Kansas leads the world in the success of each student.
APPROVALS

- October 17, 2019, Agenda
- July 30, 2019, Minutes
LEGISLATIVE PILOT UPDATE

Diane Gjerstad
MHIT RECAP OF YEAR 1 PILOT

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

Included the development of a student database

• Program was in 82 schools in 9 districts served by 6 CMCHs
  • 1708 students received services through the expanded partnership
    • For students with attendance concerns: 69.2% reported progress
    • For students with behavior concerns: 74.2% reported progress
    • For students with academic concerns: 60.2% reported progress
MHIT YEAR 2

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

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

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

Effective as of June 25, 2012
OVERALL

Most of the school districts have hired liaisons

Liaisons & CMHC frequently meet to review, revise processes

Benefits include

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

Mattie-Kay Stewart
School Mental Health Professional Development and Coaching System
Update to the School Mental Health Advisory Council

October 17, 2019
School Mental Health Professional Development and Coaching System

Objective 1: Scale capacity of cross-system teams

Objective 2: Tiered mental health supports

Objective 3: Cross-system, data-based decision making

Objective 4: Replicate resources statewide

Kansas State Department of Education. http://www.ksde.org
IMPLEMENTATION PROCESS COMPONENTS

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

IMPLEMENTATION PLANNING COMPONENTS

- Trauma-Responsive School Communities
- Student Support Plans and Progress Monitoring
- Referral Protocol
- Student Transition and Reintegration Plan
District-Community Leadership Teams

● 1st Year
  ○ Manhattan/Pawnee Mental Health Center
  ○ Great Bend/Center for Counseling and Guidance; JJA and St. Francis

● 2nd Year
  ○ Abilene/Central Kansas Mental Health Center
  ○ Wellington/Sumner County Mental Health Center
Trauma-Responsive Student Support Plan and Progress Monitoring Workshop

1. Articulate the need/rationale for incorporating trauma-responsive practices within the Functional Behavior Assessment (FBA) and Student Support Plan (SSP) process.

2. Outline the elements of a trauma-responsive FBA and SSP.

3. Integrate trauma-responsive practices within existing district protocols and/or adapt from resources that will be provided.

4. Identify the next steps for developing district-wide capacity to further the implementation of trauma-responsive FBAs and SSPs within the context of their DCLT role(s).
Trauma-Responsive Modules

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

Caregiver Training Materials

Topics

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

These materials were developed with information provided in whole or adapted from McCauley, K. (2017). TST-FC: A trauma-informed caregiving approach. Baltimore, MD: The Annie E. Casey Foundation, Adapted from Trauma Systems Therapy, developed by Dr. Glenn Saxe of NYU’s Child Study Center. The original materials may be found at https://www.aecf.org/work/child-welfare/child-welfare-strategy-group/trauma-systems-therapy-for-foster-care-tst-fc/
SMHI Webinar Series

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

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

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

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

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

https://www.ksdetasn.org/smhi
Where to Find Us

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Tweet with Us:
http://twitter.com/TASNSMHI
@TASNSMHI
SUICIDE TOOLKIT ROLL-OUT

Myron Melton
BULLYING TASK FORCE UPDATE

Jane Groff
DRAFT BY-LAWS

Review and Discussion
COMMUNITIES THAT CARE SURVEY

Nancy White
Lisa Chaney
Kansas School Mental Health Advisory Council

KANSAS ASSOCIATION OF SCHOOL BOARDS
OCTOBER 17, 2019
KCTC Survey Administration

- Funded by Kansas Department for Aging and Disability Services, Behavioral Health Services
- Available annually free of charge to all districts, public and private
- Available for paper & online administration
- Target population is students in 6th, 8th, 10th, 12th grades
KCTC Participation 1995-2019

- Participation numbers range from 37,250 to 99,167.
- A decline in participation is observed around 2014.
- Participation numbers increase again towards 2019.
## KCTC Participation

<table>
<thead>
<tr>
<th>School Year</th>
<th># of USDs</th>
<th># Private</th>
<th># of Students</th>
<th># of USDs</th>
<th># Private</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>239</td>
<td>8</td>
<td>98,821</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>197</td>
<td>9</td>
<td>37,520</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>183</td>
<td>8</td>
<td>53,390</td>
<td>78</td>
<td>4</td>
<td>17,778</td>
</tr>
<tr>
<td>2016-2017</td>
<td>181</td>
<td>9</td>
<td>58,324</td>
<td>128</td>
<td>6</td>
<td>34,454</td>
</tr>
<tr>
<td>2017-2018</td>
<td>213</td>
<td>7</td>
<td>61,046</td>
<td>192</td>
<td>5</td>
<td>43,545</td>
</tr>
<tr>
<td>2018-2019</td>
<td>232</td>
<td>9</td>
<td>71,757</td>
<td>216</td>
<td>7</td>
<td>52,370</td>
</tr>
</tbody>
</table>

*(81% of all USDs) 49% of all eligible  (76% of all USDs)*
### Survey Completion Rates by Grade

#### Percentage of Students Completing 90% of KCTC Survey Questions

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th Grade</th>
<th>8th Grade</th>
<th>10th Grade</th>
<th>12th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74.8%</td>
<td>87.0%</td>
<td>92.6%</td>
<td>94.8%</td>
<td>86.2%</td>
</tr>
</tbody>
</table>

#### Percentage of Students Completing 80% of KCTC Survey Questions

<table>
<thead>
<tr>
<th>Grade</th>
<th>6th Grade</th>
<th>8th Grade</th>
<th>10th Grade</th>
<th>12th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80.9%</td>
<td>91.2%</td>
<td>94.1%</td>
<td>96.1%</td>
<td>89.8%</td>
</tr>
</tbody>
</table>
2019 KCTC COUNTY PARTICIPATION
Data Quality

- Scale reliability
- Validity
- Confidence intervals
- Comparison of demographics to state (and YRBS)
- Comparison of weighted vs. unweighted
### Measuring Risk and Protective Factors for Substance Use, Delinquency, and Other Adolescent Problem Behaviors: The Communities That Care Youth Survey

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

The online version of this article can be found at:  
[http://erx.sagepub.com](http://erx.sagepub.com)

<table>
<thead>
<tr>
<th></th>
<th>Community</th>
<th>School</th>
<th>Family</th>
<th>Peer/Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 risk factors</td>
<td>2 risk factors</td>
<td>5 risk factors</td>
<td>11 risk factors</td>
</tr>
<tr>
<td></td>
<td>2 protective factors</td>
<td>2 protective factors</td>
<td>3 protective factors</td>
<td>2 protective factors</td>
</tr>
<tr>
<td>Alpha range</td>
<td>0.69 - 0.87</td>
<td>0.63 - 0.79</td>
<td>0.68 - 0.82</td>
<td>0.60 - 0.89</td>
</tr>
<tr>
<td>Average</td>
<td>0.79</td>
<td>0.77</td>
<td>0.77</td>
<td>0.71</td>
</tr>
</tbody>
</table>
Data Quality - Validity

- Internal validity
  - Built in validity checks in the survey
  - Annually 3 - 5% deemed invalid

- Content validity
  - Scales all show statistically significant relationships in the expected direction with outcome measures

- External validity - representative data
Data Quality – Validity

Demographic Distribution by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>KSDE</th>
<th>KCTC</th>
<th>YRBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>25.8</td>
<td>29.9</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>25.3</td>
<td>28.8</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>24.9</td>
<td>23.9</td>
<td>30.8</td>
</tr>
<tr>
<td>12th</td>
<td>23.9</td>
<td></td>
<td>17.4</td>
</tr>
</tbody>
</table>
Data Quality – Validity

Distribution by Gender

- KSDE
- KCTC
- YRBS
Data Quality – Validity

Demographic Distribution by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>KSDE</th>
<th>KCTC</th>
<th>YRBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>80</td>
<td>76.7</td>
<td>57.5</td>
</tr>
<tr>
<td>Black</td>
<td>6.6</td>
<td>0.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Islander</td>
<td>24.5</td>
<td>3.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Asian</td>
<td>3.4</td>
<td>3.4</td>
<td>6.0</td>
</tr>
<tr>
<td>Native</td>
<td>1.0</td>
<td>1.0</td>
<td>3.4</td>
</tr>
<tr>
<td>MultiRace</td>
<td>10.5</td>
<td>7.1</td>
<td>4.9</td>
</tr>
</tbody>
</table>
Data Quality – Validity

Participation by Hispanic Ethnicity

KSDE: 18.91
KCTC: 22.0
YRBS: 26.4
Data Quality – Validity

Population Density Distribution

- Frontier USD: 3.8 ACS, 4.4 KCTC
- Rural USD: 8.0 ACS, 14.9 KCTC
- Dense Rural USD: 16.2 ACS, 11.9 KCTC
- SemiUrban USD: 15.9 ACS, 17.2 KCTC
- Urban USD: 56.1 ACS, 51.6 KCTC

ACS vs KCTC for population density distribution across different USD categories.
KCTC Optional Depression & Suicide Module Questions

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

- Have you ever **seriously** thought about killing yourself?

- Have you ever made a **plan** about how you would kill yourself?

- Have you ever **tried** to kill yourself?
Past Year Depression

Percentage saying "Yes"

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>25.4%</td>
</tr>
<tr>
<td>2017</td>
<td>26.3%</td>
</tr>
<tr>
<td>2018</td>
<td>28.9%</td>
</tr>
<tr>
<td>2019</td>
<td>31.6%</td>
</tr>
</tbody>
</table>

2016-2019 statistically significant increase (p<.001)
2018-2019 statistically significant increase (p<.001)
Have you seriously thought about killing yourself?

- Yes in past 30 days:
  - 2016: 0.00%
  - 2017: 5.00%
  - 2018: 10.00%
  - 2019: 15.00%

- Yes in Past Year:
  - 2016: 8.30%
  - 2017: 18.67%
  - 2018: 28.86%

- Yes/Ever:
  - 2016: 0.00%
  - 2017: 5.00%
  - 2018: 10.00%
  - 2019: 28.86%

2016-2019 Statistically significant p<.001)
Have you made a plan to kill yourself?

Have you made a plan to kill yourself?

- Yes in past 30 days: 5.1%
- Yes in Past Year: 11.9%
- Yes/Ever: 19.0%

2016-2019 Statistically significant p<.001)
Have you ever **tried** to kill yourself?

2016-2019 Statistically significant p<.001
Depression & Past Year Suicide by Grade 2019

- Depression
  - 6th Grade: 26.48%
  - 8th Grade: 30.62%
  - 10th Grade: 35.75%
  - 12th Grade: 34.79%

- Suicide Thoughts
  - 6th Grade: 14.90%
  - 8th Grade: 19.73%
  - 10th Grade: 21.25%
  - 12th Grade: 19.13%

- Suicide Plan
  - 6th Grade: 12.92%
  - 8th Grade: 14.34%
  - 10th Grade: 14.34%
  - 12th Grade: 12.24%

- Suicide Attempt
  - 6th Grade: 8.25%
  - 8th Grade: 1.93%
  - 10th Grade: 2.32%
  - 12th Grade: 1.84%

- 12th Grade: 1.42%
Connections

ACES
Attachment
Bonding

Social
Emotional
Learning

Substance
Use

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Depression = No</th>
<th>Depression = Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>81.2%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>43.7%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Regularly</td>
<td>18.8%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Every day</td>
<td>0.0%</td>
<td>56.3%</td>
</tr>
</tbody>
</table>

Percentage of Students

[Graph showing the percentage of students who have been bullied at school, categorized by frequency and depression status.]
Kansas Youth Past 30-Day Alcohol Use and Past Year Depression/Suicide Indicators

- Depression, 27.3%
- Suicide Thoughts, 31.6%
- Suicide Plans, 36.5%
- Suicide Attempts, 45.0%
Kansas Youth Attachment & Past Year Depression & Suicide

- I feel very close to my Mother/Father

Yes-Mother  No-Mother  Yes-Father  No - Father

Depression  Suicidal thoughts  Suicide Plans  Suicide Attempts

<table>
<thead>
<tr>
<th></th>
<th>Yes-Mother</th>
<th>No-Mother</th>
<th>Yes-Father</th>
<th>No - Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>11.8</td>
<td>22.2</td>
<td>20.1</td>
<td>26.7</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>7.36</td>
<td>31.3</td>
<td>10.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Suicide Plans</td>
<td>3.4</td>
<td>12.2</td>
<td>6.4</td>
<td>9.7</td>
</tr>
<tr>
<td>Suicide Attempts</td>
<td>0</td>
<td>2.9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Kansas Youth Attachment & Past Year Depression & Suicide

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

<table>
<thead>
<tr>
<th></th>
<th>Yes-Teacher</th>
<th>No-Teacher</th>
<th>Yes-Neighbor</th>
<th>No - Neighbor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>12.0</td>
<td>14.5</td>
<td>8.5</td>
<td>16.8</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>7.6</td>
<td>6.8</td>
<td>5.1</td>
<td>11.2</td>
</tr>
<tr>
<td>Suicide Plans</td>
<td>3.8</td>
<td>2.2</td>
<td>2.2</td>
<td>5.5</td>
</tr>
<tr>
<td>Suicide Attempts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graph**

- Y-axis: Percentage
- X-axis: Teacher/Neighbor
- Categories: Depression, Suicidal thoughts, Suicide Plans, Suicide Attempts
Significant KCTC Measures Most Highly Correlated with Student Depression & Suicide

<table>
<thead>
<tr>
<th>Depression</th>
<th>Suicide Thoughts</th>
<th>Suicide Plans</th>
<th>Suicide Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullied at School</td>
<td>Bullied at School</td>
<td>Bullied Electronically</td>
<td>Bullied at School</td>
</tr>
<tr>
<td>Bullied Electronically</td>
<td>Bullied Electronically</td>
<td>Bullied at School</td>
<td>Bullied at School</td>
</tr>
<tr>
<td>Family Conflict</td>
<td>Family Conflict</td>
<td>Early Initiation of Drug Use</td>
<td>Early Initiation of Drug Use</td>
</tr>
<tr>
<td>Family History of Antisocial Behavior</td>
<td>Family History of Antisocial Behavior</td>
<td>Friends Use of Drugs</td>
<td>Friends Use of Drugs</td>
</tr>
<tr>
<td>Lack of Commitment / School</td>
<td>Early Initiation of Drug Use</td>
<td>Favorable Attitude Toward Drug Use</td>
<td>Favorable Attitude Toward Drug Use</td>
</tr>
<tr>
<td>Friends Use of Drugs</td>
<td>Friends Use of Drugs</td>
<td>Family Conflict</td>
<td>Family Conflict</td>
</tr>
<tr>
<td>Favorable Attitude Toward Drug Use</td>
<td>Favorable Attitude Toward Drug Use</td>
<td>Family History of Antisocial Behavior</td>
<td>Early Initiation of Antisocial Behavior</td>
</tr>
<tr>
<td>Early Initiation of Drug Use</td>
<td>Lack of Commitment / School</td>
<td>Perceived Availability</td>
<td>Family Conflict</td>
</tr>
<tr>
<td>Perceived Availability</td>
<td></td>
<td></td>
<td>Family Conflict</td>
</tr>
</tbody>
</table>
Kansas Vision for Education, KSDE

Evidence-Based Practices

- **RELATIONSHIPS**
  - Staff
  - Students
  - Families
  - Community

- **RELEVANCE**
  - Curriculum
  - Instruction
  - Student Engagement
  - Technology

- **RESPONSIVE CULTURE**
  - Leadership
  - Early Childhood
  - District Climate
  - Nutrition and Wellness

- **RIGOR**
  - Career and Technical Education
  - Professional Learning
  - Resources
  - Data
KCTC Social Emotional Learning Report

SECD Standards

Percentage of students at risk

District:  Kansas:  

1. Character Development
   - 2017: 50.8
   - 2018: 68.6

2. Personal Development
   - 2017: 54.7
   - 2018: 40.8

3. Social Development
   - 2017: 55.4
   - 2018: 34.9

4. School Climate
   - 2017: 53.0
   - 2018: 38.1

KSDE SEL Standards
Composite Scales Within Each Standard

Percentage of students at risk

**Character Development Standard**

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

<table>
<thead>
<tr>
<th>Character Development Standard</th>
<th>District: 68.6</th>
<th>Kansas: 40.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Antisocial Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017: 31.3</td>
<td>2018: 37.1</td>
<td></td>
</tr>
<tr>
<td>Lacking Standards / Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Commitment to School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017: 34.3</td>
<td>2018: 56.7</td>
<td></td>
</tr>
<tr>
<td>Composite Scales of Questions Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017: 56.7</td>
<td>2018: 81.3</td>
<td></td>
</tr>
<tr>
<td>2018: 46.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### KCTC Questions Used to Calculate the Scales

Percentage of students responding – lower percentages are more desirable

<table>
<thead>
<tr>
<th>Low Commitment to School</th>
<th>Prior Yr</th>
<th>District</th>
<th>KS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom)</td>
<td>25.8</td>
<td>28.6</td>
<td>21.1</td>
</tr>
<tr>
<td>Now thinking back over the past year, how often did you enjoy being in school? (Never, Seldom)</td>
<td>36.1</td>
<td>56.3</td>
<td>22.3</td>
</tr>
<tr>
<td>How interesting are most of your courses to you? (Slightly dull, Very dull)</td>
<td>22.2</td>
<td>51.4</td>
<td>25.7</td>
</tr>
<tr>
<td>How important do you think the things you are learning in school are going to be for your later life? (Slightly important, Not at all important)</td>
<td>18.8</td>
<td>26.5</td>
<td>25.2</td>
</tr>
<tr>
<td>During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or &quot;cut&quot;? (At least once)</td>
<td>39.4</td>
<td>20.0</td>
<td>23.6</td>
</tr>
<tr>
<td>Now thinking back over the past year, how often did you try to do your best work in school? (Never, Seldom)</td>
<td>1.7</td>
<td>3.1</td>
<td>3.9</td>
</tr>
<tr>
<td>Now thinking back over the past year, how often did you hate being in school? (Often, Almost always)</td>
<td>41.7</td>
<td>46.9</td>
<td>29.8</td>
</tr>
</tbody>
</table>
2019 Kansas Student-Reported Suicide Thoughts, Plans, and Attempts

- 9,707 Had thoughts of suicide (18.7%)
- 5,573 Made a plan (10.7%)
- 2,239 Made an attempt (4.3%)
- 313 Made an attempt without a plan (0.6%)
Recommendations

- Encourage local level surveillance/KCTC survey participation including participation in the depression/suicide module.

- Maintain parent consent while removing burden of opt-in paperwork for school surveys. Change legislation to opt-out consent for student participation.

- Encourage use of data for local-level prevention planning and monitoring.

- Increase awareness by sharing local data with community stakeholders.

- Awareness and education to reduce myths surrounding youth suicide (e.g. asking youth about suicide thoughts or plans will plant a seed or make it happen).
Thank you!

Lisa Chaney
Director of Research & Evaluation
Greenbush - The Southeast Kansas Education Service Center
Lisa.Chaney@Greenbush.org
620-724-6281
PUBLIC COMMENT

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

- Review of the KASB policy
- Suggestions to KASB for policy revisions
Trauma Sensitive and Resilient Schools
Thank you to:

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

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

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

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

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

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

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

**OUTPUTS**
...to improve educational experience and success...

**IMPACT**
...which improves the determinants of health in Wyandotte County.
Strategies

Communication Science

+ Neuroscience

+ Implementation Science
The ACE Study

<table>
<thead>
<tr>
<th>ABUSE</th>
<th>NEGLECT</th>
<th>HOUSEHOLD DYSFUNCTION</th>
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</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Physical</td>
<td>Mental Illness</td>
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<tr>
<td>Emotional</td>
<td>Emotional</td>
<td>Incarcerated Relative</td>
</tr>
<tr>
<td>Sexual</td>
<td></td>
<td>Mother treated violently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substance Abuse</td>
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</table>

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Image Credits: Robert Wood Johnson Foundation, CDC
The ACE Study

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

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Community Disruption
- Lack of Opportunity, Economic Mobility & Social Capital
- Poor Housing Quality & Affordability

Our Vision and Mission

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

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

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

Trained: 179 staff
ALL USD 500 Staff Members

Central Office:
Human Resources
Technology/Information Services
Purchasing
Parents as Teachers
KCKPS Police: **October 18**
JDC Staff/Sheriff's Office: **October 17**

Departments TBD:
Transportation
Food Services
Shop/Facilities/Custodial

Now: Online Microcredential
### Summer Series

Trained: 113 staff

#### 2019 Summer Series: Creating Trauma Informed Communities

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday 6.3.19</th>
<th>Tuesday 6.4.19</th>
<th>Wednesday 6.5.19</th>
<th>Thursday 6.6.19</th>
<th>Friday 6.7.19</th>
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<td>8:30: AM</td>
<td>Registration/Breakfast</td>
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<td>Breakfast</td>
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<td>Kickoff</td>
<td>Soft Start/Morning Mtg</td>
<td>Soft Start/Morning Mtg</td>
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<td>Implementation WG</td>
<td>Implementation WG</td>
<td>The Role of SEL</td>
<td>Talking About Trauma</td>
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<td>10:00: AM</td>
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<td>MindUP</td>
<td>Trauma 101</td>
<td>Conditions for Learning</td>
<td>Implementation WG</td>
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<td>10:30: AM</td>
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<tr>
<td>11:00: AM</td>
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<tr>
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<td>Lunch/WG Check In</td>
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<tr>
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<td>Lunch</td>
<td>Rotations</td>
<td>Secondary/Elementary</td>
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<td>Brain Architecture</td>
<td>Implicit Bias</td>
<td>Sesame Street</td>
<td>Presentations</td>
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<td>Restorative Practices</td>
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<td>Culture of Resilience</td>
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</table>

Source: Hospital Industry Data Institute, 2016
Wyandotte High School

Current Data
- Goal: 90% Attendance
- Last Year: 85.96%
- 380 short term suspensions
- Defiance of Authority write-ups: 204
- Staff absences highest in April, November, March

Trauma Sensitive and Resilient School Team
- Anna Barnes
- Megan Batrez
- Sarah Thomas
- Claire Hall
- Tora Chatfield
- Jasmine Lowe
- Jan Davis
- Kate Dorian
- Amanda McGraw
- Herman Rezene
- Brooke Thomsen
- Brock Benorden
- Mary Stewart
- Rufus Black
- Rasheed Villarreal
- Laura Mersman

Environment
- Use of courtyard
- Sensory Bins
- Permanent Passes
- Morning/Lunchtime Safe locations
- Redoing bulletin boards
- Safe Space in rooms or in academies
- Safe Spot Labels/Locations

Implementation Plan
- Treat everyone with kindness
- Connections
- Greeting at the door
- Soft Start Activities
- Relationship Building
- Establish WHS Core Values
- Safety
- Tone & Body Language training
- Our focus is building connections and maintaining safety with the priority of building relationships amongst staff/students
- Role-playing Scenarios training for teachers on relationship building
- Every teacher has a safe space/location or structure
- Safe zones are visible/determined by academy
- Classroom expectations are posted in every classroom
- Staff education in trauma, deregulation and safe space

Evaluation
- Team revisits each quarter
- Tracking behavior referrals/attendance
BRIDGES Therapeutic Day School

Current Data
1 Student passed the KAP reading
Highest Rate of Referral: Contributing to Disruption
250 Referrals 2nd Semester

Trauma Sensitive and Resilient School Team
A. Mallory
E. Barber
K. Kelley
K. Eychison
M. O'Rourke
C. Blavats
R. Most
J. Oliver
M. Cantwell

Environment
Display student artwork
Positive & inviting staff language
Flexible seating options
Designated space for confidential conversations
Designated staff lounge
Replace broken furniture
Provide fidgets for each classroom or student-shared space

Implementation Plan
Implement SEL Curriculum
Targeted Professional Development Trainings
Peer Consultation/Feedback
Restorative Practices and/or Mediation
Create Plan for Consistent Parent/Staff Communication
Core Values: Modeled, Mission Statement
Staff Self-Care

Evaluation
Behavioral Referral Data (increase/decrease)
Student Achievement Data
ProQol Survey Data (staff)
Student Survey Data
Parent/Guardian Survey Data
Kansas City Kansas Public Schools
Moving Forward - Year 2 Goals

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

Each council member is encouraged to share upcoming events that may be of interest and related to the work of the council.
WRAP – UP AND NEXT MEETING

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