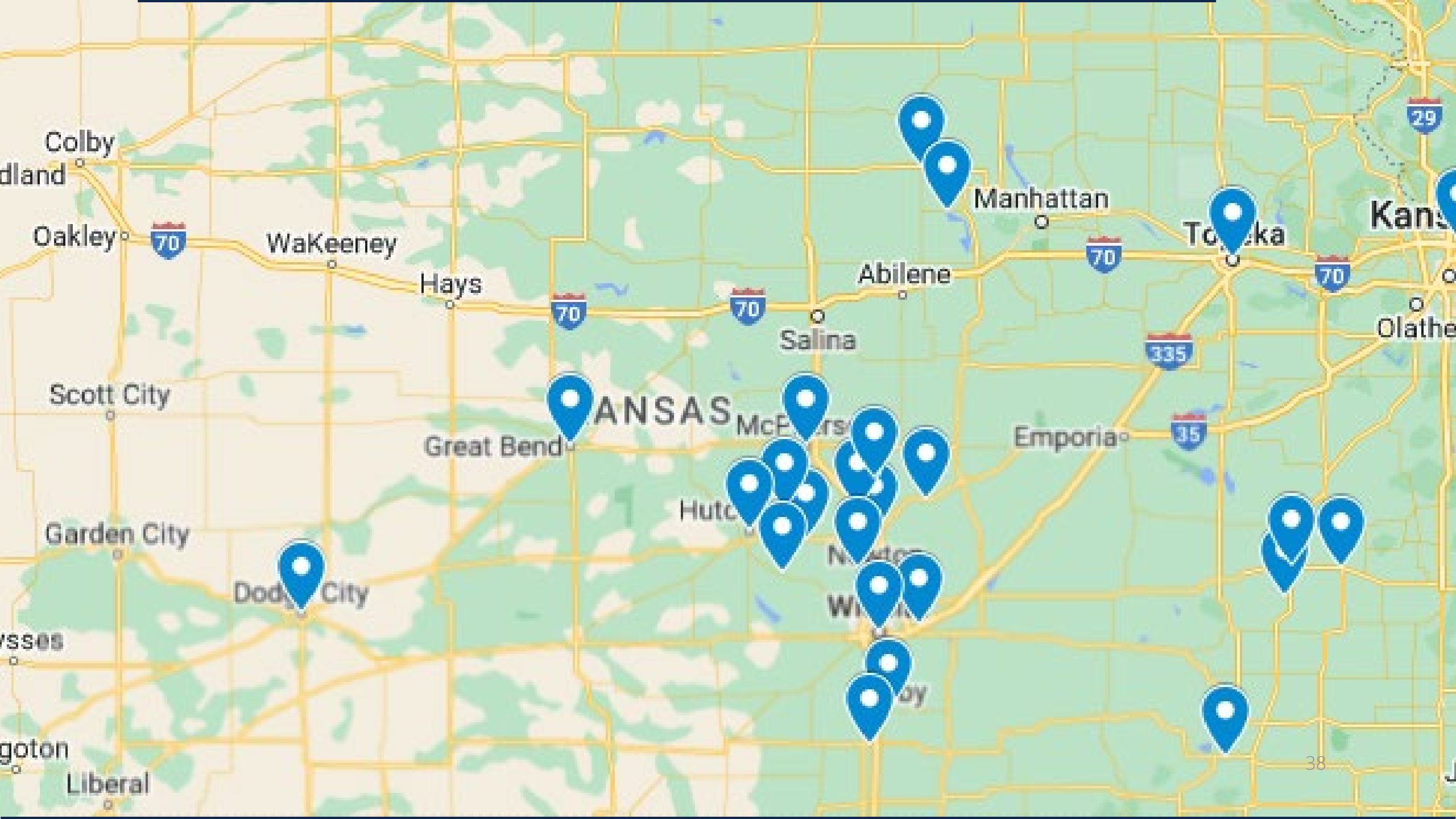


**“Alone we
can do so
little,
together we
can do so
much”**

Hellen Keller

world in the success of each student.







Y L I N K

*Youth Leaders In
Kansas (YLINK)*



Introduction and Summary

- A. YLINK sites will develop goals focused upon community issues that support stigma reduction and youth advocacy.
- B. These groups will be youth-led and youth-directed, but they will be supported with guidance when needed from parents, guardians, or other adults providing supervision to the youth group.



Outcome/Goal

- **A.** Organize and develop leadership opportunities to include prevention, behavioral health stigma reduction and advocacy.
- **B.** Encourage participation in Youth Mental Health Advocacy Day at the state capital.
- **C.** Plan, organize and hold events for Youth Mental Health Awareness Month in May.
- **D.** Encourage participation in the annual YLINK conference.
- **E.** Encourage participation in the State-Wide Youth Advisory Group providing feedback to the Governor's Behavioral Health Services Planning Council.
- **F.** When using YLINK funds for an event, program or activity there is an expectation that the YLINK Banner will be displayed, youth will wear YLINK shirts, buttons or other items that promote the connection with YLINK. The YLINK logo needs to be used on printed materials for the event. All printed materials with the YLINK logo will need to be approved by KDADS prior to printing.



Services to be Provided

- A. Each YLINK site shall participate in an array of activities focused upon mutual support, leadership opportunities, improved relationships, and strengthening community supports.
- B. Each YLINK site will participate in activities in their community and at the state level that support the goals developed by the group focused upon youth leadership or the reduction of stigma and/or bullying.
- C. Each YLINK site will participate in:
 - 1. Regularly scheduled meetings with adult supervision/support.
 - 2. Mental Health Awareness activities
 - 3. Annual YLINK Advocacy Day
 - 4. YLINK Summer Conference
 - 5. YLINK Regional Meetings
- D. Each YLINK site will work to develop community partners that will support the goals of the YLINK site.



Deliverables and Reporting

- A. Each YLINK site will submit quarterly reports that are due no later than 15 days after the end of the month following each quarter end. These shall include:
 - 1. Current Goals
 - 2. Meeting dates, events, and activities
 - 3. Number of persons participating
 - 4. Number of youth covered by KanCare
 - 5. Future Plans
- B. Expenses shall be documented in the form of an invoice and submitted to KDADS staff. Reimbursement will occur 30-60 days upon receipt.
- C. The following release shall be on the FINAL financial report:

“Contractors hereby understands and agrees that final payment being made in the amount above and it releases the Contractor and KDADS from any further claims under this Agreement, subject to KDADS contract close-out procedures. After payment of the Final Financial Report (Final Payment), no further amount shall be due or payable by KDADS under this agreement.”



**SAVE The
Date**
March 13 2024

Y L I N K

**ADVOCACY
DAY!**

Kansas State Capitol

WATCH FOR MORE DETAILS IN THE COMING
MONTHS

Y L I N K

SUMMER CONFERENCE



**SAVE THE DATE
JUNE 12, 2024**





Thank you

Bullying



Kent Reed

Kansas State Department of Education

Marcia Weseman

Kansas Association Of School Boards



Rose Hill Schools USD 394

2 days ago · 🌐



Tomorrow, Tuesday, October 3rd, the [Rose Hill Intermediate School - USD 394](#) is teaming up with the [Kansas State Department of Education](#) for the 'Wear Pink Challenge.' 💖

Bullying is a serious issue affecting countless lives. Let's unite to raise awareness and support those who have faced this challenge. Remember, bullying should never be a part of anyone's school experience.

Wear pink and show your support for a safe and inclusive environment. Together, we can make a difference... See more



Rose Hill Intermediate School - USD 394 · [Follow](#)

2 days ago · 🌐

👉 Give us a hand in stopping bullying! Wear pink tomorrow! ❤️ 🚀





KSDE Bullying Prevention webpage

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/School-Counseling-Resources/Bullying-Prevention>



Bullying Prevention and Intervention: The Role of the Board of Education

Kansas School Mental Health Advisory Council

October 19, 2023

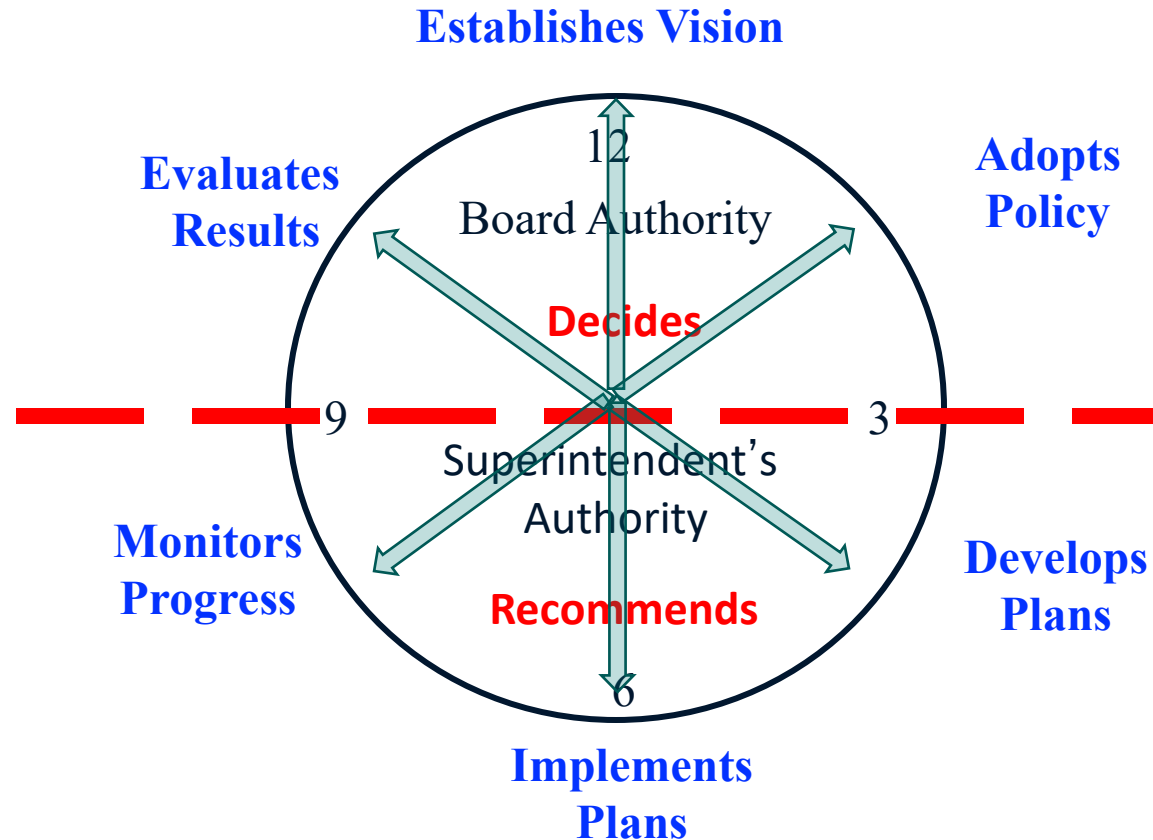
Marcia Weseman, Ed.D

The Board's job is not to run the district, it is to make sure the district is well run.



The Board Governs

Sets Expectations



The Superintendent Leads/Manages
Leadership/Supervision

Seven Ways The Board Directs The District

- ☐ Policy
- ☐ Handbooks
- ☐ Directives to superintendent
- ☐ Evaluating the superintende
- ☐ Goal-setting
- ☐ Negotiated agreement
- ☐ Allocation of resources

AUTHORITY



Let's kick it old school. We're going to party like it's 1859!

- § 5. **Local public schools.** Local public schools under the general supervision of the state board of education shall be maintained, developed and operated by locally elected boards. When authorized by law, such boards may make and carry out agreements for cooperative operation and administration of educational programs under the general supervision of the state board of education, but such agreements shall be subject to limitation, change or termination by the legislature.
 - History: Adopted by convention, July 29, 1859; ratified by electors, Oct. 4, 1859; L. 1861, p. 59; original subject matter stricken and new subject substituted, L. 1966, ch. 10—Spec. Sess.; Nov. 8, 1966.



“Home Rule Authority” in K.S.A. 72-1138

- (c) **The board shall have authority to prescribe courses of study for each year of the school program and to adopt rules and regulations for teaching in the school district and general government thereof**, and to approve and adopt suitable textbooks and study material for use therein subject to the plans, methods, rules and regulations of the state board of education...
- (e)
 - (1) **The board may transact all school district business and adopt policies that the board deems appropriate to perform its constitutional duty to maintain, develop and operate local public schools.**
 - (2) The power granted by this subsection **shall not be construed to relieve a board from compliance with state law.** The power granted by this subsection **shall not be construed to relieve any other unit of government of its duties and responsibilities which are prescribed by law, nor to create any responsibility on the part of a school district to assume the duties or responsibilities which are required of another unit of government...**

Duties to parents and to protect students

Parens patriae

- the idea that the school district, as a governmental entity, is the legal protector of students unable to protect themselves

In loco parentis

- The concept that school officials stand in the parent's place while minor students are at school.
- K.S.A. 38-141, provides, "**parents shall retain the fundamental right to exercise primary control over the care and upbringing of their children** in their charge".
- This statute has been used to sue school districts for perceived encroachments of parent rights, as parents make decisions related to their children's upbringing even while they are at school.

Duty to warn parents

- If a district has information that a parent would want to know and which may have an impact on the child's health and/or safety, district staff should generally share that information with the parents.
- There are exceptions, such as if the staff member suspects sharing student record information with the parents may harm a child or other person. See K.S.A. 38-2209.

Board policy and handbook language act as district law.



In the absence of law telling you how to handle a situation, a school district can make its own rules.

KANSAS BULLYING LAW K.S.A. 72-6147



The School Board of each district must have a **policy** to **prohibit** bullying as well as a **plan** to address bullying. The plans must include provisions for the **training and education** of **staff** members and **students**.

KANSAS BULLYING LAW K.S.A. 72-6147



1. INTENTIONAL GESTURE

2. WRITTEN

3. VERBAL

4. ELECTRONIC

5. PHYSICAL

6. THREAT

- **BY STUDENT, STAFF OR PARENT TOWARDS A STUDENT OR STAFF MEMBER**
- **SUFFICIENTLY SEVERE, PERSISTENT, OR PERVASIVE TO CREATE AN INTIMIDATING, THREATENING OR ABUSIVE EDUCATIONAL ENVIRONMENT.**



Kansas Blue Ribbon Task Force on Bullying Final Report



Kansas leads the world in the success of each student.

December 10, 2019



School Mental Health Advisory Council

Kansas leads the world in the success of each student.



BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

KSDE SHOULD EXAMINE THE
CURRENT STATE LAW AND
DETERMINE
IF IT REQUIRES RECONSIDERATION
AND PROVIDE APPROPRIATE
GUIDANCE.





School Mental Health Advisory Council

Kansas leads the world in the success of each student.

...determined that the current state law on bullying was broad enough to allow schools to handle bullying and didn't need changing.

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

CONTINUE STATE'S FOCUS ON
SOCIAL-EMOTIONAL AND
CHARACTER DEVELOPMENT
EDUCATION TO ADDRESS SCHOOL
BULLYING.





Kansas Social, Emotional, And Character Development Model Standards

Adopted by the Kansas State
Board of Education, April 17, 2012
Revised July 2018



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.

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

BETTER SUPPORT AND DIRECTION
FOR SCHOOL DISTRICTS:

- STATEWIDE UNIT
ESTABLISHED TO OFFER
GUIDANCE AND SUPPORT TO
SCHOOL DISTRICTS.
- BANK OF PRACTICES
AVAILABLE FOR SCHOOL
DISTRICTS.



SCHOOL MENTAL HEALTH ADVISORY COUNCIL



- **THE PLAN CALLS FOR LOCAL SCHOOL BOARDS TO RECEIVE AN UPDATE AND ANNUAL REPORT ON ANTI-BULLYING EFFORTS WITHIN THE DISTRICT.**
- **THE WORK REPRESENTS ANOTHER STEP TO REDUCE BULLYING IN SCHOOLS, INCLUDING INCREASED BULLYING OVER THE INTERNET.**

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

LOCAL POLICIES AND PLANS MUST FOCUS
ON:

- RELATIONSHIPS,
- SCHOOL CLIMATE AND
CULTURE,
- THE MENTAL HEALTH
IMPACT OF BULLYING IN
SCHOOLS.





WHAT GETS
ASSESSED GETS
ADDRESSED

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

THE STATE NEEDS BETTER DATA ON SCHOOL BULLYING AND MEASURES FOR ASSESSING PROGRAM EFFECTIVENESS.

- THE KCTC SURVEY IS AN AMBITIOUS EFFORT TO GATHER INFORMATION FROM STUDENTS.
- THERE IS NO COLLECTIVELY ACCEPTED MEASURE FOR ASSESSING BULLYING.



K.S.A. 72-6316 Limits Use of Surveys

- (a) A nonacademic test, questionnaire, survey or examination containing any questions about the personal and private attitudes, values, beliefs or practices of the student or the student's parents, guardians, family members, associates, friends or peers that is administered during the school day shall not be administered to any student enrolled in kindergarten or grades one through 12, unless the parent or guardian of the student: (1) Is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey or examination that such test, questionnaire, survey or examination is to be administered. Such notification shall include: (A) A copy of the test, questionnaire, survey or examination that is to be administered;
- (B) information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey or examination;
- (C) the name of the company or entity that produces or provides the test, questionnaire, survey or examination to the school; and
- (D) whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data; and
- (2) gives written consent through a written or electronic signature to authorize the student to take the test, questionnaire, survey or examination or, in the event of an immediate need, gives verbal consent. Such written consent may only be accepted after a parent or guardian has received the notification required pursuant to paragraph (1) and had an opportunity to review the information contained in such notification. Written consent shall be provided separately for each individual test, questionnaire, survey or examination that is to be administered.
- (b) Notwithstanding a parent or guardian's consent for a student to take any such test, questionnaire, survey or examination, a student shall have the right to refuse to take any such test, questionnaire, survey or examination at any time without limitation. Prior to the administration of any such test, questionnaire, survey or examination, each student shall be informed that such student has the right to refuse to take such test, questionnaire, survey or examination and that the student will not suffer any adverse consequences based on such refusal.
- (c) Prior to the administration of any such test, questionnaire, survey or examination, a school district shall post and maintain a copy of such test, questionnaire, survey or examination on the school district website.
- (d) No personally identifiable student data shall be collected through any such test, questionnaire, survey or examination.
- (e) Except as provided in subsection (f), the provisions of this section shall apply to any test, questionnaire, survey or examination described in subsection (a) that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist or nurse...

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

TRAINING, PROFESSIONAL DEVELOPMENT AND TEACHER PREPARATION:

- TIME, RESOURCES AND TRAINING ARE KEY.
- TRAINING FOR IN-SERVICE TEACHERS AND PRE-SERVICE TEACHERS ON BULLYING AND YOUTH SUICIDE PREVENTION RECOMMENDED.
- MOST PROMISING PRACTICES ARE THOSE THAT ARE SCHOOL-WIDE, UNIVERSAL AND INVOLVED PARENTS AND FAMILIES.



72-6284. Jason Flatt Act.

(a) This section shall be known and may be cited as the **Jason Flatt act**.

(b) The board of education of each school district shall provide suicide awareness and prevention programming to **all school staff** and shall notify the parents or legal guardians of students enrolled in such school district that the training materials provided under such programming are available to such parents or legal guardians. Such programming shall include, at a minimum:

(1) At least **one hour of training each calendar year based on programs approved by the state board of education**. Such training may be satisfied through independent self-review of suicide prevention training materials; and

(2) a **building crisis plan developed for each school building**. Such plan shall include:

(A) Steps for recognizing suicide ideation;

(B) appropriate methods of interventions; and

(C) a crisis recovery plan.

(c) No cause of action may be brought for any loss or damage caused by any **act** or omission resulting from the implementation of the provisions of this section, or resulting from any training, or lack of training, required by this section. Nothing in this section shall be construed to impose any specific duty of care.

(d) On or before January 1, 2017, the state board of education shall adopt rules and regulations necessary to implement the provisions of this section.

TITLE IX TRAINING

KASB

BLUE RIBBON TASK FORCE ON BULLYING RECOMMENDATIONS

ADDRESSING CYBERBULLYING:

- CYBERBULLYING CAN BE EXCEEDINGLY PERNICIOUS.
- DISTRICTS NEED TO CONSIDER SPECIFIC POLICIES REGARDING CYBERBULLYING AND WORK WITH FAMILIES AND FIND EFFECTIVE WAYS TO ADDRESS THIS BEHAVIOR.



Strategies for K-12 Leaders

#1

Assess
bullying in your
Schools.

2

Establish a safe
and supportive
school climate.

#3

Respond quickly
and consistently
when it occurs.

Stopbullying.gov



WHAT WE KNOW ABOUT BULLYING AND SUICIDE

- MEDIA OFTEN LINKS BULLYING WITH SUICIDE.
- MOST YOUTH INVOLVED IN BULLYING DO NOT ENGAGE IN SUICIDE-RELATED BEHAVIOR.
- BEING BULLIED PUTS KIDS AT RISK; BUT, BULLYING ALONE IS USUALLY NOT THE CAUSE.
- MANY ISSUES CONTRIBUTE TO SUICIDE RISK.
- BULLYING CAN MAKE AN UNSUPPORTIVE SITUATION WORSE.

WHAT WE DON'T KNOW ABOUT BULLYING AND SUICIDE

If bullying directly causes suicide-related behavior.

However, we DO know enough about the relationship between the two to make evidence-based recommendations to improve prevention efforts.



CDC, 2014

**QUESTIONS?
COMMENTS!**



Agency Updates



Bert Moore

Council Member Updates, Future Agenda Topics

Jane Groff



Wrap Up Comments Adjourn



Jane Groff



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Topeka, Kansas 66612-1212
785-296-3201 | www.ksde.org

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