

Kansas School Mental Health Advisory Council

December 14, 2017

9:00 – 12:30 p.m.

Kansas Association of School Boards

Room 101

1420 SW Arrowhead Road

Topeka KS

Call to Order

The meeting was called to order by Chairman Busch at 9:03 AM.

Guests:

Julie Ward
Carolyn Altman
Craig Hidy
Judy Hughey

Meg Braun
Susana Prohaska
Barb Meyer

Laura Nichols
Kea Flager
Kyle Carlin

Members Present:

Amy Wells
Cherie Blanchat
Ken Hughey
Jane Groff
Kelly Robbins
Leia Holley
Representative Jennings
Sharon Frankenbery

Bert Moore
Christie Appelhanz
Susan Leonard
Kathy Busch
Kimber Kasitz
Pam Noble
Ronny Lieurance
Shirley Scott

Bobby Eklofe
John Heim
Holly Yager
Kathy Mosher (Zoom)
Lara Bors
Representative Trimmer
Senator Pettey

Members Absent:

Annie Diederich
LeEtta Felter

Annie McKay
Pam Weigand

Judi Rodman
Senator Baumgardner

KSDE Staff:

Laura Jurgensen
Christy Weiler

Kerry Haag
Pat Bone

Myron Melton

Approval of December Agenda

Ed Trimmer moved to approve the agenda. Christie Applelhanz seconded the motion.

Motion passed.

Approval of November 28, 2017 Minutes

Ronnie Lieurance moved to approve the minutes from August 25, 2017. Ken Hughey seconded the motion.

Motion passed.

Today's Meeting Packet

Information in your packet for today includes a draft document, *Kansas School Mental Health Advisory Council "Changing the way we Have Conversations"*. This document was put together by Cherie following our last meeting and we will use it for our discussions today. This document is a draft for beginning to work on a presentation. You will also find a draft list of acronyms.

Required Trainings – recommendations framework

The why, the how, and the what. Need to be sure we have summarized correctly the work this council has been doing. The council divided into 3 groups to have discussion about the why, how, and what.

Comments on the Why section of the "*Changing the Way We Have Conversations*" document

- First bullet – unmet needs. Is this appropriate wording or would best practices or effective practices be better?
- Difference between purpose of the council and implementation.
- Background section, the first 4 lines should be included in the why as it is the history.
- Coordination statewide partnership – emphasize family and community partnerships
- Move the emphasis to a more holistic approach to wellness for students, staff and family
- Bullet point 3, don't stop with benefit students, add staff, communities, and partners.
- #2 coordinate with legislators and stakeholders. Is there a better word than coordinate? Clarify what that means.
- Be explicit that this is a future roadmap not just the current state of things.
- Holistic inclusion of SECD and School Mental health
- Bullet 2 meet the ongoing mental health needs of schools, not just students.
- Bullet 3 SECD and school mental health partnerships.

Comments on the How Why section of the "*Changing the Way We Have Conversations*" document

(Responsive Culture) Start with the heart and move to the head with the trainings to build the culture you want for your school Responsive Culture is also a part of the KESA accreditation process.

- Agree that background is a better fit with the Why
- Numbers 1,2, and 3 are all part of the why we are doing this work
- Reviewed current initiatives
- Additionally Required Trainings – clarify audience, which are targeted, and which are statutory requirements
- Shorten the history information.
- Changes to How – Identify, Discussed current trainings.
- Clarify who is requiring the training
- Label the table so we know what we are looking at.
- Bullet 2 – See table below
- 1,2,3 suggest change to past tense
- New wording on 2, identify current required training topics, frequency and audience.
- Intention on strategic work of the council and the integrated work of the SECD work into the framework.

Comments on the What section of the “*Changing the Way We Have Conversations*” document

Identify the key components when we think about what we want to get out to the state about the trainings? How do we simply, synthesize this list? The initial audience for this information is the State Board and the Legislature. The ultimate audience is the school district/building to operationalize the training system.

- Differentiation for different audiences
- Trauma, delivery method, differentiation, delivery sources
- Lots of different topics and place them in categories, decision making, local control, delivery, local control,
- Look at state level data to determine what trainings we are even talking about.
- Organize around prevention, information, implementation
- Audiences, frequency, for trainings.
- Who needs what, when, and how often?
- Provide for consistency and knowledge. Excel chart example for starting place.

	Administrators	Certified	Support	New Employee
Topic				
Blood Bourne	A	A/NE	A	
CPR		A/NE		

Creates a template that survives changes in district administrators. Creates data for the council, legislature, and KSDE and is also a Management tool.

Topeka District Presentation

Coordinating specialized services for students – They have district coordinators for Counseling, Social Work, and School Psychologists.

Informal conversations regularly are important.

What does it look like in your district? How does that work when you do come together to support students?

- Mental health team in each school building. Social Work, psych, and counselor, sometimes the nurse, administrator, and other specialized staff are included.
- Teams work together regularly when they function well. We at the district level help support the building teams to develop systems in which to work together.
- Social workers and school psychologists are evaluated by a district coordinator who is also as in the field not by an administrator. This is a positive as the evaluator understands the work and the systems.

- In the time of reduced budgets and positions, loss of the coordinator positions would be devastating to the system Topeka has in place. The teams have appreciated the districts' investments in the coordinators positions.
- Having the coordinators to oversee the professional development at the district level keeps the development opportunities focused on current staff needs.
- When discussing training, they specialize the training for the mental health staff and their specific responsibilities.

What are the roles of each position at the building and district level?

Psychologist –

- Testers
- Assessment
- Counseling
- Legal consult for the administrator for SPED law
- Advocate for parents and students
- Facilitate all SPED evaluations for the district
- Crisis management with counselors and social workers
- Child development
- Writing behavior plans
- Consulting with teachers
- Writing functional behavior plans
- Strengths based coordination of services approach

Counselors

- Level of building determines role responsibilities
- Truancy
- Counsel on grades, completing assign
- Transition support between grade levels
- Crisis management
- Staff support – supporting the teachers in crisis.
- Advocating for students to principals and/or families.
- High school level is much more focused on planning and scheduling duties
- Proactive teaching of skills with students to avoid discipline issues
- IEP meetings

Social Worker

- Hub of the school and the community or home
- What is effecting the students' performance in the school setting
- 50% of time spent in direct contact with students
- IEP mandated social services
- 25-60 students per case worker
- Function as a team member is another big part of the role
- Working in classrooms, evaluating the classroom and its impact on the student.
- Evaluations for special education students. Multidisciplinary approach.
- Social worker assigned to any behavior problems a student has.
- Case management to locate resources in the community.
- Looking at gaps in services in each building and looking for resources to meet that need.

How do your roles look when working with Early Childhood?

- Need more intensive services/staff at the pre-school level for social work
- Need to better prepare kids better for entering Kindergarten
- Need resources
- The Mental Health Team matches kids to services, case manager, progress monitors services. The building administrator must see the meeting of the teams as a priority for them to be successful.

Rural communities and sexual abuse

- Many of these areas do not have full time social worker, counselor. Should school counselors be asked to provide therapy to families? The school social worker is much better equipped to provide these services.
- Higher Ed is moving in the direction of providing more education in the area of services. The focus is changing to a more therapeutic focus. 60 hours value added to obtain the Licensed Professional Counselor (LPC).
- BSRB Behavioral Science Regulatory Board.
- Counselor provides for all students. They do not have the time to provide therapy services to all who need it. Some have the necessary skills some do not. School counselor may be the only person available to provide any therapeutic support.
- Best practice would recommend outside therapy in addition to school counselors support.
- Building Counselor and Building Administrator – in your training as a school manager were you adequately trained in the roles of all the mental health fields? No. Educator training needs to be increased to include the specifics of the roles of these professionals. Need to be better able to allocate funding for appropriate services.
- Agree or disagree that we need a clear message in the increase of mental health services will lead to an increase in student performance. Firmly Agree.
- High school administrators are the least likely to be proactive with mental health services.
- All programs for educator prep have standards that must be addressed to receive approval from the state board to prepare educators. Trauma informed is relatively new to the discussion and those who have been in the field long term may need additional training to understand the focus of this work.
- This council needs to bring this message to the forefront of the conversations.
- Training exists but needs to be increased and focused. We now have the vehicle to go to the state board and legislature.
- Would like to hear from a rural communities and how they provide services at a future meeting.
- Topeka team believes having the stakeholders for mental health involved in team meetings is something that could be built in any community.

Discussion in groups to finalize thoughts on the Why, How, and What.

Report out of discussions:

- How to get the work in the schools and really make a difference with local control.
- Administrators concern that everyone has been trained properly
- Time requirements
- District recommendations – everyone should have a mental health team
- Best practices framework is the best hope of moving the work forward.

- Are we getting to into the weeds? Maybe we need to focus on the overarching desire to educate legislators, using an educational framework, and how all of the pieces are embedded in the system.
- Should some of the recommendations be around how we strengthen what is already occurring?
- What list – things that are separate trainings need to be blended and braided that has an overarching umbrella of trauma informed. Tiered approach.
- Family access prior to enrollment
- Incorporate holistic approach will wellness perspective.

Wrap-up

Kathy Busch

- Myron, Cherie, Kerry, and Kathy will work on synthesizing the discussion today into the work. Work will then be emailed back to members.
- Our next meeting is January 17. We will review this information again. 1:30 we will present to the House Corrections and Juvenile Justice Committee of the Kansas Legislature. Kathy Busch and Jim Porter will lead the presentation. Others are welcome to attend, but will be observers.
- Senator Baumgardner has been contacted about presentation to the Senate Education committee. Information will be shared on date and time when received.
- KSDE will be asked to compile some training modules to operationalize our work in the future. This committee will vet the information before it rolls out to the field.
- We may need to address a superintendents meeting through KASB in the future.
- Spread awareness of training that is already available.
- Need to get this in the hands of teachers, administrators, and students.
- Implementation plan is involved in the State Personnel Development Grant (SPDG) work that will serve as an example of ways to tailor the work to their district.

Next Meeting

January 17, 2018
Landon State Office Building
900 SW Jackson
Room 509

Ken Hughey shared an upcoming opportunity:
Kansas State University (KSU) training opportunity
School Counseling Camp
May 29–30, 2018

Erin Merryn (Erin's law) will be a keynote speaker and present some sessions.
Please share this information. Registration should be available in March. Registration cost \$90.
KSU College of Education in cooperation with KSDE and Kansas Association for School Counselors.

School Mental Health Conference

February 13–14, 2018

Brain scans and how they show the impact of Adverse Childhood Experiences (ACEs) on the brain and learning.

Teaching children how brain functioning affects their learning.

Registration is full. Talk to Cherie if you are really interested. Respond to Pat who will coordinate with Cherie to see what can be done. There is a capacity for the room and they are currently full.