

KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL MINUTES



School Mental Health Advisory Council

Details

Date: April 28, 2022

Time: 9 am –2 pm

Location: Zoom

Welcome, Kathy Busch, Chair at 9:00 AM

Roll Call

Members: Members (x present, blank absent):

X	Kathy Busch	X	Leia Holley/ Lesli Giard		Kimberly O'Connor
	Jean Clifford	X	Tamara Huff	X	Judi Rodman
				X	Melanie Scott
X	Dr. Jane Groff	X	Dr. Ken Hughey	X	Shirley Scott
	Samantha Brown		Kimber Kasitz		Idalia Shuman
	Shelby Bruckerhoff		Mallory Keeffe	X	Rachelle Soden/Pam Noble sub
X	Tracie Chauvin	X	Kathy Kersenbrock-Ostmeyer		Dinah Sykes
X	Jose Cornejo		Monica Kurz	X	Mark Torkelson
X	Misti Czarnowsky		Ronny Lieurance	X	Kelsee Torrez
X	Sherry Dumolien	X	Lori Marshall/Sue Murnane		Ryan Vaughn
X	Diane Gjerstad		Melody Martin	X	Kasey Dalke/Paige White child advo.
		X	Dr. John McKinney		Pam Weigand
	Laura Hatstrup/Cherie Blanchat		Kathy Mosher	X	Holly Yager
	Brian Jordan		Monica Murnan	X	Janey Humphries (BOE-large districts)
	Gary Henault		Deana Novack	X	Jamey Dover (Law enforcement)

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Attendance: _23_ present Quorum (20)

KSDE Staff:

X	Bert Moore	X	Kerry Haag	X	Alysha Nichols
	Barb Depew/Cheryl Johnson sub	X	John Calvert		
X	Kayla Love		Myron Melton		
X	Kent Reed	X	Shanna Bigler		Kelli Byrne

Guests:

Approval of Agenda

Motion to approve: Mark Torkelson

Second: Judi Rodman

Action: Motion Passed

Approval of Minutes

Motion to approve: Misti Czarnowsky

Second: Rachelle Soden

Comments: None

Action: Motion Passed

Public Comments

No public comments. Closed at 9:18AM

Champion of Children Award - Shanna Bigler

Legislative Updates

Diane Gjerstad

- First adjournment on April 1st. Senate overrode Governor’s veto on SB 58 (parents bill of rights) and SB 160 (trans girls in high school sports). House has a target date to take up on May 16th.
- State funds are in an optimal position. Currently has a high balance with numbers in the billions. Reduction of sales tax on groceries approved but not yet passed.
- Mega Budget Bill H Sub for Sub for SB 267
 - Funds state budgeted except K-12 schools. Signed into law with two vetoes – legislators joining KPERS late and Benedictine funding. Includes funding for ARPA. Paid off debt with water reservoirs and KPERS bonds. 5% pay increase for state employees.
 - Human Services – DCF received +\$7.5m recruitment retention funds for providers, foster grantees, licensed facilities, and residential treatment programs. Increased EMS provider codes by \$10m. \$3.5m in funds for Medicaid adult dental services. Raised provider rates for pediatric primary care services by \$2.9m.
 - KDADS – 25% reimbursement rate in HCBS for I/DD waivers. 10% increase for

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HCBS Frail Elderly waiver services. 4% increase for Medicaid behavioral health services. Increased T waiver funding in direct nursing for infants and children. \$2m to aid psychiatric residential treatment for staffing retention. \$2.5m increase for community DD organizations for HCBS I/DD waiver assessment. \$20m for APRA housing program. Support certification and funding for CCBHC but there are funding concerns. APRN bill passed. There concerns about what will happen when influx of federal dollars (FMAP) stops, and the APRA dollars has been extended.

- SPARK – The committee working on ARPA dollars, \$1.6b funding total with 25% (\$397m) of that remaining. Looking at broad topics such as economic development, housing, workforce, childcare, broadband, and community health.
- Education funding in Senate Sub for HB 2546 – Legislature approved Gannon funding. Virtual state aid increased to \$5600. \$5m added to Safe & Secure Schools grant and allows grant to cover up to 50% of new SRO position's salaries. Added an additional \$3m to MHIT. Approved funding for statewide dyslexia coordinator. Includes 3rd grade reading goals called "Every Student Can Read". Added virtual math program funding selected by USD.
- Education policy in Senate Sub for HB 2546 – Includes measures, interventions, and parent communications for 3rd grade reading policies (p. 16). KSHSAA employers are mandatory reporters (p. 25). Building needs assessment for each building which entails the local boards of education determining barriers for all students to achieve level 2 proficiency and the budget and time required to achieve that (p. 27). Open enrollment (p. 37). SEL questionnaire language for all non-academic surveys and questionnaires and require parents to be notified in writing every 4 months in advance of administration, receive a copy, give written consent, and explained how districts will use the data (p. 54-56).
- Ed Conference action – House offer includes language from HB 2662 (p. 9 lines 32-43 and p. 10 lines 1-18). Details if a district employee believes a student may be at risk of suicide by a credible report, designated school personnel may administer a suicide risk assessment/screening tool but must attempt to notify parents first and if unable to contact, can perform it anyway and notify parent as soon as possible. Language will be voted on soon.
- Issues Outstanding – K-12 Budget and Policy bill still needs to pass and be signed by the Governor. SPARK recommendations. The day the 988 Crisis Line goes live, no funding identified but the bill creates the fund and has \$10m demand transfer. Congressional map. Sports book. Medical marijuana.

Foster Care Report Card

Diane Gjerstad

- The Foster Care Report card has been codified into law via Governor's Executive Order 2020. It is a collaborative effort between KSDE and DCF to prepare the Kansas Foster Care Annual Academic Report Card. Has a work group that meets monthly called "Education Stability for Children in Foster Care Workgroup" which reviews cases and

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works on coordination to better serve students in foster care. The report card is helpful to point out information for mental health and trauma in the system.

- Report compares students in foster v. all students – Foster students graduate in 4 years 26.9 points less (better than two years ago which was 28%). Graduation rate for foster students who are white is 59.8% compared to 90.3%. Chronic absenteeism is 14.6 points higher than all students (32% compared to 17.5%). Attendance for foster is 3.2 points less than all students (90.6% compared to 93.8%). Drop out rate is 4.2 points higher than all students. Increase in foster students receiving mental health services in school.
- Education enrollment form is completed within 3 days of moving and provides information from two previous districts in record transfer. Educational coordinators ensure timely enrollment, transportation, and system to share records. Data has been captured on number of moves and those requiring district changes. Number of youths in foster care has decreased (1000 days in care on average). Expulsion is noted as a barrier when moving from one district to another and impacts placement stability. Majority of foster kids are still in Assessment Level 1 (56.11% in Math, 51.90% in English, and 53.20% in science) and are more likely to be in Level 1 than all students.
- Mental Health Intervention Team Program – Every school district has identified a foster care point of contact person to share information between groups and perform an educational placement form (EEISPF) to determine the best way to support the foster student.

Mental Health Intervention Team

John Calvert & Diane Gjerstad

- Started off as a pilot grant (\$7.5m) that funds liaisons to take in referrals and work between mental health services, schools, parents, and students. Have offered therapy in schools so parents won't have to take off work and drive children to appointments. Liaisons have seen that the program has normalized mental health treatment in schools. Just this year has served over 4300 kids and 55 school districts, including 450 foster care students. Has helped at risk students who are facing suspension, in high poverty districts, suicidal, etc. Looks at indicators for mental health in attendance, externalizing behaviors, academics, and internalizing behaviors.
- Students Served Report (Mid-Year) – Number of Students . . . Served: 6315. Intake Completed but Services not: 105. Intake Planned but not Completed: 129. With Improved Attendance: 2166 (73.72%). Showing Improved Externalizing Behavior: 2712 (71.50%). With Improved Academic Performance: 2303 (72.34%). Showing Improved Internalizing Behavior: 2731 (72.34%). Dropping out of School: 35 (0.55%). Moving out of School District: 629 (9.96%). **Percentages is determined by the number of students the category was a worry about.* Number of Foster Students Served: 759 (12.02%). Number of Non-Foster Students Served: 5556 (87.98%). Number of Students Referred for Services: 5439.

SPDG Application

Kerry Haag & Amy Gaumer-Erickson **Kerry presents alone*

- Stands for State Personnel Development Grant. An opportunity within the Individuals

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with Disabilities Education Act (IDEA) to apply and receive funds that are intended to build the capacity of the state education agency to support personnel development. Kansas has one of these grants and reapplies every five years. Has previously supported the development and installation of behavior integrated into Kansas MTSS, supported development of co-teaching state trainers, early career mentoring for special education teachers, and recently professional learning for school mental health. Next application will continue supporting the professional development needed for school mental health within school settings, expand the implementation of district community leadership teams to also mentor other districts. Professional learning is focused on not only trauma but also the neuroscience aspect. Waiting for an RFP and preparing for the grant application issue (60-day submission period).

Attendance

Jane Groff

- Kansas Parent Information Resource Center supports work of engaging families with professional learning and professional development for educators. Has had an increased number of requests and interest on attendance and chronic absenteeism.
- Kansas Data – From a statewide survey built on the six standards of family engagement from 24 districts and KSDE attendance data. Districts with higher ratings on the family engagement survey have statistically lower percentages of students who are chronically absent. Found that two standards of family engagement are significantly correlated to lower chronic absenteeism: a welcoming environment and sharing power and advocacy. Providing a welcoming school community and encouraging families to be advocates and share power ends up with lower chronic absenteeism.
- Bringing Attendance Home – Overview of a presentation used to communicate with parents over the importance of attendance and negative effects of chronic absenteeism.
 - Uses plain language for school definitions to communicate with parents on attendance for attendance, absence, tardy, chronic absenteeism, and excused and unexcused absences. Has examples of excused and unexcused absences.
 - Has icebreakers on what makes it hard and what motivates you to send your children to school to hear from families. Engages with audience with games/activities that focus on the effects of missing out, demonstrates how much a child falls back each year when they're chronically absent, and how tardiness happens.
 - Benefits on attending school regularly - academic achievement in reading and math assessments, provides opportunities to learn from others, exposure to the English language which helps master skills more quickly, and being part of the school community which teachers valuable social-emotional skills.
 - Address importance of September - absenteeism in the first month of school can predict poor attendance throughout the school year. Highlights for families to start off strong at the beginning of the year.
 - Effects of chronic absenteeism on children – Children who are chronically absent lose out on learning social-emotional skills. Children who are chronically absent in kindergarten and 1st grade are much less likely to read proficiently in

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3rd grade. Chronic absenteeism relates to drop out rates. Good attendance leads to more success in college.

- What it takes to get a child to school every day - Family Practices: nurturing a habit of attendance at home. Helpers: have a backup plan in others (friends or family) to get the children to school in case of a problem. Schools: find out ways schools can help with attendance such as tracking attendance and hold them accountable. Community Services: recognize the barriers to good attendance such as lack of reliable transportation and housing and reach out to community organizations for their services to address these barriers.
- Social Emotional Learning and SECD - Social: a child's ability to interact with other children and adults. Emotional: a child's ability to interact to regular and control emotions and to form secure relationships. Addresses the link between character development and social-emotional learning. SEL topic correlated with attendance include classroom engagement, self-management, self-efficacy, classroom effort, and emotional regulation.
- Did you Know? - Highly engaged students are 57% less likely to be chronically absent. Students who report low social awareness are 2.5x more likely to have one or more behavior incidents than students who report high social awareness. Students who report high self-management are 75% less likely to face failing grades than students who report low self-management. There is a 30% achievement gap between student groups who are chronically absent and regularly attending.
- Ends with sharing resources for parents on Attendance Works.

School Mental Health Initiative

Cherie Blanchat

- Saw a need for this program with Autism and Tertiary Behavior Support team (TASN) when providing technical assistance to school districts around a challenge. Had many cases relate to mental health and trauma-related issues which started the ball rolling for SMHI. Has five separate regions referred to as the Community Mental Health Center Regions (CMHC): Pawnee Mental Health Center, CrossWinds Counseling and Wellness, Central Kansas Mental Health Center, Sumner Mental Health Center, and The Center for Counseling and Consultation. Works intensively with Manhattan, Ogden, Southern Lyon County, Wellington school districts and Futures in Early Childhood Program. Takes the Interconnected Systems Framework and aligns mental health practices with the way schools do business (tiered system of support structure which utilizes data on evidenced-based practices). Uses this and CMHC data from juvenile justice and foster care to identify areas of their school communities that require the most attention. Works with the Early Childhood program to make sure trauma response and support plans are carried over and monitored through high school. Uses modules on Moodle for training resources.
- Resources Provided: Access to School-Based Mental Health Supports and Roles of School-Employed Mental Health Professionals: <https://www.ksdetasn.org/resources/1336>
SMHI Webpage: <https://www.ksdetasn.org/smhi/school-mental-health-initiativeSMHI>
Moodle: <https://moodle.kansastasn.org/>

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KSDE Updates

Bert Moore

- Kent Hughey is retiring.
- Kathryn White reached out and said she would connect with anyone as an adoptive parent of a child with fetal alcohol syndrome. She would like to network with any agency or organization about awareness over the syndrome due to how frequently it goes undiagnosed and lack of an implemented treatment plan. Her email is kathy@kansasfasdsupportnetwork.org.
- Shortage of mental health providers and public schools – With the three levels of the ESSER program, school districts used the funds to add mental health support workers and counselors. There is an extreme shortage in school psychologists with eight vacancies this year. The EANS program for private schools has also requested large amounts of counselors and social workers. Mental health is becoming a hot topic especially with the internet culture children are growing up in.
- Summer Academies – This year is the first time it is offering a school counseling strand. There is also a social-emotional, leadership, and special education strand. Kayla will distribute the registration and the fee is only \$50. They are in Manhattan, Goddard, and Garden City but will also have a virtual opportunity.
- Project Aware – A three-year opportunity through SAMHSA. Signed a commitment letter with the University of Kansas and their Telehealth Rural Outreach for children in Kansas called KansasROCKS. This will increase mental health services to hopefully increase student instruction and decrease absenteeism. The application must be submitted by May 1st.
- Collaborative for the Advancement of Social-Emotion Learning (CASEL) – Asked to do a case study on how we have taken workforce development and blended it with social-emotional learning. Involves activities to help schools understand how to incorporate social-emotional into workplace development.
- Kent Reed did a video US Department of Education conference on the grow your own model for school counseling and addressed shortages.
- Kayla will be sending information about the conference.

Agency Updates

- KNEA, Teaching & Learning is hosting an event for educators on June 21st called “Empowering Educators to Better Address Challenging Behaviors”. In partnership with 321 Insight. Email idalia.shuman@knea.org for interest in learning more.
- Kansas Children Services League – April is Child Abuse Prevention Month. Hosted speakers from Institute to Transform Children Protection which spoke on mandated reporting through a trauma responsive and racial justice lens. 430 people were able to attend the full session and between 70 to 100 people attended portions of the training. Attendees varied between school district representation, court services, DCF, nonprofits, and mental health organizations. The organization is beginning to shift the language of mandating reporting to supporting moving away from a system of surveillance to a system of support for families. The agency is also hiring new staff trainers that will focus on topics surrounding preventing unnecessary reports and distinguishing neglect from poverty and economic housing. Expecting many new

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trainings by the end of this year related to abuse and neglect topics and early childhood and support topics.

- Families Together announced the film *Just Like you: Anxiety and Depression* based in the Kansas City Metro Area and talks about anxiety, depression, and suicide prevention. There will be a free screening on May 25th at the KU Edwards Campus in Overland Park. The trailer can be viewed at <https://www.justlikeyoufilms.org/>.
- The Leadership EDIT Summit will be held on June 17th and will have Jim Sporleder and Lateshia Woodley as keynote speakers as well as 16 breakout sessions.

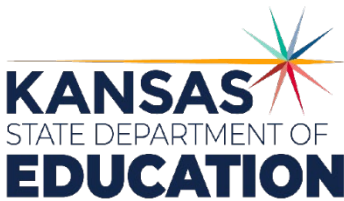
Kathy Busch

Adjourned

- Meeting adjourned at 1:53 pm

Next Meeting, July 26, 2022 Wichita Hyatt TBD

For more information, contact:



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SETS

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