



School Mental Health Advisory Council



April 29, 2021

Kansas leads the world in the success of each student.

Call to order

- Roll Call



Approval of Agenda and Minutes



Agenda: April 29, 2021

Minutes: February 25, 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 Pat Bone, pbone@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 Pat Bone pbone@ksde.org



Required Trainings Update



Myron Melton, Shanna Bigler

Required Trainings Updates

- Website
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training>
- Pamphlet
- Mental Health page prototype
- Collecting/vetting trainings process
- Suicide Toolkit review



Mental Health In Kansas Schools

Social Emotional Growth

[Measuring SE Character Growth Toolkit](#)

[SEL Curriculum & Assessment Info. Bank](#)

[Safe and Supportive Learning Environments](#)

[Mental Health Functional Behavior Assessments](#)

[Behavior Tools](#)

School Staff Resources

[TASN Trainings](#)

[SECD Standards](#)

[KSSWA](#)

[School Threat Assessment](#)

[ESI](#)

[KSCA](#)

[MTSS](#)

[KSDE Counseling Standards](#)

[KSDE Counseling Resources](#)

[KCTC](#)

Community Involvement

[SMHAC](#)

[School Family Partnerships](#)

[Families Together](#)

[KPIRC](#)

[Association of Community Health Centers](#)

Initiatives & Projects

[SMIT](#)

[SEG Star Recognition](#)

[Kansas Can School Redesign Project](#)

[SMHI](#)

Hot Topics in Mental Health

[Child Abuse/Neglect & Mandated Reporting](#)

[Bullying](#)

[Suicide](#)

[Trauma Informed Care](#)

[Substance Abuse](#)

[Restorative Practices](#)

[Vaping](#)

[Digital Citizenship](#)

[ACEs](#)

[Neuroscience](#)

[Resiliency](#)

Acronyms

- TASN: Technical Assistance System Network
- KSSWA: Kansas School Social Workers Association ESI: Emergency Safety Interventions
- MTSS: Multi-Tiered System of Supports KSDE: Kansas State Department of Education
- KCTC: Kansas Communities that Cares Survey
- KSCA: Kansas School Counselors Association
- SECD: Social-Emotional & Character Development
- SMHAC: School Mental Health Advisory Council
- KPIRC: Kansas Parent Information Resource Center SMHI: School Mental Health Initiative
- SEG: Social Emotional Growth
- ACEs: Adverse Childhood Experiences SE: Social-Emotional
- SEL: Social-Emotional Learning
- SMIT: School Mental Health Intervention Team

IDEA State Personnel Development Grant



Kerry Haag and Amy Gaumer-Erickson

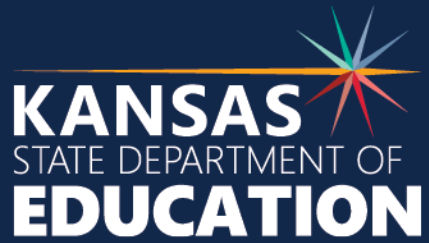
Kansas IDEA Part D 84.323A State Personnel Development Grant Proposal

Executive Summary (Draft 4/16/2021)

October 1, 2022 – September 30, 2027

- Handout





BREAK – 15 minutes

Member Reports



Member Reports

- Families Together – Jane Groff and Leia Holley
 - Bullying Resource
- Others



Bullying: What You Need to Know

Bullying What You Need to Know

Verbal Bullying

Saying or writing mean things

- teasing or taunting
- name calling
- inappropriate sexual comments
- threatening to cause harm

Physical Bullying

Hurting a person's body or possessions

- tripping or pushing
- hitting or pinching
- spitting
- taking or breaking someone's property
- making mean or rude hand gestures

Cyberbullying

Bullying by use of any electronic communication device including mobile phones, online games and websites

- spreading rumors about people online
- posting, sharing, or sending inappropriate pictures or videos
- sending mean texts, emails or IMs to someone

Social Bullying

Sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.


- spreading rumors about someone
- telling other children not to be friends with someone
- leaving someone out or ignoring on purpose
- embarrassing a student in front of others

Students are at risk if they


- appear to have low self-esteem
- have difficulty getting along with others
- are viewed as different based on:
 - clothes they wear
 - their weight or appearance
 - being new to the school
 - a disability
 - sexual orientation
 - race

Bullying is when a student, staff member, or parent does one or more of these things repeatedly to someone offline or online hurting a person emotionally or physically. The act must be severe, unwanted, and occur over a period of time creating an intimidating, threatening, or abusive educational environment.


Images courtesy of nounproject and pngwave



Families Together, Inc.
(800) 264-6343
www.familiestogetherinc.org



TASN
TASH School Mental Health Initiative
www.ksdetasn.org/smhi



Kansas Parent Information Resource Center
(866) 711-6711
www.ksdetasn.org/kpirc

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. The contents do 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., Olathe, KS 66070; 785-876-2214.

- Defines and provides examples of the different types of bullying
- Provides a list of students who are at risk



Bullying: What You Need to Know

What do you do if your child is being bullied?

1. Focus on your child. Be supportive and gather information about the bullying

- Never tell your child to ignore the bullying. What the child may hear is that you are going to ignore it. Often, trying to ignore bullying allows it to become more serious.
- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to bother the other child?"
- Listen carefully to what your child tells you. Ask him or her to describe who was involved and how and where the bullying happened.



- Learn as much as you can about the when and where the bullying happens. Children or adults who may have seen it can provide helpful information.
- Tell your child that bullying is wrong and that he or she had the courage to tell you about it. Praise the child for being brave and for seeking help.

Do not tell your child to ignore the bullying

Children
that tell
about the
bullying
are being
brave and
seeking
help.

- If you disagree with how your child handled the bullying situation, discuss it with your child. Do not encourage physical retaliation ("just hit them back") as a solution to end the problem, and it could get your child suspended or expelled.
- A parent's protective instincts stir strong emotions. Although it is difficult, consider the next steps carefully.

2. Contact your child's teacher or principal

- Parents are often reluctant to report bullying to school officials, but it is important to get help from adults.
- Keep your emotions in check. Give facts about your child's experience: what, when, where, and how.
- Emphasize that you want to work with the staff at school to find a way to stop the bullying, for the sake of your child as well as other students.
- Do not contact the parents of the student(s) who bullied your child. This is usually a parent's first response, but sometimes it makes matters worse. School officials should contact the parents of the child or children who are bullying.
- Expect the bullying to stop. Talk regularly with your child and with school officials to see whether the bullying has stopped. If the bullying continues, contact your school principal again.

3. Help your child become more resilient to bullying

- Help to develop talents and interests of your child. Suggest and provide music, athletics, and art activities. Doing so may help your child be more confident with other students.
- Encourage your child to make contact with friendly students in his or her class. Your child's teacher may be able to suggest students with whom your child can make friends, spend time, or work on school projects together.
- Help your child meet new friends outside of the school environment. A new environment can provide a fresh start for a child who has been bullied repeatedly.
- Teach your child safety strategies. Teach him or her how to ask for help from an adult when feeling threatened. Talk about whom he or she should go to for help and role-play what he or she should say. Tell your child that reporting bullying is not the same as tattling.
- If your child has a disability, it's important to work with the school to help your child learn self-advocacy skills and to develop strategies to help prevent bullying. A team approach can foster peer relationships, and help all students develop empathy and build resiliency.

Strategies to prevent bullying

- help kids understand bullying
- create an atmosphere where your child can communicate openly
- encourage kids to do what they love
- model how to treat others
- if your child has a disability, help peers understand their unique needs and strengths
- learn about your school's social-emotional learning activities
- ask the teacher about the bullying prevention program the school is using

How do you work with your child's school to solve the bullying problem?

If your child tells you that he or she has been bullied or if you think your child is being bullied, what can you do?

- Keep a written record of all bullying that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
 - Has he or she noticed or suspected bullying?
 - How is your child getting along with others in class?
 - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's school counselor or another school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers, principals, and others.




Images courtesy of pimgware

Provides strategies for parents to

- use if their child is being bullied
- work with the school to resolve problems related to bullying
- build resiliency in their child



Bullying: What You Need to Know

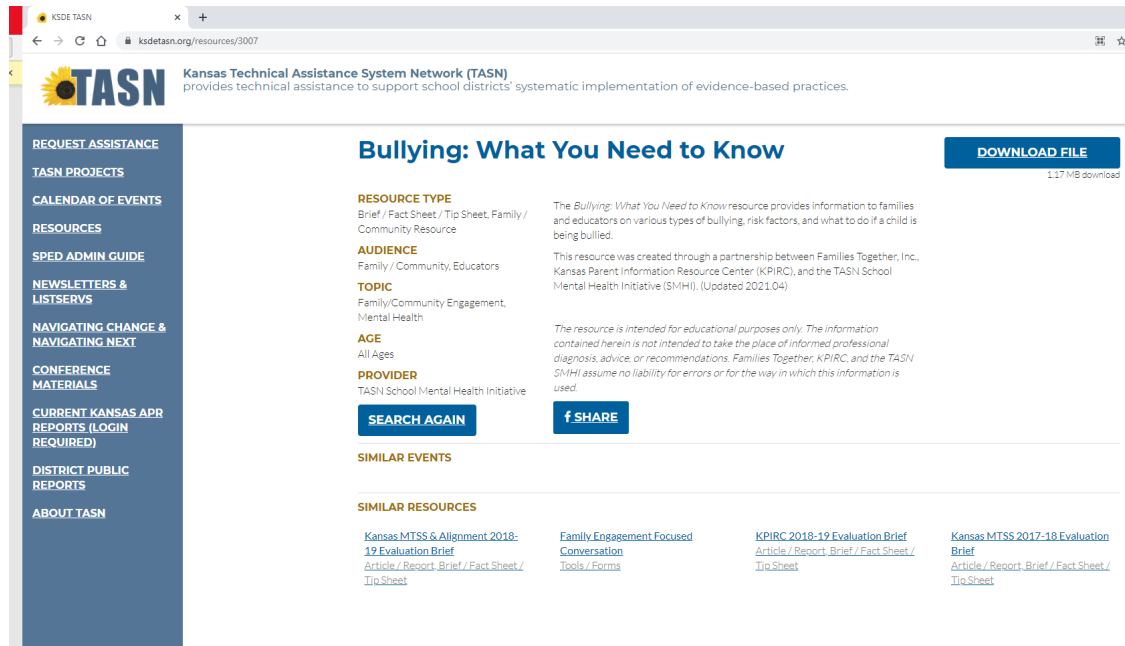
Encouraging	Educating	Empowering
<p>What are the effects of bullying?</p> <p>Kids who are bullied can experience negative physical, social, emotional, academic, and mental health issues. Kids who are bullied are more likely to experience:</p> <ul style="list-style-type: none">• depression and anxiety• changes in sleep and eating patterns• loss of interest in activities they used to enjoy• health complaints• decreased academic achievement <p>Kids who are bullied are more likely to:</p> <ul style="list-style-type: none">• miss, skip, or drop out of school, or• think about suicide	<p>What causes bullying?</p> <p>There is no single reason that explains why bullying happens. Children and adults can be bullies for a number of reasons.</p> <ul style="list-style-type: none">• struggle expressing anger or frustration related to problems at home or school• were bullied in the past• are in a position of power without skills to use it wisely• attention seeking• tendency toward aggressive behaviors, combined with physical strength or weakness 	<p>How do I know if my child might be a bully?</p> <p>If one or more of the items below apply to your child, he or she may need your help to correct patterns of bullying behavior. The more of these that apply, the more serious the issue of bullying may be for your child.</p> <ul style="list-style-type: none">• doesn't care about hurting others' feelings• shows disrespect for authority and rules• shows disrespect for the opposite sex and people of different racial, ethnic, or religious backgrounds• enjoys fighting• doesn't trust others• won't admit mistakes• believes "everything should go my way"• lies frequently to get out of trouble• deliberately hurts pets or other animals• uses anger to get what he or she wants
<p>For more information visit the Kansas State Department of Education's</p> <ul style="list-style-type: none">• Implementation Guidance for Bullying Taskforce Recommendations - https://bit.ly/3td0TXX• Kansas Blue Ribbon Task Force on Bullying Final Report - https://bit.ly/3rUnAA0• Bullying Awareness and Prevention - http://bit.ly/3trtPvD <p>For additional information contact Families Together, Inc. at (785) 233-4777 or www.familiestogetherinc.org or the Kansas Parent Information Resource Center at (866) 711-6711 or www.ksdetasn.org/kpirc</p>	<p>How do I help my child stop bullying behaviors?</p> <p>Home is the best place for children to learn the values and attitudes necessary for healthy peer relationships. Children look to their parents as role models for appropriate behavior. Positive social skills aren't so much taught as they are "caught" when children observe them in practice in their parents' behavior.</p>	<p>Resources</p> <p>stopbullying.gov www.stopbullying.gov</p> <p>Center for Parent Information & Resources www.parentcenterhub.org/bullying</p> <p>Teens Against Bullying www.pacerteensagainstabullying.org</p> <p>Kids Against Bullying www.pacerkidsagainstabullying.org</p>

Explores

- the effects of bullying
- causes of bullying
- what to do if your child might be a bully
- resources for parents and schools

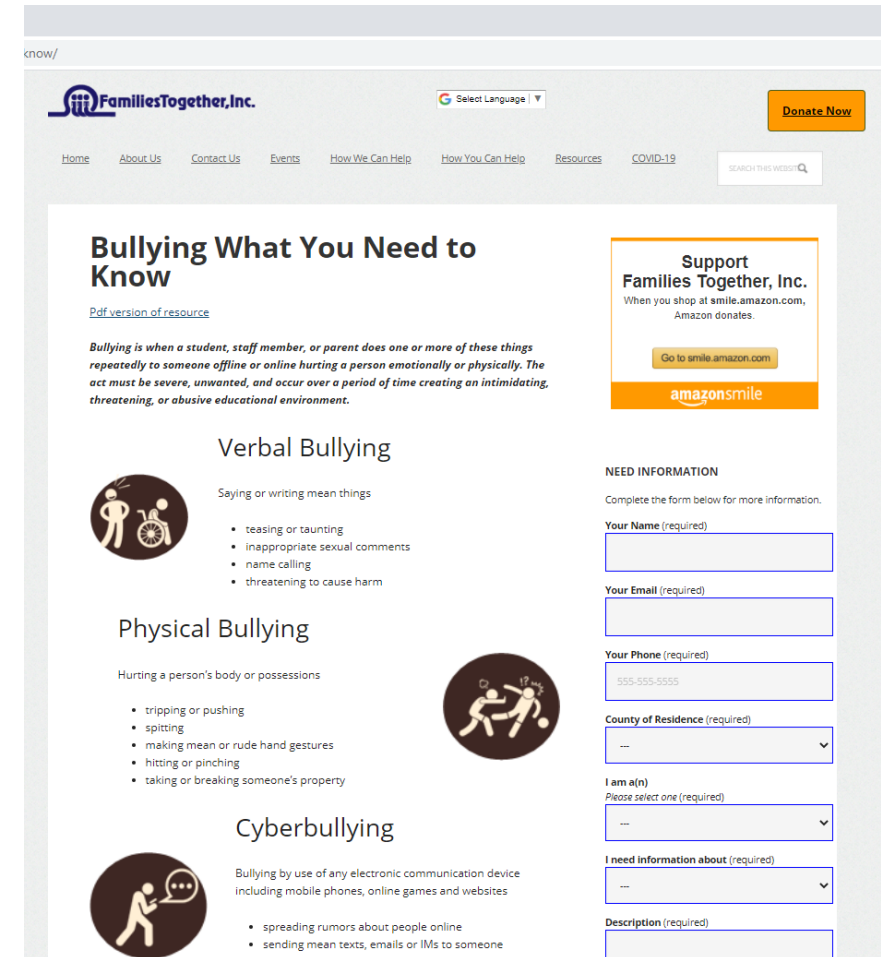


Bullying: What You Need to Know



The screenshot shows the KSDE TASN website. The header includes the TASN logo and the text "Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices." A left sidebar lists various navigation options like "REQUEST ASSISTANCE", "TASN PROJECTS", "CALENDAR OF EVENTS", "RESOURCES", "SPED ADMIN GUIDE", "NEWSLETTERS & LISTSERVS", "NAVIGATING CHANGE & NAVIGATING NEXT", "CONFERENCE MATERIALS", "CURRENT KANSAS APP REPORTS (LOGIN REQUIRED)", "DISTRICT PUBLIC REPORTS", and "ABOUT TASN". The main content area is titled "Bullying: What You Need to Know" and includes a "DOWNLOAD FILE" button (1.17 MB download). Below the title, there is a "RESOURCE TYPE" section (Brief / Fact Sheet / Tip Sheet, Family / Community Resource), an "AUDIENCE" section (Family / Community, Educators), a "TOPIC" section (Family/Community Engagement, Mental Health), an "AGE" section (All Ages), and a "PROVIDER" section (TASN School Mental Health Initiative). There are also "SEARCH AGAIN" and "f SHARE" buttons. At the bottom, there are "SIMILAR EVENTS" and "SIMILAR RESOURCES" sections with links to various reports and briefs.

<https://www.ksdetasn.org/resources/3007>



The screenshot shows the FamiliesTogether, Inc. website. The header includes the FamiliesTogether, Inc. logo, a "Select Language" dropdown, a "Donate Now" button, and a navigation menu with links to Home, About Us, Contact Us, Events, How We Can Help, How You Can Help, Resources, and COVID-19. A search bar is also present. The main content area is titled "Bullying What You Need to Know" and includes a "Pdf version of resource" link. Below the title, there is a definition of bullying: "Bullying is when a student, staff member, or parent does one or more of these things repeatedly to someone offline or online hurting a person emotionally or physically. The act must be severe, unwanted, and occur over a period of time creating an intimidating, threatening, or abusive educational environment." There are three sections: "Verbal Bullying" (Saying or writing mean things), "Physical Bullying" (Hurting a person's body or possessions), and "Cyberbullying" (Bullying by use of any electronic communication device including mobile phones, online games and websites). Each section has a list of examples. On the right, there is a "Support Families Together, Inc." section with a "Go to smile.amazon.com" button. Below that, there is a "NEED INFORMATION" section with a form to complete for more information, including fields for Name, Email, Phone, County of Residence, I am a(n), I need information about, and Description.

<https://famielstogethertnc.org/bullying-what-you-need-to-know/>
Kansas leads the world in the success of each student.

Council Membership

- 2021-2022 Potential Member list (Handout)
- Implementing our By-Laws (handout) around membership and rotation
- Discussion
 - Process for recruiting new members



Teacher Preparation on Suicide Prevention- Discussion



Kathy Busch, Jean Clifford, Catherine Chmidling (TLA)

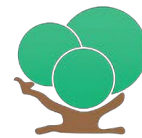


Lunch Break – 45 minutes
12:00 – 12:45

Suicide Prevention Data

Kent Reed, Kelly Peak, Rachel Phillips





GREENBUSH
THE EDUCATION SERVICE CENTER





PARTICIPATION 2020-2021

251 public &
private school
districts

70,972 student
responses
validated

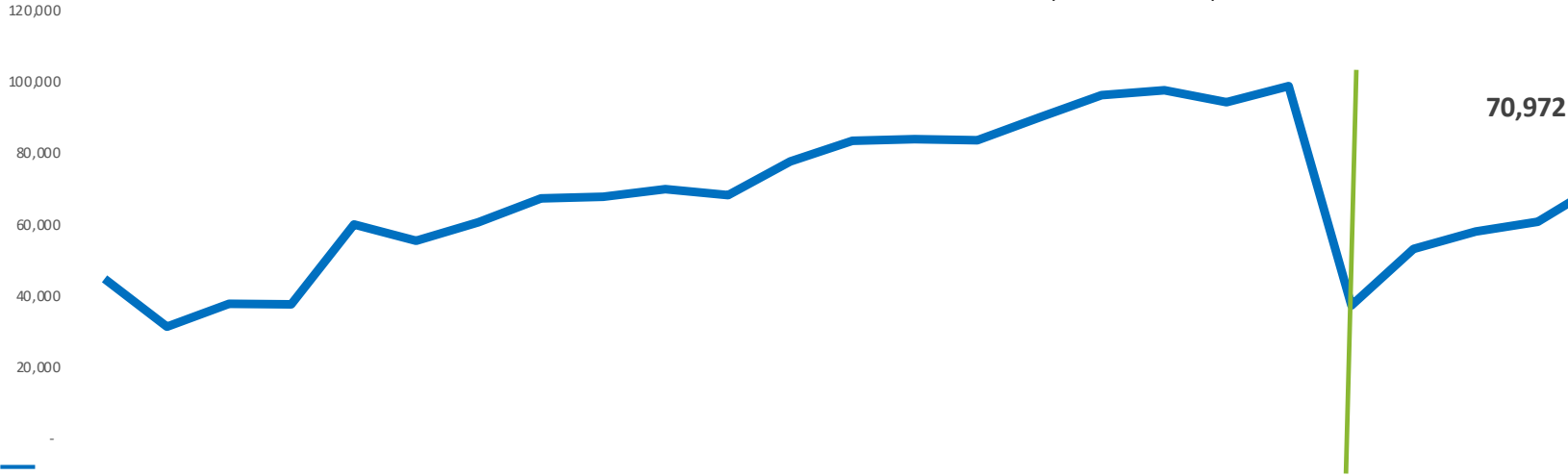
49% of all
eligible students
in Kansas



Total number of 6th, 8th, 10th, & 12th grade students surveyed annually

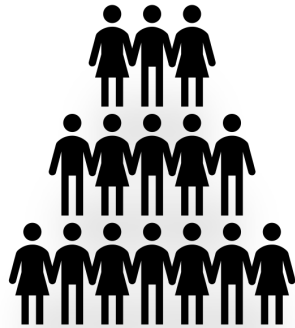
KCTC Participation 1995-2021

2015 - changed to active parent consent process

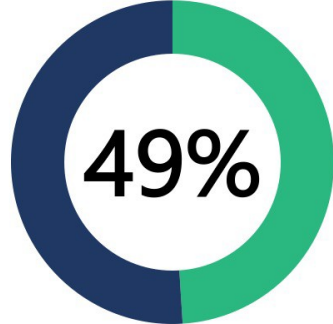


	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Num ber	45,045	31,567	37,960	37,787	60,310	55,700	60,851	67,586	68,013	70,190	68,609	77,981	83,751	84,285	83,944	90,408	96,620	98,059	94,709	99,168	37,520	53,390	58,324	61,046	71,757	78,655	70,972

2021 KCTC Administration



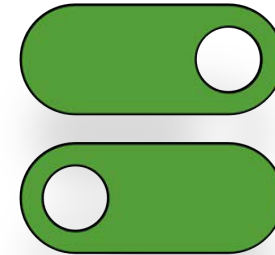
nearly 71,000
students
surveyed



49% of eligible
6th, 8th, 10th &
12th graders



35% of students
completed the
survey remotely



> 90% of
schools used
both optional
modules

MORE THAN 90% OF SCHOOLS USE BOTH OPTIONAL MODULES

KCTC Participation									
School Year	Core Survey Participation			Depression/ Suicide Module			Family Domain Module		
	# of USDs	# of Private School s	# of Students	# of USDs	# of Private Schools	# of Students	# of USDs	# of Private Schools	# of Students
2018-2019	232	9	71,757	216	7	52,370	206	9	51,060
2019-2020	246	8	78,655	228	7	58,783	227	8	62,172
2020-2021	242	9	70,972	230	6	59,596	225	8	60,232
			49% of eligible students						
			51% of eligible students						
			49% of eligible students						

*The Depression/Suicide Module questions were added to the KCTC Student Survey in 2016



CHANGES IN 2020-2021 STUDENT SURVEY



Online
administration in
English & Spanish



Language
modifications for
readability



New survey
platform



CHANGES IN 2020-2021 STUDENT SURVEY

- Remote Administration
- Embedded information & resources
 - Video instructions for administration
 - Prompts to seek help based on responses to depression & suicide questions
 - Information to guide all students where to seek help



AVERAGE
TIME
TO COMPLETE



2020-2021

6th



8th



10th



12th



AVERAGE TIME BY GRADE



▼ 2022 KCTC Student Survey Update

2022
survey
was
published in
April 2021

@kctcdata.org



Sexual Orientation & Gender Identity
Demographics Questions

Replace SOCIAL SKILLS scale

Integrate changes based on analysis of
pilot with modified **verbiage**

Demographics for Sexual Orientation

OPTIONAL

Which of the following best describes your sexual orientation?

- ☐ Straight, that is, not gay
- ☐ Gay or lesbian
- ☐ Bisexual
- ☐ I'm not sure yet
- ☐ Something else

Demographics for Gender Identity

OPTIONAL

What gender were you assigned at birth, even if you are not that gender today (that is, what is the gender on your birth certificate)?

- ☐ Male
- ☐ Female

What is your current gender identity, even if it is different than the gender you were assigned at birth?

- ☐ Male
- ☐ Female
- ☐ I do not identify as either male or female
- ☐ I'm not sure yet

Emotional Regulation Scale

	Not at all	Slightly	Somewhat	Quite	Extremely
When you are feeling pressured, how easily can you stay in control?	()	()	()	()	()
When everybody around you gets angry, how relaxed can you stay?	()	()	()	()	()
When things go wrong for you, how calm are you able to remain?	()	()	()	()	()

How often are you able to...

	Almost never	Once in a while	Sometimes	Often	Almost always
pull yourself out of a bad mood?	()	()	()	()	()
control your emotions when you need to?	()	()	()	()	()
get yourself to relax once you get upset?	()	()	()	()	()

REPLACEMENT
for Social Skills Scale

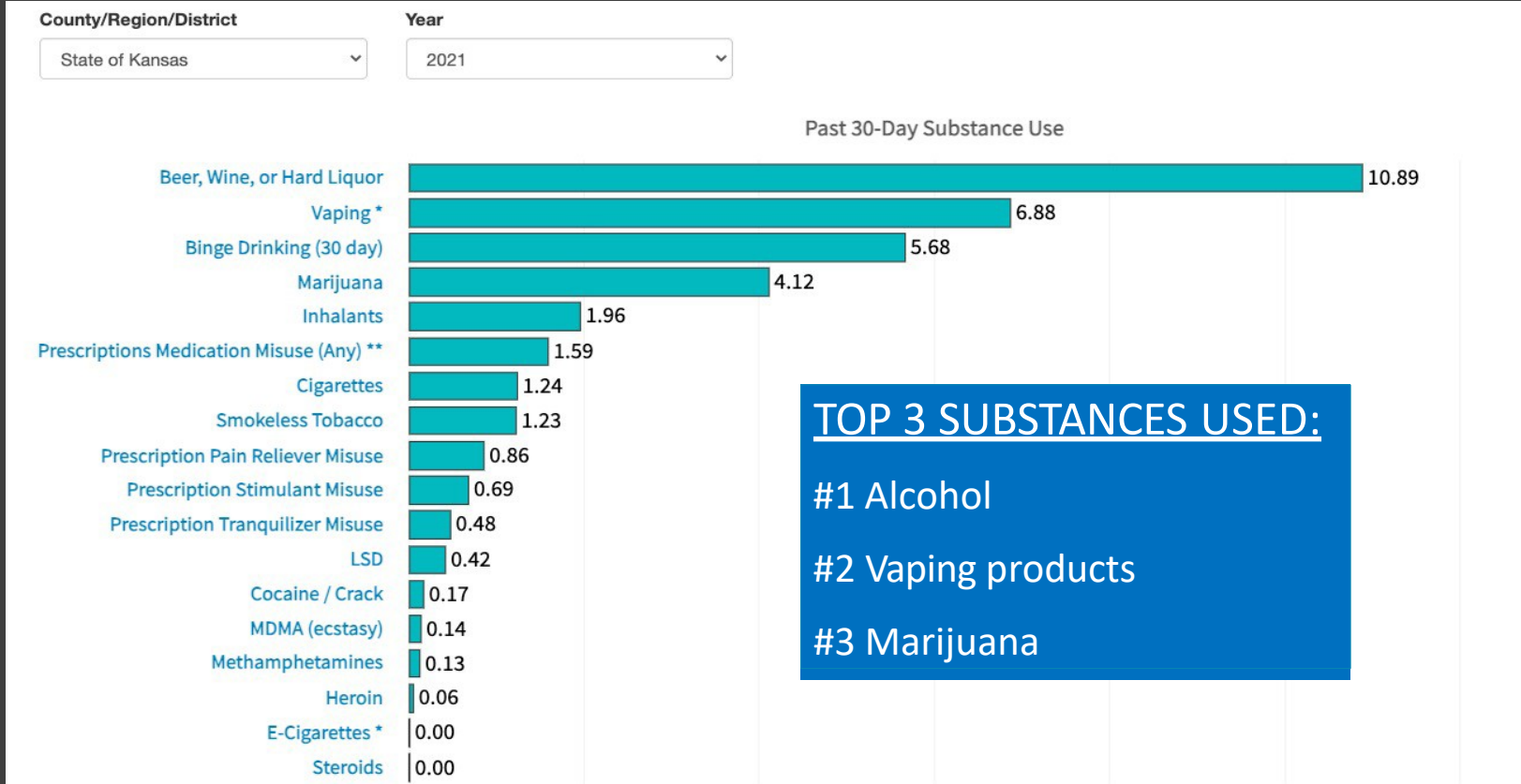
Pilot Questions

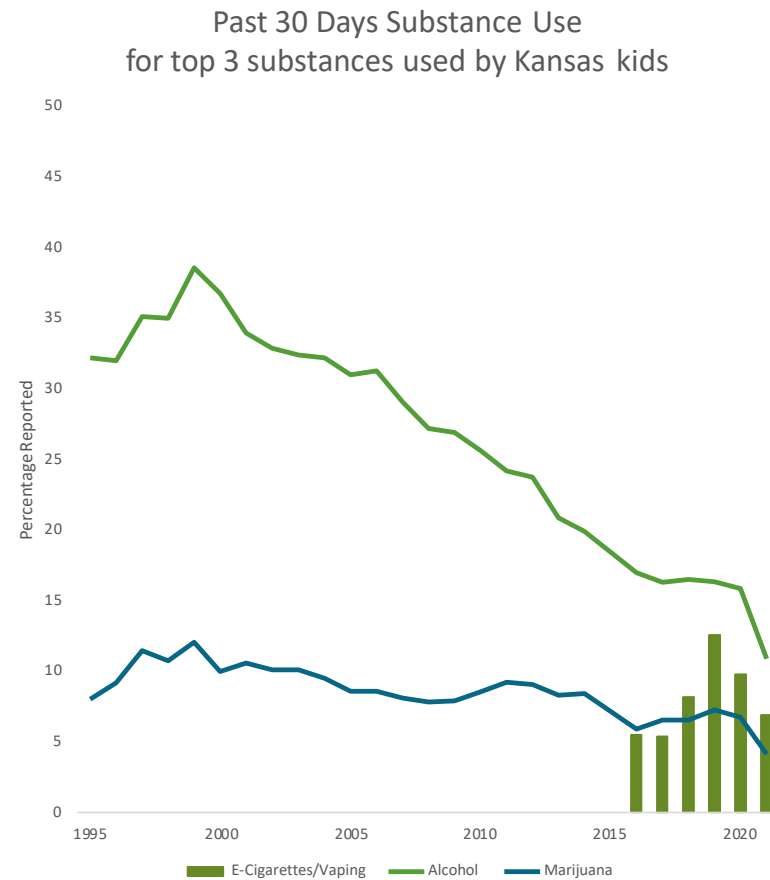


Analysis & Recommendations
For 2022 KCTC Student Survey



2021 RESULTS





Trends in substance use

alcohol • vaping • marijuana



Of the 2,800+ Kansas kids who reported they have tried to kill themselves:

➡ 298 **did not** report feelings of depression

➡ 225 **did not** make a plan

DEPRESSION + SUICIDE THOUGHTS, PLANS, & ATTEMPTS

Of 71,000 students surveyed in 2021, here's what they said about suicide

> 17,500

seriously thought about killing themselves

> 11,900

made a plan about how to kill themselves

> 5,900

tried to kill themselves

Of 71,000 students surveyed in 2021, here's what they said about depression + suicide during the past year

>22,000

experienced feelings of depression

>10,000

seriously thought about killing themselves

> 6,700

made a plan about how to kill themselves

> 2,600

tried to kill themselves

Kansas kids who report feelings of depression has been steadily increasing since we began asking kids about it on KCTC in 2016.

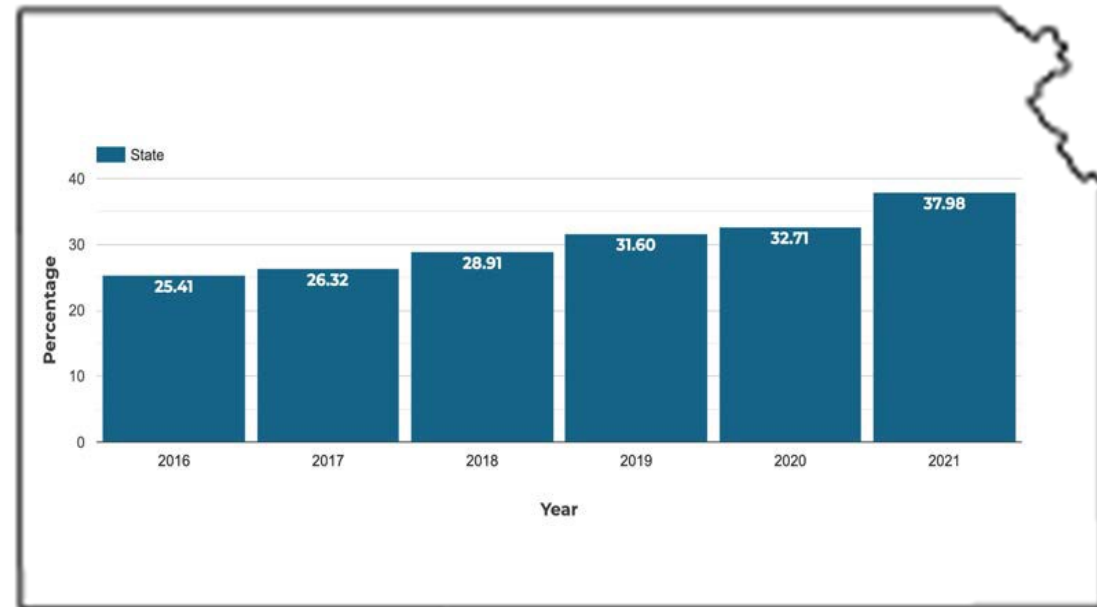
The average percentage point increase from year-to-year has been 2.5.

This increased by 5 percentage points from 2020 to 2021.

Depression/Suicide [View County Map](#)

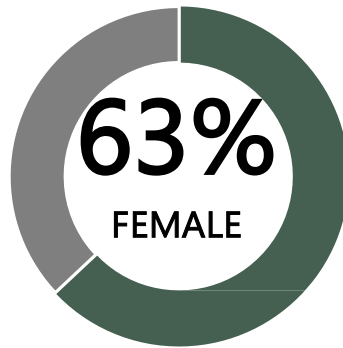
During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

County/Region/District	Level:	Start Year:	End Year:	Response:
State of Kansas	Total	2017	2021	Yes

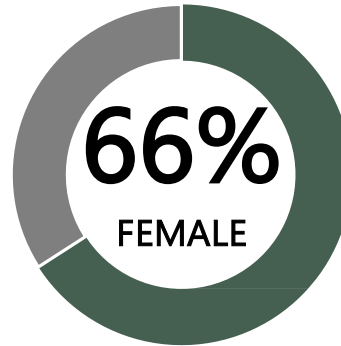


Depression + Suicide by Gender

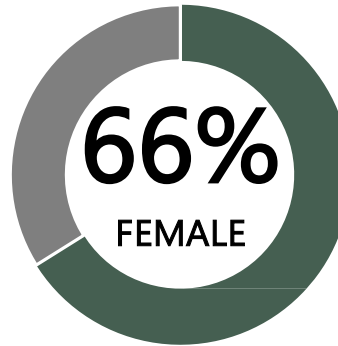
Depression



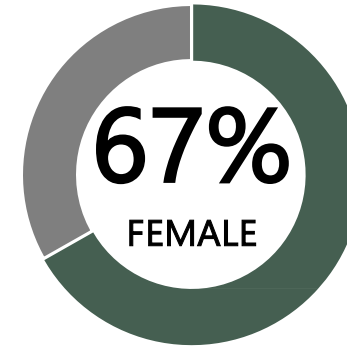
Thoughts



Made a Plan



Attempts





OVERVIEW OF DISTRICT & BUILDING REPORTS

Password protected portal for local results

QUESTIONS?



Legislative Updates



Laura Jurgensen
Legislative Council Members



State Performance Plan/Annual Performance Report (SPP/APR)



School Mental Health Advisory Council
April 29, 2021

Kansas leads the world in the success of each student.

FFY 2020–25 SPP/APR: New Requirements



FFY 2020–25 SPP/APR Changes at a Glance

FFY 2020-25 Part B SPP/APR changes	Part B indicators																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No changes							✓				✓	✓			✓	✓	
Minor changes and/or clarifications				✓	✓				✓	✓			✓				✓
Changes to response rate and representativeness								✓						✓			
Change to data source	✓	✓															
New components			✓			✓											

NOTE: There are additional reporting requirements for stakeholder involvement that may affect each indicator.



Stakeholder Input

- For FFY 2020–2025, States' description of stakeholder input on the States' targets in the SPP/APR must include:
 - The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;
 - Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for infants and toddlers with disabilities and their families;
 - The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and
 - The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.



Timeline

- KSDE is currently preparing to gather stakeholder input.
- KSDE will gather stakeholder input from late June through August.
- KSDE must decide on new state targets and changed processes in September to prepare for the February 1, 2022, SPP/APR submission.



Contact Information



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bmoore@ksde.org

Laura Jurgensen
Assistant Director
Special Education and Title Services
(785) 296-5522
ljurgensen@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



Wrap-Up Comments





Kathy Busch
Chair

Pat Bone
Sr. Administrative Specialist
Special Education and Title Services
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