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
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
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

• Families Together – Jane Groff and Leia Holley
  • Bullying Resource

• Others
Bullying: What You Need to Know

- 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 when the bullying happened.

   - Learn as much as you can about the when and where the bullying happens or if it happens in the school or in the community.
   - Tell your child that bullying is wrong and that he or she needs to tell someone if he or she is being bullied.
   - Tell your child that bullying is wrong and that he or she needs to tell someone if he or she is being bullied.
   - Tell your child that bullying is wrong and that he or she needs to tell someone if he or she is being bullied.

2. Contact your child’s teacher or principal.
   - Parents are often reluctant to report bullying to school officials, but it helps of 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 stop the bullying, for the sake of your child as well as other students.
   - Do not contact the parents of the students who bullied your child. I usually a parent’s first response, but sometimes it makes matters we school officials should contact the parents of the child or children who bullied you.
   - Expect the bullying to stop. Talk regularly with your child and with the school 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 to go to for help and role-play what he or she should say. Tell your child that reporting bullying is not the same as telling.
   - 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.

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 follow-up appointments 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.

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

Helps 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.

Image courtesy of PIRC.

Kansas State Department of Education | www.ksde.org | #KansansCan

Kansas leads the world in the success of each student.
Bullying: What You Need to Know

Explores

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

For more information visit the Kansas State Department of Education’s
- Implementation Guidance for Bullying Taskforce Recommendations - https://ks.de/33W7j
- Kansas Blue Ribbon Task Force on Bullying Final Report - https://ks.de/3Pc0A
- Bullying Awareness and Prevention - http://ks.de/30pV9

For additional information contact Families Together, Inc. at (785) 333-4777 or www.familiesfortexas.org or the Kansas Parent Information Resource Center at (800) 711-6721 or www.kidstress.org/kpic

Undergraduate Research Program
Bullying: What You Need to Know

https://www.ksdetasrn.org/resources/3007

https://familiestogetherinc.org/bullying-what-you-need-to-
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)

Kansas leads the world in the success of each student.
Lunch Break – 45 minutes
12:00 – 12:45
Suicide Prevention Data

Kent Reed, Kelly Peak, Rachel Phillips
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

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<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<td>1997</td>
<td>37,960</td>
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<td>1998</td>
<td>37,787</td>
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<td>1999</td>
<td>60,310</td>
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<tr>
<td>2000</td>
<td>55,700</td>
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<td>70,190</td>
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<td>2005</td>
<td>77,984</td>
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<td>2006</td>
<td>79,183</td>
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<td>2007</td>
<td>75,184</td>
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<td>84,285</td>
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<td>2009</td>
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<td>2010</td>
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<td>96,620</td>
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<td>2012</td>
<td>98,059</td>
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<td>2013</td>
<td>94,709</td>
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<td>2014</td>
<td>99,168</td>
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<td>37,520</td>
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<td>53,390</td>
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<td>58,324</td>
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<td>2018</td>
<td>61,046</td>
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<td>2019</td>
<td>71,757</td>
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<tr>
<td>2020</td>
<td>78,655</td>
</tr>
<tr>
<td>2021</td>
<td>70,972</td>
</tr>
</tbody>
</table>

2015 - changed to active parent consent process.
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
## KCTC Participation

### Core Survey Participation

<table>
<thead>
<tr>
<th>School Year</th>
<th># of USDs</th>
<th># of Private Schools</th>
<th># of Students</th>
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<tbody>
<tr>
<td>2018-2019</td>
<td>232</td>
<td>9</td>
<td>71,757</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>49% of eligible students</td>
</tr>
<tr>
<td>2019-2020</td>
<td>246</td>
<td>8</td>
<td>78,655</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>51% of eligible students</td>
</tr>
<tr>
<td>2020-2021</td>
<td>242</td>
<td>9</td>
<td>70,972</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>49% of eligible students</td>
</tr>
</tbody>
</table>

### Depression/Suicide Module

<table>
<thead>
<tr>
<th>School Year</th>
<th># of USDs</th>
<th># of Private Schools</th>
<th># of Students</th>
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</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>216</td>
<td>7</td>
<td>52,370</td>
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<td></td>
<td></td>
<td>93% of participating schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>228</td>
<td>7</td>
<td>58,783</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93% of participating schools</td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>230</td>
<td>6</td>
<td>59,596</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94% of participating schools</td>
<td></td>
</tr>
</tbody>
</table>

### Family Domain Module

<table>
<thead>
<tr>
<th>School Year</th>
<th># of USDs</th>
<th># of Private Schools</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>206</td>
<td>9</td>
<td>51,060</td>
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<td>89% of participating schools</td>
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<tr>
<td></td>
<td>227</td>
<td>8</td>
<td>62,172</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93% of participating schools</td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>225</td>
<td>8</td>
<td>60,232</td>
</tr>
<tr>
<td></td>
<td></td>
<td>93% of participating schools</td>
<td></td>
</tr>
</tbody>
</table>

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

**MORE THAN 90% OF SCHOOLS USE BOTH OPTIONAL MODULES**
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
AVERAGE TIME BY GRADE

6th: 32 MINS
8th: 27 MINS
10th: 24 MINS
12th: 23 MINS
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

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
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Slightly</th>
<th>Somewhat</th>
<th>Quite</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you are feeling pressured, how easily can you stay in control?</td>
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<tr>
<td>When everybody around you gets angry, how relaxed can you stay?</td>
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<tr>
<td>When things go wrong for you, how calm are you able to remain?</td>
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</tbody>
</table>

**How often are you able to...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>pull yourself out of a bad mood?</td>
<td>( )</td>
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<td></td>
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<tr>
<td>control your emotions when you need to?</td>
<td>( )</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>get yourself to relax once you get upset?</td>
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</tbody>
</table>
Pilot Questions

Analysis & Recommendations
For 2022 KCTC Student Survey
TOP 3 SUBSTANCES USED:

#1 Alcohol
#2 Vaping products
#3 Marijuana
Past 30 Days Substance Use
for top 3 substances used by Kansas kids

Trends in substance use

alcohol • vaping • marijuana
Feelings of Depression

Thoughts

Made a Plan

Attempts

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 by Gender

- Depression: 63% female
- Thoughts: 66% female
- Made a Plan: 66% female
- Attempts: 67% female
OVERVIEW OF DISTRICT & BUILDING REPORTS

Password protected portal for local results
QUESTIONS?

Kansas Communities That Care
STUDENT SURVEY
Legislative Updates

Laura Jurgensen
Legislative Council Members

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

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

**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

Bert Moore  
Director  
Special Education and Title Services  
(785) 296-4949  
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