



Kansans **CAN**

# SCHOOL MENTAL HEALTH ADVISORY COUNCIL

## October 17, 2019

Kansas leads the world in the success of each student.

# ROLL CALL



# APPROVALS

- 
- October 17, 2019, Agenda
  - July 30, 2019, Minutes

# LEGISLATIVE PILOT UPDATE



Diane Gjerstad



# MHIT RECAP OF YEAR 1 PILOT

Legislature approved in 2018 for nine school districts and 6 community mental health centers to partner

Included the development of a student database

- Program was in 82 schools in 9 districts served by 6 CMCHs
  - 1708 students received services through the expanded partnership
    - For students with attendance concerns: 69.2% reported progress
    - For students with behavior concerns: 74.2% reported progress
    - For students with academic concerns: 60.2% reported progress

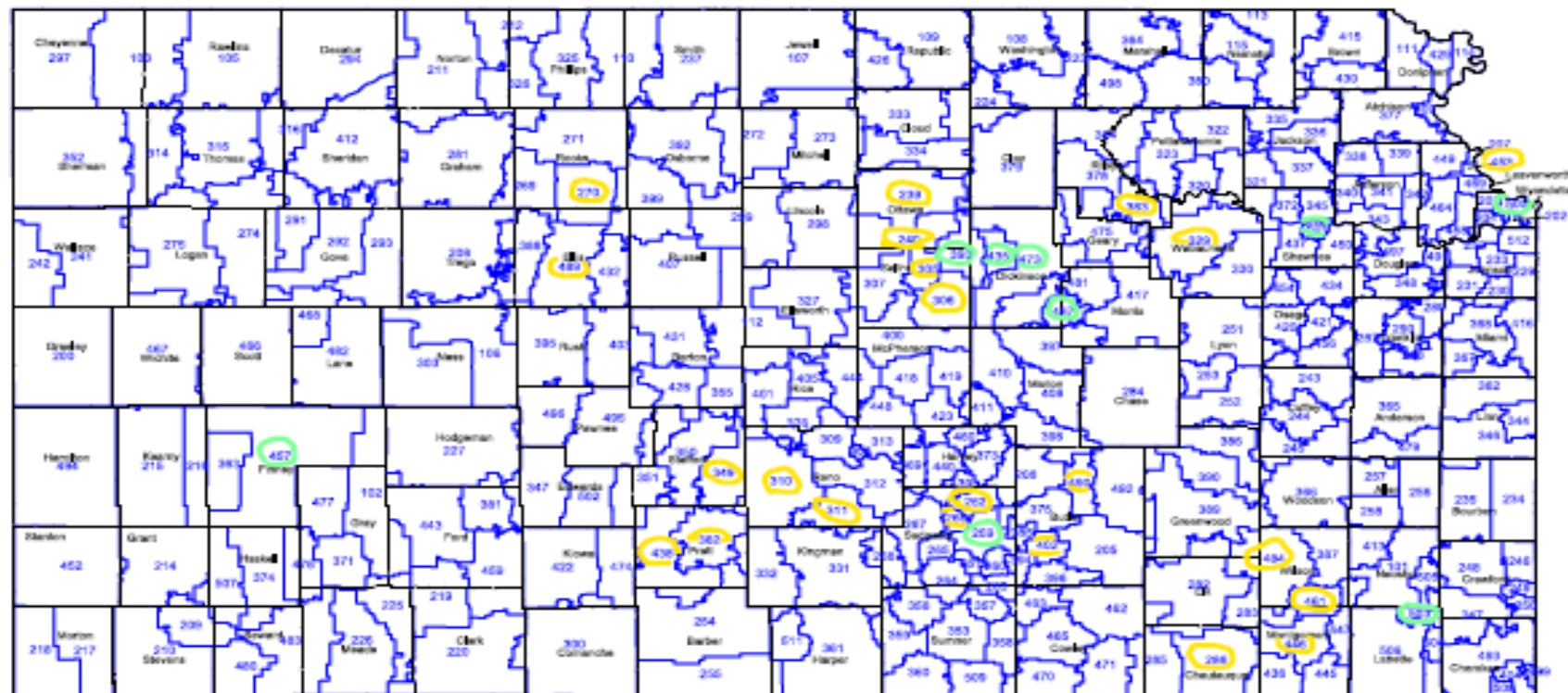
# MHIT YEAR 2

Legislature approved continuation of the Pilot for year 2 and reappropriated the savings from the database construction resulting from KSDE keeping the work inhouse and included a 25% local match

State Board of Education developed an application process and approved expansion into:

- 32 school districts partnering with 14 CMHCs in 180 schools
- 77 school liaisons funded (75% state grant, 25% local match) are working with the CMHC to develop systems and structures to aid students and families

# Kansas Unified School Districts



Effective as of June 25, 2012

# OVERALL

Most of the school districts have hired liaisons

Liaisons & CMHC frequently meet to review, revise processes

Benefits include

- CMHC staff become part of school culture, reducing stigma
- Liaisons are the conduit for information flow – single point of contact
- Students miss less school when services are provided at building
- Parents benefit from missing less work, transportation challenges
- Students needing highest level of support are provided additional services
- Teams meet frequently to review and adjust services
- Teachers are seeing benefits in their classrooms



# SCHOOL MENTAL HEALTH INITIATIVE UPDATE



Mattie-Kay Stewart





# **School Mental Health Professional Development and Coaching System Update to the School Mental Health Advisory Council**

**October 17, 2019**

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. Content does not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawkie, KS 66070; 785-876-2214.



# School Mental Health Professional Development and Coaching System

**Objective 1**

**Scale capacity of cross-system teams**

**Objective 2**

**Tiered mental health supports**

**Objective 3**

**Cross-system, data-based decision making**

**Objective 4**

**Replicate resources statewide**

## IMPLEMENTATION PROCESS COMPONENTS

- DCLT Teaming and Planning
- District-Community Data-Based Decision Making
- District-Community-Wide Training, Coaching, and Implementation
- District-Community Policy and Protocol Communication

## IMPLEMENTATION PLANNING COMPONENTS

Trauma-Responsive School Communities

Student Support Plans and Progress Monitoring

Referral Protocol

Student Transition and Reintegration Plan

# District-Community Leadership Teams

- **1st Year**
  - **Manhattan/Pawnee Mental Health Center**
  - **Great Bend/Center for Counseling and Guidance; JJA and St. Francis**
- **2nd Year**
  - **Abilene/Central Kansas Mental Health Center**
  - **Wellington/Sumner County Mental Health Center**

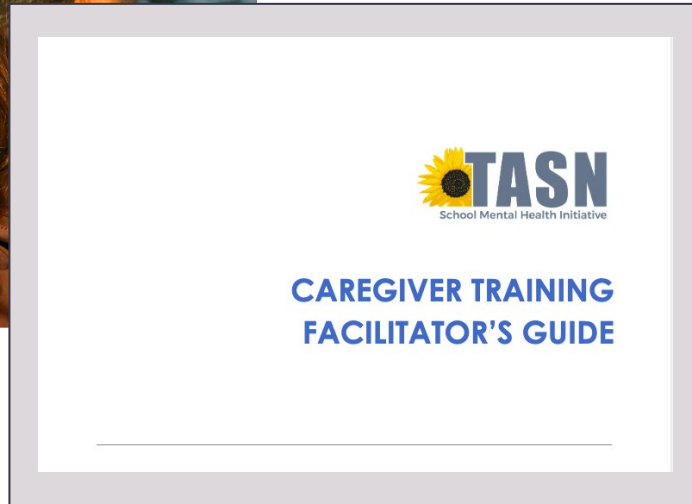
# Trauma-Responsive Student Support Plan and Progress Monitoring Workshop

- 1. Articulate the need/rationale for incorporating trauma-responsive practices within the Functional Behavior Assessment (FBA) and Student Support Plan (SSP) process.**
- 2. Outline the elements of a trauma-responsive FBA and SSP.**
- 3. Integrate trauma-responsive practices within existing district protocols and/or adapt from resources that will be provided.**
- 4. Identify the next steps for developing district-wide capacity to further the implementation of trauma-responsive FBAs and SSPs within the context of their DCLT role(s).**

# Trauma-Responsive Modules

<b>Understand</b>	trauma and its impact.
<b>Believe</b>	that healing happens in relationships.
<b>Ensure</b>	emotional and physical safety.
<b>View</b>	students holistically.
<b>Support</b>	choice, control, and empowerment for students, staff, and families.
<b>Strive</b>	for cultural competence.
<b>Use</b>	a collaborative approach.

# Caregiver Training Materials



## Topics

- The Impact of Trauma
- Strategies to Address Trauma
- Coping with Difficult Behavior
- Generating Signals of Safety



# **SMHI Webinar Series**

**Ethical Recordkeeping in School Mental Health Part 1 |  
Dr. Jim Raines, LCSW**

**Ethical Recordkeeping in School Mental Health Part 2 |  
Dr. Jim Raines, LCSW**

**Leading for and with Wellbeing, Resilience, and Health in  
the Workplace | Dr. Leora Wolf-Prusan**

**Supporting Children, Staff, and Schools, at Times of Crisis  
and Loss | Dr. David Schonfeld, MD**

**Nonsuicidal Self-injury | Dr. Janis Whitlock, Ph.D., MHP**

**<https://www.ksdetasn.org/smhi>**



# Where to Find Us



Find our Resources:

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<http://twitter.com/TASNSMHI>

@TASNSMHI

# SUICIDE TOOLKIT ROLL-OUT



Myron Melton



Kansas Suicide  
Prevention,  
Response and  
Prevention  
Toolkit

# BULLYING TASK FORCE UPDATE



Jane Groff



# DRAFT BY-LAWS



## Review and Discussion



# COMMUNITIES THAT CARE SURVEY



Nancy White

Lisa Chaney



# Kansas School Mental Health Advisory Council

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KANSAS ASSOCIATION OF SCHOOL BOARDS

OCTOBER 17, 2019





# Kansas Communities That Care

**STUDENT SURVEY**

[www.kctcdata.org](http://www.kctcdata.org)



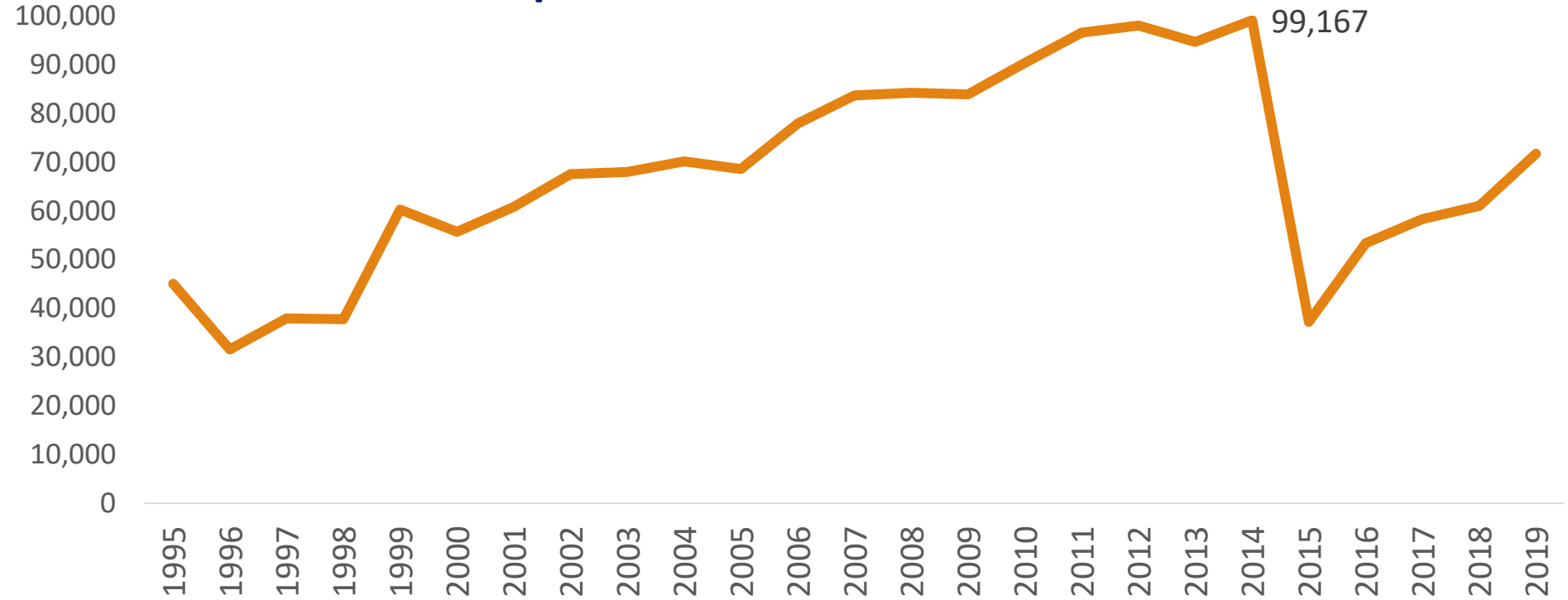


# KCTC Survey Administration

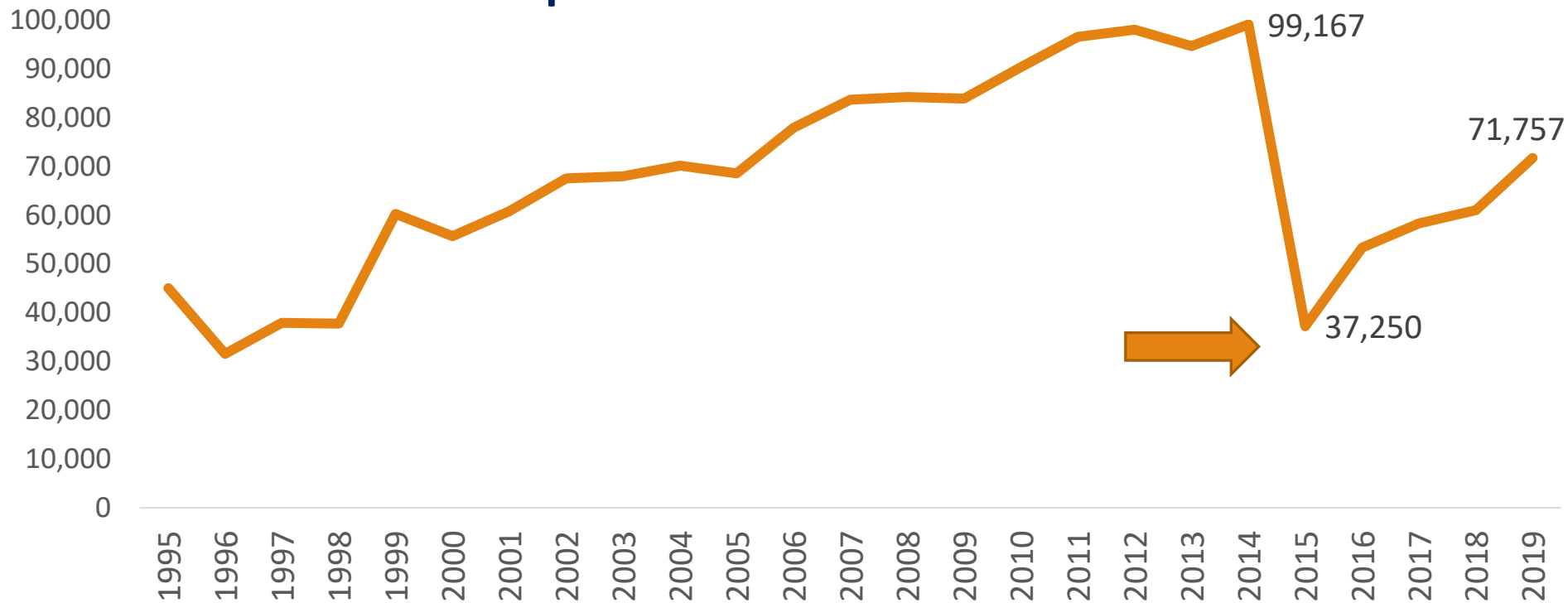
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- ❖ Funded by Kansas Department for Aging and Disability Services, Behavioral Health Services
- ❖ Available annually free of charge to all districts, public and private
- ❖ Available for paper & online administration
- ❖ Target population is students in 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup> grades

# KCTC Participation 1995-2019



# KCTC Participation 1995-2019



# KCTC Participation

	Overall Participation			Depression/Suicide Module		
School Year	# of USDs	# Private	# of Students	# of USDs	# Private	# of Students
2013-2014	239	8	98,821			
2014-2015	197	9	37,520			
2015-2016	183	8	53,390	78	4	17,778
2016-2017	181	9	58,324	128	6	34,454
2017-2018	213	7	61,046	192	5	43,545
2018-2019	232 (81% of all USDs)	9	71,757 (49% of all eligible)	216 (76% of all USDs)	7	52,370

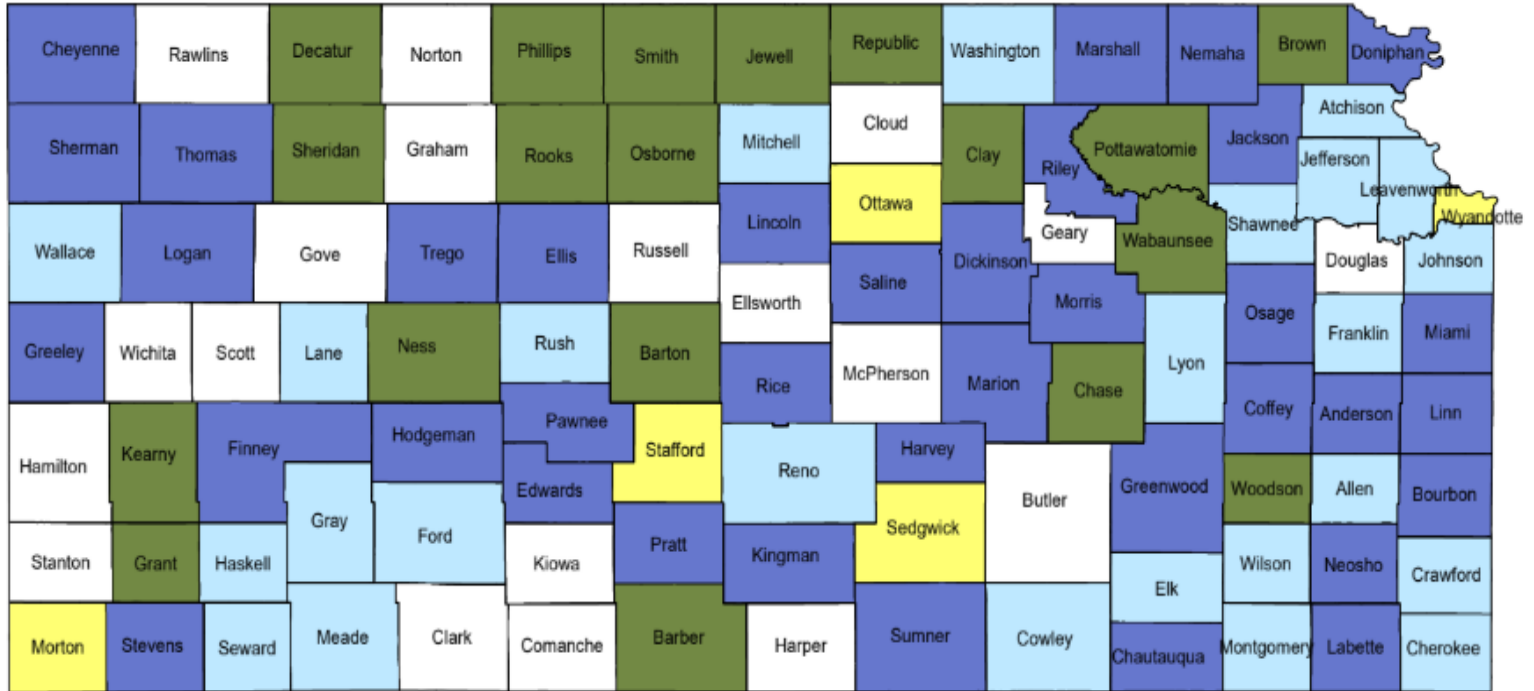
# Survey Completion Rates by Grade

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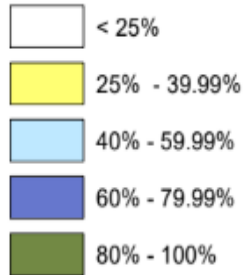
6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
74.8%	87.0%	92.6%	94.8%	86.2%

6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
80.9%	91.2%	94.1%	96.1%	89.8%

# 2019 KCTC COUNTY PARTICIPATION



## Participation



# Data Quality

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- ❖ Scale reliability
- ❖ Validity
- ❖ Confidence intervals
- ❖ Comparison of demographics to state (and YRBS)
- ❖ Comparison of weighted vs. unweighted

# Data Quality - Scale reliability

## Measuring Risk and Protective Factors for Substance Use, Delinquency, and Other Adolescent Problem Behaviors: The Communities That Care Youth Survey

Michael W. Arthur, J. David Hawkins, John Pollard, Richard F. Catalano and A. J. Baglioni, Jr  
*Eval Rev* 2002; 26; 575

The online version of this article can be found at:  
<http://erx.sagepub.com>

<b>Community</b> 5 risk factors 2 protective factors	<b>School</b> 2 risk factors 2 protective factors	<b>Family</b> 5 risk factors 3 protective factors	<b>Peer/Individual</b> 11 risk factors 2 protective factors
Alpha range 0.69 - 0.87	Alpha range 0.63 - 0.79	Alpha range 0.68 - 0.82	Alpha range 0.60 - 0.89
Average 0.79	Average 0.77	Average 0.77	Average 0.71



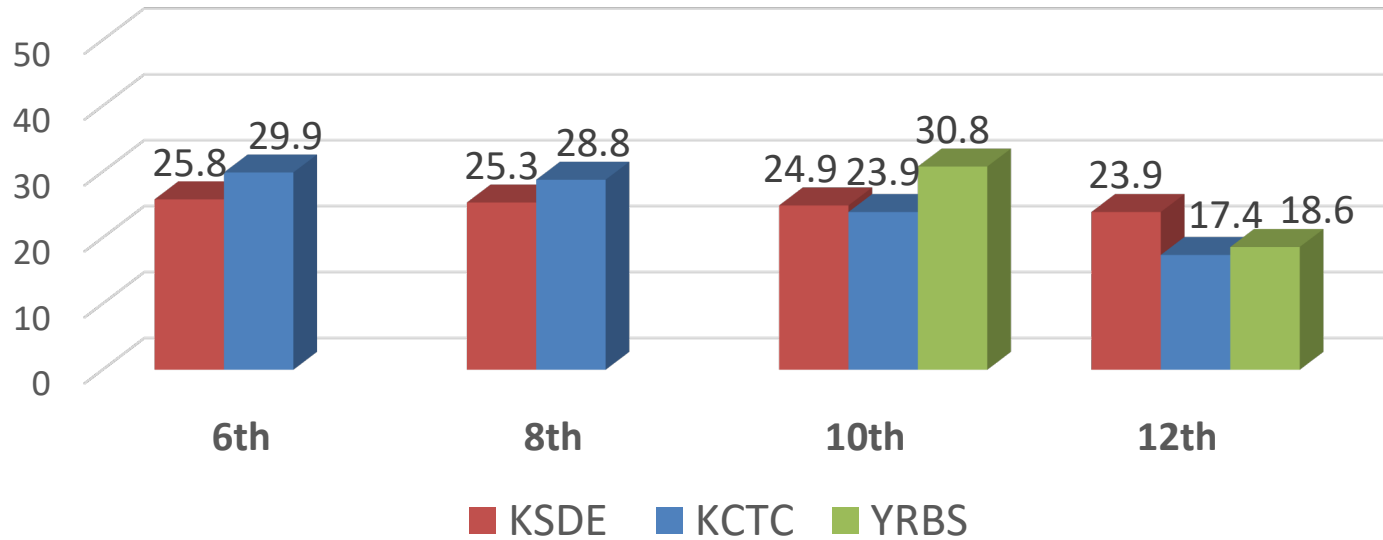
# Data Quality - Validity

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- ❖ Internal validity
  - ❖ Built in validity checks in the survey
  - ❖ Annually 3 - 5% deemed invalid
- ❖ Content validity
  - ❖ Scales all show statistically significant relationships in the expected direction with outcome measures
- ❖ External validity - representative data

# Data Quality – Validity

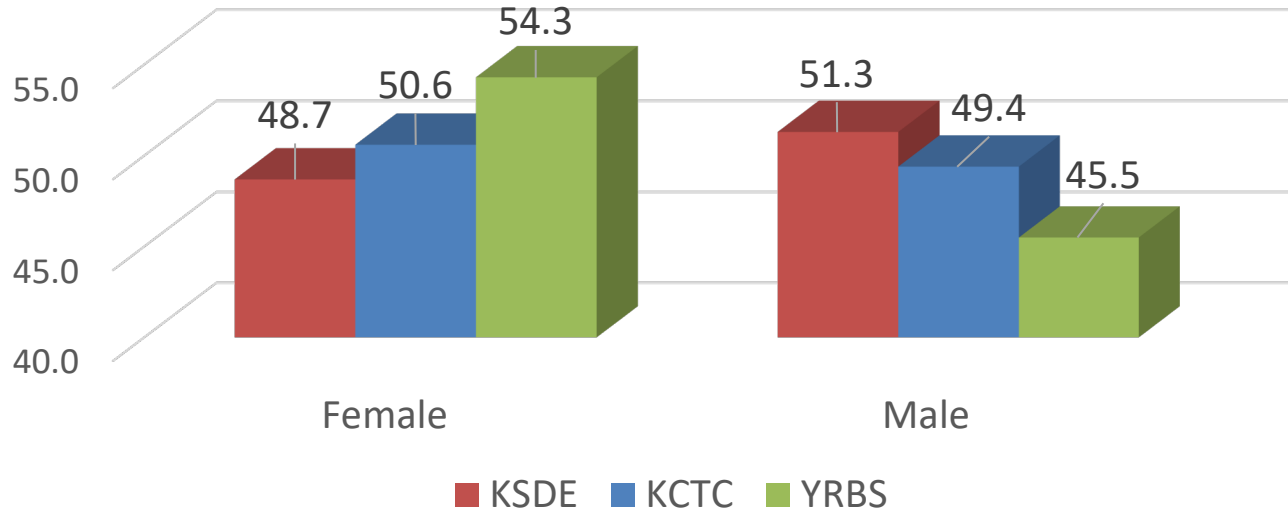
## Demographic Distribution by Grade



# Data Quality – Validity

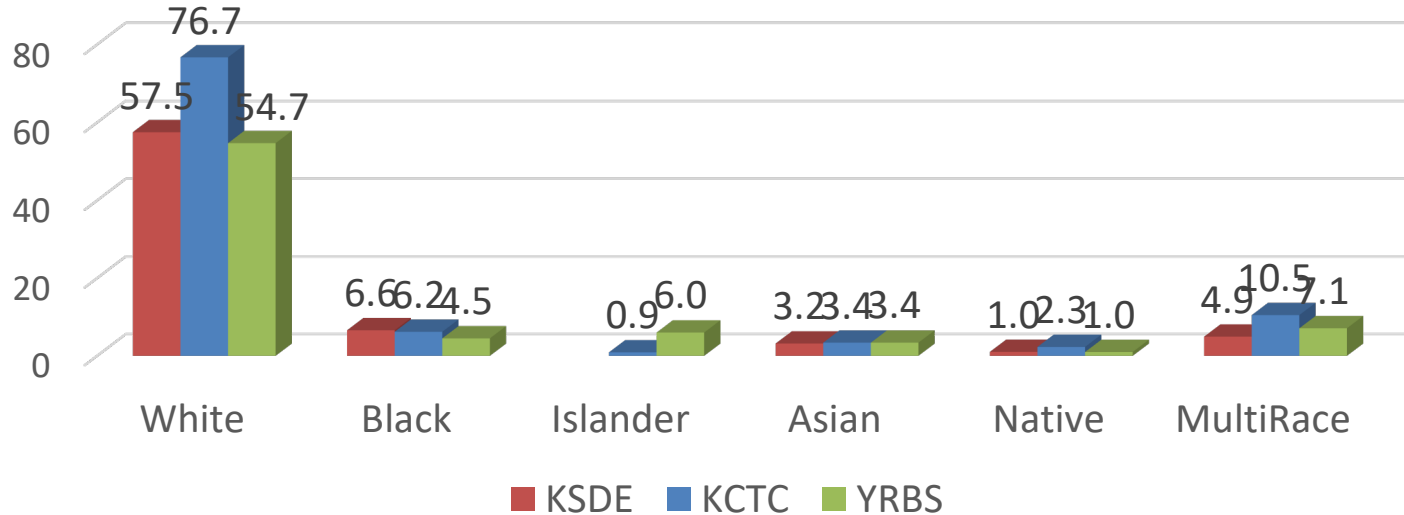
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## Distribution by Gender



# Data Quality – Validity

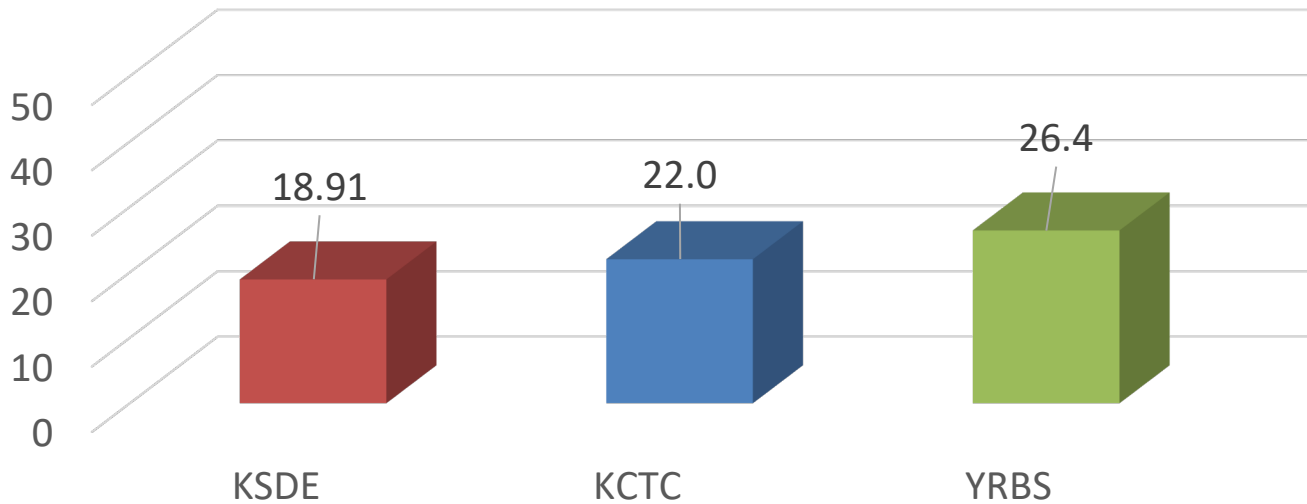
## Demographic Distribution by Race



# Data Quality – Validity

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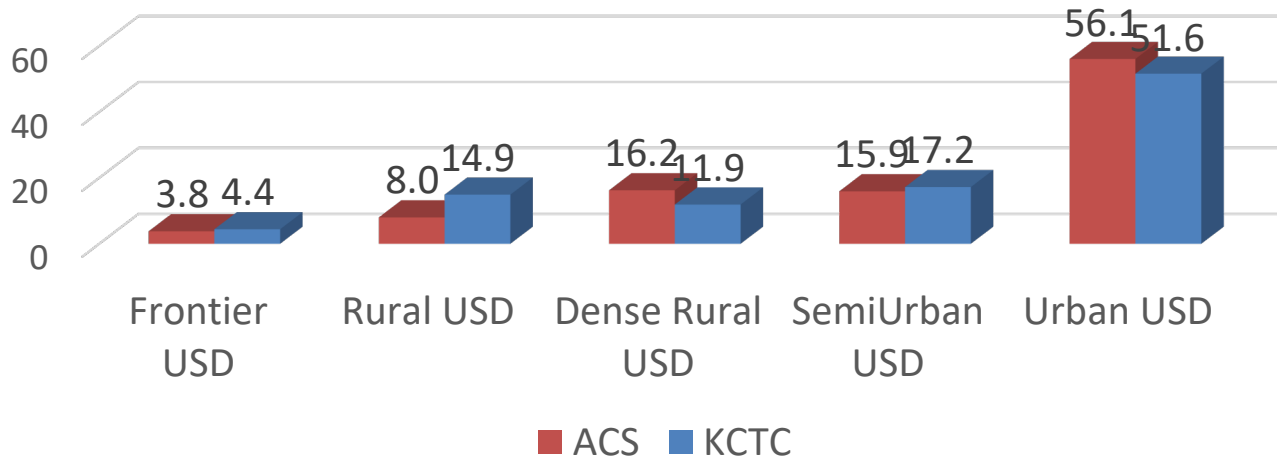
## Participation by Hispanic Ethnicity



# Data Quality – Validity

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## Population Density Distribution



# Building/District/County/State Comparisons

[www.kctcdata.org](http://www.kctcdata.org)



Year :	Bldg: <span style="color: #80CBC4;">■</span>	District: <span style="color: #4DB6AC;">■</span>	County: <span style="color: #00838F;">■</span>	State: <span style="color: #004D40;">■</span>
2016	26.44	17.01	17.86	16.98
2017	25.31	18.53	19.45	16.31
2018	26.09	14.89	17.72	16.51
2019	16.78	12.62	15.17	16.36

# KCTC Optional Depression & Suicide Module Questions

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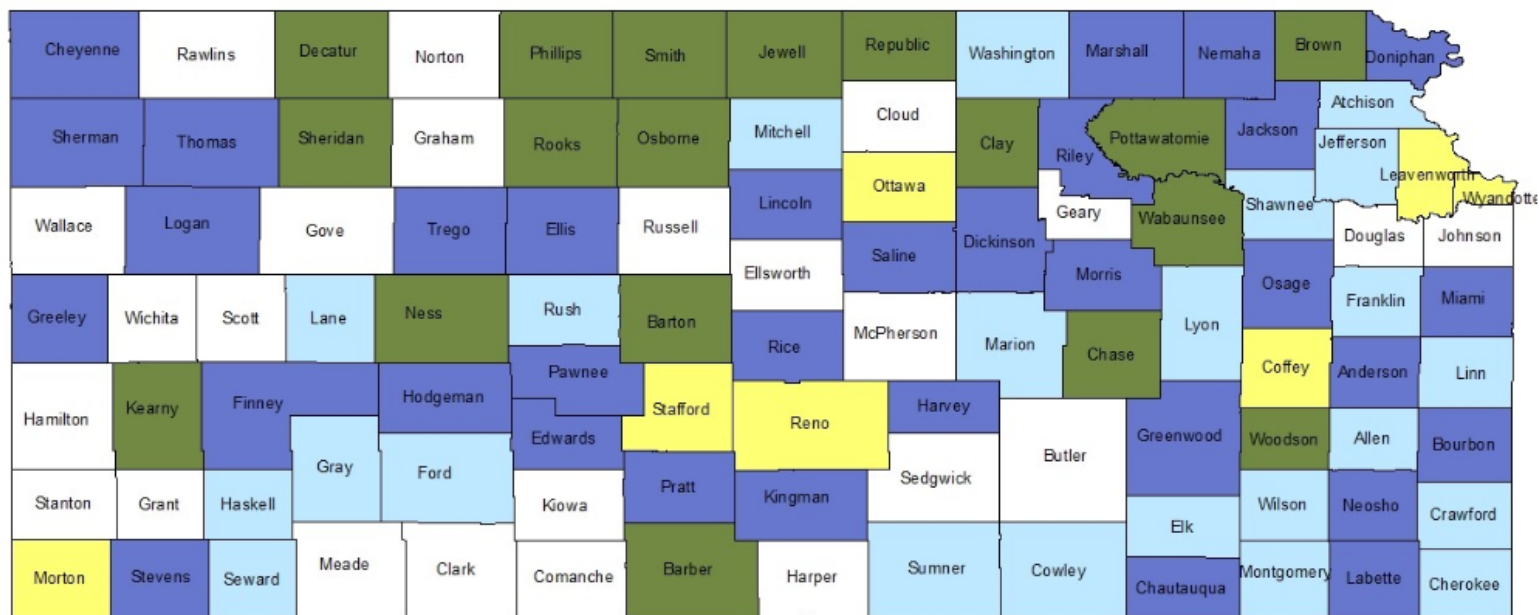
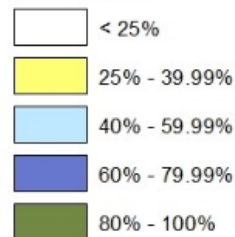
- ❖ During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- ❖ Have you ever **seriously** thought about killing yourself?
- ❖ Have you ever made a **plan** about how you would kill yourself?
- ❖ Have you ever **tried** to kill yourself?



# 2019 KCTC COUNTY DEPRESSION / SUICIDE MODULE PARTICIPATION RATES

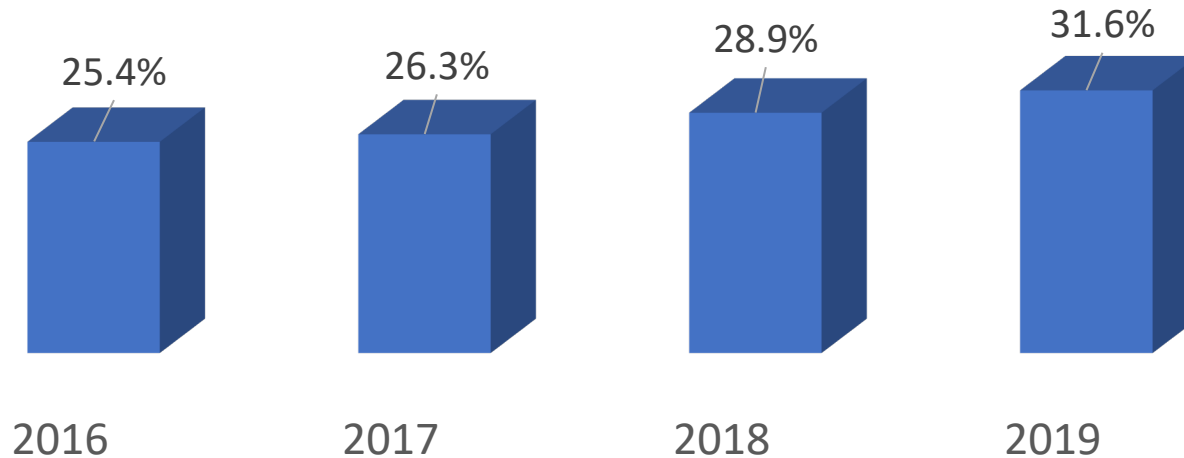


## Participation



# Past Year Depression

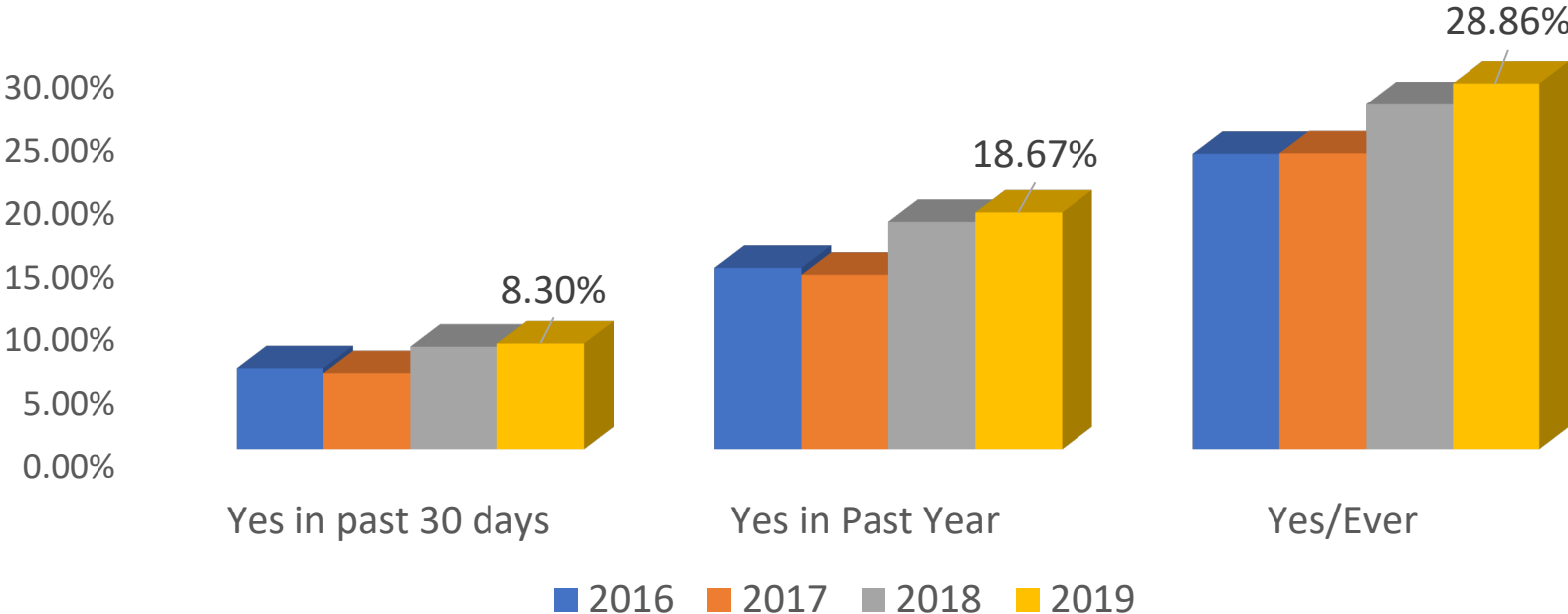
Percentage saying "Yes"



2016-2019 statistically significant increase ( $p < .001$ )

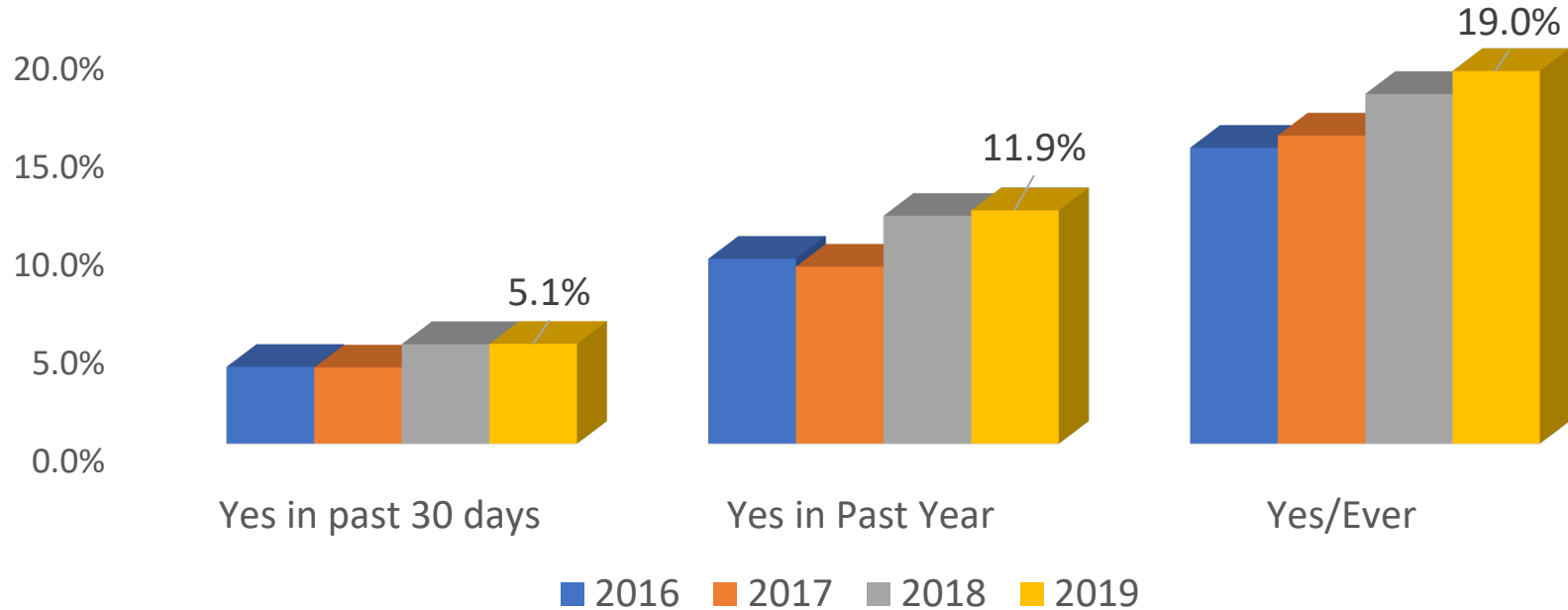
2018-2019 statistically significant increase ( $p < .001$ )

# Have you seriously thought about killing yourself?



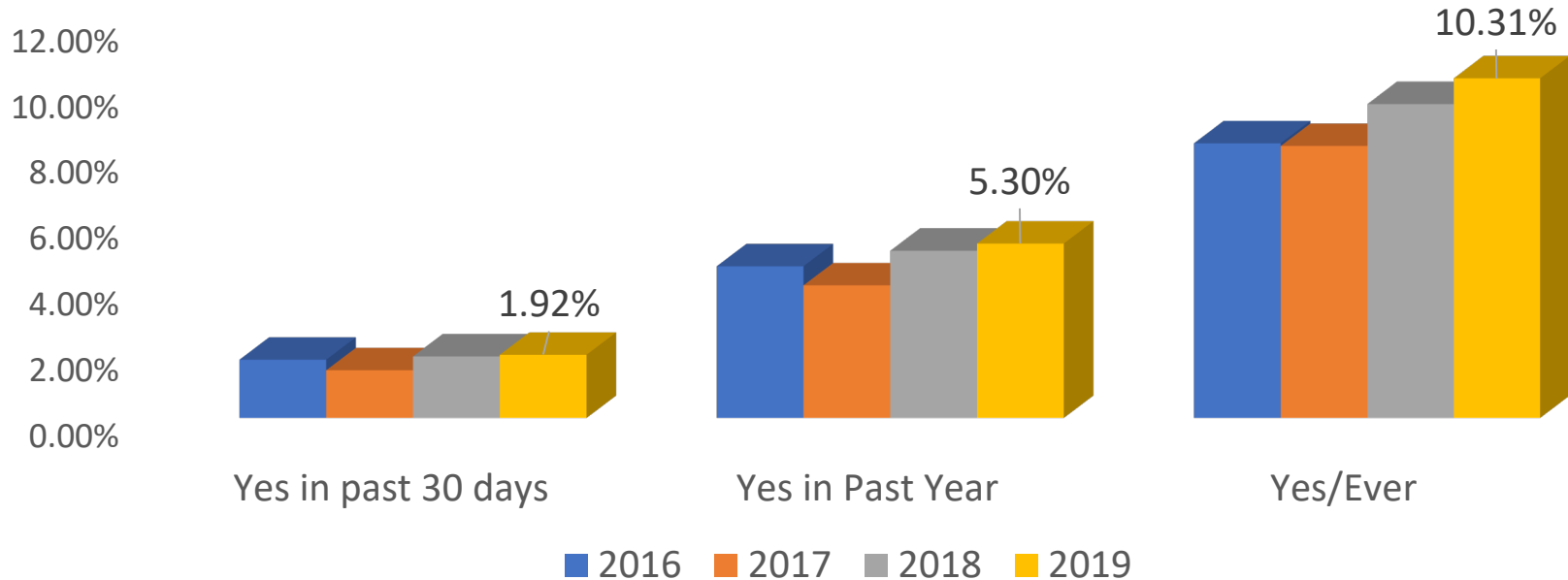
2016-2019 Statistically significant p<.001)

# Have you made a plan to kill yourself?



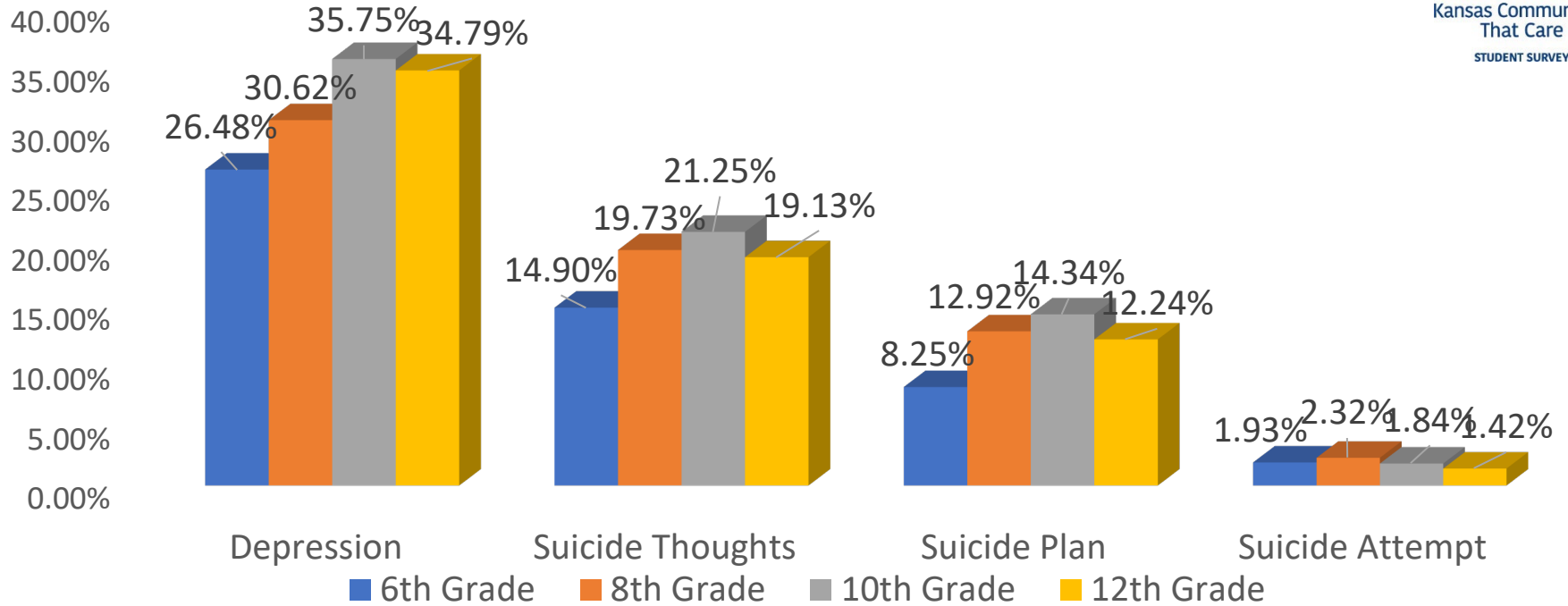
2016-2019 Statistically significant  $p < .001$ )

# Have you ever tried to kill yourself?



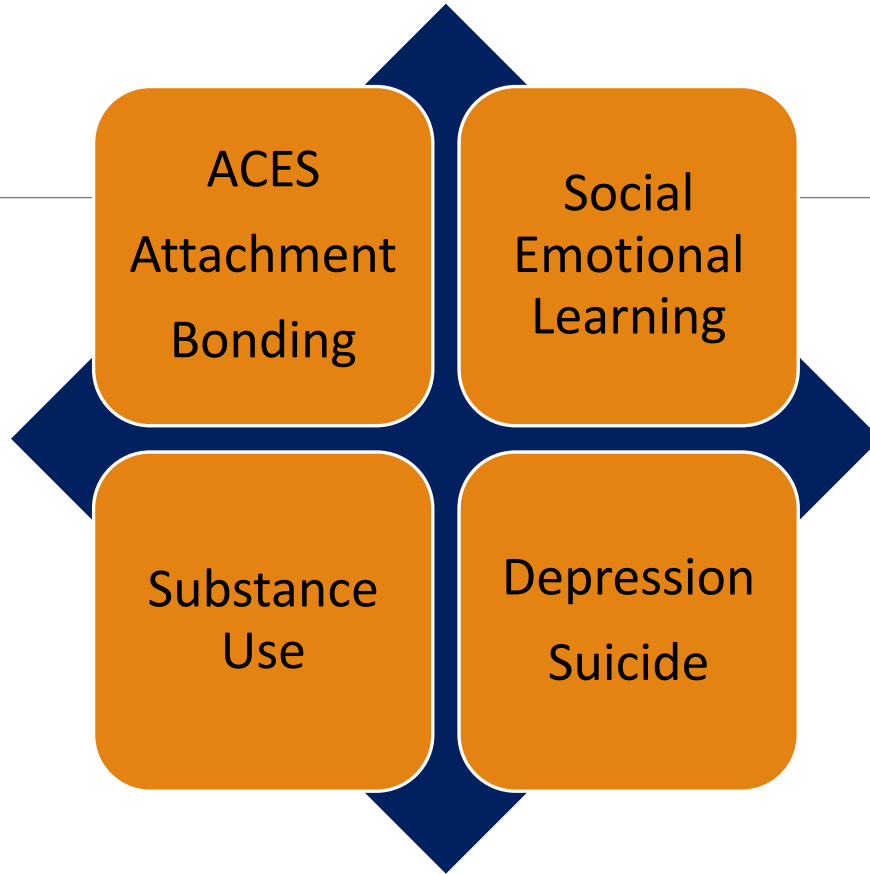
2016-2019 Statistically significant  $p < .001$ )

# Depression & Past Year Suicide by Grade 2019

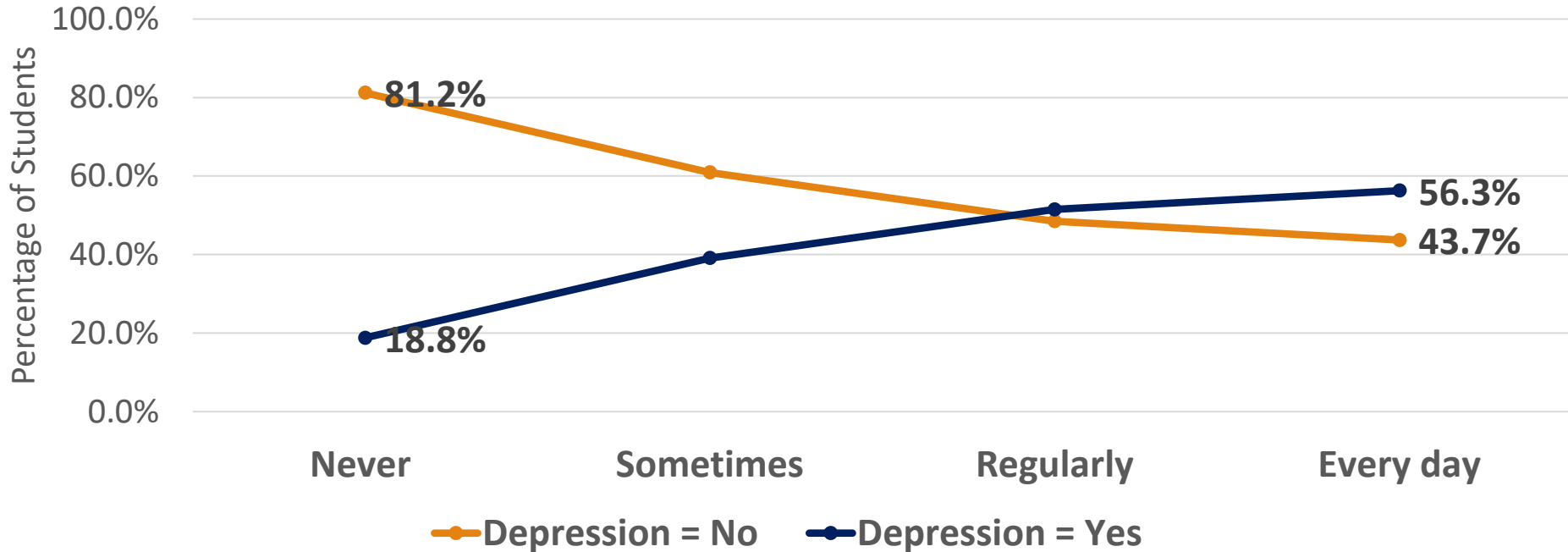


# Connections

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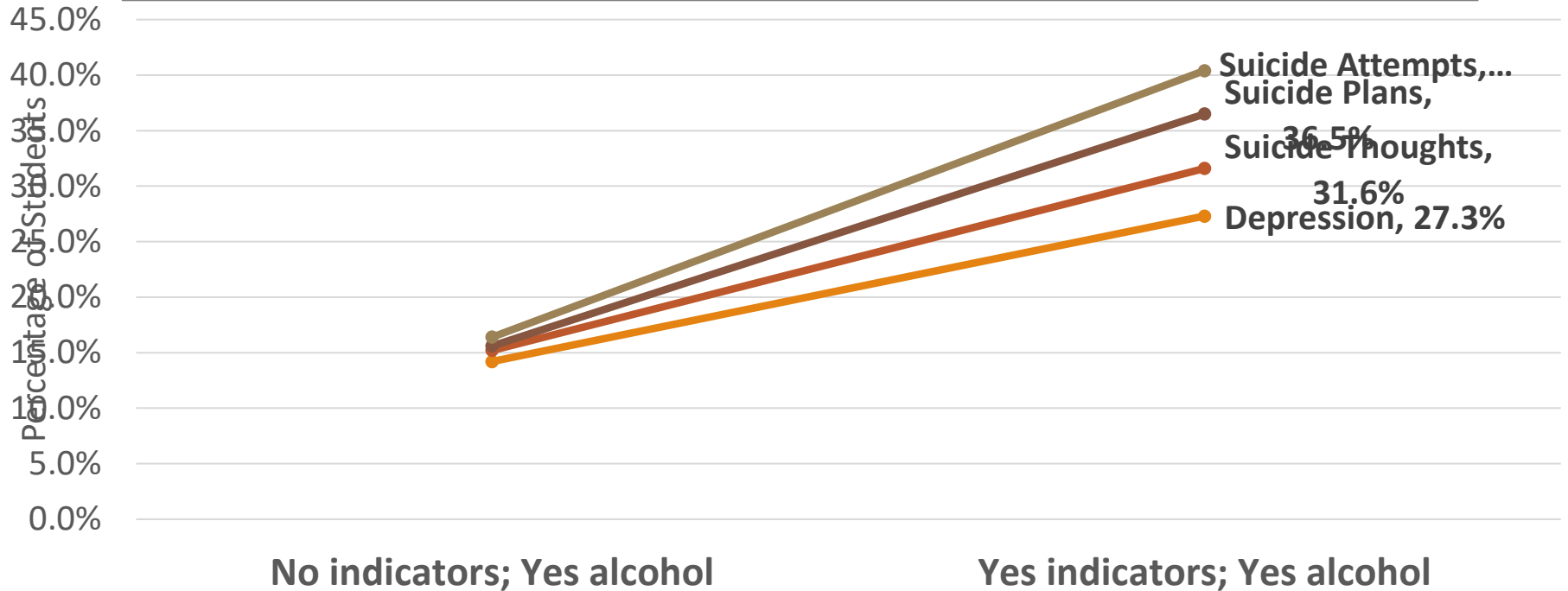


# During this school year, how often have you been bullied at school?



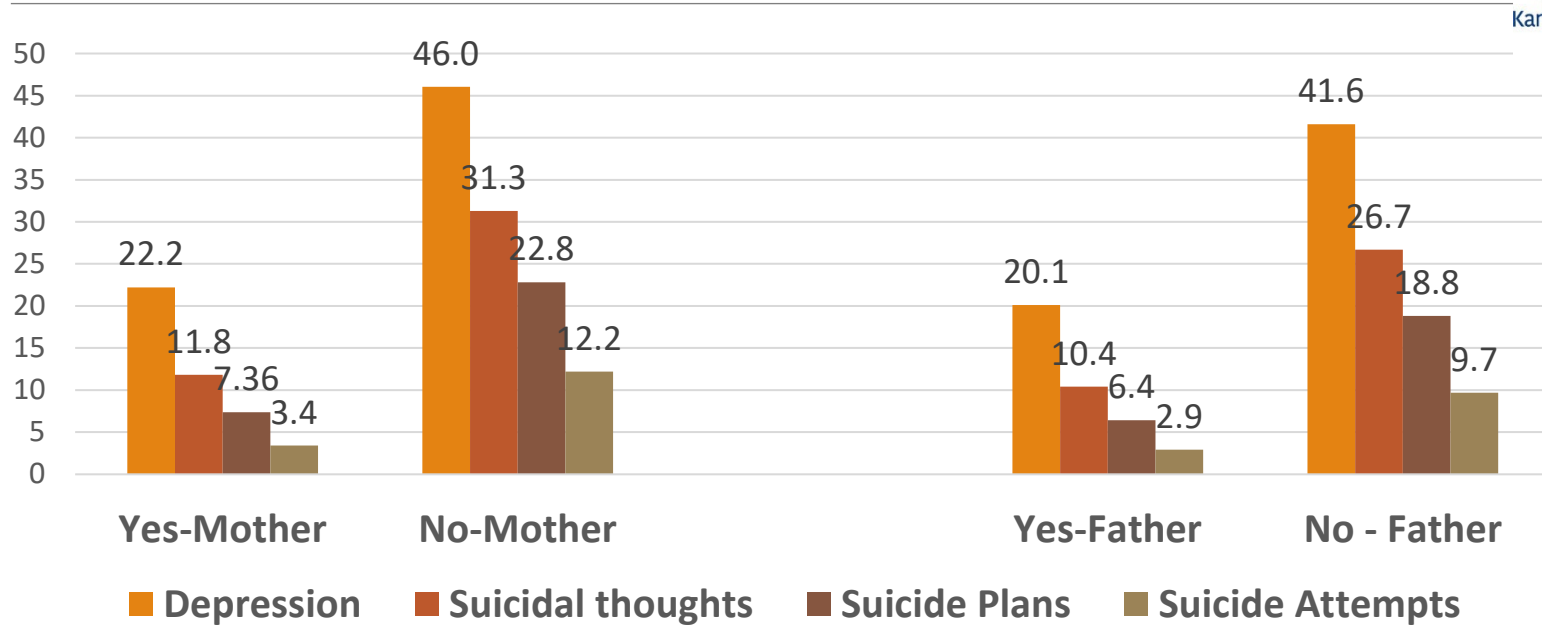


# Kansas Youth Past 30-Day Alcohol Use and Past Year Depression/Suicide Indicators



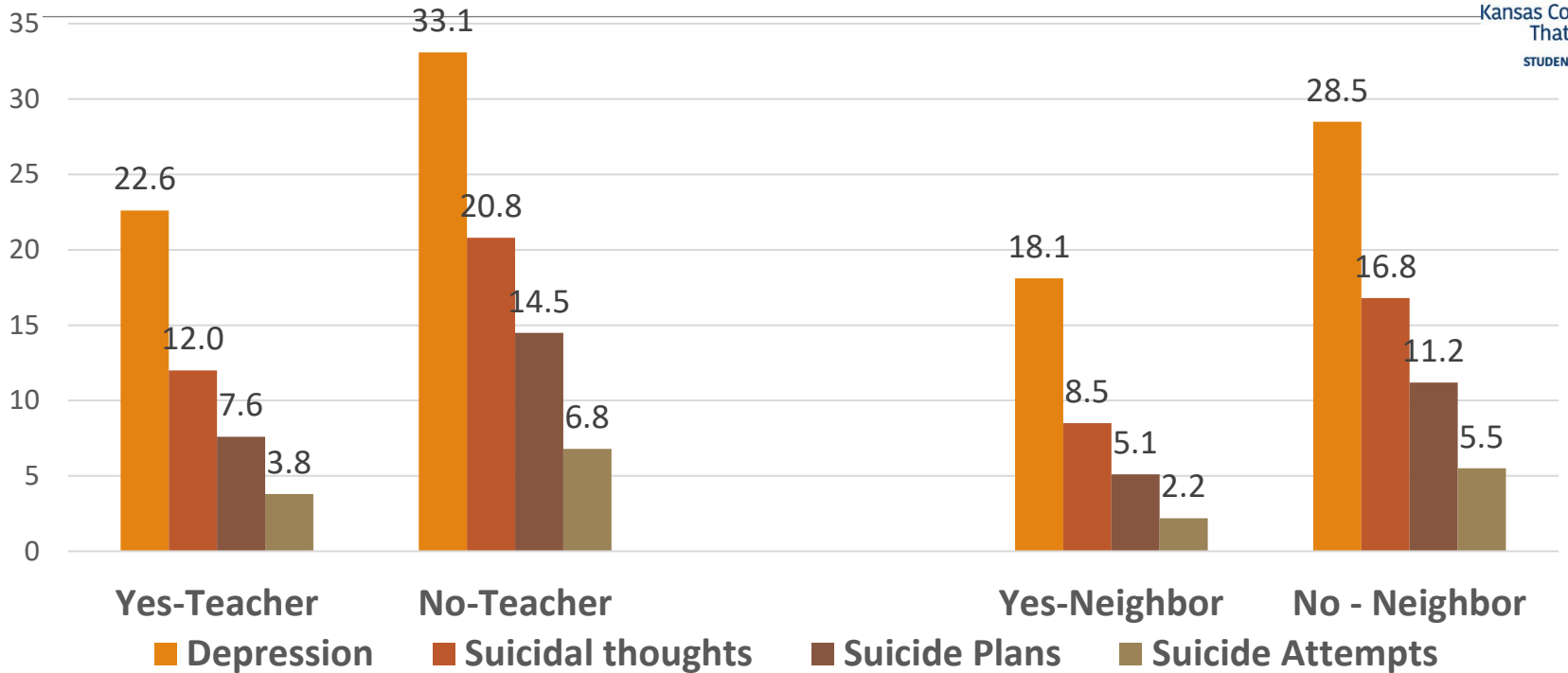
# Kansas Youth Attachment & Past Year Depression & Suicide

- I feel very close to my Mother/Father



# Kansas Youth Attachment & Past Year Depression & Suicide

- My teacher(s)/neighbor(s) notice when I do a good job and tell me about it

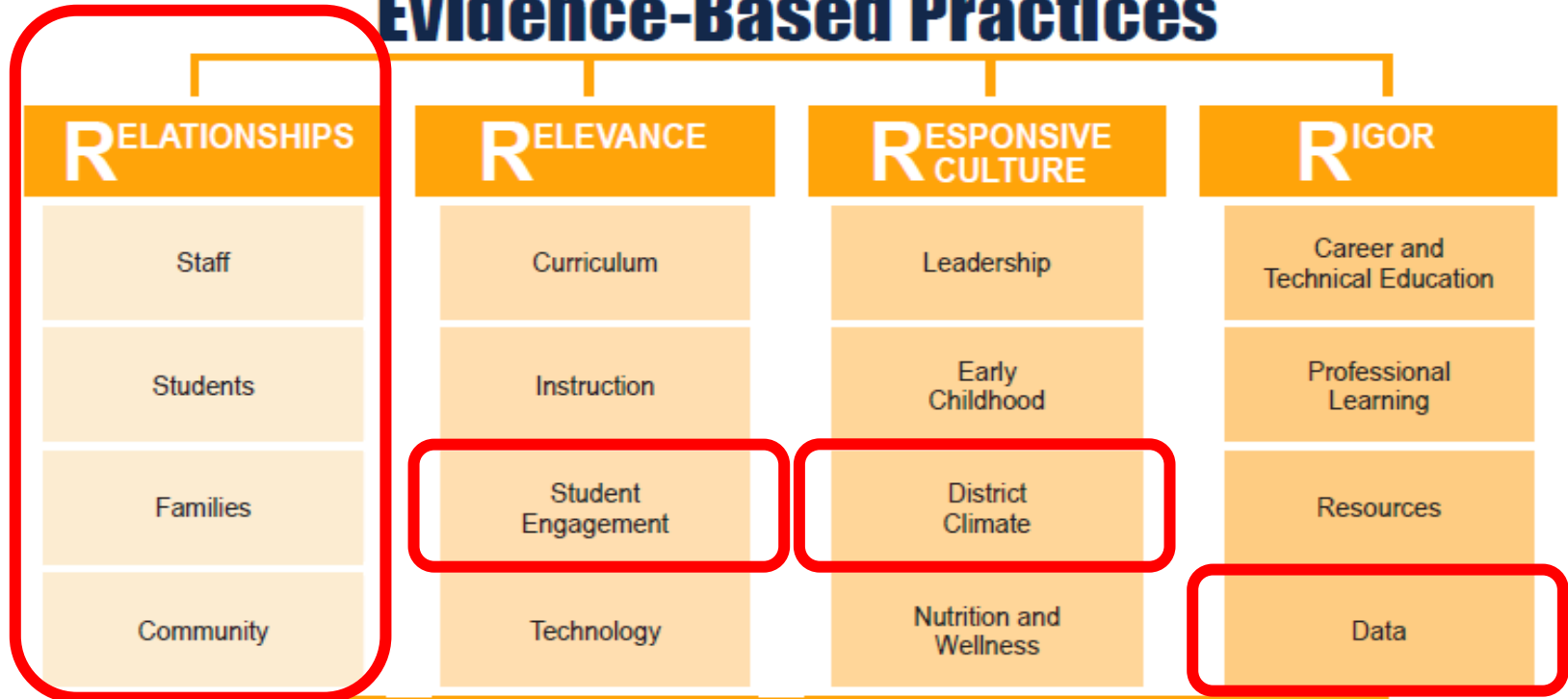


# Significant KCTC Measures Most Highly Correlated with Student Depression & Suicide

Depression	Suicide Thoughts	Suicide Plans	Suicide Attempts
Bullied at School	Bullied at School	Bullied Electronically	Bullied Electronically
Bullied Electronically	Bullied Electronically	Bullied at School	Bullied at School
Family Conflict	Family Conflict	Early Initiation of Drug Use	Early Initiation of Drug Use
Family History of Antisocial Behavior	Family History of Antisocial Behavior	Friends Use of Drugs	Friends Use of Drugs
Lack of Commitment / School	Early Initiation of Drug Use	Favorable Attitude Toward Drug Use	Favorable Attitude Toward Drug Use
Friends Use of Drugs	Friends Use of Drugs	Family Conflict	Early Initiation of Antisocial Behavior
Favorable Attitude Toward Drug Use	Favorable Attitude Toward Drug Use	Family History of Antisocial Behavior	Family History of Antisocial Behavior
Early Initiation of Drug Use	Lack of Commitment / School	Perceived Availability	Family Conflict

# Kansas Vision for Education, KSDE

## Evidence-Based Practices



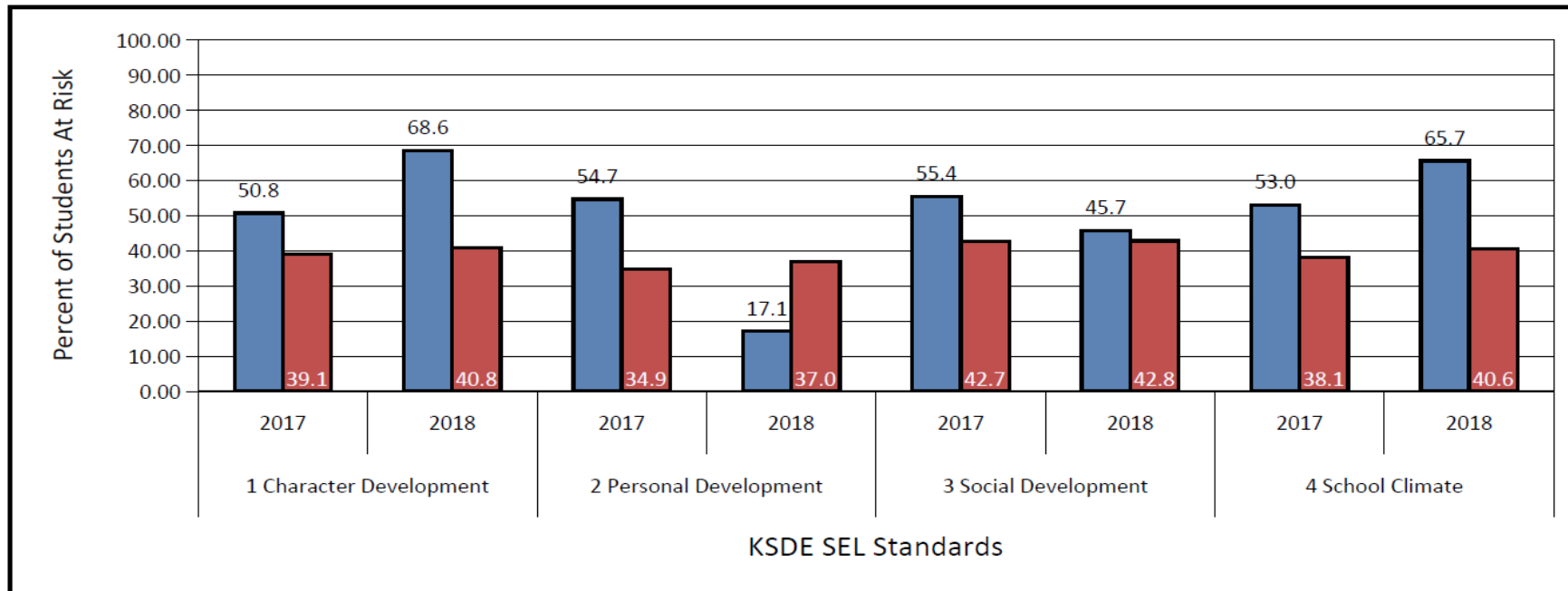
# KCTC Social Emotional Learning Report

## SECD Standards

Percentage of students at risk

District: ■

Kansas: ■



# Composite Scales Within Each Standard

Percentage of students at risk

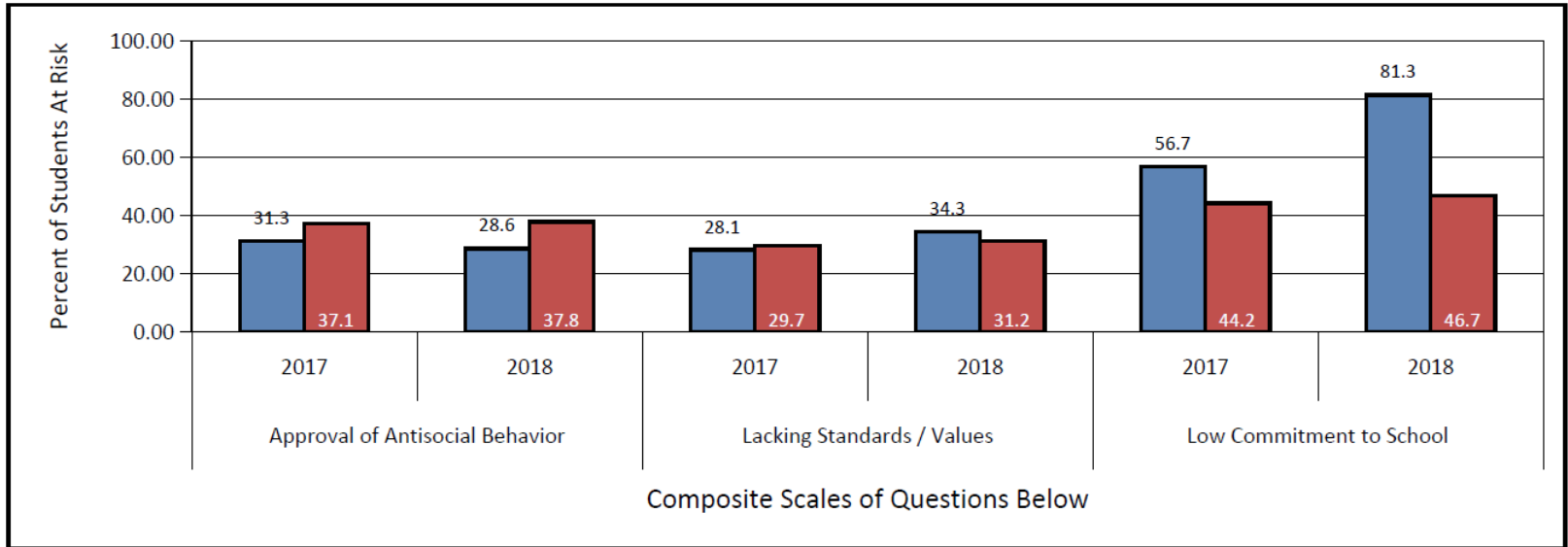
## Character Development Standard

District: 68.6

Kansas: 40.8

### Definition:

Identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision-making.



# KCTC Questions Used to Calculate the Scales

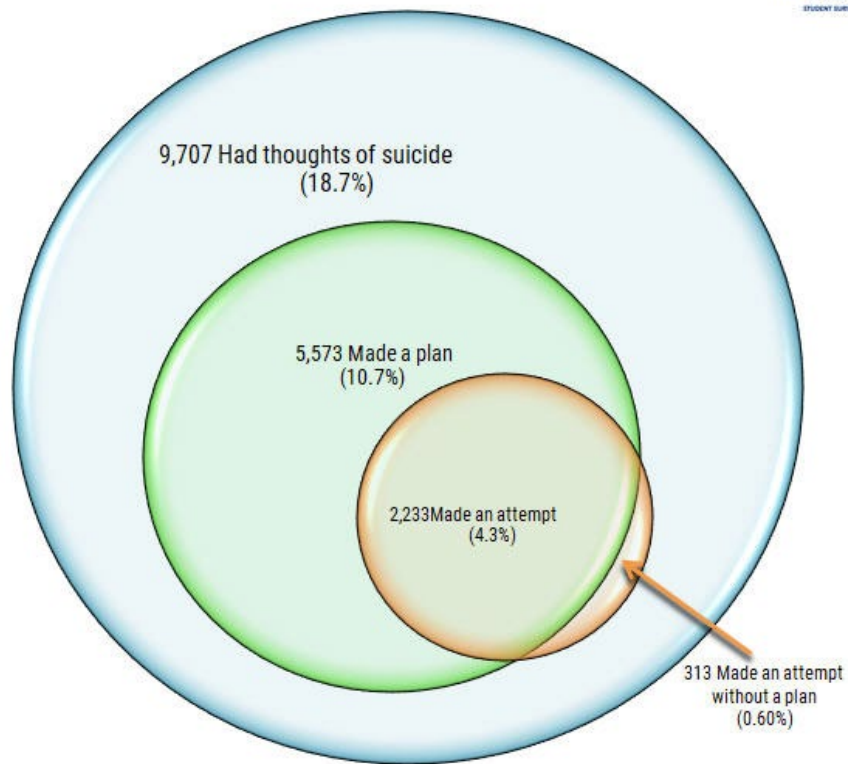
Percentage of students responding – lower percentages are more desirable

## Low Commitment to School

	Prior Yr	District	KS
How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom)	25.8	28.6	21.1 ■
Now thinking back over the past year, how often did you enjoy being in school? (Never, Seldom)	36.1	56.3	22.3 ■
How interesting are most of your courses to you? (Slightly dull, Very dull)	22.2	51.4	25.7 ■
How important do you think the things you are learning in school are going to be for your later life? (Slightly important, Not at all important)	18.8	26.5	25.2 ■
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"? (At least once)	39.4	20.0	23.6
Now thinking back over the past year, how often did you try to do your best work in school? (Never, Seldom)	1.7	3.1	3.9
Now thinking back over the past year, how often did you hate being in school? (Often, Almost always)	41.7	46.9	29.8 ■



# 2019 Kansas Student-Reported Suicide Thoughts, Plans, and Attempts



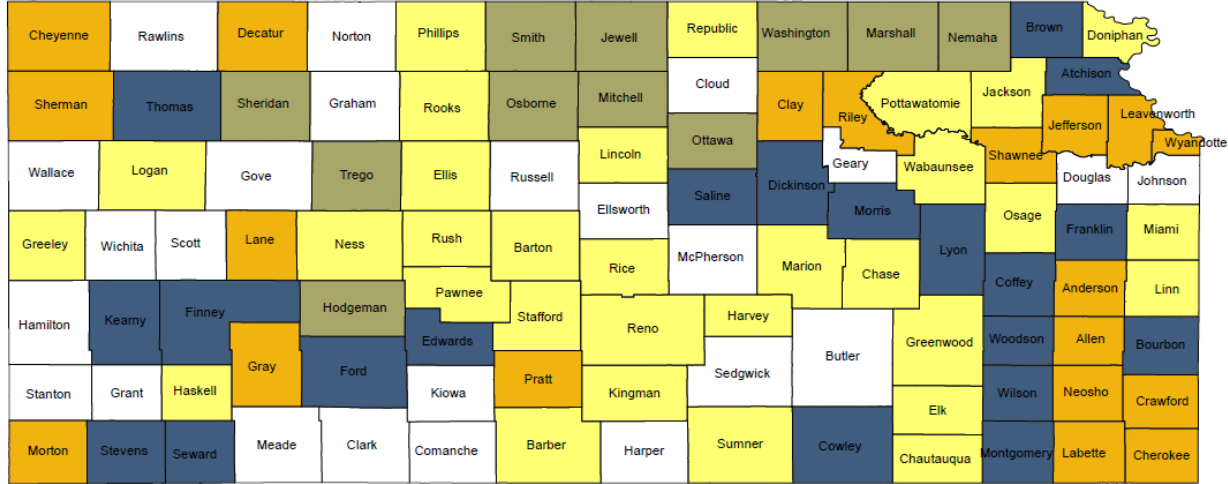
# Recommendations

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- ❖ Encourage local level surveillance/KCTC survey participation including participation in the depression/suicide module.
- ❖ Maintain parent consent while removing burden of opt-in paperwork for school surveys. Change legislation to opt-out consent for student participation.
- ❖ Encourage use of data for local-level prevention planning and monitoring.
- ❖ Increase awareness by sharing local data with community stakeholders.
- ❖ Awareness and education to reduce myths surrounding youth suicide (e.g. asking youth about suicide thoughts or plans will plant a seed or make it happen).

# Past Year Depression by Kansas County 2019

Percent of 6th, 8th, 10th, & 12th grade students surveyed  
 who responded "Yes" to the following question:  
 "During the past 12 months, did you ever feel so sad or hopeless almost every day  
 for two weeks or more in a row that you stopped doing some usual activities?"



Blank = Participation < 25%

### Percent of Students

State Average  
 31.60%



Thank you!

Lisa Chaney

Director of Research & Evaluation

Greenbush - The Southeast Kansas Education Service Center

Lisa.Chaney@Greenbush.org

620-724-6281



# PUBLIC COMMENT

- The time limit for verbal comments is three minutes.
- Those making public comment will be given a verbal cue one minute before time expires.
- Please keep comments factual and objective. Please avoid using names of students or staff members.
- Comments will be taken under advisement by the council.

# MANDATED REPORTING POLICY

- Review of the KASB policy
- Suggestions to KASB for policy revisions

# KVC AND KCK TRAUMA INFORMED SCHOOLS PROJECT



James Roberson

Sara Schlagel



# Trauma Sensitive and Resilient Schools

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PUBLIC SCHOOLS



# Thank you to:



TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214



A special initiative of the **Wyandotte Health Foundation**



# KCKPS Narrative

## Why does this matter?

Preventing and responding to the impact of trauma, adverse childhood experiences (ACEs) and toxic stress improves cognitive skills, felt safety and the overall health of students. This results in improved educational environments and prevents barriers to learning such as discipline referrals, classroom fatigue, absenteeism and staff turnover.

## How does this work?

Trauma Sensitive Schools strategies buffer the impact of violence, abuse, and other adverse experiences. Targeted strategies promote safe school environments, build social/emotional skills and link students with community services. Trauma sensitive schools enhance student achievement and prosperity.



# KCKPS Narrative

## What promotes it?

Building awareness of trauma, ACEs, and toxic stress improves the use of strategies that enhance safety, social and emotional learning, adult self-care, behavioral healthcare and family and community partnerships. These strategies build students' resilience and promote learning, health and prosperity outcomes.

## What impedes it?

The general public has limited information about trauma, ACEs, and toxic stress. This creates hesitation to engage in trauma sensitive strategies, organize funding and develop the partnerships needed to address these issues. Though they directly impact school achievement, addressing the larger social determinants is complex and requires alignment with larger community efforts.

# Theory of Change

## INPUTS

KCKPS Trauma Sensitive School Project will use science and best practice...

## ACTIVITIES

...to address the impact of trauma and adversity on every student and every adult every day...

## OUTPUTS

...to improve educational experience and success...

## IMPACT

...which improves the determinants of health in Wyandotte County.



# Strategies

Communication Science

+

Neuroscience

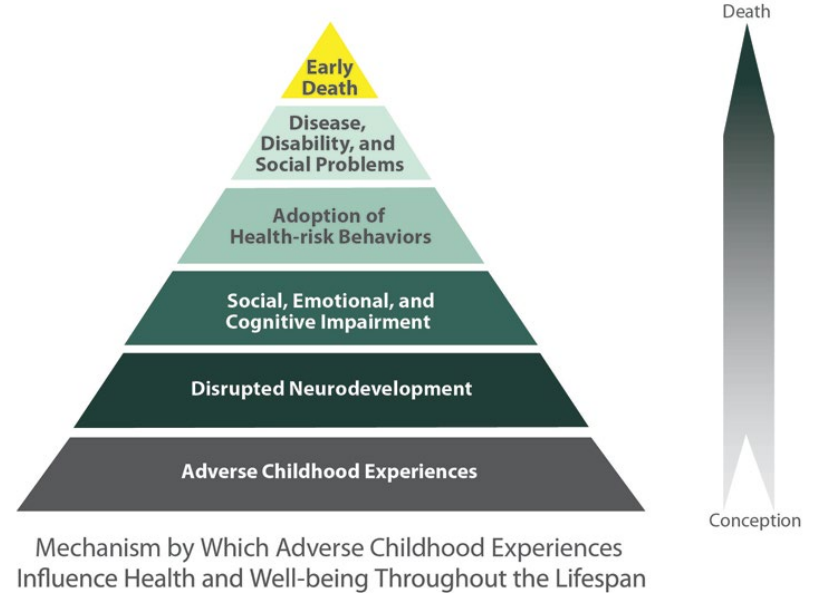
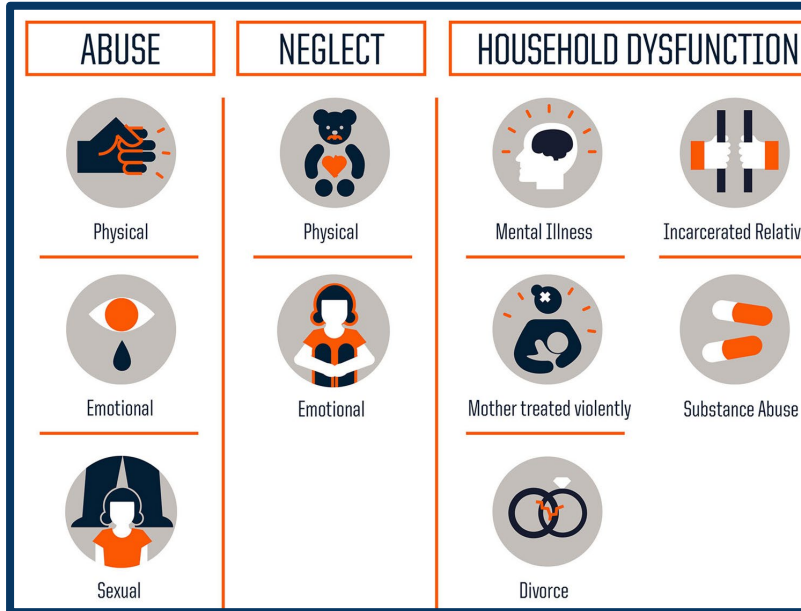
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Implementation Science

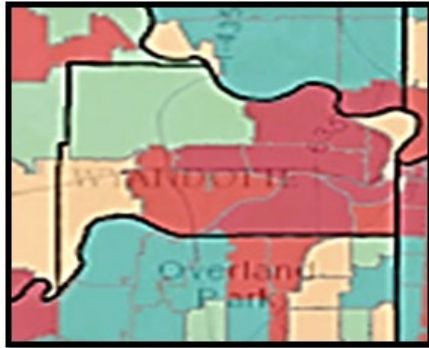


KANSAS CITY  
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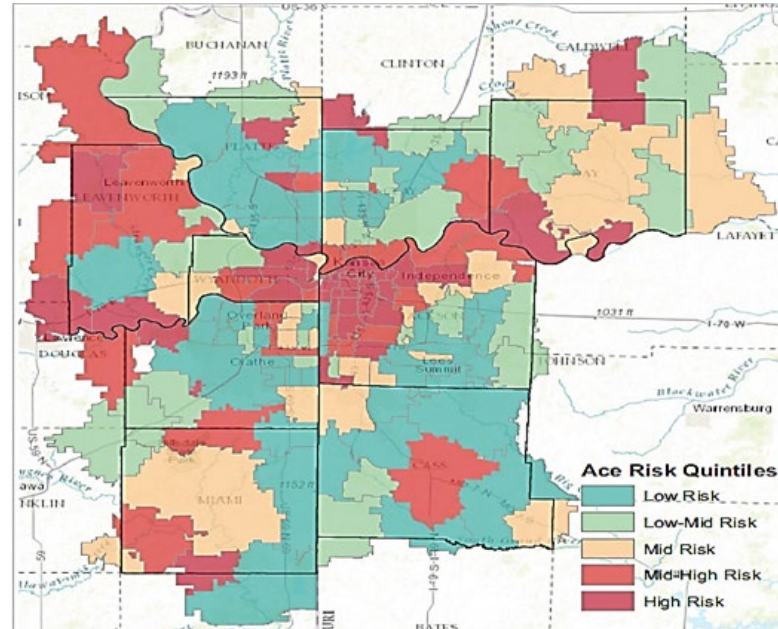
# The ACE Study



# The ACE Study

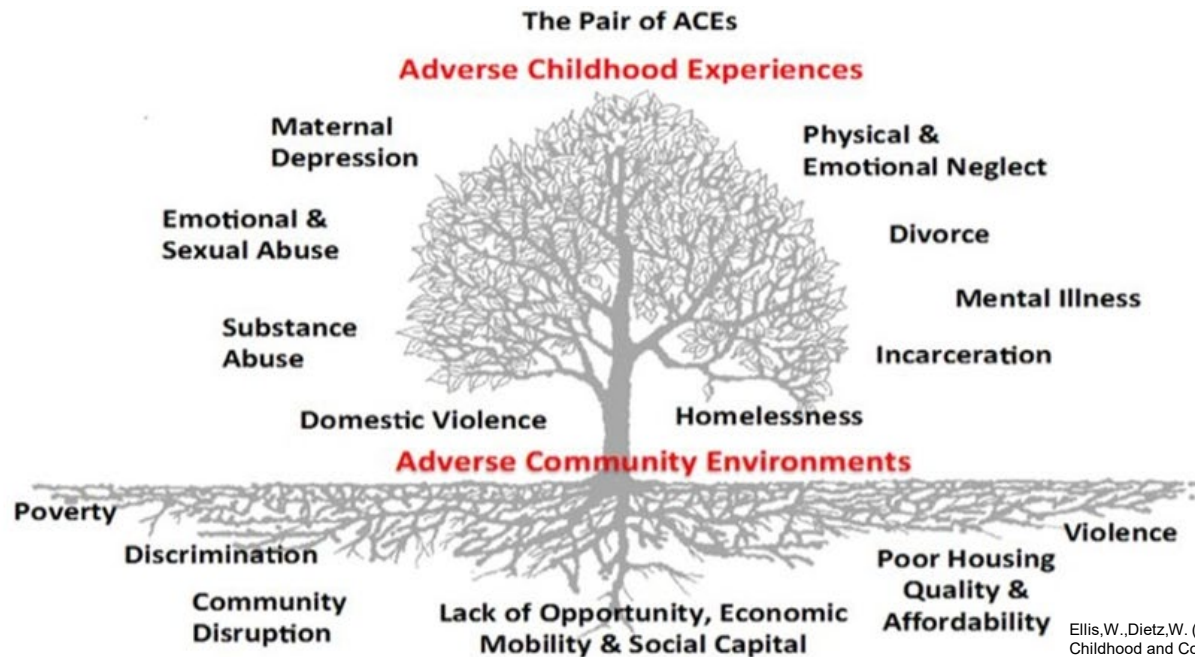


**7 of the 12 zip codes in Kansas City, KS are High Risk for ACEs.**





# Pair of ACEs



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp.S86-S93. DOI information:10.1016/j.acap.2016.12.011



# Our Vision and Mission

To create a trauma sensitive school district and build resilience within the youth served. In addition, to empower teachers, counselors, administrators and all school staff to utilize a preventative approach to trauma when a student exhibits emotional distress. To equip staff members with the training and tools needed to be trauma sensitive and trauma informed in order to foster an educational experience and culture where all may learn and thrive while being prepared for a global society.

# Creating A Trauma Sensitive School District



# Our Plan

- Three year project
- Hire a Project Coordinator
- Develop a curriculum model
- Create a communications strategy
- Identify champions for Cluster 1 Schools
- Summer Seminar planning
- Building content for online training
- Create a *Strategy and Implementation Guide* template for schools

# Getting Started - Year 1 Goals

- Hire the project coordinator;
- Provide stipends of \$5,250 each for the behavioral health liaisons to support the work within the buildings;
- Train district leadership and hold monthly planning meetings;
- Develop training curriculum; and
- Develop and pilot web-based training.

# Universal Training

**Trained: 179 staff**

ALL USD 500 Staff Members

Central Office:

Human Resources

Technology/Information Services

Purchasing

Parents as Teachers

KCKPS Police : **October 18**

JDC Staff/Sheriff's Office: **October 17**

Departments TBD:

Transportation

Food Services

Shop/Facilities/Custodial

Now: Online Microcredential



<https://vimeo.com/352392348>



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# Summer Series

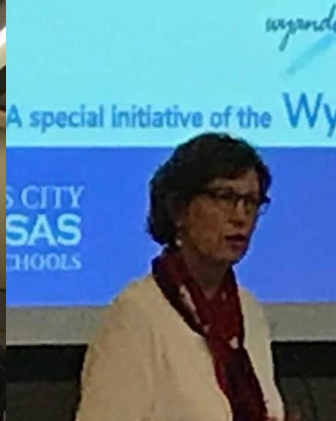
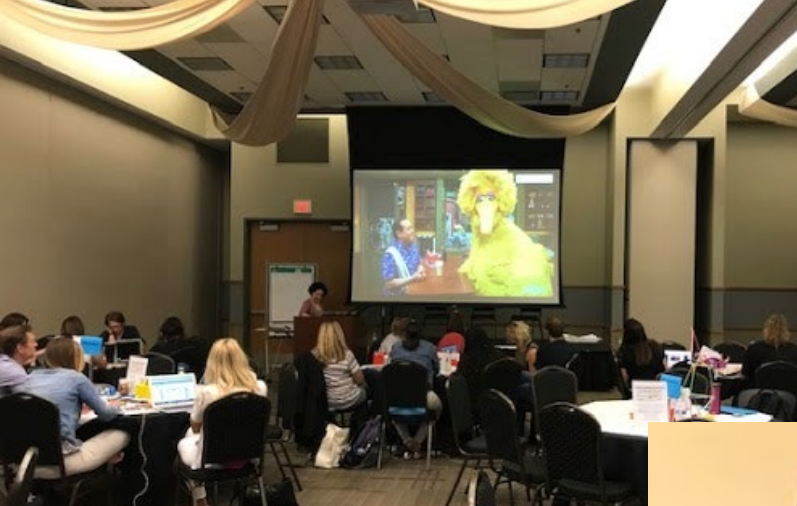
Trained:  
113  
staff

2019 Summer Series: Creating Trauma Informed Communities						
KCKPS and KVC						
Day	Monday 6.3.19	Tuesday 6.4.19	Wednesday 6.5.19	Thursday 6.6.19	Friday 6.7.19	
8:30: AM	Registration/Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
9:00: AM	Kickoff	Soft Start/Morning Mtg	Soft Start/Morning Mtg	Soft Start/Morning Mtg	Soft Start/Morning Mtg	
9:30: AM		Implementation WG	Implementation WG	The Role of SEL	Talking About Trauma	
10:00: AM	Soft Start/Morning Mtg					
10:30: AM	MindUP	Trauma 101	Conditions for Learning	Implementation WG	Mediation	
11:00: AM						
11:30: AM			Lunch	Lunch		
12:00: PM		Lunch			Lunch/WG Check In	
12:30: PM	Lunch		Rotations	Secondary/Elementary		
1:00: PM	MindUP	Brain Architecture	Implicit Bias	Sesame Street	Presentations	
1:30: PM			Implementation WG	Restorative Practices		
2:00: PM		Culture of Resilience	Self-Care			
2:30: PM					WHF Send-off	
3:00: PM	Implementation Intro				Reflection/Send-off	
3:45: PM	Reflection/Send-off	Reflection/Send-off	Reflection/Send-off	Reflection/Send-off	END	
4:00: PM	END	END	END	END	-----	









### Self Identification (Personal Radar)

What identities do you possess?



- Race / Ethnicity
- SES / Class
- Gender
- Sex
- Religion / Spirituality
- Sexuality
- Ability
- Age
- Nationality

\*\*\*There are many more. These are just a few\*\*\*



Current Data

Trauma Sensitive and Resilient School Team

Environment

Implementation Plan

Evaluation

# WYANDOTTE High School

## Current Data

**Goal: 90% Attendance**

Last Year : 85.96%

380 short term suspensions

Defiance of Authority write-ups : 204

Staff absences highest in April, November, March

## Trauma Sensitive and Resilient School Team

Anna Barnes	Herman Rezene
Megan Batrez	Brooke Thomsen
Sarah Thomas	Brock Benorden
Clare Hall	Mary Stewart
Tara Chalfant	Rufus Black
Jasmine Lowe	Rasheeda Villarreal
Jan Davis	Laura Mersman
Kate Dorlan	
Amanda McGraw	

## Environment

Use of courtyard

Sensory Bins

Permanent Passes

Morning/Lunchtime Safe locations

Redolng bulletin boards

Safe Space In rooms or In academies

Safe Spot Labels/Locations

## Implementation Plan

Treat everyone with kindness

Connections

Greeting at the door

Soft Start Activities

Relationship Building

Establish WHS Core Values

Safety

Tone & Body Language training

Our focus is building connections and maintaining safety with the priority of building relationships amongst staff/students

Role-playing Scenarios training for teachers on relationship building

Every teacher has a safe space/location or structure

Safe zones are visible/determined by academy

Classroom expectations are posted in every classroom

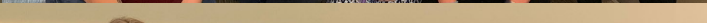
Staff education in trauma, deregulation and safet space

## Evaluation

Team revisits each quarter

Tracking behavior referrals/attendance





# BRIDGES Therapeutic Day School

Current Data

**1 Student passed the KAP reading**

**Highest Rate of Referral: Contributing to Disruption**

**250 Referrals 2nd Semester**

Trauma Sensitive and Resilient School Team

A. Mallory  
E. Barber  
K. Kelley  
K. Eytchison  
M. O'Rourke  
C. Slaven  
R. Most  
J. Oliver  
M. Cantwell

Environment

Display Student Artwork

Positive & Inviting Staff Language

Flexible Seating Options

Designated Space for Confidential Conversations

Designated Staff Lounge

Replace Broken Furniture

Provide Fidgets for each classroom or Student-shared space

Implementation Plan

**Implement SEL Curriculum**

**Targeted Professional Development Trainings**

**Peer Consultation/Feedback**

**Restorative Practices and/or Mediation**

**Create Plan for Consistent Parent/Staff Communication**

**Core Values: Modeled, Mission Statement**

**Staff Self-Care**

Evaluation

**Behavioral Referral Data (Increase/decrease)**

**Student Achievement Data**

**ProQol Survey Data (staff)**

**Student Survey Data**

**Parent/Guardian Survey Data**

# Kansas City Kansas Public Schools





# Moving Forward - Year 2 Goals

- Train all Central Office Staff
- Train Transportation, Law Enforcement, Custodial, and Nutritional Services Staff
- All staff in Wyandotte Cluster Schools utilize online training
- Continue implementation coaching with Wyandotte cluster
- Coordinator builds capacity in Wyandotte Cluster for their teams to provide brief training moments on site
- Evaluation of Trauma Sensitive and Resilient Schools initiative
- Begin team-building with second cluster: Harmon cluster, plus Sumner Academy



# Questions



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# COUNCIL MEMBER UPDATES



Each council member is encouraged to share upcoming events that may be of interest and related to the work of the council.

# WRAP – UP AND NEXT MEETING

December 18, 2019  
Washburn Technical Institute  
Conference Center  
5724 SW Huntoon  
Topeka, KS  
9 a.m. – 2 p.m.