

# KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL MINUTES



## School Mental Health Advisory Council

### Details

Date: February 23, 2022

Time: 9 am –12:00 pm

Location: Zoom

Welcome, Jane Groff, Chair at 9:01 AM

### Roll Call

Members: Members (x present, blank absent):

X	Betty Arnold	X	Leia Holley& Brad Giard	X	Kimberly O'Connor
		X	Tamara Huff	X	Judi Rodman
X	Dr. Jane Groff			X	Melanie Scott
	Samantha Brown	X	Kimber Kasitz	X	Shirley Scott
X	Shelby Bruckerhoff		Mallory Keeffe	X	Idalia Shuman
X	Tracie Chauvin		Kathy Kersenbrock- Ostmeyer	X	Rachelle Soden/Pam Noble sub
X	Jose Cornejo	X	Erica Molde		Dinah Sykes
X	Misti Czarnowsky	X	Sue Murnane		Mark Torkelson
X	Sherry Dumolien		Scott Anglemyer		Kelsee Torrez
X	Diane Gjerstad	X	Dr. John McKinney	X	Ryan Vaughn
X	Cherie Blanchat		Kathy Mosher		Kasey Dalke/Paige White/ Juliane Walker
	Marcia Weseman	X	Monica Murnan		Pam Weigand
X	Gary Henault		Deana Novack	X	Holly Yager
X	Jessica Lane		John Eply	X	Janey Humphries (BOE- large districts)
	Lori Marshall		John Doll	X	Jamey Dover (Law enforcement)

Attendance: 27 present Quorum (20)

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### KSDE Staff:

X	Bert Moore	X	Kerry Haag		Alysha Nichols
X	Barb Depew/Cheryl Johnson	X	John Calvert		Angie Brungardt
X	Kayla Love		Myron Melton	X	Gail Tripp
X	Kent Reed	X	Maureen Tabasko	X	Trisha Backman

Guests: Doug Boline, Crystal Dalmasso

### Public Comments

Two public comments.

- **Beth Patton** – Speaking from a parental perspective, depending on where you live, mental health is not seen as a disability and can struggle with getting 504s in schools. She will be starting an advocacy group called GRASP (Grandparents Reaching out for Assistance as Secondary Parents).
  - Jane Groff states that there used to be a grandparent group at the Department of Aging. She suggests reaching out to her to help with the advocacy group and potential reestablishment. Bert Moore suggests contacting the SETS attorney Mark Ward at [mward@ksde.org](mailto:mward@ksde.org) for additional support.
- **Melanie Scott** – She is a school counselor at Dodge City, Kansas. Regarding the Kansas Suicide Prevention Toolkit, she noticed that there is not an amendment for the recent HB 2567 section 27 that is about the procedure for when a student confides about suicide ideation. In the screener section, it also asks counselors to assign risk levels which school counselors are not supposed to do. She has provided a document with considerations to update the Kansas Suicide Prevention Toolkit, along with resources as a suggestion to form a yearly committee to reevaluate the toolkit.  
([https://docs.google.com/document/d/1dtYTnwlFhVBv0\\_G02DUtEYSLbWYnuqOovKGBAeLBngs/edit](https://docs.google.com/document/d/1dtYTnwlFhVBv0_G02DUtEYSLbWYnuqOovKGBAeLBngs/edit))

Closed at 9:32AM

### Naloxone (Narcan)

Crystal Dalmasso with DCCCA

- The goal of this presentation was to understand the urgency of this topic, how to recognize an overdose, how to respond, and how to administer Naloxone.
- **Data**
  - Drug overdose is the leading cause of injury death in the US since 2019.
  - There are three waves of opioid overdose deaths.
    - Wave 1 – 1990s – Rise in prescription overdose deaths. Coincides with pharmaceutical companies stating patients would not get addicted to opioids and the medical community's movement to monitor pain as a fifth vital sign.
    - Wave 2 – 2010 – Rise in heroin overdose deaths. Prescribing guidelines for opioids were introduced and doctors stopped opioid prescriptions.

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- Patients who developed an addiction turned to heroin.
      - Wave 3 – 2013 – Rise in synthetic opioid overdose deaths. This trend started because of illicit synthetic opioid manufacturing (fentanyl).
- Stigma – Barrier to recovery
- Drug addiction has a 40-60% chance of relapse/reoccurrence during recovery like many other chronic illnesses.
- **Common Opioids**
  - Best way to know if you are taking an opioid is to ask your doctor or pharmacist.
  - Common opioids include oxycodone (Oxycontin, Percocet), hydrocodone (Vicodin) oxymorphone (Opana), morphine (Kadian, Avinza), codeine, methadone, tapentadol, hydromorphone, heroin, fentanyl.
  - According to the DEA, 6 in 10 illicit manufactured pills contains a deadly dose of fentanyl. A deadly dose is so small it can fit on the tip of a pencil.
- How do opioids affect us?
  - When an opioid is taken, it attaches to the opioid receptors in the brain. This connection gives pain relief and feelings of euphoria, calmness, relaxation, destressed. This positive experience leads to individuals wanting to continuously take it and lead to misuse (higher dosages and they build tolerances).
  - Opioid overdose emergencies happen where there are too many opioid molecules in the brain that they overwhelm the receptors and block the body's drive to breathe.
  - Overdose signs include weak pulse, shallow or no breathing, and low blood pressure 5 to 10 minutes after the dose was taken. Other signs include cannot be woken up, snoring/gurgling, blue/grey lips or fingertips, tiny pupils, and skin that feels cold and clammy.
- **Naloxone (Narcan)** – An opioid overdose reversal medication.
  - Safe for all ages and dogs with the same dosage for everyone. It can work within one to three minutes. The life shelf is 2 years. It must be kept away from extreme heat or freezing temperatures.
  - How does Naloxone affect the brain?
    - Naloxone knocks the opioids off the receptors, allowing the individual to breathe and remove the high. This may lead the individual to go into immediate withdraw.
- **Opioid Overdose Emergency Steps**
  - 1. Stimulate the victim with a sternal rub.
  - 2. Alert EMS if you do not get a response or the victim's response is slurred.
  - 3. Administer Naloxone. It is similar to a nasal spray. The steps are peel, place, and press.
  - 4. Give CPR after the first dose of Naloxone.
  - 5. Repeat 3 & 4 if the victim is still unresponsive with slow or no breathing. Administer another dose of naloxone and continue CPR.
  - 6. Place in recovery position only when breathing is restored. The recovery position is placing their hand under their chin to keep the airway open, bending

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the opposite leg and rolling them onto their side. If the person is pregnant, they must be rolled onto the left side of their body,

- **Legal Protection**
  - HB 2217 – Emergency Opioid Antagonists. Naloxone may be dispensed by pharmacists pursuant to the Statewide protocol. This legislation recognizes the Good Samaritan Act when administering Naloxone/Narcan.
  - KAR-68-7-23 – Approved Permanent KAR 68-7-23. Dispensing and administration of emergency opioid antagonist without a prescription.
- **What can we do?**
  - Patient Education
    - Do not take medication not prescribed to you.
    - Do not share your prescription medication with anyone.
    - Do not take opioids with alcohol, sleep aids, anti-anxiety meds, or cold medicine.
    - Do not take medication more often or in higher doses than prescribed.
  - Safe Storage
    - Keep your prescription drugs in a secure, locked location.
    - Always know where your prescription medications are and keep track of the pill number.
    - Keep prescription pills in the original bottle with the label attached and child-resistant cap secured.
  - Safe Disposal
    - Do not flush medication down the toilet. Instead, find safe disposal sites near you, use medication deactivation bags, or mix pills with kitty litter/dirt in a Ziploc bag and throw it away.
  - Call the resource line 211 for information on how to access naloxone, treatment options, basic necessities, and free and sliding-scale clinics.

## ESI Conversation

Scott Gordon

- Evacuation vs. Seclusion – Notable Case
  - Student would occasionally need alone time which would involve removal of almost everyone else from the room. Student was always with one or two adults and had attempts at de-escalation.
  - Findings
    - Student must be *placed* in an enclosed area.
    - Student must be purposefully isolated from adults AND peers.
    - If at least one other person is in the room, it is not seclusion.
- Current Seclusion Language
  - Seclusion means placement of a student in a location where all the following conditions are met:
    - The student is placed in an enclosed area by school personnel.
    - The student is purposefully isolated from adults and peers.
    - The student is prevented from leaving, or the student reasonable

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believes that the student will be prevented from leaving the enclosed area.

- 2023 Version of K.A.R. 91-42-1
  - “Area of Purposeful Isolation” means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.
  - “Purposefully isolate” means that school personnel are not meaningfully engaging with the student to provide instruction and any of the following occurs:
    - Removal of the student from the learning environment by school personnel.
    - Separation of the student from all or most peers and adults in the learning environment by school personnel.
    - Placement of the student within an area of purposeful isolation by school personnel.
  - “Seclusion” means placement of a student for any reason other than for in-school suspension or detention, or any other appropriate disciplinary measure in a location where both of the following conditions are met:
    - School personnel purposefully isolate the student.
    - The student is prevented from leaving, or the student has reason to believe that the student will be prevented from leaving, the area of purposeful isolation.
  - (d)(1) When the student is placed in seclusion a school employee must visually observe and hear the student at all times.
  - (d)(2) The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion.
  - (d)(3) When a student is placed or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.
- ESI Self Review Tool
  - Will soon be published on the agency website with mobile format once the state board adopts the regulations.
  - Asks broad questions to determine whether an incident was seclusion. This is to help guide parents and schools on what is and not appropriate use of ESI.
- As a final note, when in doubt, rat yourself out. Every time a school misses a deadline or notice requirement, parents get more time/leniency. Local dispute resolution should result in a final decision made by the local board.

## Legislative Update

Craig Neuenswander

- HB 2238 – Fairness in Women’s Sports Act
  - Involves the participation in women’s sports to those who were assigned female at birth, barring transgender individuals.
  - Is up for final action on 2/23.

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- HB 2060 – Special Education Task Force
  - Brings back a special education task force to look at special education funding and current formula. Will consist of around 10 members mostly of legislators but an appointment of one state department employee and a parent.
  - Has been passed in the house and moves forward to the Senate Education committee.
- HB 2080 – Virtual State Assessments Taken Online
  - Allows virtual students to take the state assessment online. Currently, virtual students must go to a required testing area and be monitored while taking it. Will require purchase of test security for the environments.
  - Amended to have virtual students take the same test as everyone else. Costs will be absorbed by the state department.
  - Concerns for virtual assessments involve a student invalidating assessments for an entire grade by sharing test questions online/social media.
  - Is up for final action on 2/23.
- HB 2322 – Emotional Disturbance replaced with Emotional Disability
  - Involves technical clean up to change the language when describing students with emotional disturbances to emotional disabilities.
- HB 2292 – Teacher Apprenticeship
  - Involves apprenticeships in multiple occupations, recently amended to include teachers. Will help those who want to be licensed, work their way to it through an apprenticeship program.
  - Is up for final action on 2/23
- HB 2081 – Future Teacher of the Year Scholarship
  - Creates a scholarship for high school kids who want to teach.
  - Was on the floor on 2/22 but was passed over and did not have a vote.
- SB 66 – Interstate Mobility Licensure Compact
  - Would have Kansas join a federal compact with other states to allow teachers to moving in from out of state to be licensed more easily.
  - The state board has discussed this but did not take any action yet.
- SB 82 – Concussion Management
  - Would create a committee within districts to manage students returning to school safely from a concussion.
- SB 83 – Expand TCLISSP
  - Involves the tax credit for low-income students scholarship program. Would expand the number of students eligible with income criteria as well as expanding up to high school students.
  - Is up for final action 2/23.
  - Also is HB 2048 (Blessed)
- HB 2271 (Blessed) – Nonresident children of employees may enroll and are exempt from lottery.
  - Would allow non-resident children ability to enroll in district if parents are employees.

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- Added McKinney-Vento language which states that homeless students must be allowed to attend their district of origin if they have been misplaced for a while.
- Parent Portal (Post Curriculum) which would have every school district for their curriculum for each grade level.
- It has been blessed but has not seen the floor of the house yet.
- HB 2218 (Blessed) - Education Savings Account
  - Allows an education savings account which would be available to any student attending private school. The student must be eligible to enroll in a public school.
  - The amount received is 95% of the base paid to public school districts (next year is \$5,103). The student would then be able to use that money to pay tuition for a private school. If the student enrolls in a public school, they would no longer be eligible.
  - Phase-in over 4 years based on income. Low-income students would be able to go in the first year.
- HB 2030 (Blessed) – Private School Students in Public School Activities
  - Would allow private school/home school students to participate in public school activities.
- HB 2040 (Blessed) – Funding Current Year Enrollment
  - Would change how school districts are funded by using current enrollment numbers along with the previous two years.
  - Currently, districts use the prior or second year of enrollment numbers, whichever is higher.
- HB 2261 (Blessed) – Compensate Local Board Members
  - This bill would allow local school board members to be compensated for their duties.
- HB ? (Blessed) – Funding MHIT Program
  - Has just been put together.
  - This bill will create funding for a permanent mental health intervention team program.
  - This also changes the way liaisons would be paid. 75% would be covered by the state (up to \$50,000) and then 1/3 would go to the community mental health center.
- **Following Legislation Resources**
  - Bills currently being followed in thumbnail sketches:  
<https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Legislation>
  - Full text of any bill: <http://www.kslegislature.org/li/>

## Foster Care Report Card

Doug Boline

- Demographics of students in foster care in the 2021-2022 school year
  - 5,398 students total.
  - 59.39% White, 16.27% Hispanic, 12.47% African American, 9.63% Multi-Racial,

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- 1.57% American Indian/Alaska Native, and 0.67% Hawaiian/Pacific Islander and Asian.
  - Attendance Rate – 88.4% average for all foster care students compared to 92.1% state average.
  - Graduation Rate – 59.3% average for all foster care students compared to 89.3% state average.
  - Dropout Rate – 5% average for all foster care students compared to 1.4% state average.
  - Chronic Absenteeism – 43.2% of all foster care students compared to 25.4% state average.
- State Academic Success of students in foster care in the 2021-2022 school year
  - Math Assessment – Foster care student average is 59% at Level 1 and 31.29% at Level 2. State average total of these two categories is 70%
  - English Language Arts Assessment – Foster care student average is 58.22% at Level 1 and 28.54% at Level 2. State average total of these two categories is 64.8%
  - Science Assessment – Foster care student average is 63.04% at Level 1 and 24.09% at Level 2. State average total of these two categories is 65%.
- Academically Prepared for Postsecondary Success of students in foster care in the 2021-2022 school year
  - ELA average – 13.23%. State average is 32%.
  - Math average – 9.7%. State average is 29%.
  - Science average – 12.87%. State average is 31%.
- Participation in mental health intervention team program of students in foster care in the 2021-2022 school year
  - Out of 5,398 students, 354 participate in the program which is 6.6%.
  - Data does not take into account that only 56 districts are participating in this program and uses total amount of all foster care students instead.
- Preschool enrollment of students in foster care in the 2021-2022 school year.
  - Out of 543 preschool students, 446 are in a preschool program which is 82.1%.
  - Private entity data is not included.
- Students in foster care who were promoted to the next grade level in the 2021-2022 school year.
  - Out of 5,197 students total, 4,625 were promoted, which is 89%.
  - The average students promoted drops in higher grade levels (ex: 11<sup>th</sup> grade is 69.6%).
- Students in foster care who faced suspension in the 2021-2022 school year.
  - In school suspension – Out of 5,398 students, 280 faced in school suspension which is 5.2%. The average amount of days suspended is 2.7.
  - Out of school suspensions – Out of 5,398 students, 377 faced out of school suspension which is 7. The average amount of days suspended is 5.7.
  - Expulsion – Out of 5,398 students, 3 were expelled which is 0.1%. The average amount of days expelled was 151.3.

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## Agency/Member Updates

- Bert Moore – KSDE
  - The agency is current working on the topic of chronic absenteeism. Dr. Robyn Kelso work with chronic absenteeism at KSDE and has been working with the Student Engagement and Attendance Center (SEAC) to plan how to address this. Mental health and the effects of COVID plays a role in chronic absenteeism.
  - The state has a shortage of teachers. At one point this year there were 1600 openings, over 350 in special education. Support for public education needs to be built with HB 2218 emerging.
  - KSDE has a School Improvement Team to better student achievement in response to the state assessment scores.
  - KSDE has come up with alternate monitoring, which is the same as what KSDE does for adult students in correctional facilities and jails. Brian Dempsey's team through Stacie Martin and Heather Gould at KSDE perform these monitoring of about 39 of these facilities.
  - KSDE has met with legislatives post-audit on 2/22 to look at how the agency defines evidence-based practices. There is an evidenced-based practice list on the KSDE website that was created 3 years ago, but KSDE is working on creating a more specific list. The focus is on student achievement for each student.
- There is enough interest to form a subcommittee for the suicide toolkit. The tool kit is a guidance document not a legal binding agreement. Facilities are free to choose which parts they want to utilize. The suicide toolkit was published in 2019. If you would like to be a part of this, please email Gail Tripp at [gtripp@ksde.org](mailto:gtripp@ksde.org)
- Tracie Chauvin – Kansas City Kansas Public Schools
  - KCKPS is hosting a community violence and awareness campaign called *Enough is Enough*. On March 1<sup>st</sup>, there will be a student summit compiled of a team of the Student Advisory Committee members from each high school. During the evening, there will be a resource fair and panel for the community starting at 5pm. The panel will include KCKPC's behavioral health coordinator superintendent, chief of police, and others.
- Idalia Shuman – KNEA
  - KNEA is hosting their first conference for education support professionals focusing on social emotional learning, how to take care of themselves, and support students they work with. The ESP Conference will be on March 3-4.
  - KNEA is partnering with Educate Kansas to plan an educator retreat which will occur on July 17-21.
  - For more information, please email Idalia Shuman at [idalia.shuman@knea.org](mailto:idalia.shuman@knea.org).
- Cherie Blanchat – TASN SMHI
  - The district community leadership teams through SMHI, SPPDG, and professional development coaching system has been having success in refining a systematic process for aligning efforts across systems in a transition for sustainability. The surrounding communities are appreciative of the work done.

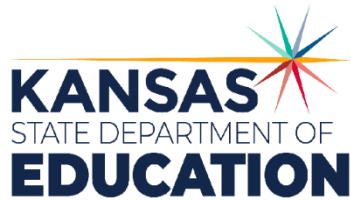
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Jane Groff

- Adjourned
- Meeting adjourned at 12:08 pm

Next Meeting, April 27, 2023, TBD

For more information, contact:



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SETS

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