



School Mental Health Advisory Council



July 26, 2021

Kansas leads the world in the success of each student.

Call to order

- Roll Call



Approval of Agenda and Minutes



Agenda: July 26, 2021

Minutes: April 29, 2021

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

Public Comment

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



KCTC Data Usage – Best Practices

Kent Reed
Jane Groff
Rebecca Kramer
Christina Mann
Danira Fernandez-Flores



Climate Types Report Example

USD 000 FAKE SAMPLE District

District Enrollmen: 2,553 Free & Reduced Lunch %: 33.33

2020 Kansas MTSS Climate Types Report

2019 KSDE District Data				All Data Reported as Percentages				2020 KCTC District Student Survey Data					
	USD	HS	MS	KS		Female	Male	White	African American	Multi-Racial	KSDE	KCTC	
Graduation Rate	90.1	88	88	88		49	50	85.7	8.3	11.4	79.1	79.1	District KCTC Participation
Attendance Rate	93.5	91.56	95.4	94.5		51	50	85.7	8.3	12.5	86.75	86.75	6th grade Participation
Level 1 Math	29.1	41.8	32.6	28.29							80.56	80.56	8th grade Participation
Level 1 ELA	39.45	54.9	50.1	29.45							79.32	79.32	10th grade Participation
ACT Average	19.1		21.1								65.75	65.75	12th grade Participation

Data Color Coding Key:			
BOLD square: significant difference btw buildings	Substantially Better than Kansas Average (10% or more)	Better than Kansas Average	Approximately equal to Kansas Average
	Worse than Kansas Average	Substantially worse than Kansas Average (10% or more)	

Trend Key:			
Positive change from prior year	No substantial change from prior year	Negative / Undesireable change from prior year	

Risk Factor Scales: Lower Percentage is more desirable.									
KCTC questions comprising each scale					MTSS Considerations				
Depressed Climate Scale					If this area is elevated, prioritize:				
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? [yes]	USD Trend	District	HS	2020 KS HS	MS	2020 KS MS	1. Ensure Jason Flatt Act is in place: a. Staff training; b. Parent outreach c. Referral, intervention & community coordination protocols d. tx, support, school re-entry;		
Have you ever seriously thought about killing yourself? [yes, past 30 days]	39.98	46.72	36.69	33.65	29.68	8.22	2. Instructional practices such as: Relational Positive Feedback; 2x10 strategy		
Have you ever made a plan about how you would kill yourself? [yes, past 30 days]	8.32	8.56	7.93	8.26	8.22	4.98	3. Structures such as: Evidence Based SEL Skills (eg: seeking help, practicing self-care, etc.)		
Have you ever tried to kill yourself? [yes, past 30 days]	3.87	5.38	5.11	2.5	4.98	2.04			
Anxious-Conflictual Climate Scale					If this area is elevated, prioritize:				
During this school year, how often have you been bullied at school? [sometimes-everyday]	28.25	17.67	19.78	37.98	27.63	1. Instructional practices such as: Explicit Instruction, Active Supervision, Teacher Clarity			
During this school year how often have you seen someone being bullied? [sometimes-everyday]	55.43	45.24	55.08	65.76	55.6	2. Structures such as: Clear Expectations or Norms; Evidence Based SEL Skills* & Competencies; Restorative Discipline Response System; Bully Policies/Reporting Procedures			
During the past 12 months, have you ever been electronically bullied? (include being bullied through e-mail, chat rooms, instant messaging, websites, or texting.) [sometimes-everyday]	18.85	16.59	16.61	21.01	16.84	*range is needed from calm-down skills, to assertiveness, to problem-solving, conflict management, empathy skills, etc			
During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing, or books? [sometimes - everyday]	21.96	17.54	18.07	22.78	21.69				
During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school?	16.89	14.9	15.78	25.72	15.4				

Protective Factor Scales: Higher Percentage is more desirable.									
Student Voice Scale					Empowering Engagement				
How often did you enjoy being in school? [often, almost always]	32.19	22.32	39.61	42.98	43.39	If either area is lower, prioritize:			
How often did you hate being in school? [never, seldom]	32.44	17.02	7.91	38.81	37.73	1. Instructional Practices such as: Choice-Making; Feedback Continuum; Opportunities to Respond (Discussion, Active Engagement, etc.)			
How often do you feel the school work you are assigned is meaningful and important? [often, almost always]	31.98	14.22	24.61	43.71	42.6	2. Structures such as: Evidence Based SEL Skills & Competencies; Individual Plans of Study to personalize learning; Involvement in Norm Setting for Special or Group Projects			
How important do you think the things you are learning in school are going to be for your later life? [quite, very important]	36.65	16.11	26.18	55.66	51.66	*range is needed from self-awareness to curiosity, self-efficacy, creative thinking, and goal setting, etc.			
How interesting are most of your courses to you? [very or quite]	28.06	26.62	29.98	31.64	32.63				
How often did you try to do your best work in school? [often, almost always]	85.18	70.95	73.85	89.19	84.44				
Student Agency Scale									
There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. [yes]	96.74	96.83	94.58	96.72	91.09				
There are lots of chances in my school to talk with a teacher one-on-one. [yes]	85.6	88.6	84.65	83.47	83.43				
I have lots of chances to be part of class discussions or activities. [yes]	83.75	88.8	86.09	81.09	84.53				
I feel safe at school. [yes]	80.54	92.12	81.23	88.7	84.1				
Teacher-Student Relationships Scale					Empowering Relationships				
My teachers praise me when I work hard in school. [yes]	41.33	36.1	48.31	63.22	51.86	If this area is lower, prioritize:			
My teacher notices when I do a good job and lets me know about it. [yes]	57.65	60.33	46.04	82.01	71.81	1. Instructional Practices: Relational & Positive Feedback Continuum with > positive ratio; 2x10 strategy;			
The school lets my parents know when I have done something well. [yes]	36.68	31.12	32.3	57.1	46.58	2. Structures such as: Systemic Positive Relationships; Evidence Based SEL Skills & Competencies (eg: Relationship Skills, etc.); Family Engagement			
Teachers ask me to work on special classroom projects. [yes]	39.19	40	42.06	40.97	41.56				
Parent-Student Relationships Scale					If this area is lower, prioritize:				
Do you share your thoughts and feelings with your mother [yes]	69.94	75.67	65.4	72.27	70.83	Structures such as: Family Engagement Plan; Home Links for Evidence Based SEL Skills & Competencies (eg: Relationship Skills, etc.); Information about the power & importance of Positive Childhood Experiences (PCEs)			
If I had a personal problem, I could ask my mom or dad for help [yes]	83.33	78.5	77.3	88.29	82.59				
My parents ask me what I think before most family decisions affecting me are made. [yes]	63.93	73.01	62.03	65.99	66.78				
Do you share your thoughts and feelings with your father [yes]	59.67								
My parents notice when I do a good job & let me know about it. [all the time; often]	62.21	61.01	60.12	69.28	68.12				

Climate Types Scale Scores:		Climate Type Scale Scores Section:					
Protective Risk	Depressed	47.62	52.62	36.66	42.1	38.76	Scale scores tell the percentage of students who are "at risk" or "protected" within each band of the climate types.
	Anxious-Conflictual	42.22	32.11	33.89	54.11	40.86	Consider whether the percentages "at risk" and "protected" are at the desired levels for your district / buildings. What goals might you set? What practices might you amplify in your MTSS? What PD may you want to prioritize?
	Student Voice	40.34	25.22	41.05	50.42	41.43	
	Student Agency	62.01	63.44	62.95	60.22	66.23	
	Teacher-Student	56.69	46.98	64.59	71.32	66.1	
Parent-Student	60.33	64.21	56.21	56.01	56.13		

This is completely fake data with fake "calculations" for conceptual and demo purposes only



Kansas Community that Cares Survey

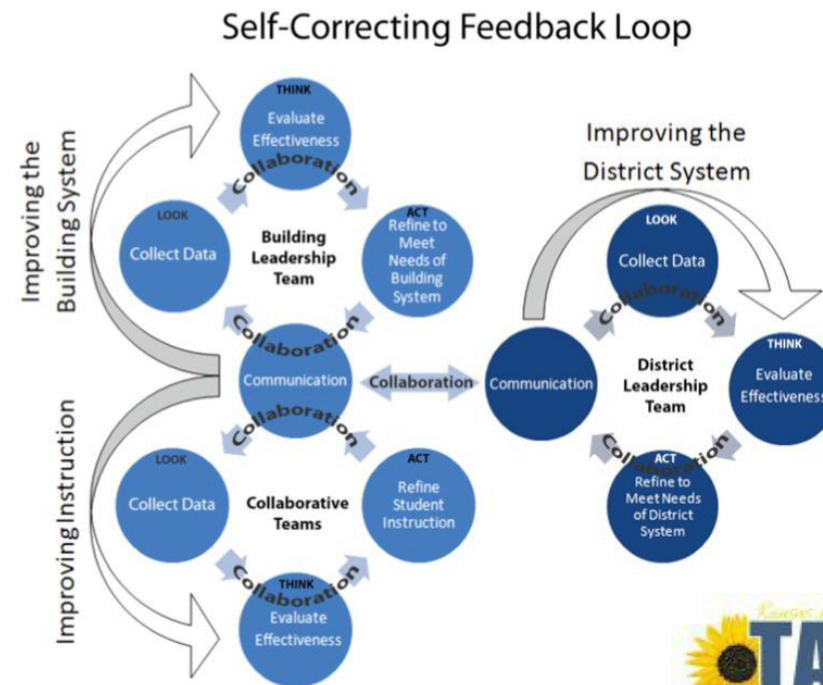
District Integration

How do we use the data

- MTSS implementation
- Programming adjustments
- Public transparency
- Community conversations

Multi-Tier System of Supports (MTSS) Implementation

- District Leadership Teams
- Building Leadership Teams
- Collaborative Teams
 - o Grade level
 - o Content area



Programming Adjustments

- Use protocols to analyze data
 - *What do you see?*
 - *What does the data suggest?*
 - *What does this mean for our work?*
 - *So, what are we going to do?*



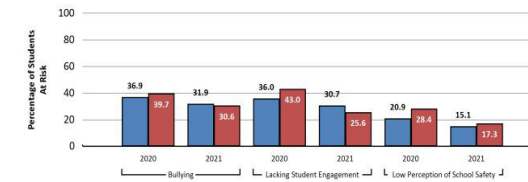
2020-21 KCTC Social-Emotional Learning Report
USD 345 Seaman
Seaman High

ITEM	FACTS 5 minutes	INTERPRETATIONS & WONDERINGS 7 minutes	IMPLICATIONS 7 minutes	NEXT STEPS WHOLE GROUP 5 minutes
	What do you see?	What does the data suggest?	What does this mean for our work?	So, what are we going to do? Choose the top 3.
School Climate	SMS is 2.8 percent more at risk.	Our students are struggling with managing school.	We need to reteach expectations for common school happenings.	Reteach family and community. Positive group work to promote good behavior.
Bullying	There is a 5.5 percent increase in kids that were bullied.	With COVID bullying has increased, we feel digitally.	Digital citizenship lessons	KBI talks, SEL lessons
Lacking Student Engagement	13% decrease in access to talk to a teacher.	Students feel more access to teachers.	Continue to reach out and be available for students.	Promote positive behavior, high level expectations, academic success.
Low perceptio		I wonder how much is perception and reality.	We need to interview kids and find our where they are getting	Promote open lines of communication, positive

School Climate Building: 26.6 Kansas: 23.8

Definition:

School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.



Composite Scales of Questions Below
* Numbers shown below are percentage of students responding.

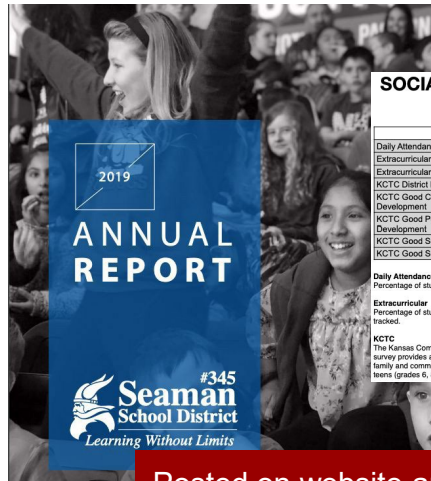
Bullying

During the past 12 months, how often have you seen someone being bullied? (At least once)
What do adults do at school when they see bullying? (Nothing, they ignore it)
During the past 12 months, how often have you been bullied at school? (At least once)

Prior Yr	Building	KS
52.1	40.1	39.8
16.9	11.2	9.6
17.1	22.6	22.0



Public Transparency



SOCIAL-EMOTIONAL

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Target 2023
Daily Attendance Rates	96.1%	NA	95.7%	95.3%	94.7%	95%	96%
Extracurricular Participation SMS	NA	NA	NA	NA	NA	62%	100%
Extracurricular Participation SHS	NA	NA	NA	NA	NA	73.9%	100%
KCTC District Participation	80.2%	73.24%	67.84%	69.35%	70.35%	78.3%	
KCTC Good Character Development	NA	NA	NA	62.3%	57.6%	55.6%	
KCTC Good Personal Development	NA	NA	NA	67.8%	67%	63.2%	
KCTC Good Social Development	NA	NA	NA	61.2%	59.1%	52.1%	
KCTC Good School Climate	NA	NA	NA	64%	60%	59.5%	

Daily Attendance Rates
Percentage of students in school on an average day.

Extracurricular
Percentage of students (SMS & SHS) actively participating in two or more activities. 2018-19 will be the first year extracurricular participation will be tracked.

KCTC
The Kansas Communities that Care (KCTC) survey tracks teen use of harmful substances such as alcohol, tobacco and other drugs. In addition, the survey provides a baseline for teen participation in, perception of, and attitudes toward both prosocial and antisocial behavior at the peer, school, family and community levels. It provides a measurable level of risk and protective factors that influence behavior, attitudes, and opinions of Kansas teens (grades 6, 8, 10, and 12).

Posted on website and shared at an annual district banquet

9. Discussion Items

A. R2R Update (DF, RK, JM, RB, KK, JC)

B. Snow Day Plan / Late Start Schedule (DF, RK)

C. Hear Teaching & Learning Report (DF, RK, MN)

D. KCTC Survey (RK, DF)

E. Hear Special Services Report (DR)

F. Building and Grounds Report (JG)

G. Business and Finance Report (LM)

Annual Board of Education presentation



Building Site Council Meetings

Community Conversations

- Identified anecdotal evidence for concern
- Look for quantitative data
- Create a prevention committee
- Build plans



Seaman Schools Vape Prevention Committee

September 5, 2019
4:15 - 6:00 PM Seaman High School Library

- III. Review of Seaman Schools Missions and Strategic goals
- IV. Review data
 - A. Kansas Community that Cares (KCTC) Survey Results
 - 1. E-Cigarettes
 - 2. Cigarettes
- V. Review of current policies regarding tobacco and vape products
 - A. District
 - B. High School
 - C. Middle School
 - D. Elementary
 - E. Review strengths with toolkit checklist
 - F. Identify recommendations

Cigarettes

Percentage of students who reported smoking cigarettes one or more times in the past 30 days

County and state data shown are that of the following grade group: All Grades

School Year:	District:	County:	State:
2014-15	7.9	5.8	N/A
2015-16	3.2	3.2	3.8

E-Cigarettes

Percentage of students who reported use of e-cigarettes one or more times in the past 30 days (New question in 2015-16)

County and state data shown are that of the following grade group: All Grades

School Year:	District:	County:	State:
2015-16	6.0	5.1	5.5
2016-17	9.1	5.0	5.4
2017-18	10.6	9.6	8.2
2018-19	13.5	11.9	12.6

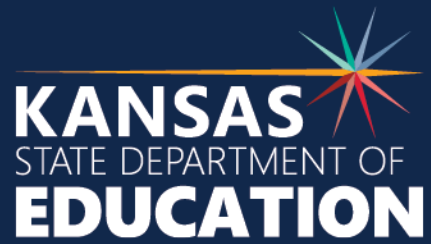
Questions???

Rebecca Kramer, Director of Early
Childhood and Elementary Education

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Danira Fernandez-Flores, Director of
Secondary Education

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BREAK – 15 minutes

STAR Recognition Update

Myron Melton



Kansans Can Star Recognition Program

2020 and 2021 Progress and Results



2020 Kindergarten Readiness Award



BRONZE: Kindergarten Readiness Award

- Fairfield USD 310
- Goddard USD 265
- Perry-Lecompton USD 343



COPPER: Kindergarten Readiness Award

- Colby Public Schools USD 315
- Hillsboro USD 410
- Moundridge USD 423
- North Jackson USD 335
- Rock Creek USD 323
- South Barber USD 255



2020 Individual Plan of Study Award



GOLD: Individual Plan of Study Award

- Piper USD 203



SILVER: Individual Plan of Study Award

- Nemaha Central USD 115



BRONZE: Individual Plan of Study Award

- De Soto USD 232



COPPER: Individual Plan of Study Award

- Basehor-Linwood USD 458
- Caldwell USD 360
- Seaman USD 345
- Southern Lyon County USD 252
- Valley Falls USD 338
- Wichita USD 259



2020 Social-Emotional Growth Award



SILVER: Social-Emotional Growth Award

- De Soto USD 232
- Fairfield USD 310
- Olathe USD 233
- Seaman USD 345



BRONZE: Social-Emotional Growth Award

- Augusta USD 402
- Barber County North USD 254
- Basehor-Linwood USD 458
- Coffeyville USD 445
- Garden City USD 457
- Piper USD 203
- South Brown County USD 430
- South Haven USD 509



COPPER: Social-Emotional Growth Award

- Derby USD 260
- Humboldt USD 258
- Independence USD 446
- Jayhawk USD 346
- Perry-Lecompton USD 343
- Southern Lyon County USD 252
- Valley Falls USD 338



2021 Application Estimates

- Kindergarten Readiness - 4
- Individual Plan of Study - 12
- Social-Emotional Growth - 13

** 2020 Awards will be carried over and recognized in 2021*



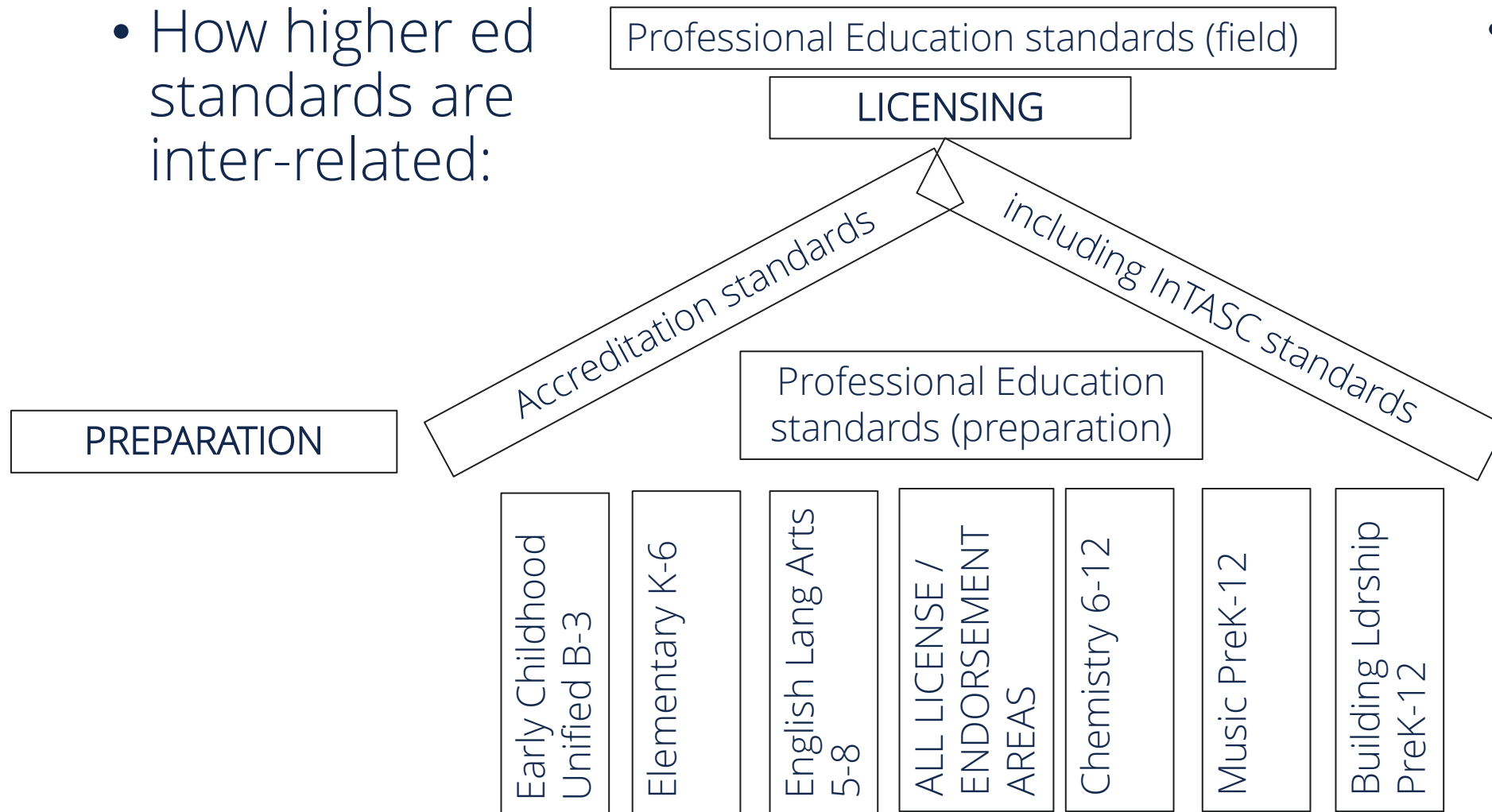
Bullying Task Force Recommendation on Teacher Preservice/Preparation

Catherine Chmidling



Teacher Preparation Standards

- How higher ed standards are inter-related:



- Interstate Teacher Assessment and Support Consortium (InTASC) standards are national professional education standards



Interpersonal & mental health topics addressed at multiple levels

- Each license content area (Elementary, Art, Chemistry, etc) addresses working with children and each individual child, parents/caregivers/stakeholders, and fellow teachers.
- Education Dept oversees all license areas. Addresses Professional Education standards that include
 - recognizing individual student needs,
 - creating a supportive learning environment,
 - positive social interaction, mutual respect,
 - working with stakeholders and professional peers to advocate for each child and build a supportive culture.



License tests and requirements:

- Each applicant for an initial teaching license must pass the Principals of Learning and Teaching (PLT) Praxis test as well as a content-specific test.
- PLT test includes
 - promoting a positive learning environment
 - detecting bias, promoting a safe and open forum
 - Awareness of school peers' roles and stakeholders, and implications of major legislation including mandated reporting
 - Test includes examples of working with individual children to develop a skill or address a concern



Student Teacher Work Sample

- Preparation programs require a student teacher work sample.
- Work sample requires
 - Observe social characteristics of a classroom and a selected subgroup, including emotional, attitudinal, motivational, etc.
 - Written plan for establishing a positive learning environment including self-motivation, positive relationships, positive classroom behavior, cooperation, active engagement and purposeful learning.
 - Sample lesson plans must discuss specific classroom routines, procedures, activities that address social emotional needs of students.
 - Candidates must provide summaries of communication interactions with individual P12 students and reflect on the impact of instruction, learning, and student growth (social/emotional).



See mental health summary responses

Collected brief summaries from a sample of teacher prep institutions – 2 public, 2 private.

- Mental health, bullying, mandatory reporting, and suicide prevention are addressed repeatedly throughout a program plan of study.
- Often included in an interpersonal relations, classroom management, developmental psychology, and exceptionalities courses.



Fastbridge Update

Kent Reed





[FREE WEBINAR]

Addressing Implicit Bias and Disproportionality in SEB Assessment

[Watch On-Demand](#)

One Simple, Powerful Solution for Your Formative Assessment Needs



SEB functioning is nurtured through a combined learning approach that addresses both social-emotional skills and behavior.

SEL

Social-Emotional Learning

Teach SEL skills to navigate specific situations

SEB

Social-Emotional Behavior

Teach positive SEL skills
Manage poor problem behaviors
Reinforce positive behavior

PBIS

Positive Behavioral Interventions and Supports

Prompt and reinforce positive behaviors

SEB BEFORE ABCs

Read actionable, expert advice for supporting students' SEB needs to get them in the best mindset to learn.

[READ THE PLAYBOOK](#)



WEBINAR SERIES

RESTART LEARNING DURING A CRISIS WITH SEB SUPPORTS AND STRATEGIES

In this two-part webinar series, examine the need for Tier 1 SEB supports and review specific strategies for implementing them in classrooms.

[WATCH ON-DEMAND](#)

SAEBRS

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) identifies students grades K-12 who are at-risk for academic, social, and/or emotional behaviors. SAEBS can also universally screen by class, grade or school to identify trends that may need class-wide attention.

FastBridge SEB Assessments

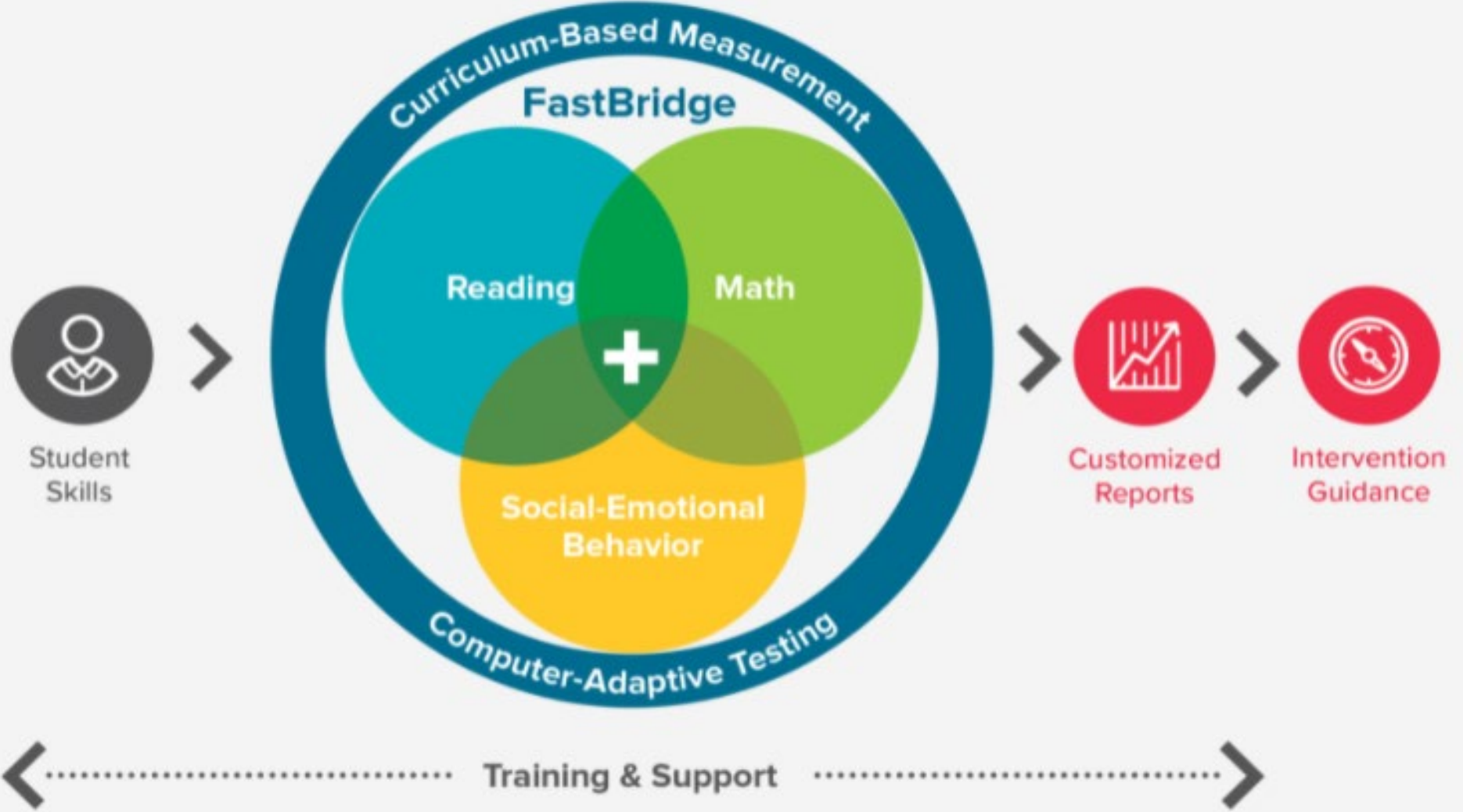
DevMilestones

DevMilestones provides data by evaluating each student's performance relative to established milestones across the Preschool through Kindergarten years. Capture the time and stage at which students demonstrate these skills—from emerging levels through to mastery.

Direct Behavior Rating

The Direct Behavior Rating (DBR) is a criterion-referenced rating scale currently in Lab Status, used to track student development in key areas of skill and performance across the school year. Evaluate each student's performance relative to established milestones across the Preschool through Kindergarten years.







How Do I Know Which Social-Emotional Skills Need Support in My Classroom?

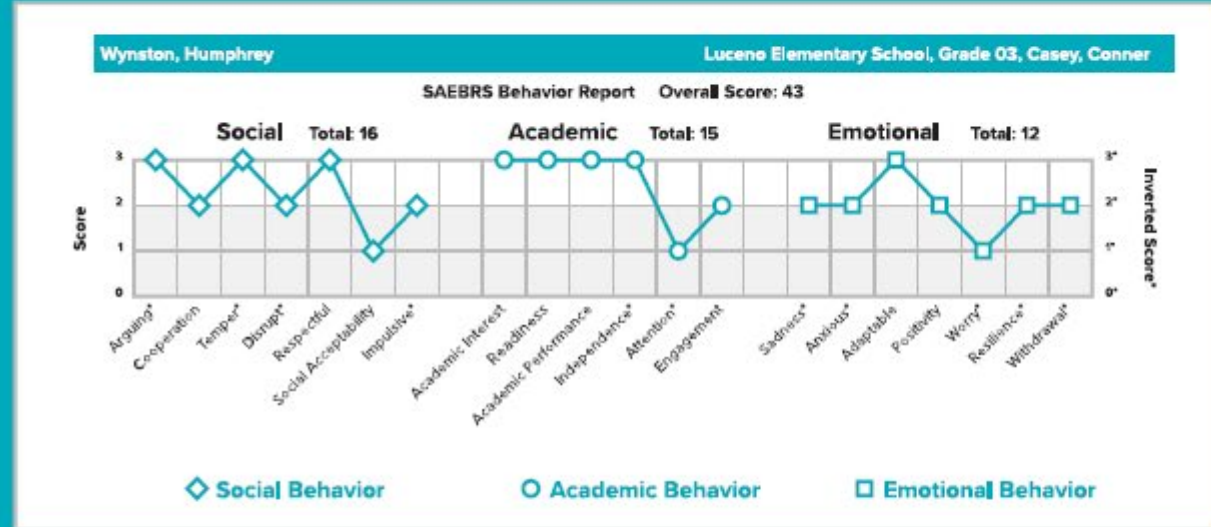


The Collaborative for Academic, Social, and Emotional Learning (CASEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five areas of social-emotional competence that support students' development and well-being. But how do you know which skills students may need support in developing?

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), which is part of the FastBridge assessment solution, provides educators with specific attributes and behaviors they can look for in their students that demonstrate their skill level with the CASEL 5.



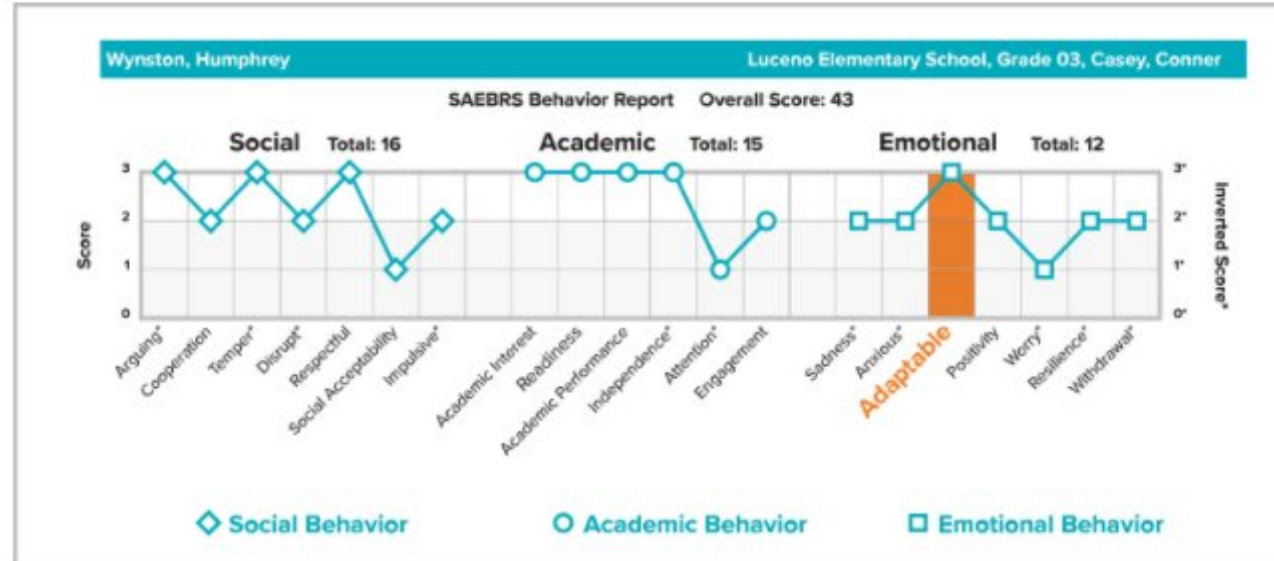


SELF-AWARENESS

Ability to understand one's emotions and how they influence behavior.



Independently adapted from CASEL's SEL Framework.
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To identify how well developed self-awareness skills are in students, ask yourself:

□ EMOTIONAL BEHAVIOR

- 1 How well do they adapt to change?
- 2 Do they have difficulty rebounding from setbacks?
- 3 Are they withdrawn or appear worried?
- 4 Do they tend to have a positive attitude?

Review of Teaching and Leading (Navigating Next)

Kent Reed

John Calvert

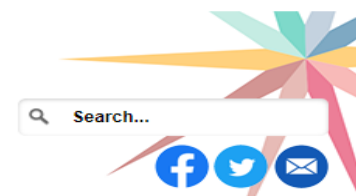
Jane Groff



Navigating Next



Kansas leads the world in the success of each student.



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Navigating Next

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Kansas State Department of Education | www.ksde.org

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Links

- [Navigating Change: Kansas Guide to Learning and School Safety Operations](#)
 - [Resources](#)
- [Kansas Vision for Education](#)
- [Kansas Teaching and Learning Project \(website\)](#)
 - [Signup for newsletter](#)

Navigating Next

- [Full document \(PDF\) Modified Mar. 9, 2021](#)
- [Kansas Education Action Plan for Navigating Next: Feb. 9-May 31, 2021 \(Infographic PDF\) Modified Feb. 12, 2021](#)



Timeline

- Released: February 12, 2021
- Last update: March 9, 2021

Purpose

- The goal of Navigating Next is to support school systems by providing concise, prioritized guidance for effectively and successfully completing the 2020-2021 school year while simultaneously planning and preparing for the start of the 2021-2022 school year.
- Navigating Next will support districts in determining options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) funds, scheduled to be expended by September 2023.
- Navigating Next builds on previous guidance, Navigating Change: Kansas' Guide to Learning and School Safety Operations (2020), a key resource for school systems as they implement instructional and operational practices.

Action Plan

4 (8 of 28) Automatic Zoom

KANSAS EDUCATION ACTION PLAN FOR NAVIGATING NEXT

February 9 – May 31, 2021

FISCAL AND OPERATIONAL MANAGEMENT	COMMUNICATION AND ENGAGEMENT WITH FAMILIES	ASSESSING STUDENT LEARNING	ACADEMIC DELIVERY AND SUPPORT	SOCIAL-EMOTIONAL LEARNING (SEL) DELIVERY AND SUPPORT	LEARNING ENVIRONMENT CONSIDERATIONS
<p> Vaccinate Your Staff. Coordinate with your local health authorities to secure vaccinations for every school employee choosing to receive it.</p> <p> Plan to Spend Funds Strategically to Support Local Plans. Districts must have a clear, strategic plan for using these additional funds to directly support student, family and staff needs created by the pandemic. The money provided by the federal government should be used to create and execute your plan through the summer of 2023.</p>	<p> Remain Engaged with your Students. Account for every student enrolled in your district during the 2019-2020 and 2020-2021 school years, and reconnect with students who have disengaged from instruction or who left the district for any reason this year.</p>	<p> Conduct Learning Needs Analysis Develop plans for assessing and analyzing the academic and social-emotional needs of each student.</p>	<p> Prepare the Class of 2021 for Graduation and Postsecondary Success. Conduct a thorough review to ensure all graduation requirements have been met and plan to support each student in their postsecondary planning.</p> <p> Design Extended Summer Learning Opportunities. Identify immediate opportunities for additional learning and plan summer school, tutoring and other programs for extended learning. Identify those teachers, staff and partners willing and able to provide these opportunities. These activities should model the guidance given in Navigating Change.</p>	<p> Address Student and Staff Social-Emotional Needs. Create and provide academic enrichment and supervised activities that go beyond the traditional school year and daily schedule. Identify and promote child and adult well-being.</p>	<p> Plan Master Schedule for 2021-22 School Year. The extent of learning loss and social-emotional issues Kansas students have experienced as a result of the pandemic will be felt for years to come. Districts will need to create innovative practices and environments to address this course correction, including extending the school year for the next two years. These activities should model the guidance given in Navigating Change.</p>

Moving Forward

- As we move forward into what we hope to soon be a post-pandemic era, focus must begin in earnest to address our students' social-emotional and academic needs created by this extraordinary event.
- Schools must take what they've learned about their capacity for providing non-traditional classroom settings and instructional models, and mobilize that into an innovative plan for recovery.
- Assessing and addressing the loss of student success skills won't happen overnight, but our efforts must start immediately. This document provides guidance for how to begin that work today.

Navigating Next

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★ Social and Emotional Learning

- Addressing Diverse Staff SEL and Well-Being Needs
- Taking Care of Yourself

★ SEL Delivery and Support

- SEL for Adults Fun and Functional



HB 2208 Updates

Diane Gjerstad



**Report of the
Special Committee on Kansas Mental Health
Modernization and Reform
to the
2021 Kansas Legislature**

CHAIRPERSON: Representative Brenda Landwehr

VICE-CHAIRPERSON: Senator Carolyn McGinn

OTHER MEMBERS: Senators Larry Alley, Dan Kerschen, Pat Pettey, and Mary Jo Taylor; Representatives Tory Marie Arnberger, Barbara Ballard, Elizabeth Bishop, Will Carpenter; Megan Lynn, Adam Smith, and Rui Xu



HB 2208 – Mental Health Modernization

- Contains the contents of 3 bills:
 - SB 175 Rural Emergency Hospital Act
 - HB 2208 – Behavioral Health workforce
 - HB 2261 and SB 138 – directs KDHE to develop processes to certify CCHBC, submit to federal agency for approval and develop a prospective (actual cost) payment system

Rural Emergency Hospital Act

- Problem: current hospital licensure requires high cost, low census services, such as acute care over-night beds. Rural hospitals serving declining populations are unable to cover costs.
- December 2020 Congress passed bill creating a category of licensure for rural hospitals, fewer than 50 beds, to a model specializing in emergency services and out-patient services
 - New payment system for rural hospital under threat of closure
 - New model focuses on primary care needs of community, chronic disease management, out patient treatment, emergency services
 - Requires on-site 24/7 emergency services and transfer agreements to regional facility and maintain a healthcare clinic

Behavioral Sciences Regulatory Board: Workforce

- BSRB requested language mirroring 2019 changes in social worker licensure to professions clinically licensed: Marriage & Family Therapists, Professional Counselors, Masters Level Psychologists and Addiction Counselors.
- Modernized language allowing clinical supervision via “televideo”
- Social Worker Association testified Kansas was only state requiring 350 hours of direct client contact during internship was a barrier to increasing the number of clinicians (time, money, out of state)

Workforce

Licensed Specialist Clinical Social Workers Across Kansas

1,755 – Statewide

83 – Western Kansas

1,672 – Eastern Kansas

2019 Licensed Clinical Social Workers Living or Working in KS Compared to Neighboring States

State	Licensed Clinical Social Workers	LMSW	Total	Percent of clinical social workers of total
Missouri	5939	1857	7796	76 %
Colorado	6090	1612	7702	79 %
Oklahoma	2761	1072	3833	72 %
*Kansas	1755	3169	4916	36 %

Certified Community Behavioral Health Clinic

- Issue: All four surrounding states have expanded Medicaid, implemented CCBHC model or both.
 - Workforce competition: All four neighboring states are drawing down higher rates, providing additional client services and able to recruit away Kansas BH professionals.
 - CDC data: 35% Kansans diagnosable anxiety or depression (up from 21%), alcohol/substance abuse, overdose deaths, higher percentage of incarcerated have diagnosed mental illness (31% compared to 22% nationally)
 - Suicide continues to be a significant mental health crisis – second leading cause of death for ages 15 to 44.
 - Post - pandemic increase in demand for services.

Certified Community Behavioral Health Centers

- Requires federal approval of Medicaid state plan amendment
- KDHE will build certification process and reimbursement
- Applying CMHCs will develop plans for integrated services, meeting needs of specific populations,
- focus on Veterans & active duty, underserved populations;
- ‘whole person’ integrating behavioral health needs and physical health;
- Comprehensive screening and services – substance abuse, tobacco cessation
- Collecting data – evaluating client, how to remove barriers for client access
- Mobile crisis services – working along with law enforcement

Governor Laura Kelly Signs Bipartisan Legislation to Improve Mental Health Services, Telehealth, and Protect Rural Hospitals



“This legislation improves mental health services, protects rural hospitals, and increases access to telemedicine statewide. It’s a win for all Kansans – which is why I was proud to sign it surrounded by advocates.”



Lunch Break

Membership Updates

Kathy Busch



Wrap Up Comments



Kathy Busch



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