#ZERO REASONS WHY

A TEEN SUICIDE PREVENTION CAMPAIGN

PLAYBOOK

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/&-1$3"'&33-&558"B,1#"510+&-1"3&$+&)5"$1"1#&"#&3/<"1#,5".$/C$,>-"#$5"
:)(0>#1")&3,>,(05"3&$+&)5<"#&$31#"C)(4&55,(-$35<"/&-1$3"#&$31#".3,-,.,$-5<"
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History & Background

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Campaign Structure

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Community Plan

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Story Campaign

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Community Mobilization

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Getting Started

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Acknowledgments

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History & Background

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`U@QaT@aLW@[aVb>LXFaTFTcLF9:9).LY>L!dYeL T-OLU0/4)04LW094.6L)5/00&L+-).2-5.)L(2'Lf0-4-4:L 3025')L.0L(++2'))L./'L:20?-4:L491*'2L03L.''4L +'(./)L*6L)9-5-+'<LV/'L504,'4-4:L501')L(3.'2L +-).2-5.L)98'2-4.'4+'4.)L)/(2'+L)-1-&(2L /'(2*2'(7-4:L.2(:'+-')<LF)L(L94-3-'+L:2098L03L)5/00&L&'(+'2)>L./'L)98'2-4.'4+'4.)L+'5-+'+L-.L?()L .-1'L.0L/(,'L2'(&L504,'2)(.-04)L(*09.L2'(&L5/(4:'<

SV/')'L+'(./)L?'-:/L/'(,6L04L092L/'(2.)>SL)(-+L Z&9'LA(&&'6LT98'2-4.'4+'4.LV0++L=/-.'<LSG.L-)L 94(55'8.(*&'L302L092L5/-&+2'4L.0L./-47L./(.L./'L,'26L *').L?(6L.0L-1820,'L./'-2L&-3'L-)L.0L'4+L-.<S

F5502+-4:L.0LU0/4)04LW094.6L_'4.(&LQ'(&./>L.''4L)9-5-+')L-4L./'L5094.6L4'(2&6L+09*&'+L-4L./'L3-2).L)-OL 104./)L03L!dYe<LV''4L+'(./)L*6L)9-5-+'L(2'L ')5(&(.-4:L4(.-04(&&6L.00<LT9-5-+'L-)L./'L./-2+ &'(+-4:L5(9)'L03L+'(./L302L5/-&+2'4L(:')L^L.0LY$L (4+L-)L./'L)'504+ g&'(+-4:L5(9)'L03L+'(./L302L(:')L Y^L.0L!$<L

V/'L)98'2-4.'+'4.)L/'&+L(L7-57g 033L1''.-4:L-4LU94'L (4+L-4,-.'+L-43&9'4.-(&L&'(+'2)L2'82')'4.-4:L1'4.(&L /'(&./L820,-+'2)>L8(2'4.)>L./'L3(-./L501194-.6L(4+L &05(&L*9)-4'))L501194-.6<L

RF)L(L501194-.6>L?'L19).L(&&L?027L.0:'./'2L(4+L (++2'))L)9-5-+'L/'(+ g04L302L./'L*'4'3-.L03L092L 5/-&+2'4>SL)(-+LT/(?4''L_-))-04LK'89.6L T98'2-4.'4+'4.LX'446LT09./?-57<LRV/'L1'4.(&L /'(&./L03L092L).9+'4.)L-)L(L.08L82-02-.6<S

K-)59))-04L3059)'+L04L./2''L7'6LH9').-04)M

N =/6L-)L./'2'L(L2-)-4:L491*'2L03L.''4(:'2)L 'O8'2-'45-4:L1'4.(&L/'(&./L-))9')L(4+L 5/00)-4:L+'(./L*6L)9-5-+'P

N Q0?L5(4L)5/00&L+-).2-5.)L(4+L501194-.6L 8(2.4'2)L50&&(*02(.'L.0L19&.-8&6L./'L-18(5.L03L 092L?027P

N =/(.L).2(.':-')L02L(5.-04L8&(4)L5(4L?'L+'8&06L .0L).08L.''4L)9-5-+'L(4+L1-.-:(.'L1'4.(&L/'(&./L 5045'24)P

R='L+0L40.L/(,'L(&&L./'L(4)?'2)>L*9.L./209:/L092L 50&&'5.-,'L'3302.L(4+L?-&&-4:4'))L.0L'4:(:'L-4L 504,'2)(.-04)L(*09.L)9-5-+'>L?'L5(4L820,-+'L(L)6).'1L03L5(2'L(4+L)98802.L302L092L5/-&+2'4>SL)(-+L @&(./'L%9*&-5LT5/00&)LT98'2-4.'4+'4.LU0/4L F&&-)04<

V/'L30&&0?-4:LT98'2-4.'4+'4.L&'(+'2)/-8L 2'82')'4.)L./'L)-OL)5/00&L+-).2-5.)L03LU0/4)04L W094.6>LX(4)()M

Y<V0++L=/-.'>LZ&9'LA(&&'6LT5/00&)>L T98'2-4.'4+'4.

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$< U0/4LF&&-)04>L@&(./'L%9*&-5LT5/00&)>L T98'2-4.'4+'4.

^< _-7'LD9&.04>LT/(?4''L_-))-04LT5/00&LK-).2-5.>L T98'2-4.'4+'4.L(4+LX'446LT09./?-57>LK'89.6L T98'2-4.'4+'4.

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:&,->"40-.1,(-$38"9#&"#$5#1$>",5"
$3'$25"05&+'",1#"1#&".$/C$,>-"
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1#&,)"+,51,-.1,%&"%,&'C(,-18

>*&'*.(*)./'#$+,'
1&@1&(&,)("',#)2'
.,%'()1&,/)*'#,'
,"<3&1(9

d%&)2(-&"4,335",-"1#&":3$-*"+,44&)&-132"
#$%&"&EC&),&-.&+8"9#&".$/C$,>-"
C)(%,+&5"3,1&)$3"5C$.&"4()"C&(C3&"1("
5#$)&"1#&,)"C&)5C&.1,%&"(-"#("'"1("
.(--&.1"$-+".(33$:()$1&",-"1#&"&44()1"1("
C)&%&-1"1&&-"50,.,+&8

2#(.&4.35+ :40;(*+</=*$+>;4&$

9#& .$/C$,>-;5" >)$C#,."+&5,>-",5",-1&-+&+"1(":&" 2(01#403"$-+"$)1403<"',1#"$">)$55)((15"4&&38

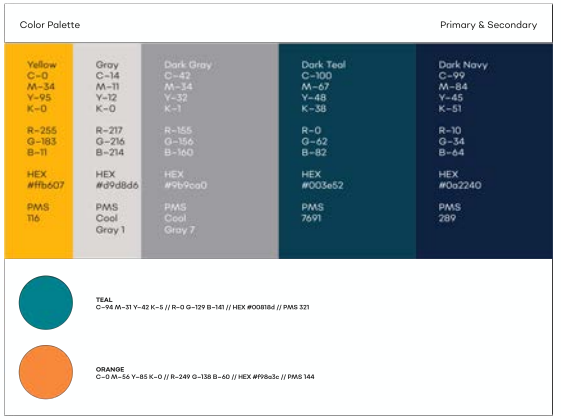
9#&":)$-+",5"/&$-1"1(":&":(1#"$"%,50$3",+&-1,4,&)" $5"'&33"$5"$-",-1&)$.1,%&".$33"1("$.1,(-"$5"%$),(05" 51$*&#(3+&)5"4,33",-"1#&":3$-*"4()"1#&/5&3%&5`

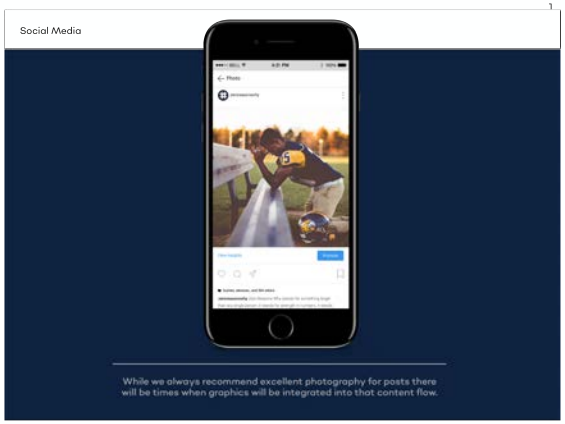
e I9#&)&"$)&"?@&)(A&$5(-5B#2 /&-1$3"#&$31#" ,5-;1"$"3$)>&)".(//0-,12"C),(),128K

e f9#&)&"$)&"?@&)(A&$5(-5B#2 1&&-5"5#(03+" #$%&"1("4&&3"$3(-&",-"1#,58K

e I9#&)&"$)&"?@&)(A&$5(-5B#2 '&".$-;1"1$3*" $:(01"50,.,+&8K

e I9#&)&"$)&"?@&)(A&$5(-5B#2 /&-1$3"#&$31#" 5#(03+-;1":&"&G0$3"1("C#25,.$3"#&$31#8K





!"#$%&"'"($"

2345674896:9;<= '8>?8@A:&.8B:C<4D&E=&!6<:96:&'6B:F=&%C<66G& H@9F5@CF9&I&'6>>B:@F=&.48D459&F6&J54K4:F&)44:&%B@C@D4

!"#$%&&'(%)*'$#'+'),'-
*7.809:;3$,<=1<>?<8$2@3$4526

`U@QaT@aLW@[aVb>LXFaTFTcLT'8.'1*'2LY#>L
!dYeL\ K92-4:L./-)La(.-04(&LT9-5-+'L%2','4.-04L
="7L`T'8.'1*'2Lh gY^cL(4+La(.-04(&LT9-5-+'L
%2','4.-04L_04./L`T'8.'1*'2c>L./'L)-OLT5/00&L
K-).2-5.)L-4LU0/4)04LW094.6>LX(4)()L(2[0-4-4:L
.0:'./'2 .0L&(945/L./' / 0123)145365789
501194-.6L10*-&-;(.-04L5(18(-:4L.0L82','4.L."4L
)9-5-+'<LD059)'+L04L'180?'2-4:L501194-.6L
1'1*'2)L.0L.(7'L(5.-04L.0?(2+L5/(4:'>L./'L
5(18(-:4L?-&&L02:(4-;'>L3(5-&-.(.'L(4+L)98802.L
).9+'4.)>L8(2'4.)>L'+95(.02)>L/'(&./L820,-+'2)>L(4+L
0./'2L).(7'/0&+'2)L-4L-18&'1'4.-4:L(5.-04L8&(4)>L
820:2(1)>L','4.)L(4+L09.2'(5/L'3302.)L \ ()L./'2'L
(2'L;'20L2')04)L?/6L?'L5(440.L501'L.0:'./'2L.0L
1(7'L(L+-33'2'45'L04L./-)L501194-.6L-))9'<L

R='L3"&L).204:&6L./(.L*6L10*-&-;-4:L4'5'))(26L
2')0925')>L+-))'1-4(.-4:L-43021(.-04>L:'4'2(.-4:L
)98802.>L(4+L30).'2-4:L5008'2(.-04L(520))L89*&-5L
(4+L%2-,(.'L)'5.02)L-4L./'L501194-.6>L?'L5(4L
-43&9'45'L./'L504,'2)(.-04L(4+L+' g).-:1(.-;'L./'L
-))9'>SL)(-+L(2+4'2LB+:'2.04LT98'2-4.'4+'4.L
%(1LT.2(4(./(4<LRF..'18.'+L)9-5-+')L/(,'L
-452'()'+>L(4+L."4L+'(./L*6L)9-5-+'L/()L4'(2&6L
+09*&'+L-4LU0/4)04LW094.6L-4L./'L3-2).L)-OL104./)L
03L!dYe<S

G4LU94'>L./)98'2-4.'4+'4.)L 03LU0/4)04LW094.6L
-4-.-(.'+L(L+"8'2L+-(&0:9'L(4+L-+'4.-3-'+L
50&&(*02(.-04L08802.94-.-')<LV/'

i j'20C'()04)=/6 5(18(-:4L-)L-4.'4+'+L.0L
10*-&-;'L./'L501194-.6L(2094+L./-)L82','4.(*&'L
'8-+'1-5<LV/'L5(18(-:4k)L?'*)-.'L(4+L&0:0L?'2'L
94,'-&'+L./-)L?"7L(.L ;'202'()04)?/6<02: <L

R='L'4,-)-04Li j'20C'()04)=/6 ()L./'L-4.'4)'L
(4+L8())-04(.'L'4:(:'1'4.L03L./'L501194-.6>SL
)(-+LZ&9'LA(&&'6LT98'2-4.'4+'4.LV0++L=/-.'<LR='L
19).L/'&8L).9+'4.)L)"L./'L 39.92'L(4+L2'10,'L(46L
*(22-'2)L./(.L).(4+L-4L./'L?(6 <S

V?0L7'6L'3302.)L03L./'L5(18(-:4L?-&&L-4,0&,'L(L).026L)6).'1L03L5(2'L(4+L)98802.L302L092L5/-&+2'4L-4L
5(18(-:4L(4+L501194-.6L10*-&-;(.-04L.'(1<LV/'L U0/4)04LW094.6LT98'2-4.'4+'4.LU0/4LF&&-)04<
i j'20C'()04)=/6 5(18(-:4L?-&&L.(7'L8&(5'L+92-4:L
./'L!dYe gdYhL(5(+'1-5L6'(2>L(4+L-.L-)L)98802.'+L Y<V0++L=/-.'>LZ&9'LA(&&'6LT5/00&)>L
*6L./'LU0/4)04LW094.6LT5/00&LK-).2-5.)L03LZ&9'L T98'2-4.'4+'4.
A(&&'6>LK'LT0.0)<2+4'2LB+:'2.04>L@&(./'>L
T/(?4"'L _-))-04L(4+LT82-4:LQ-&&<LV/'L5(18(-:4L !< D2(47LQ(2?00+>L[TKL!#!\ K'LT0.0>L
?-&&L?027L5&0)'&6L?-./L-43&9'4.-(&L&'(+'2)L T98'2-4.'4+'4.
2'82')'4.-4:L1'4.(&L/'(&./L820,-+'2)>L8(2'4.)>L./'L
3(-./L501194-.6L(4+L&05(&L*9)-4'))L501194-.6L.0L #< %(1LT.2(4(./(4>L](2+4'2LB+:'2.04LT5/00&L
19&.-8&6L(4+L(18&-36L./'L-18(5.L03L./'-2L?027< K-).2-5.>LT98'2-4.'4+'4.

RG3L?'L?027L.0:'./'2L()L(5501194-.6 ?'L 5(4L $< U0/4LF&&-)04>L@&(./'L%9*&-5LT5/00&)>L
5/(4:'L./-)L4(22(.-,'<LV/'2'L)/09&+L*'L;'20L T98'2-4.'4+'4.
2'()04)L?/6L?'L5(4k.L1(7'L(L+-33'2'45'L(4+L
5/(4:'L./-)L504,'2)(.-04L302L./'L)05-(&L?'&&g'-4:L ^< _-7'LD9&.04>LT/(?4"'L_-))-04LT5/00&LK-).2-5.>L
03L092L5/-&+2'4>SL)(-+LK'LT0.0LT98'2-4.'4+'4.>L T98'2-4.'4+'4.L(4+LX'446LT09./?-57>LK'89.6L
D2(47LQ(2?00+<L T98'2-4.'4+'4.

I< K2<L=(64'LZ927'>LT82-4:LQ-&&LT5/00&LK-).2-5.>L
T98'2-4.'4+'4.

" YY

13 Reasons Why Research Findings

!)*+,#"$+"*-%.-/0"*$/+1

9#&"Y&-1&)"(-"\&+,$"g"H0/$-"
h&%&3(C/&-1",-"1#&"[.#((3"(4"
Y(//0-,.$1,(-"$1"L()1#'&51&)-"
j-,%&)5,12",-%&51,>$1&5"1)$+,1,(-$3"
/&+,$<"50.#"$5"1&3&%,5,(-"$-+"
$+%&)1,5,-><"$5"'&33"$5"-&'"/&+,$<"
50.#"$5"5(.,$3"/&+,$"$-+"$CC58"

_&+":2"h)8"d33&B$)1&33$"9#&"Y&-1&)"
&EC3()&5"$"%$),&12"(4"1(C,.5"3,*&"
&+0.$1,(-$3"3&$)-,-><"5(.,$3"
,-1&)$.1,(-5<"$+%&)1,5,->"$-+"#&$31#"
',1#,-"1#&",-1&)5&.1,(-"(4".#,3+)&-"$-+"
/&+,$8

!-"\$).#"T7UW<"(-&"2&$)"$41&)"1#&"4,)51"5&$5(-"(4"1#&"5&),&5"C)&/,&)&+"
(-"L&143,E<"L()1#'&51&)-;5"Y&-1&)"(-"\&+,$"g"H0/$-"h&%&3(C/&-1"
,550&+"$"]3(:$3"A&C()1"(-"#("'"1&&-5"$-+"C$)&-15")&5C(-+&+"1(!'"#
$%&'()'#*+,8

9#,5")&5&$).#")&C()1"C)&5&-15"4,-+,->5"4)(/"$">3(:$3"50)%&2"(4"/()&"
1#$-"i<777"$+(3&5.&-15<"2(0->"$+0315<"$-+"C$)&-15"(4"$+(3&5.&-15"
4)(/"1#&"j-,1&+"[1$1&5<"j-,1&+"Z,->+(/<"O)$S,3"$-+"D051)$3,$kL&'"
@&3-+8

A<;$BCD9CD/0

e !"#$%&'()'#*+,#)&5(-$1&+"',1#"1&&-5"$-+"2(0->"$+0315",-"$33"l"
)&>,(-5<"$-+"1#&2"4&31",1"$5"4,.,$3

e !"#$%&'()'#*+,# C)(%,+&+"1&&-5<"2(0->"$+0315"$-+"C$)&-15",-"$33"
)&>,(-5'",1#",-4()/$1,(-"$-+"50CC()1&+".(-%&)5$1,(-5"$:(01"
+,44,.031(C,.5

e !-"$33"4(0)")&>,(-5<"$+(3&5.&-15"$-+"2(0->"$+0315")&C()1&+"5&&*,->"
/()&",-4()/$1,(-"(4(33(',->" &EC(50)&

e B#,3&"1#&)&"'&)&">)$C#,."$-+",-1&-5&"5.&-&5",-"1#&"5#('<"1&&-5"
$-+"2(0->"$+031"%,&'&)5",-"&$.#")&>,(-'"&)&">&-&)$332"-(1"
(CC(5&+"1("1#&"'"$2"1#&"5#("'"+&$31"',1#"1#&5&"1(01(C,.5

e !-"$33"4(0)")&>,(-5<"%,&'&)5"'(4"$%&'()'#*+,#)&C()1&+"#&3C,->"
(1#&)5"$-+"&->$>,->",-"(1#&)"&/C$1#&1,.":&#$%,()5"41&1.#,->

13 Reasons Why Research Findings

2)3*-('%)4%+,"%56"*/7(-%
57(8"61%)4%9,/'8%(-8%
58)"'$7"-+%:$17,/(+*1

9#&"C0:3,.$1,(-",5"1#&"(44,.,$3"P(0)-$3"(4"
1#&"D/&),.$-"D.$+&/2"(4"Y#,3+"$-+"
D+(3&5.&-1"Q52.#,$1)28"!1",5"4(.05&+"(-""
C&+,$1),."C52.#,$1)2"1(C,.5"$-+",5"$"
C&&)&%,&'&+"/&+,.$3"P(0)-$38

9#&"DDYDQ;5"/,55,(-",5"1("C)(/(1&"
1#&"#&$31#2"+&%&3(C/&-1"(4".#,3+)&-<"
$+(3&5.&-15"$-+"4$/,3,&5"1#)(0>#"
$+%(.$.2<"&+0.$1,(-"$-+")&5&$).#8

9#&"X(0)-$3"C0:3,5#&+"$"510+2",-"DC),3"T7Um"&51,/$1,->"1#&"
$55(.,$1,(-":&1'&&-"1#&")&3&$5&"(4"1#&"L&143,E"5&)#&5&'()'#
*+, a)&3&$5&+"\$).#"T7UVb"$-+"50,.,+&")$1&5",-"1#&"j-,1&+"[1$1&58"

A<;$BCD9CD/0

e 9#&"(%&)$33"50,.,+&")$1&"$/(->"1#&"(4"1(&"UV2&$)(3+5",-.)&$5&+":2"
TW8mn",-"1#&"/(-1#",//&+,$1&32"4(33(',->"1#&")&3&$5&"(4
$%&'()'#*+,

e 9#&"DC),3"T7UV"50,.,+&")$1&"'$5"1#&"#,>#&51"/(-1#32"50,.,+&")$1&"(4"
$-2"/(-1#"+0),->"1#&"i 2&$)"510+2"C&),(+

e L("5,>-,4,.$-1".#$->&",-"50,.,+&")$1&"(..0))&+"$/(->51"(1#&)"$>&"
:)$.*&1" C(C03$1,(-5

,1.9;$EC1:1CFD

9,13&`"D55(.,$1,(-"O&1'&&-"1#&"A&3&$5&"(4"L&143,E"5&)#&5&'()'#
*+, $-+"[0,.,+&"A$1&5",-"1#&"j-,1&+"[1$1&5`"D-"!-1&))0C1&+"9,/&"
[&),&5"D-$325,5

D01#()`"O),+>&<"X&44)&2"D8"&1"$38

Q0:3,5#&+`"X(0)-$3"(4"1#&"D/&),.$-"D.$+&/2"(4"Y#,3+"g"D+(3&5.&-1"
Q52.#,$1)2<"o(30/&"im<"!550&"T<"T+6pl6

AGGIE

Shawnee Mission School District

I!"#$%&"$"3(1"(4"51),*&5"$>$,-51"/&",-"3,4&<"$-+"!"1#,-*"1#$1"
,1q5",/C()1$-1"1("5#$)&"/2"51()2"5("(1#&)"C&(C3&".$-"
)&3$1&8"Q&(C3&"*-("'1#$1"1#&2q)&"-(1"$3(-&8"!q/":3$.*<"
!;/"$"'(/$-<"!q/"$"C$)1"(4"1#&"_]O9".(//0-,12<"!;/"
$35("(%&)'&,>#1"4()"/2"$>&8"D33"4(0)"(4"1#(5&"1#,->5"
C3$2"$")(3&",-"/2"3,4&8"H,>#"5.#((3"*,+5"#$%&"$"3(1"(4"
C)(:3&/5"',1#":(+2",/$>&"$-+"P051"1)2,->"1("4,>0)&"(01"
'#("1#&2"$)&8"

_,51&-,->"$-+")&5C&.1,->"C&(C3&",5"1#&"/(51",/C()1$-1"
1#,->"2(0".$-"+(8"!1q5"5(",/C()1$-1"1("50))(0-+"2(0)5&34"
',1#"C&(C3&"1#$1"$)&"+,44&)&-1"1#$-"2(0<"5("2(0"5&&"
C&(C3&"1#$1"$)&"+,44&)&-1"1#$-"2(0"$-+"2(0".$-"3&$)-"1("
$..&C1"C&(C3&"1#$1"$)&"+,44&)&-1"1#$-"2(08"9#&)&"$)&"
C&(C3&"(4"/$-2":$.*>)(0-+5"$-+"/$-2"5*,-".(3()5"$-+"
/$-2"5&E0$3,1,&58"N(0"#$%&"1("3,51&-"1("C&(C3&"$-+"
3,51&-"1("1#&,)"51(),&58"N(0"+(-q1"#$%&"1("$..&C1"1#&,)"
51(),&5<":01"2(0"#$%&"1(")&5C&.1"1#&/8K

!>/'(%=0&3/$%3)40)&%</'(%-7)89

!"#$%&'()%&*)#++%,)%-%./01)%-23%.)&&)
5/&060.)%1*-27)89

!:*-2;%</'%4/(%*)+5027%6/%1+)-(%6*)%5-
4/(%/6*)(&%6/%3/%6*)%&-$)%=*/%$-<%2)
02060-++<%4))+%&/%1/2403)26%-&%</'8

POOJA

Blue Valley School District

I!"#$%&"#$+"$">((+"$/(0-1"(4"4),&-+5"$-+"4$/,32'"#("
#$%&">(-&"1#)(0>#"1#(0>#15"(4"50,.,+&<":01"$35("P051"
/&-1$3"#&$31#",-">&-&)$38"!".$-")&$332"5&&"#("',1"$44&.15"
1#&/8"N(0"+(-q1'"$-1"1("5$2"1#&'")(->"1#,-><":01",1q5"
$35(')&$332",/C()1$-1"4()"C&(C3&"1("*-("'1#$1",4"
5(/&(-&",5"(C&-,->"0C"1("2(0<"$"3(1"(4"1,/&5"1#&2"P051"
'$-1"1("1$3*8"9#&2"P051"-&&+"5(/&(-&"1("#&$)"1#&/"(018"
!1q5",/C()1$-1"4()"C&(C3&"1("5$2<"r!q/"#&)&"4()"2(08"Y$33"
/&",4"2(0"-&&+"$-21#,->8;"Q&(C3&"$)&-q1"$3(-&",-'"#$1"
1#&2q)&">(,->"1#)(0>#8"!1q5"5(",/C()1$-1"1(")&$.#"(01<"
:&.$05&"1#,->5".$-"5(0-+"$"3(1'"()5&",-"2(0)"#&$+"
1#$-"1#&2"+("(01"3(0+8

!"C01"1(>&1#&)"$"3,113&">)(0C"(4"510+&-15'"#("4&&3"1#&"
5$/&'"$2"$:(01"1#,58"B&"/&&1"$:(01"(-.&"$"/(-1#"
',1#"$+/,-,51)$1,(-"1("1$3*"$:(01"1#,->5"1#$1'"&".$-"+("
,-"1#&"5.#((38"B&"P051"4,-,5#&+"C3$--,->"50,.,+&"
C)&%&-1,(-"3&55(-5<'"#,.#",5"$'&5(/&"1#$1"1#&"4$.0312"
$-+"$+/,-,51)$1,(-'"&)&"5("(C&-"1("1#$1"$-+"(0)"%(,.&5"
$)&":&,->"#&$)+8K

!:*)&)%-()%0$5/(6-26%1/2.)(&-60/2&8%
:*-2;&%4/(%&*-(02789

!>/'%-()%&-.027%+0.)&?9

!@/%5(/'3%/4%</'?9

KYLEIGH

Gardner Edgerton School District

l](,->",-1("#,>#"5.#((3"',1#"$-E,&12",5"C)&112")(0>#8"!1;5"
1#&)&"&%&)2"+$28"D"4&""&&*5"$>("!"$5"C)&112"0C5&18"!"
4&31"3,*&",1"'$5"1#&"&-+"(4"1#&"'()3+8"!".$33&+"/2"4),&-+8"!"
5$,+<"r!;/"-(1"+(,->"5("'&33;"$-+"5#&"5$,+<"rh("2(0"'$-1"
/&"1("(/&"(%&)J;"D-+"!"5$,+<"rL(<"P051"51$2"(-"1#&"3,-&"
',1#"/&8"X051"#&3C"/&"1$3*"1#,->5"(018;"

9#$1"'$5")&$332"(-&"(4"1#&"/(51"&2&C&-,->"5,10$1,(-5"
4()"/&8"!"+,+-;1")&$3,S&"!".(03+">&1"1#$1":$+'",1#"$-E,&128"
X051"#&)"5,11,->"1#&)&"$-+"1$3*,->"1("/&")&$332"/$*&5"$"
+,44&)&-.&8

9#$1"(-&"C&)5(-"2(0".$-".(0-1"(-".$-")&$332"/$*&"$"
+,44&)&-.&",-"2(0)"3,4&8"R,-+"5(/&(-&'"#(".$-":&"1#&)&"
4()"2(08"A&$.#"(01"1("1#&/8"

9#&)&"$)&"?@&)(A&$5(-5B#22(0"5#(03+"+(",1"$3(-&8K

!"#$%&/%7+-3%</'%*-.)%6*-6%4(0)238%>
&/%,(-.)%4/(%A/02027%6*0&%1/2.)(&-60/2
)+5%/6)(&89

!:*-2;%</'%4/(%,)027%</'?%B)%-++%1-()%
-,/'6%</'%-23%=-26%</'%6/%,)%*-55<%02
+04)?%"%+/.)%6*-6%</'%&*-()3%6*0&?%
&6()276*?9

CAMERON

Blue Valley School District

s!-"1#,5"'()3+<"!"4&&3"3,*&"'&;)&"$33"51),%,->"4()"D5"$-+"
5(/&1,/&5"1#$1;5"-(1")&$3,51,.8"9#&":$)",5"1(("#,>#"$-+"
'&;)&"$33"C05#,->"1(("/0.#"!1;5"P051"1#&"C)&550)&",5"1(("
>)&$18"B#&-"C&(C3&"+(-;1")&$.#"1#$1":$)<"1#&2;)&"
51$)1,->"1("#0)1"1#&/5&3%&&5"1$332"()"&%&-"
C#25,.$3328"!1;5"(*$2"1("-(1">&1"$"U77n"(-"$"1&51()"1("
50..&&+",-"&%&)2"'$28"!1;5"(*$2<"1#&)&;5"$3'$25">(,->"
1(":&"4$,30)&5",-"3,4&8"!1;5"(*$2"1("4$,3"$1"5(/&1#,->8

!"1#,-*"1#&"1#,->"$+0315".$-")&$332"+("4()"#,>#"5.#((3"
510+&-15",5")&$332"$.*-('3&+>,->"#("'/0.#"1#&2"3(%&"
1#&"510+&-158"B,1#"1#&"51)&55"'&"#$%&",-"#,>#"5.#((3<"$'
>)&$1&)"$.*-('3&+>/&-1"(4"3(%&"'(03+">("$"3(->"'$28"
d5C&.,$332"',1#"1#&"$.#,&%&/&-15"$-+"50..&55&5"1#$1"
510+&-15"#$%&&()"1#&"3$.*"(4"$.#,&%&/&-15"$-+"
50..&55&5"1#$1"5(/&(-&"#$5"=,1;5",/C()1$-1"1("3(%&"
5(/&(-&"1#&"5$/&8

9#&)&"$)&"?@&)(A&$5(-5B#22(0"5#(03+"4&&3"
C)&550)&+"1(":&"C&)4&.18s

!"%+/.)%*/=%</'%+-,)+%6*)%5(/,+)$%-23%
6*)2%5(/.03)%&/+'60/2&8%>/'%-()%(07*6C
-()%'23)(%=-<%6//%$'1*%5()&&'()89

!D))5%,)027%-%+07*6%02%-%3-(;%=/(+3
-()%$-;027%-%3044)()21)???9

!B*-6%-%E&))$027+<F%&0$5+)%1/21)56
&'1*%-2%0$5-164'+%()$023)(?9

Campaign Structure

Campaign Organization

?)*'*++*9($@*%*,,'/+'()*'
AB*#/C*6,/%,D)8
96.E6$&%'$,'76,*5'/%'$(,'
67$:$(8'(/'*++*9($@*:8'
5*E:/8'(**%FE#$/#$($G*5'
69($/%>''

L8$MN&*2+"C&$!&5#

!&&0$1,20*"6K Y(-5,51,->"(4"U=T"
1&&-5"C&)"5.#((3"+,51),.1<"1#,5"
3&$+&)5#,C":($)+",5")&5C(-5,:3&"4()"
51)$1&>,."%,5,(-<"+,)&.1,(-"$-+"
>0,+$-.&"1(".$/C$,>-"51$*&#(3+&)58"
9#&2"$)&"$35("1#&"C0:3,."4$.&"(4"1#&"
.$/C$,>-8

O8$P#<6&#&0+5+",0$!&5#

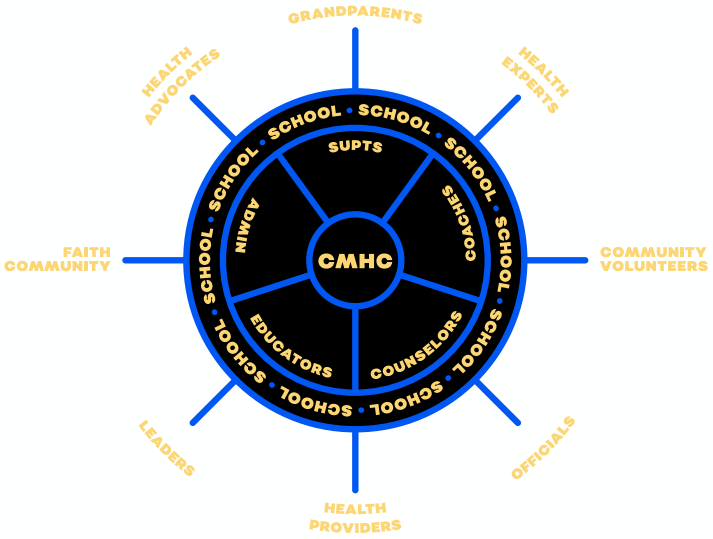
4&0+56$7&56+/$1,0C&0"0D$Q),2<K$
9#,5".(/C)&#&-5,%&".(#()1",-.30+&5"
$".()&">)(0C"(4"5.#((3"+,51),.1"
50C&),-1&-+&-15<"#&$31#".$)&"
C)(%,+&)5<"/&-1$3"#&$31#"=C)(4,15<"
4$,1#$5&+"3&$+&)5<".,%,."3&$+&)5"$-+"
C$)&-1">)(0C58"9#&5&",-+,%,+0$35"$)&"
)&5C(-5,:3&"4()".(()+,-$1,->"$-+"
,/C3&/&-1,->"1#&".$/C$,>-"51)$1&>28

J8$%&<6,3#&0+$!&5#

9#,5"&E1&-5,%&">)(0C",-.30+&5"$-"
&-1,)&".(//0-,12" F 510+&-1"
$/:$55$+()5"4)(/"&$.#"#,>#"5.#((3<"
C$)&-1"$+%(.$1&5<"#&$31#"
C)(4&55,(-$35<"&+0.$1()5<"5.#((3"
.(//0-,.$1,(-5"C)(4&55,(-$35<"
.(//0-,12"%(30-1&&)5<".,%,."3&$+&)5"
$-+"1#&"4$,1#".(//0-,128"9#,5">)(0C"
,5".(//,11&+"1("5C)&$+,->"$-+"
+&3,%&),->"*&2"/&55$>&5"$-+"
,/C3&/&-1,->"51)$1&>,."C3$-"1$.1,.5"$5"
+&%&3(C&+"$5"C$)1"(4"1#&".$/C$,>-;5"
.(//0-,12"51)$1&>28

15#<5"D0$!&5#K X(#-5(-"Y(0-12"
\&-1$3"H&$31#"Y&-1&)"$-+"^%&)43('"
.(=$-$>&"1#&".(0-12',+&" .$/C$,>-"
,-"X(#-5(-"Y(0-12<"Z$-5$5<",-"
.(-5031$1,(-'",1#"1#&"50C&),-1&-+&-15"
(4"1#&"C$)1,.,C$1,->"5.#((3"+,51),.15",-"
1#&".(0-128"9#&".$/C$,>-"#$5":&&-"
,-.()C()$1&+"$5"$"Y(33&.1,%&"!/C$.1"
Q)(P&.1",-1("1#&"/&-1$3"#&$31#"
,&-1&);5"C()14(3,("(4",-,1,$1,%&5"$-+"
C)(>)$//,->8

Campaign Organization



9#&".$/C$,>-;5"4)$/&'()*",5"
+&5,>-&+"$-+"51)0.10)&+"$)(0-+"1#&"
Y(//0-,12"\&-1$3"H&$31#"Y&-1&)"
aY\HYb8"Q3$.,->"1#&"Y\HY"$5"1#&"
I:$.*:(-&K"(4"1#&".$/C$,>-"#&3C5"
5#,41"1#&"C&).&C1,(-"(4"1#&"/&-1$3"
#&$31#".&-1&)"4)(/"$"5$4&12"-&1"
5&)%,.&"C)(%,+&)"1("$"C)($.1,%&"
51)$1&>,."C)(%,+&)8"R0)1#&)<",1"
,-1)(+0.&5"1#&".(//0-,12"1("/&-1$3"
#&$31#"5&)%,.&5"$-+")&5(0).&58"
Y\HY"'()*5",-"3(.*51&C'",1#"
5.#((3"50C&),-1&-+&-15'",1#,-",15"
>&(>)$C#,.".$1.#/&-1"$)&$8

C>*&'<&,).-'*&.-)*'
(2()&<'#('.'B&12'
1&.$)#B&'(2()&<9'
>*#('<+B&<&,)'#('
B&12'<"$*'@1+.$)#B&'
.,%'@1&B&,).)#B&9D

!"#$%&'&&(&
%")&*+,)-$.,/0(,0$1,20+3$4&0+56$7&56+/

9#&"Y\HY"$35("5&)%&5"$5"1#&"4,5.$3"
5C(-5()"$-+".(=/$-$>&)"(4"1#&"
.$/C$,>-8"9#&"Y\HY"51$44'"()*5"
.3(5&32'",1#".$/C$,>-"C)(4&55,(-$35"
$-+"%(30-1&&)5"1(".(()+,-$1&<"
()>$-,S&<"4$.,3,1$1&<"&->$>&"$-+"
$55,51"$".(/C)&#&-5,%&".(#()1"(4"
&2"51$&#(3+&)58

9#&"&44&.1,%&-&55"(4"1#&".$/C$,>-"
)&3,&5"(-"1#&"40-.1,(-$3".(33$:()$1,(-"
(4"*&2"51$*&#(3+&)58"9#&"+,$>)$/"1("
1#&"3&41"+&5.),:&5"1#&".$/C$,>-"
51)0.10)&"4()"X(#-5(-"Y(0-128

R&3$(+5S&/,69&)(K

e 9&&-"Y(0-.,3

e [10+&-1"D/:55+()5

e \&-1$3"H&$31#"Y(-%&-,->"])(0C

e Q$)&-1"D+%(.$1&5

e d+0.$1()5

e Y(0-5&3()"g"Y3,-,.,$-"Y#$/C,(-5

e [.#((3"h,51),.1"Y(//0-,.$1,(-5"9&$/

Teen Council

U2)<,(&

9("51)&->1#&-"$-+"4()/$3,S&"1&&-"
%(,.&<"@&)(A&$5(-5B#2 4()/&+"$"
9&&-"Y(0-.,38"R)(/"+&%&3(C,->"1#&"
,-,1,$3"51)$1&>,."C,33$)5"4()"1#&"
.$/C$,>-<"1("+&%&3(C,->",-,1,$1,%&5"
$-+"50>>&51&+"1$.1,.5<"1#&"9&&-"
Y(0-.,3",5"$.1,%&32"&->$>&+",-"
$++)&55,->"+&C3(2/&-1"51)$1&>,&5"1("
C)&%&-1"1&&-"50,.,+&8"

9#&2".(33$:()$1&"$-+"5#$)&"1#&,)"
C&)5C&.1,%&'",1#"$+0315"1(",/C)(%&"
5(.,$3"$-+"&/(1,(-$3"'&33:&,->"4()"
1&&-5"$.)(55"1#&".(0-128

A&C)&5&-1$1,%&5'"&)&",-,1,$332".#(5&
:2"50C&),-1&-+&-15"4)(/"&$.#"5.#((3"
+,51),.1",-"1#&".(0-12<":01"$41&)"1#&"
,-,1,$3".$/C$,>-"2&$)<"5,>=0C5"4()"
9&&-"Y(0-.,3"'&)&"/$+&"',+&32"
$%$,3$:3&"1("1&&-58"d$.#"5.#((3"
+,51),.1;5"9&&-"Y(0-.,3"/&/:&)5'"()*"
1("$.1,%$1&"[10+&-1"D/:55+()5",-"
&$.#"#,>#"5.#((3",-"1#&,)"+,51),.18

A,6&(TMN<&*+5+",0(

D5")&C)&5&-1$1,%&5"(4"1#&">)&$1&)"
1&&-"C(C03$1,(-<"9&&-"Y(0-.,3"
/&/:&)5"$..&C1"/$-2"(CC()10-,1,&5"
1("%(,.&"1#&,)",-5,>#15",-"1#&"
.(//0-,128"9#&2"C)&5&-1",+&$5"
$-+k()"C)(%,+&"4&&+:$.*"1(".,%,."
3&$+&)5<"C$)&-1">)(0C5<"&+0.$1,(-"
)&C)&5&-1$1,%&5<"#&$31#"C)(4&55,(-$35<"
.(//0-,12">)(0C5"$-+"4$,1#"3&$+&)58"
9#&"4033"50CC()1"(4"1#&".$/C$,>-"
1&$/<"$5'"&33"$5"1#&,)"5.#((3"+,51),.1"
50C&),-1&-+&-15"$-+"C),-.,C$35<"#&3C5"
/&/:&)5"/$-$>&"(:3,>$1,(-58"
\(-1#32"/&&1,->5"(4"1#&"9&&-"
Y(0-.,3"$33('"4()")&>03$)"C)(>)&55",-"
1#&".$/C$,>-8

Student Ambassadors

U2)<,(&

[10+&-1"D/:55+()5"$)&"
)&C)&5&-1$1,%&5"4)(/"&$.#"#,>#"
5.#((3"$.)(55"1#&".(0-128"D5"C$)1"(4"
1#&"h&C3(2/&-1"9&$/<"1#&2"'()*"1("
C)(/(1&"$'$)&-&55"(4"1#&".$/C$,>-"
$1"1#&"5.#((3":0,3+,->"3&%&38"9#&2"
/$2":&",+&-1,4,&+":2"$"9&&-"Y(0-.,3"
/&/:&)<"&+0.$1()"()"5&34=&3&.18"
[10+&-1"D/:55+()5"$)&",-%&51&+",-"
C)(/(1,->"1#&"(%&)$33".$/C$,>-8

A,6&(TMN<&*+5+",0(

[10+&-1"D/:55+()5".#((5&"1(":&"
$5",-%(3%&+"()"&->$>&+"$5"1#&2".$-8"
d$.#"[10+&-1"D/:$55$+()"+&4,-&5"
1#&"+&C1#"(4"1#&,)")(3&"$5"$".$/C$,>-"
)&C)&5&-1$1,%&"',1#,-"1#&,)"5.#((38

[10+&-1"D/:55+()5"/$2"$..&C1"
5C&$*,->"(CC()10-,1,&5",-"1#&"
.(//0-,12<"&E&.01&"1$.1,.5"',1#"1#&"
.$/C$,>-<"5#$)&"5(.,$3"/&+,$"C(515<"
1$3*"',1#"C&&)5"$:(01"1#&".$/C$,>-"()"
C)(/(1&".$/C$,>-".(33$1&)$38

Mental Health Convening Group

A,6&(TMN<&*+5+",0(

!-+,%,+0$35"$-+"()>$-,S$1,(-5".(//,1"
1("$11&-+"Y(//0-,12"\&-1$3"H&$31#"
Y(-%&-,->">)(0C"/&&1,->5"&$.#"
G0$)1&)8"9#&2"C$)1,.,C$1&",-"5/$33"
>)(0C":)&$*(01"5&55,(-5"$-+"'()*"'1("
)&$3,S&"1#&"50>>&51&+"1$.1,.5"+,)&.1&+"
:2"1#&"9&&-"Y(0-.,38"9#&2":),->"1#&"
,-4)$51)0.10)&<".$C$.,12"$-+")&5(0).&5"
1("+&3,%&)"5251&/,."5(.,$3".#$->&8

U2)<,(&

9(":),->"1(>&1#&)"*&2"51$*&#(3+&)5"
50CC()1,->"1&&-"50,.,+&"C)&%&-1,(-<"
1#&"5,E"5.#((3"+,51),.1"50C&),-1&-+&-15"
4()/&+"$"\&-1$3"H&$31#"Y(-%&-,->"
>)(0C8"9#&"50C&),-1&-+&-15"'&)&"
P(,-&+":2"X(#-5(-"Y(0-12"\&-1$3"
H&$31#"Y&-1&)<"#&$31#".$)&"C)(%,+&)5<"
-(-= C)(4,1"()>$-,S$1,(-5<"C$)&-1"
>)(0C5<".,%,."3&$+&)5"$-+"(1#&)58"9#,5"
.(#()1"#$5">)('-"1(",-.30+&"
.(//0-,12" /&/:&)5 '#(" $11&-+"
Y(//0-,12"\&-1$3"H&$31#"Y(-%&-,->"
/&&1,->5"(-.&"C&)"G0$)1&)8

R&3$U5)+"*"<50+(

e Y(//0-,12"\&-1$3"H&$31#"Y&-1&)5
e d+0.$1()5
e Y(0-5&3()"$-+".3,-,.,$-".#$/C,(-5
e \&-1$3"#&$31#"()>$-,S$1,(-5
e Y(//0-,12"%(30-1&&)5
e !-50)$-.&".$)),&)5"$-+"C)(%,+&)5
e](%&)-/&-1"$-+"&3&.1&+"(44,.,$35
e _$"'&-4().&/&-1
e Y,%,."$-+"4$,1#"3&$+&)5

Parent Advocates

[(/&"#$%&"&%&-":0,31":&-&4,.,$3"
.(33$:()$1,(-5":&1'&&-"1#&".$/C$,>-"
$-+"1#&,)"('-"-(- =C)(4,158"

D5"C$)1"(4"1#&"h&C3(2/&-1"9&$/<"
Q$)&-1"D+%(.$1&5"'()*"1("C)(/(1&"
C&&)".(-%&)5$1,(-5"$-+"$.1,(-8""9#&2"
+),%&"$'$)&-&55"$.)(55"1#&"
.(//0-,12"$-+"',1#"(1#&)"C$)&-158

U2)<,(&

Q$)&-1"D+%(.$1&5"$)&"C$)&-15'"#("
.$)&8"\$-2"#$%&"/$+&"$"
.(//,1/&-1"1('$)+".#$->&":&.$05&"
(4"1#&,)"('-"C&)5(-$3"&EC&),&-.&"
3(5,-><"()"-&$)32"3(5,-><"$".#,3+"1("
50,.,+&8"[(/&"#$%&"4$.&+"51)0>>3&5"
-$%,>$1,->"1#&"C)(.&55"(4">&11,->"
C)(4&55,(-$3"#&3C8"C)(4,15'$.)(55"
1#&".(//0-,12"#$%&":&&-"4()/&+"$5"
$")&5031"(4"1#&5&"+,44,.031"&EC&),&-.&58"

O&.$05&"(4"1#&"(C&-"4)$/&'()*"(4"
1#&".$/C$,>-<"Q$)&-1"D+%(.$1&5".$-"
>&1"1#&,)"('-"()>$-,S$1,(-5",-%(3%&+"
,-"1#&".$/C$,>-"%,$"1#&"\&-1$3"
H&$31#"Y(-%&-,->"])(0C8"

A,6&(TMN<&*+5+",0(

Q$)&-1"D+%(.$1&5".$-".#((5&"1(":&"
$5",-%(3%&+"$5"1#&2"'$-18"d$.#"
Q$)&-1"D+%(.$1&".$-"+&4,-&"1#&"
+&C1#"(4"1#&,)")(3&"$5"$".$/C$,>-"
)&C)&5&-1$1,%&",-"1#&".(//0-,128"

9#&"/(51"$.1,%&"Q$)&-1"D+%(.$1&5"
5&&*"(01"(CC()10-,1,&5"1("%(,.&"1#&,)"
,-5,>#15"$-+"&,1#&)"%(30-1&&)"()"
C$)1,.,C$1&",-"3$)>&"$-+"5/$33"&%&-158"
Q$)&-1"D+%(.$1&5".$-"$35(".#((5&"1("
:&".$50$332",-%(3%&+":2")&>03$)32"
'&$),->"$".$/C$,>-"1 =5#,)1"()"
'),51:$-+<"5#$),->"4,&3+"P(0)-$3,5/"
C(515"(-"5(.,$3"/&+,$<"$-+"1$3*,->"1("
1#&,)"C&&)5"$:(01"1#&".$/C$,>-8

Educators

U2)<,(&

Q),-.,C$35<"%,.&"C),-.,C$35<"1&$.#&)5<"
.($.#&5<"3,:)$),$-5<":05"+),%&)5<"
.$4&1&),$"'()*&)5"$-+"$+/,-,51)$1,%&"
C&)5(--&3<"/$-2"$+0315"'#("'()*"
',1#"1&&-5",-"5.#((35"&%&)2"+$2"',5#"
1("$+%(.$1&"4()"1&&-"50,.,+&"
C)&%&-1,(-"$-+"C)(/(1&"/&-1$3"
'&33-&558"d+0.$1()"A&C)&5&-1$1,%&5"
$)&"%,5,:3&"$-+"$.1,%&"$1"1#&"5.#((3"
:0,3+,->"3&%&3"$-+"#$%&"1#&"0-,G0&"
(CC()10-,12"1("5&)%&"$5"1)051&+"$+0315"
4()"1&&-5"$5"1#&2"$+%(.$1&"1#$1"
C(5,1,%&"/&-1$3"#&$31#",5"4(0-+$1,(-$3"
1("3&$)-,->8

A,6&(TMN<&*+5+",0(

d+0.$1()"A&C)&5&-1$1,%&5"C&)4()/"
*&2"40-.1,(-5",-"1#&".$/C$,>-"1("#&3C"
40)1#&)"1#&".$/C$,>-">($35`

- Q3$-"$-+",/C3&/&-1"9&&-"$-+"
  Q$)&-1"A&%&)5&"H$.*5
- dE.05&"9&&-"Y(0-.,3"/&/:&)5"
  '#&-"$CC)(C),$1&"1("C$)1,.,C$1&",-"
  .$/C$,>-"&%&-15"$-+"5C&$*,->"
  (CC()10-,1,&5
- Y(33$:()$1&"',1#",-+,%,+0$35"
)&5C(-5,:3&"4()"$-$32S,-><"
  C0).#$5,-><"+&5,>-,->"$-+"
  +&3,%&),->"/&-1$3"#&$31#"
  .0)),.030/",-"5.#((35
- Y(--&.1".$/C$,>-"4,&3+"P(0)-$3,515"
  1("510+&-15"',1#"$"51()2"1("5#$)&
- H&3C"1&&-5"C3$-"$-+"&E&.01&"
  &%&-15"',1#,-"1#&,)"5.#((35

Counselor & Clinician Champions

U2)<,(&

Y(0-5&3()"$-+"Y3,-,.,$-"Y#$/C,(-5"
$)&"C52.#(3(>,515<"5(.,$3"'()*&)5"()"
.(0-5&3()5",-5,+&"()"(015,+&"$"5.#((3"
:0,3+,-><"'#("$)&"&,1#&)"+,)&.1"
&/C3(2&&5"(4"$"5.#((3"+,51),.1"()"
&/C3(2&&5"(4"/&-1$3"#&$31#"Q$)1-&)"
^)>$-,S$1,(-58"9#&5&"$)&"%,5,:3&"
C)(4&55,(-$35"$-+"1)051&+"$+0315"'#("
$55&55<">0,+&<"$-+"50CC()1"1#&"
/&-1$3"#&$31#"(4"1&&-5",-"(0)"5.#((35"
$-+".(//0-,12"&%&)2"+$28"9#&2"'()*"
,-".(33$:()$1,(-"',1#"d+0.$1()"
A&C)&5&-1$1,%&5<"9&&-"Y(0-.,3"
/&/:&)5"$-+"[10+&-1"D/:$55$+()58

A,6&(TMN<&*+5+",0(

Y(0-5&3()"$-+"Y3,-,.,$-"Y#$/C,(-5"
C$)1,.,C$1&",-"1#&"4(33(',->"$.1,%,1,&5"
1("40)1#&)"1#&".$/C$,>-">($35`

- D11&-+"$-+"C$)1,.,C$1&",-"9&&-"$-+"
  Q$)&-1"A&%&)5&"H$.*5<"$5"'&33"$5"
  (1#&)"5.#((3"&%&-15
- [#$)&"1#&,)"51(),&5"$-+"
  C&)5C&.1,%&5"$:(01"1&&-"50,.,+&"
  C)&%&-1,(-"$-+"/&-1$3"'&33-&55",-"
  1#&"51()2".$/C$,>-
- Y(33$:()$1&"',1#",-+,%,+0$35"
)&5C(-5,:3&"4()"$-$32S,-><"
  C0).#$5,-><"+&5,>-,->"$-+"
  +&3,%&),->"/&-1$3"#&$31#"
  .0)),.030/",-"5.#((35
- [&)%&"$5"%,5,:3&<"$.1,%&32"&->$>&+
  $+0315"'#("1&&-5".$-"$CC)($.#"
  +0),->"1#&"5.#((3"+$2"',1#"
  51)0>>3&5"$-+".(-.&)-5

School District Communication Professionals

U2)<,(&

[.#((3"50C&),-1&-+&-15"$55,>-&+"
1#&,)")&5C&.1,%&"5.#((3"
.(//0-,.$1,(-"C)(4&55,(-$35"1(":&"
C$)1"(4"1#&"IY(//5"Y$:,-&18K"9#,5"
.()&">)(0C"(4"5.#((3".(//0-,.$1,(-5"
C)(4&55,(-$35"5&)%&",/C()1$-1"
40-.1,(-5"1("#&3C"C)(/(1&"
0-+&)51$-+,->"(4"1#&".$/C$,>-8"
\&/:&)5"(4"1#&"Y(//5"Y$:,-&1"
$55,51",-"+&%&3(C,->"$-+"+&3,%&),->"
*&2".$/C$,>-"/&55$>&5"$-+"1$.1,.5"
1("1#&,)"5.#((3"+,51),.15<")&$.#,->"1#&,)"
+,51),.1;5"510+&-1<"C$)&-1"$-+"
&+0.$1()"$0+,&-.&58

Y(//0-,.$1,(-"C)(4&55,(-$35"$)&"
%,1$332",/C()1$-1"1("3&%&)$>&"1#&,)"
/&+,$")&3$1,(-5#,C5"4()".$/C$,>-"
$'$)&-&55<"$5"'&33"$5"&51$:3,5#,->"$"
.(-5,51&-1"$CC)($.#"$3(->5,+&'1#&"
\&-1$3"H&$31#"Y&-1&)<'"#&-"
)&5C(-+,->"1(".(-.&)-58

A,6&(TMN<&*+5+",0(

Y(//0-,.$1,(-5"Q)(4&55,(-$35"
C$)1,.,C$1&",-"1#&"4(33(',->"$.1,%,1,&5"
1("40)1#&)"1#&".$/C$,>-">($35`

e \$-$>&"5.#((3"+,51),.1"&+,1,->"$-+"
$CC)(%$3"C)(.&55&5"4()"-&'5"
)&3&$5&".(-1&-1

e Q)(%,+&">0,+$-.&"4()"
51$-+$)+,S$1,(-"(4".$/C$,>-"
/&+,$")&3&$5&"4()/5"4()"C#(1(5<"
%,+&(5"$-+"51(),&5

e Y(--&.1"? @&)(A&$5(-5B#2 4,&3+"
P(0)-$3,515"1("5.#((3"C&)5(--&3"$-+"
+&%&3(C".(-1$.1"C)(1(.(35

e D++)&55"$-2")($+:3(.*5",-"
?@&)(A&$5(-5B#2 .$/C$,>-"
(C&)$1,(-5">$,-,->"5.#((3"$..&55

e [&)%&"$5"C)(>)$/"/$-$>&)5"
',1#,-"5.#((3"+,51),.15<"#&3C,->"C3$-"
$-+",/C3&/&-1"&%&-15<"4$.,3,1$1&"
4&$10)&+"C(+.$515"$-+"5&)%&"$5"$"
C(,-1"(4".(-1$.1":&1'&&-"1#&"
.$/C$,>-"$-+"+,51),.1"3&$+&)5#,C

!"#$%&"""($"

2345674896:9;<= '8>?8@A:&L65>9&!6<:96:&'6B:F=&)44:&'6B:C@G&
F6&/6@C4&)44:&J45C4?F@6:9&F6&'@F=M&'6B:F=M&8:D&%F8F4&'@K@

!"#$%&&'(%)*'$#'+'),'-
*7.809:;3$GFH<>?<8$4I3$4526

`U@QaT@aLW@[aVb>LXFaTFTcLa0,'1*'2L!J>L
!dYeL\ V/' / 0123)145365789 $4<G4@A6
3021'+L./'LU0/4)04LW094.6LV''4LW0945-&L.0L
(++2'))L.''4L)9-5-+'L82','4.-04L).2(.':-')L -4L(4L
'3302.L.0.2'4:./'4L./'L,0-5')L03L.''4)L(4+L)/(2'L
./'-2L94-H9'L-4)-:/.)<LG4L50&&(*02(.-04L?-./L./'L
1'1*'2)L03L./'L5094.6?-+'LT98'2-4.'4+'4.)kL
_'4.(&LQ'(&./LW04,'4-4:>LT8'(7[8LD094+(.-04>L
(4+LV01LX(2&-4LD094+(.-04>L.''4(:'2)L3201L'(5/L
03L./'L)-OLU0/4)04LW094.6L)5/00&L+-).2-5.)L(2'L
.(57&-4:L).2(.':6>L-4-.(-.,')>L(4+L.(5.-5)L.0L-1820,'L
)05-(&L(4+L'10.-04(&L?'&g&'-4:L302L.''4)<L

RG.L/()L*'501'L-452'()-4:&6L5&'(2L)-45'L?'L
&(945/'+L./'Li j'20C'()04)=/6 W(18(-:4L-4L
T'8.'1*'2L?'L4''+L.0L&-).'4L.0L./'L.''4)L-4L02+'2L
.0L+-)298.L./-)L82','4.(*&'L'8-+'1-5>SL)(-+LT82-4:L
Q-&&LT98'2-4.'4+'4.LK2<L=(64'LZ927'<LRV/'LV''4L
W0945-&L-)L./'L5024'2).04'L03L./'L
i j'20C'()04)=/6).026L5(18(-:4L(4+L501194-.6L
10*-&-;(.-04L'3302.L.0L82','4.L.''4L)9-5-+'<SLL

W04)-).-4:L03L4-4'L).9+'4.)L3201L./'L)-OLU0/4)04L
W094.6L)5/00&L+-).2-5.)>L./'LV''4LW0945-&L1'.L302L
-.)L-4(9:92(&L1''.-4:L04La0,'1*'2LYhL(4+L8&(4)L.0L
1''.L104./&6L./209:/L./'L'4+L03L./'L5(18(-:4L-4L
_(6L!dYh<L@9.L03L./'L3-2).L1''.-4:>L./2''L8-&&(2)L
(4+L0*f'5.-,')L?'2'L-+'4.-+-'+L(4+L3021'+L*6L./'L
V''4LW0945-&L.0L(++2'))L.''4L)9-5-+'L+92-4:L./'L
5(18(-:4<L

:;)1<3=1>?81>#?@A<4B&-1-4(.'L./'L).-:1(L
())05-(.'+L?-./L)9-5-+'L(4+L08'4L./'L+-(&0:9'L
302L5/(4:'<L

B; CD@EF>$3<<D6@?9>#DGG224:L./'L
501194-.6L5&0)'2L.0L)892L94504+-.-04(&L
)98802.L?-./09.Lf9+:'1'4.<

H; $3<<@?>?3>(FDI4?@3G.1820,'L(4+L
-18&'1'4.L1'4.(&L/'(&./L`(4+L)9-5-+'L
82','4.-04cL'+95(.-04L504)-).'4.&6L(4+L'(2&-'2L
-4L)5/00&<

F5.-4:L()L(4LBO'59.-,'LV'(1>L./'LV''4LW0945-&L-)L
+-2'5.-4:L./'Li j'20C'()04)=/6 W(18(-:4L.'(1L-4L
&'(+-4:L).9+'4.>L8(2'4.>L'+95(.02L(4+L82(5.-.-04'2L
-4-.-(.-,')L(4+L.(5.-5)L2'&(.'+L.0L./'L./2''L0*f5.-,')L
(*0,'<

RV0L*'L'33'5.-,'>L./'Li j'20C'()04)=/6 W(18(-:4L
-)L2'&6-4:L04L./'L50&&(*02(.-04L(520))L&'(+'2)L-4L
/'(&./>L:0,'241'4.L(4+L'+95(.-04>L(4+L?'L(2'L
'O5-.'+L302L./'L&'(+'2)/-8L03L./'LV''4LW0945-&>SL
)(-+LT/(?4''L_-))-04LT98'2-4.'4+'4.L_-7'L
D9&.04<LSV/'6L2'(&&6L(2'L1(7-4:L./'L+-33'2'45'<S

C&$J+)KL-!
i j'20C'()04)=/6 -)L(L5094.6?-+'L.''4L)9-5-+'L
82','4.-04L5(18(-:4<LT8(27'+L*6L(L
T98'2-4.'4+'4. g&'+L_'4.(&LQ'(&./LW04,'4-4:L
]2098L.0L(++2'))L./'L)05-(&L(4+L'10.-04(&L?'&&g

*'-4:L03L).9+'4.)>Li j'20C'()04)=/6 -)L(L).026L
5(18(-:4L(4+L501194-.6L10*-&-;(.-04L'3302.L./(.L
)''7)L.0L 10*-&-;'L).9+'4.>L8(2'4.>L'+95(.02L(4+L
82(5.-.-04'2L).02-')L(2094+L(L501194-.6L).(4+(2+L03L
5(2'L(4+L82','4.-04<LD059)'+L04L'180?'2-4:L
501194-.6L1'1*'2)L.0L .(7'L(5.-04 .0?(2+L5/(4:'>L
./'L5(18(-:4L-)L 02:(4-;-4: >L3(5-&-.(.-4:>L(4+L
)98802.-4:L).9+'4.)>L8(2'4.)>L'+95(.02)>L(4+L
82(5.-.-04'2)L-4L-18&'1'4.-4:L(5.-04L8&(4)>L
820:2(1)>L','4.)>L(4+L50&&(*02(.-,'L09.2'(5/L
'3302.)<LV/'L501194-.6L-4LU0/4)04LW094.6L-)L
501-4:L.0:'./'2L.0L2'10,'L./'L2'()04)L?/6L
)9-5-+'L?09&+L*'L(4L08.-04L302L(46L.''4<LV/'L
30&&0?-4:LT98'2-4.'4+'4.L&'(+'2)/-8L2'82')'4.)L./'L
)-OL)5/00&L+-).2-5.)L03LU0/4)04LW094.6>LX(4)()M

Y<V0++L=/-.'>LZ&9'LA(&&'6LT5/00&)>L
T98'2-4.'4+'4.

!< D2(47LQ(2?00+>L[TKL!#!\ K'LT0.0>L
T98'2-4.'4+'4.

#< %(1LT.2(4(./(4>L](2+4'2LB+:'2.04LT5/00&L
K-).2-5.>LT98'2-4.'4+'4.

$< U0/4LF&&-)04>L@&(./'L%9*&-5LT5/00&)>L
T98'2-4.'4+'4.

^< _-7'LD9&.04>LT/(?4''L_-))-04LT5/00&LK-).2-5.>L
T98'2-4.'4+'4.L(4+LX'446LT09./?-57>LK'89.6L
T98'2-4.'4+'4.

I< K2<L=(64'LZ927'>LT82-4:LQ-&&LT5/00&LK-).2-5.>L
T98'2-4.'4+'4.

" !h

GLORY

Shawnee Mission School District

I!"1$*&"C52.#(3(>2".3$55"$-+",1;5":&&-"$":,>":3&55,->"1("
/&":&.$05&"!;%&"3&$)-&+"5("/0.#" ==5&&,->"1#$1"1#,5",5"
$-"$.10$3"1#,->"1#$1"#$5")((15<"2(0"5&&"1#&"C$11&)-58"!1;5"
-(1"3,*&"/&-1$3"#&$31#"P051"51$)1&+"-('8"\&-1$3"#&$31#"
#$5":&&-"$"C)(:3&/"4()"$")&$332"3(-1,/&8"

D5"$"1&&-$>&)<"!q%&"+&$31"',1#"/&-1$3"#&$31#",550&58"!"+("
$"3(1"(4"510445.#((3'()*<"&E1)$.0)),.03$)"$.1,%,1,&5<"$33"
#(-()5".3$55&58"!1">&15"1(":&"1(0'.# $-+"!"P051"51$)1"
.)0/:3,->8"[(/&1,/&5",1"P051"4&&35"3,*&"1#&)&q5"-("'$2"
,1q5"&%&)">(,->"1("&-+8

[(/&1,/&5"!"4()>&1"1#&"1&$.#&)5"$)&"C&(C3&"$-+"2(0"
.$-"1$3*"1("1#&/8"R)&5#/$-"2&$)"'$5")&$332"#$)4()"/&"
=-&"'$1/(5C#&)&<"-&'"#,>#"5.#((3<"$-+"!"&EC&.1&+"
T77n"4()"/25&348"D-+"t$"1&$.#&)u"'$5"$&$332":,>
.(/4()1"4()"/&8"!1;5"$"4()/"(4"1#&)$C2<"P051">&11,->"
&%&)21#,->"(01",-"1#&"(C&-"$-+"*-(',->"1#$1"5(/&:(+2"
&35&"*-('5",18"!q/"-(1"2(0)"1#,->"1(".$))2<":01"5(/&:(+2"
&35&",5"5#$),->"1#$1"',1#"2(08K

!>/'%-()%-%=/23)(4'+%5)(&/2%-23%-2%
02&50(-60/289

!:*-2;%</'%4/(%&*-(027%6*0&8%"6#&%*-(
,)%.'+2)(-,+)89

!:*-2;%</'%4/(%6*0&%5(/A)16%-23%4/(%
$-;027%$)26-+%*)-+6*%0&&')&%)-&0)(%6
6-+;%-,/'689

JESSICA

Olathe School District

I!"$/"$"50)%,%()"/25&348"!"#$%&"$"3(1"(4"4),&-+5'"#("$)&"
$35("50)%,%()58"!q%&":&&-"$-"(-3,-&"$+%(.$1&"4()"#&3C,->"
C&(C3&"1(">&1"1#)(0>#"1#(5&"4&&3,->5"$-+"1#(5&"
1#(0>#158"!1q5"$":,>"1#,->",-"/2"3,4&"1#$1"!"3,*&"1("+("$-+"
,1q5",/C()1$-18"!q/"$3'$25"3((*,->"$1'"#$1"C&(C3&"5$2"
$-+",4"C&(C3&"$)&"50C&)"+('-"(-"1#&/5&3%&5"()"
$-21#,-><"!"1)2"1(">,%&"1#&/"0C3,41,->"/&55$>&5"()"!"$5*"
1#&/<"+("2(0"-&&+"1("1$3*"()"$-21#,->"P051"1("%&-1"()"
'#$1&%&)J"!")&$3,S&+"!"5$'"$"3(1"(4"/2"C)(:3&/5",-"(1#&)"
C&(C3&<"5("1#&"$+%,.&"1#$1"!">$%&"1#&/'"$5'"#$1"!'",5#"
!".(03+"#$%&"+(-&8"D-+"1#&-"!"51$)1&+"+(,->"1#$1"4()"
/25&34"$-+",1q5"P051"/$+&"/25&34"5("/0.#":&11&)8

O&,->"2(0)5&34",5"C)(:$:32"(-&"(4"1#&"/(51"+,44,.031"
1#,->5",-"#,>#"5.#((38"D"3$)>&"C$)1"(4"/2"4),&-+">)(0C",5"
t,-"][Du<'"#,.#"#$5")&$332":&&-"$":,>"#&3C"4()"/&"
:&.$05&"!"3(51"$"3(1"(4"4),&-+5".(/,->"#&)&"$-+"
1)$-5,1,(-,->",-1("#,>#"5.#((38"9#&2q)&"$3'$25"1#&)&<"
&5C&.,$332"1#&"1&$.#&)5",-"1#$1")((/"$)&"$/$S,->"
C&(C3&8"!1q5"$33('&+"/&"1("/$*&"4),&-+5"$-+"#$%&">((+"
/&/(),&5",-"#,>#"5.#((38

9#&)&"$)&"?@&)(A&$5(-5B#22(0".$-q1":&"2(0)5&348K

!:*-2;&%4/(%&*-(027%</'(%&6/(<?9

!:*-2;%</'%4/(%$-;027%-%5/&060.)%
3044)()21)%02%6*0&%=/(+3?9

!HI1)++)26%&6-6)$)26C%@*-22/2?9

!@G%6(')?9

SHANNON

DIRECTOR OF DEVELOPMENT, KID

I^-&"(4"1#&"1#,->5"1#$1",5")&$332"(0)")&5C(-5,:,3,12",-"1#&"
.(//0-,12",5"1("#&3C")$,5&"$'$)&-&55"$-+"$+%(.$1&8"
D-+",1q5")&$332"1("$+%(.$1&"1#$1"/&-1$3"#&$31#",5"#&$31#8"
D-+"1("51$)1"1("1$3*"$:(01",1",-"1&)/5"1#$1"#&3C5":)&$*"
+('-"1#&"51,>/$"1#$1"50))(0-+&+"/&-1$3"$-+"
:&#$%,()$3"#&$31#"4()"5("3(->8"O&.$05&"'&"'()*"5("
/0.#'",1#"2(01#"$-+"$+(3&5.&-15<",1q5"(0)"C),/$)2"
/,55,(-"1#$1"2(0"+(-q1"#$%&"1("4&&3"5#$/&"()"4&&3"
51,>/$1,S&+":&.$05&"1#&2"$)&"+&$3,->"',1#"5(/&1#,->"
$-+"'$-1"1("5&&*"#&3C8"B&"'(03+"-&%&)"5#$/&"
5(/&(-&"1#$1"#$+"$-"0C5&1"51(/$.#"4()">(,->"1("$"
+(.1()8"[('"#2"(-"&$)1#"'(03+"'&"+("1#$1"4()"5(/&(-&"
'#(" v C$)1,.03$)32"(0)"2(01#" #$5")&.(>-,S&+",-"1#&,)"
5&34"1#$1"5(/&1#,->"P051"+(&5-q1"5&&/"),>#18"B#2"'(03+"
'&"/$*&",1"$-2"3&55"$..&55,:3&"4()"1#&/"1("5&&*"#&3CJ

B&"1&-+"1("1#,-*"$:(01"4(3*5'"#("$)&"+&$3,->"',1#"
/&-1$3"$-+":&#$%,()$3"#&$31#",550&5"$5"(1#&)58"!1q5"
1#(5&"C&(C3&<"1#$1q5"-(1"/&8"D-+"5(",1")&$332",5":),->,->"
C&(C3&"1("1#&")&$3,S$1,(-"$-+"$..&C1$-.&"1#$1"2&5<",1;5"
(1#&)58"D-+",1q5"$35("/2"*,+"$-+"/2"4$/,32"$-+"/2"
-&,>#:()58"!1q5"&%&)2(-&"$-+",1",5"$".(//0-,12",550&8K

KEITH

COMMUNICATIONS SPECIALIST, JOHNSON COUNTY MEN

IO&.$05&"(4"/2".$)&&)<"!"#$%&"1(":&"$"5(.,$3"/&+,$"$33"
1#&"1,/&8"\2"/$-1)$"$:(01"5(.,$3"/&+,$",5"1#$1",1"5#(03+"
/$*&")&$3"3,4&")&3$1,(-5#,C5":&11&)8"!q/"(-32"05,->"5(.,$3"
/&+,$",-"$""$2"1#$1"&-#$-.&5"/2")&$3"3,4&")&3$1,(-5#,C5"
,-"5(/&"'$28"9#$1")&$332"#&3C5"/&"+&.,+&"#('!q/"
5C&-+,->"/2"1,/&"(-"5(.,$3"/&+,$8

Q&(C3&"&%&)2"$>&<"1&&-$>&)5",-.30+&+<"#$%&"1("1#,-*"
$:(01'"#$1",5"1#&"#&$31#2"3&%&3"(4"5(.,$3"/&+,$"05&"4()"
1#&/8"B&"$)&"$33"3&$)-,->"#("'1("#$%&"/$10)&"
)&3$1,(-5#,C5"',1#"(1#&)"C&(C3&"$-+"#("'1("#$%&"
.(-4,+&-.&",-"(0)5&3%&5"$-+"#$%&">((+<"C(5,1,%&"5&34"
,/$>&8"9#&"51)(->&)"'&"$)&",-"1#(5&"$)&$5<"1#&"3&55"
,/C$.1403"5(.,$3"/&+,$"',33":&"4()"05",-"$"-&>$1,%&"'$28"
9#&)&q5"-(1"$"51)$,>#1")03&<":01"1)2,->"1("*-(',->"
2(0)5&34"$-+"*-(',->"'#&-"5(.,$3"/&+,$",5"/$*,->"
2(0)"3,4&":&11&)"%&)505"'#&-",1q5"/$*,->",1'"()5&",5"$"
>((+"51$)1,->"C3$.&8"!4"$1"$-2"C(,-1"2(0"5$2<"r9#,5",5"
/$*,->"/2"3,4&"#$)+&)"()"/()&"+,44,.0318"9#,5",5"/$*,->"
/&"4&&3"5$+"()"1#,5",5"/$*,->"/&"4&&3":$+"$:(01"/25&348"
!"4&&3")&$332"3(-&32<;"1#&5&"$)&"$33"/&55$>&5"1("2(0"1('
5$2<"r\$2:&"!"-&&+"1(":&"(-"5(.,$3"/&+,$"3&55"$-+"
,-%&51"/2"1,/&"+(,->"(1#&)"1#,->58;K

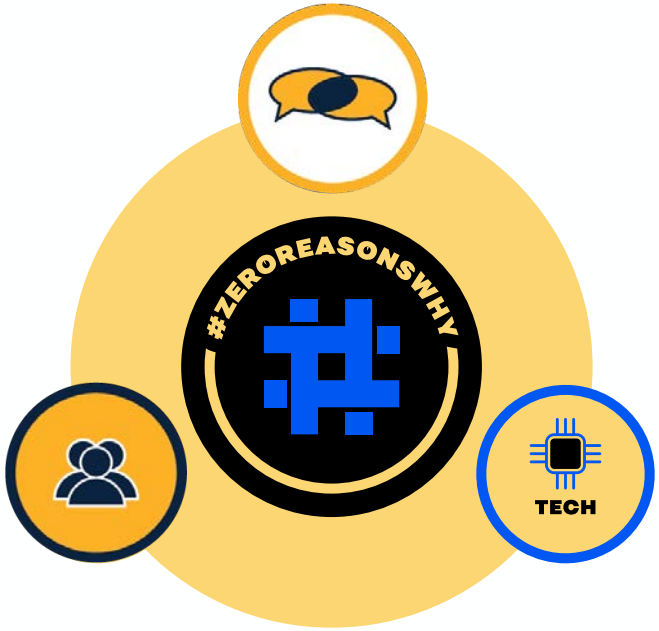
!J/=%-=)&/$)%</'%-()%6/%&*-()%-23%,)%
-2%)I-$5+)%6/%/6*)(&%=*/%$-<%,)%
&6('77+027%=06*%6*)%&-$)%6*027&89

!:*-2;%</'%4/(%&*-(027%</'(%&6/(<C%"%
DKGB%/6*)(&%=0++%4))+%6*)%0$5-16%
=0++%*)+5%6*)$%02%()6'(289

Community Plan

About the Strategy

?)*'96.E6$&%H,'
,(#6(*&8'%**5*5'(/'&$@*'
E*/E:*'6'"%$+8$%&'
#*6,/%'(/'I/#J'(/&*()*#'
(/I6#5'9/../%'
E#$/#$($*,>'



C>*#('#(')*&'
<+B&<&,)'+0'+"1'
)#<&E'<.F#,/'
<&,).-'*&.-)*'&G".-'
)+'@*2(#$.-'*&.-)*9D

8,,95$.5"0-$!&&0$1,20*"6$4&#:&)

\$-2"51$*&#(3+&)5",-"1#&"
.(//0-,12"#$+":&&-'"()*,->",-"
5,3(5",-"1#&"C$51<"$-+"1#&"*&2"1("1#&"
51)$1&>2"(4"1#@?&)(A&$5(-5B#2
.$/C$,>-'"$5"1("C)(/(1&"
.(33$:()$1,(-" 0-+&)"$".(//(-"
/(%&/&-1"$-+"&44()18

9#&".$/C$,>-"51)$1&>2'"$5"
.)&$1&+":2"1#&"9&&-"Y(0-.,3<'",1#"
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!1",5".$1&>(),S&+":2"1#)&&"51)$1&>,."
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Building the Strategy

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STRATEGY MAP

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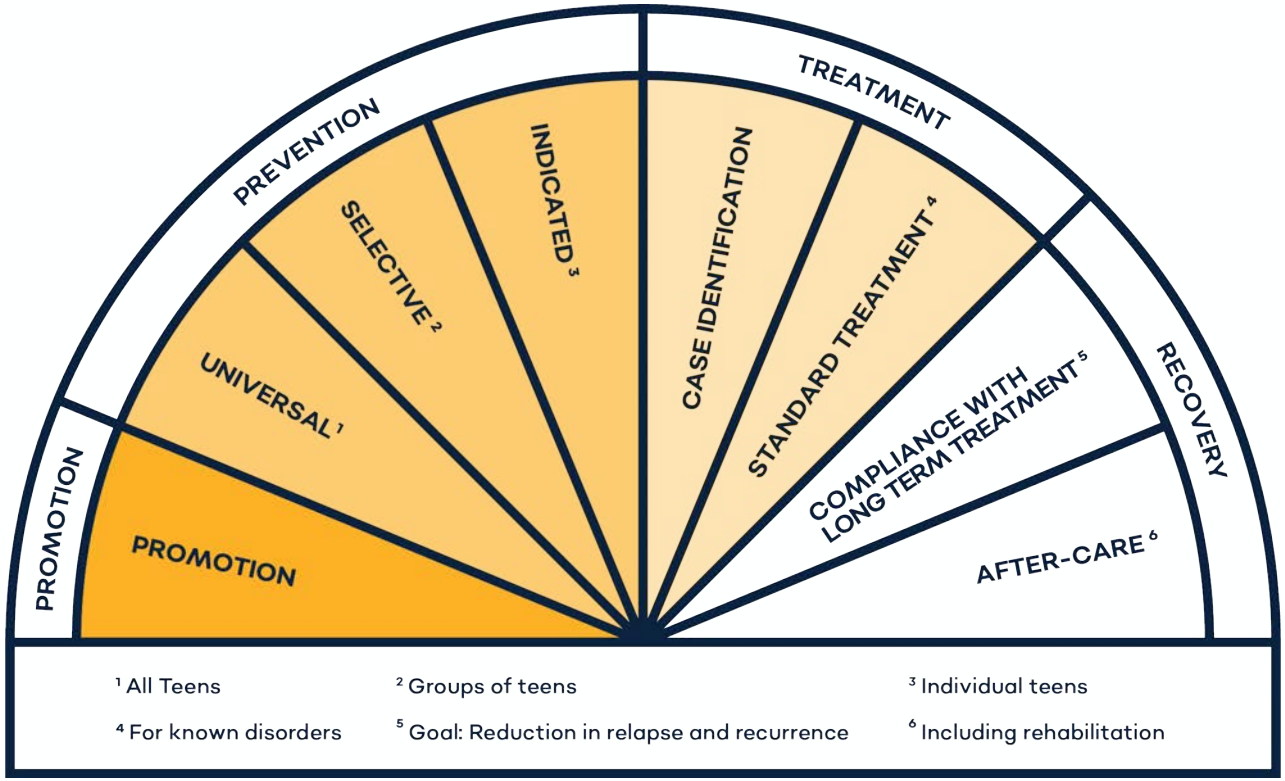
The student-led campaign is intended to drive topical ÒpeerÓ conversations and pull the community together toward common strategic initiatives and tactics.

By investing in the three strategic pillars of Remove the Stigma, Build Community Support and Commit to Education, the community is able to identify the most impactful actions they can individually and collectively take to disrupt the rise in teen suicides.

DO^j9"^jA"]^D_

Strategies are focused around addressing the communityÕs mental health continuum of care across four areas: promotion, prevention, treatment and recovery. The adapted continuum of care graphic below identifies multiple areas for addressing mental health needs in a community. Every stakeholder in a community fits somewhere along the continuum of care.



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REMOVE THE STIGMA

INITIATIVES

- Recognize different kinds of stigma
- Address the importance of words
- Confront the stigma
- Mental health is for everyone

TOP TEEN TACTICS

- Implement teen-to-teen programs
- Publicize/sign up for daily positivity texts
- Develop parent training

BUILD COMMUNITY SUPPORT

INITIATIVES

- Help people feel they belong
- Community peer-to-peer support
- Community-wide teen check-ins
- Standardized best practices

TOP TEEN TACTICS

- Annual teen mental wellness ÒphysicalsÓ
- Establish parent mental health groups
- Create entry-to-entry support program

COMMIT TO EDUCATION

INITIATIVES

- Early formal education
- Best practice, teen-led programs
- Make learning more interactive
- Formalize teen voice

TOP TEEN TACTICS

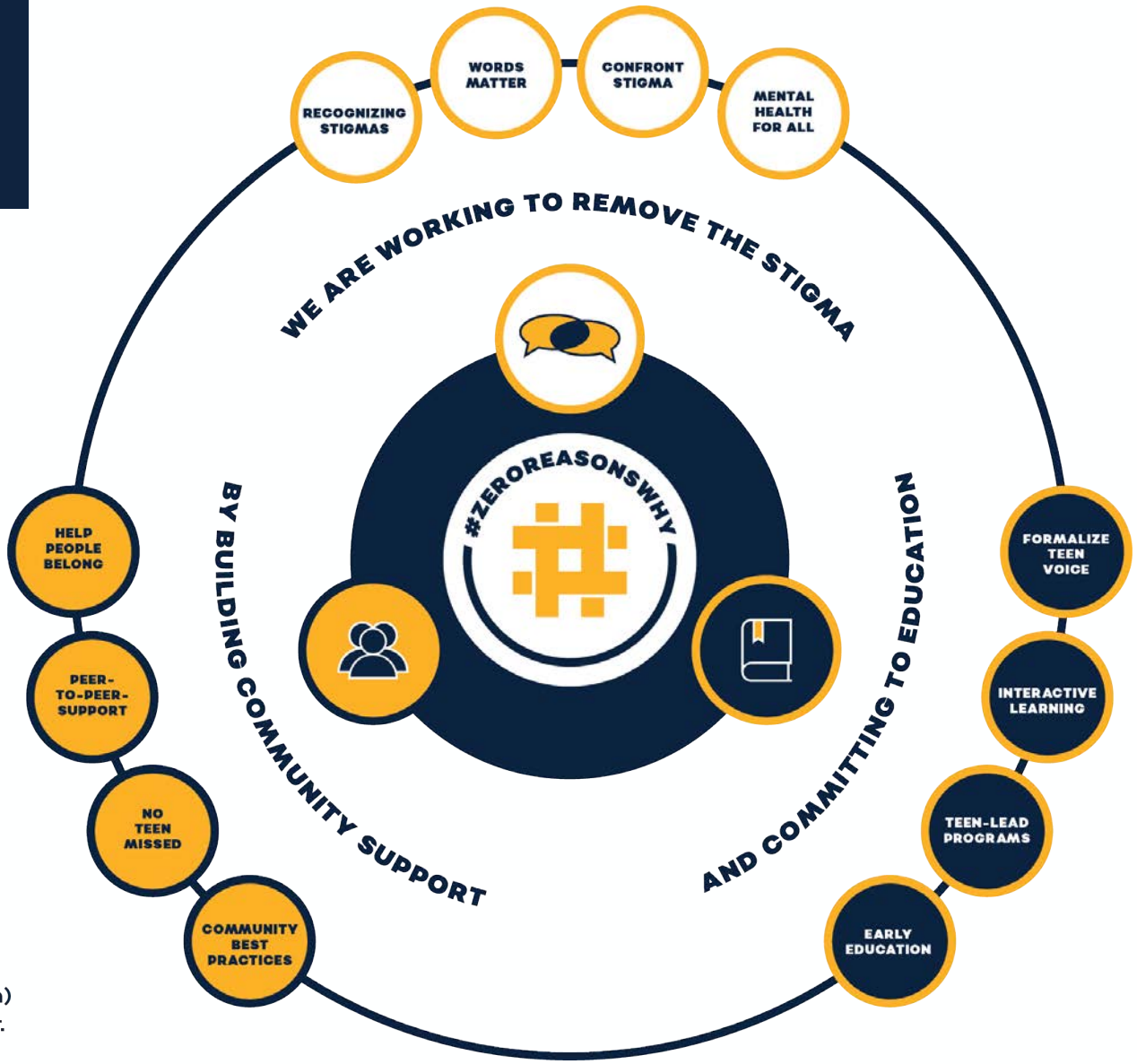
- Begin mental health education alongside physical health education
- Establish student-to-student education and involve mentors
- Establish mental wellness ÒcoachesÓ with teen input

STRATEGY MAP

REMOVE THE STIGMA
Eliminate the stigma associated with suicide and open the dialogue for real change.

BUILD COMMUNITY SUPPORT
Bring the community closer to spur unconditional support without judgement.

COMMIT TO EDUCATION
Improve/implement mental health (and suicide prevention) education consistently/earlier.



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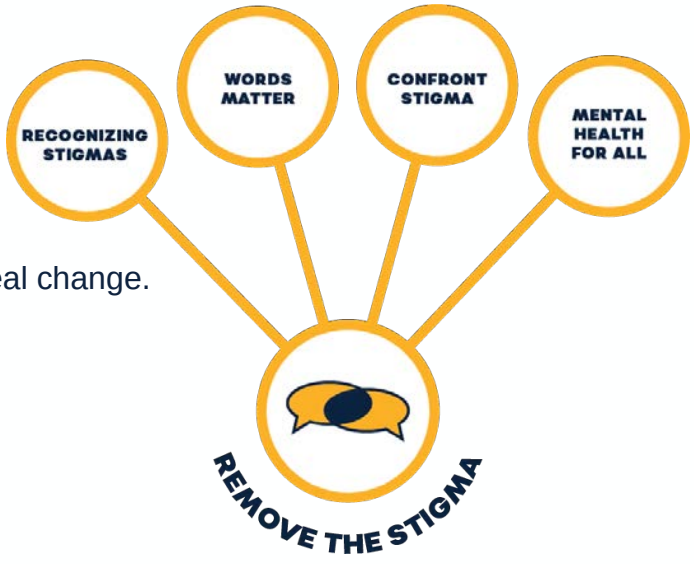
Remove the Stigma: Initiatives & Tactics

Eliminate the stigma associated with suicide and open the dialogue for real change.



INITIATIVES

- Recognize the different kinds of stigma
- Address the importance of every word
- Confront the stigma
- Mental health is for all of us

TOP TEEN TACTICS

- Implement Teen to Teen programs
  - PALS, Yellow Ribbon, First Aid
- Publicize and sign up for daily positivity texts
  - Shine, NeuroGym, The Brain Breaks, ZeroReasonsWhy specific content
- Parent training
  - ÒYouÕre not a bad parentÓ Educate them to just talk with their kids

OTHER TACTICS

- Implement School Based Programs for Teens
  - Sources of Strength, Signs of Suicide

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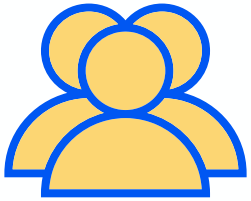

Build Community Support: Initiatives & Tactics

Bringthe community together to spur unconditional support without judgement.

INITIATIVES

- Help people feel they belong
- Create community peer support
- No teen missed: community check in
- Community-wide standardized best practices

TOP TEEN TACTICS

- Annual mental wellness ÒphysicalsÓ for teens
  - Should be no different than a physical ÒphysicalÓ
- Establish parent mental health groups
  - Educate parents to stop judging each other, develop a resource center for parents
- Create entry/re-entry support programs
  - i.e. When a teen comes home from in-patient mental health care

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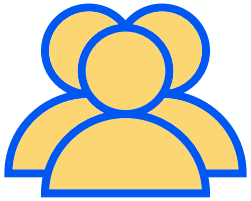

Build Community Support: Additional Tactics

Bringthe community together to spur unconditional support without judgement.

OTHER TACTICS

- Create a text line or mobile app for teens in crisis
- Create regional telepsychiatry resource
  - AV, webbased, or text resource
- Embed mental health professionals in all schools
  - Ensure access to mental health professionals in schools to help teens in crisis
  - Implement counselor sessions more often in schools

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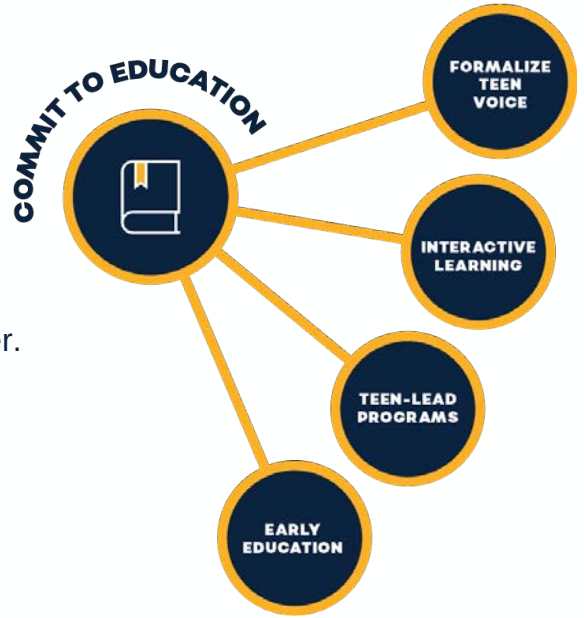
Commit to Education: Initiatives & Tactics

Improve and implement mental health and suicide prevention education consistently and earlier.



INITIATIVES

- Early formal education
- Best practices, teen-led programs
- Make learning more interactive
- Formalize teen voice

TOP TEEN TACTICS

- Start mental health education with physical health education
- Establish student-to-student education and involve mentors
  - i.e. buddy system with upperclassmen mentors, creating teen videos, fostering in person dialogue, high school broadcast classes and peer-led training
- Collaboration between social workers and students to increase engagement and identify mental wellness ÒcoachesÓ for students
- Integrate mental wellness messages, along with education and training, into existing school periods

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Highlight: Reverse Hacks

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Resource: Hosting a Reverse Hack

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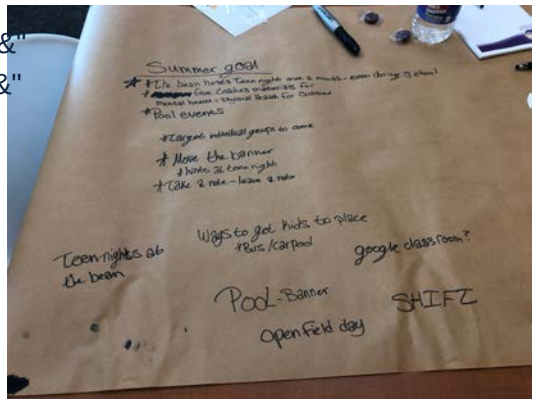

Highlight: LetÕs Connect Symposium

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Resource: Strategy Creation Exercise

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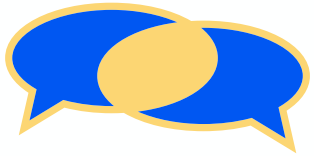
STRATEGY MAP



REMOVE THE STIGMA

Eliminate the stigma associated with suicide & open the dialogue for real change

INITIATIVES

1.1 Recognize different stigmas

1.2 Emphasize words matter

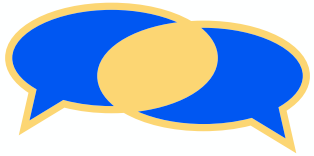
1.3 Confront the stigma

1.4 Mental health is for all of us

TACTICS

- ☐ 1.1.1 Identify ALL the stigmas and document / share with / educate the whole community about them (19)
  - N Parent-to-Parent Stigma (YouÕre a bad parent. You donÕt pay attention to/ love your kids.)
  - N Peer-to-Peer Stigma (YouÕre crazy/ dangerous. YouÕre failing/ attention seeking/ overreacting.)
  - N Self-Stigma (IÕm crazy/ mean/ alone/ ashamed/ embarrassed/ defective. I donÕt want to take pills.)
- ☐ 1.2.1 Publicize and sign-up for daily positivity texts (Shine, NeuroGym, The Brain Break) (3)
- ☐ 1.2.2 Establish more local projects: Kindness Rocks and community ambassadors (7)
- ☐ 1.3.1 Ensure the widespread use of the centralized Community Mobilization Portal to keep all on same page. See 2.2.1 for overlapping tactic. (4)
- ☐ 1.3.2 Research, analyze, and curate comprehensive lists/ databases of Mental Health Education and Training Programs within the Portal (share data on costs, timing, audience, setting, links, and testimonials) (4):
  - ☐ 1.3.2.1 Implement Teen-to-Teen programs (PALS, Yellow Ribbon, First Aid) (29)
  - ☐ 1.3.2.2 Implement Adult-to-Adult Student programs (Yellow Ribbon, ASIST, First Aid) (9)
  - ☐ 1.3.2.3 Implement Adult-to-Adult programs and provide more information on adult support groups
  - ☐ 1.3.2.3.1 Parent training: ÒYouÕre not a bad parent. ParentÓ just talk to your kids (25)
  - ☐ 1.3.2.3.2 Coaches training: Coaching w/ Courage 2.0 + more Òget toughÓ mentality (8)
  - ☐ 1.3.2.4 Implement School-Based Programs for Teens (Sources of Strength, Signs of Suicide). See 3.1.1 and 3.3.3 for overlapping tactic. (5)
- ☐ 1.3.3 Saturate school districts and community to get everyone on board with this topic; ensure peer-to-peer learning happens among everyone who has regular contact with kids/ teens: (13)
  - ☐ 1.3.3.1 Script and produce a series of realistic role-playing videos/ live trainings/ practice interactions that can be posted via Facebook and/ or shared with Teens, Parents, and Teachers at school events and in presentations and small-group interactions: (14)
    - ☐ 1.3.3.1.1 Teen-to-Teen (10)
    - ☐ 1.3.3.1.2 Parent-to-Teen
    - ☐ 1.3.3.1.3 Parent-to-Parent (1)
    - ☐ 1.3.3.1.4 Educator or Admin/ School Adult-to-Teen (i.e. Counselor/ Coach/ Band Director/ Art Teacher/ Custodian/ Lunch Attendant/ Office Staff/ Nurse/ Bus Driver) (2)
- ☐ 1.4.1 Identify/ create and document/ share about more orgs that support adults with stress/ pressure. (7)
  - ☐ 1.4.1.1 Parents (i.e. BV Well, parent resource center) See
  - ☐ 1.3.2.3 and 2.1.1 for overlapping tactics. (4)
  - ☐ 1.4.1.2 Teachers (4)
  - ☐ 1.4.1.3 Survivors (1)
- ☐ 1.4.2 Develop new school-wide efforts É See 1.2.1 and 3.2.2 for overlapping tactics:
  - ☐ 1.4.2.1 During 1st hour, every student writes 3 things theyÕre grateful for/ excited about (2)
  - ☐ 1.4.2.2 ÒDonÕt Worry, Be Happy, or CopeÓ events help teens w/ coping strategies (1)

STRATEGY MAP



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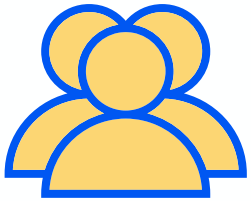
TOP TACTICS

STRATEGY MAP



BUILD COMMUNITY SUPPORT

Bring the community closer to spur unconditional support without judgement

INITIATIVES

2.1 Help people feel they belong

2.2 Create community peer-to-peer support

2.3 No teen missed: community-wide check-ins

2.4 Community-wide standardized, best practices

TACTICS

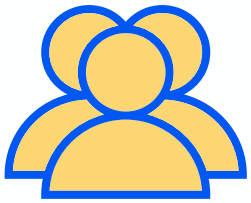
- ☐ 2.1.1 Establish parent mental health groups in all districts. See 1.3.2.3 and 1.4.1.1 for overlapping tactics (24)
  - ☐ 2.1.1.1 Assist parents to stop judging each other (22)
  - ☐ 2.1.1.2 Develop a Parents Best Practices Toolkit/ Resource Center to help parents (i.e. library?) (17)

- ☐ 2.2.1 Identify and centralize the ample Community Support among all groups working on these issues in the Greater Kansas City Metropolitan Area. See 1.3.1 for overlapping tactic.
  - ☐ 2.2.1.1 Integrate/ make available resources (i.e. TASN, JJSIC, Juvenile Cross-System Collaboration)
  - ☐ 2.2.1.2 Create appropriate/ timely referral network with availability based on assessments (i.e. IRIS) (2)
- ☐ 2.2.2 Support Churches in their collaborative efforts that are growing around this topic. See 1.3.1 and 2.2.1 for overlapping tactics. (12)

- ☐ 2.3.1 Constant community-wide check-ins to help teens handle emotions and anxiety (Every interaction with a teen is an opportunity to check-in with a teen; See something, say something) (13)
  - ☐ 2.3.1.1 Teens get mental wellness ÒphysicalÓ annually just as they get physical ÒphysicalÓ (33)
  - 2.3.1.2 Develop system of child-to-teen-to-adult transition of medical providers and encourage ÒprivateÓ discussions of mental health concerns to assess (1)

- ☐ 2.4.1 Improve data/ visibility of attempts/ suicides (5)
- ☐ 2.4.2 Implement expanded crisis response teams and responder programs (7)
- ☐ 2.4.3 Create a Teens in Crisis Text Line / App. See 2.4.9 for overlapping tactic. (14)
- ☐ 2.4.4 Identify how / where and document / share Òthe mental health system is brokenÓ (access to care) (16)
- ☐ 2.4.5 Create entry-reentry support program (i.e. when a teen comes home from in-patient care) (36)
- ☐ 2.4.6 Train parents on social and emotional skills and learn what their kids are learning (i.e. resource center). See 1.3.2.3 and 2.1.1 for overlapping tactics. (8)
- ☐ 2.4.7 Expand effort deeply into the community and meet kids where they are: go to physical locations like malls, gyms, pools, nail/hair salons and barbershops, other retail outlets; be on social media (i.e. Snapchat) (1)
- ☐ 2.4.8 Reach out to leadership connected with communities of color (1)
- ☐ 2.4.9 Create regional Telepsychiatry resource (AV/ web-based) É Text). See 2.4.3 for overlapping tactic. (2)
- ☐ 2.4.10 Embed mental health professionals in all schools in the community
  - ☐ 2.4.10.1 Ensure there are mental health professionals in schools who are trained to help teens in crisis
  - ☐ 2.4.10.2 Implement counselor sessions more often at all schools
- ☐ 2.4.11 Establish better communications across all school districts and jurisdictions in the community.

STRATEGY MAP



BUILD COMMUNITY SUPPORT

Bring the community closer to spur unconditional support without judgement

INITIATIVES

2.1 Help people feel they belong	2.2 Create community peer-to-peer support	2.3 No teen missed: community-wide check-ins	2.4 Community-wide standardized, best practices

TOP TACTICS

STRATEGY MAP

COMMIT TO EDUCATION

Improve and implement mental health and suicide prevention education consistently and earlier

INITIATIVES

3.1 Early formal education

3.2 Best practice, teen-led programs

3.3 Make learning more interactive

3.4 Formalize teen voice

TACTICS

- ☐ 3.1.1 Begin mental health education (age/ grade) when physical health education begins (K). See 1.3.2 for overlapping tactic. (35)
  - ☐ 3.1.1.1 Identify and implement School-Based Programs for elementary school kids (18)
  - ☐ 3.1.1.2 Identify and implement School-Based Programs for middle school kids (22)
  - ☐ 3.1.1.3 Identify and implement School-Based Programs for high school kids (after school/ summer too)
- ☐ 3.1.2 Collect data regularly/ standardize assessments across all districts See 3.4.8 for overlapping tactic. (3)
- ☐ 3.2.1 Implement First Aid programs led by students (Yellow Ribbon, ASIST). See 1.3.2.1 for overlapping tactic. (14)
- ☐ 3.2.2 Integrate mental wellness messages/ education into existing periods (i.e. Gym, Homeroom, etc.) (22)
- ☐ 3.2.3 Establish Student-to-Student Education that could involve mentors (i.e. Juniors, Seniors) (23)
  - ☐ 3.2.3.1 Create teen-produced videos. See 1.3.3.1.1 for overlapping tactic. (14)
  - ☐ 3.2.3.2 Foster teen-led convos (3)
  - 3.2.3.3 Create teen-scripted templates for high school broadcast classes (3)
  - ☐ 3.2.3.4 Create peer-to-peer education and training (HS students present to peers, middle and elementary students (8)
  - ☐ 3.2.3.5 Start a campaign to promote time for face-to-face connection and periods of time committed to not being alone (1)
- ☐ 3.2.3.6 Create/ expand comprehensive school programs from K-12 that involve students/ schools/ community in educating students on mental health (4)
- ☐ 3.3.1 No more assemblies; convene breakouts / small group discussions instead (25)
- ☐ 3.3.2 Create one-stop online resource (on school websites?) to connect to Health Professionals (2-1-1 United Way, IRIS, My Resource Connection the Portal, or other) (11)
- ☐ 3.3.3 Create education for building resilience/ understanding stressful situations are solvable. Message: ÒWe have community to help us through hardship.Ó See 1.3.2.4 and 3.1.1. for overlapping tactics. (8)
- ☐ 3.3.4 Support and promote Youth ÒLifeÓ Coach program to bridge the gap between parenting, teaching, and therapy (2)
- ☐ 3.4.1 Make Social Workers and Mental Wellness ÒCoachesÓ (Teachers and Administration with natural connections to kids) work closer with teens/ student ambassadors to increase visibility (14)
  - ☐ 3.4.1.1 Identify and provide any training and resources needed for Mental Wellness ÒCoachesÓ (16)
- ☐ 3.4.2 (TIME) Make educators shadow teens as students for 1 day/ year (at another school) (1)
- ☐ 3.4.3 Ensure teen voice continues to be heard throughout the day (9)
- ☐ 3.4.4 Teens inform Parent Education provided, so parents do better/ are more comfortable talking w/ teens (12)
- ☐ 3.4.5 Teens request Parent Orientations include mental health information and are mandatory (16)
- ☐ 3.4.6 Teens request Parent-Teacher Conferences adjusted to include mental health information (10)
- ☐ 3.4.7 Teens inform Teachers, so teachers do better/ are more comfortable talking with teens (23)
- ☐ 3.4.8 Conduct teen Mental Health Assessments: captive/ opportune times. See 3.1.2 for overlapping tactic. (14)
  - ☐ 3.4.8.1 Concussion Protocol (5)
  - ☐ 3.4.8.2 Athlete Physical Form (5)
  - ☐ 3.4.8.3 Incoming 6th Grader Events (19)
  - ☐ 3.4.8.4 Incoming 9th Grader Events (16)
  - ☐ 3.4.8.5 Regular Back to School Nights (5)
- ☐ 3.4.9 Develop a School Best Practices Toolkit (15)

STRATEGY MAP

COMMIT TO EDUCATION

Improve and implement mental health and suicide prevention education consistently and earlier

INITIATIVES

3.1 Early formal education	3.2 Best practice, tested programs	3.3 Make learning more interactive	3.4 Formalize teen voice

TOP TACTICS

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UNITED SCHOOL DISTRICT 23

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Blue Valley School District

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SPRING HILL School District

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Blue Valley School District

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