

# KANSAS SCHOOL MENTAL HEALTH ADVISORY COUNCIL MINUTES



## School Mental Health Advisory Council

### Details

Date July 16, 2020

Time 9 am – 12 pm

Location Zoom

Welcome from Kathy Busch. Thank you all for joining our meeting today with all that is occurring in our state at this time.

### Roll Call

Members: Members (x present, blank absent):

x	Kathy Busch	x	Dr. Jane Groff	x	Cherie Blanchat
x	Shelby Bruckerhoff	x	Jose Cornejo	x	Misti Czarnowski
x	Kristen Garner	x	Bobby Eklofe	x	Bobby Eklofe
x	Diane Gjerstad		Jessica Griffin		Dr. John Heim
x	Gary Henault	x	Leia Holley – Lesli Girard	x	Dr. Ken Hughey
x	Representative Russ Jennings		Kimber Kasitz		Deaana Novack
x	Kathy Kersenvbock-Ostmeyer		Monica Kurz		Ronny Lieurance
x	Melody Martin	x	Dr. John McKinney	x	Kathy Mosher – Lori Marshall
	Monica Murnan	x	Judi Rodman	x	Shirley Scott
x	Rachelle Soden	x	Senator Dinah Sykes		Senator Mary Jo Taylor
x	Mark Torkelson	x	Kelsee Torrez	x	Juliane Walker
x	Pam Weigand	x	Holly Yager	x	Ryan Vaughn

KSDE Staff: Members (x present, blank absent):

x	Laura Jurgensen	x	Kerry Haag	x	Bert Moore
x	Myron Melton	x	Kent Reed	x	Amy Martin
x	Pat Bone				

### Approval of Agenda

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Motion to approve – Shirley Scott  
Second – Julianne Walker  
Motion Passed

### Approval of Minutes

Motion to approve – Bobby Eklofe  
Second – Holly Yaeger  
Motion passed

### Update on Continuous learning – Navigating Change 2020 – Kathy Busch

- Reopening Plans
- Competency standards work

Plan is guidance for districts from the state Board. Review PowerPoint presented to the state board yesterday by the chairs of the committees. Instructions section is over 900 pages. Operational section is about 200 pages. Many Kansas educators, KSDE staff, Health care professionals worked together to create the document.

Instructional competencies were worked on and placed into grade bands, K-1, 3-5, 6-8, and high school. Organized the standards in a different way.

Organizational section – deals with procedures to assist districts with how to have students in buildings safely.

This is guidance and each district will be selecting and using the portions most needed in their local communities.

### Three learning environments as result of Pandemic situation

- Onsite – low risk communities and able to social distance. Group sizes and events will meet local guidelines.
- Hybrid – moderate infection rates. Some students onsite, some remote. Spectator events not allowed.
- Remote – high rates of infection in community. School capacity restricted to essential staff social distancing strictly enforced. Group sizes will meet local guidelines. No spectator events.

### Considerations for learning environments

- Low restrictions
- Moderate restrictions
- High restrictions
- Temperature monitoring for staff
- Students – at home monitoring by families with the local health department. Teachers monitor for symptoms.

Navigating Change document is posted on the website: <https://www.ksde.org/Teaching->

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Difficulties to overcome

- Staff at risk or infected
- Low substitute pool of candidates

Questions:

- Training for substitutes – districts will have to work this out and train these staff.
- Extent to which student mental health, social emotion learning is addressed. Yes, they are thoroughly addressed. School counseling standards and SECD standards are included. Indicators were applied to the competency-based model. Then they were used to provide instructional examples.
- Addressing mental health outside of the standards – listservs have had resources going out. Addressing social emotional needs of students must come before instruction to be sure the students are able to be in a learning mode.
- Tele-mental health – expect supplemental guidance to follow these recommendations.
- Mental health in school programs are already working on both in school and remote system supports for students. Centers are already offering telehealth services.
- Each grade band includes social emotional needs and ways to address. Board is focused on supporting students and educators in this area. It is a high need area that Must be addressed.
- Pat will send the link to the document following the meeting. It is hyperlinked to go to the section you want to look at so you don't have to scroll through the document.
- Guidance for fire drills, active shooter, and other drills will be forthcoming as they do need to occur. (Bring KSDE school safety to the next meeting to discuss.)

#### **CASEL Reintegration Document – Myron Melton**

- Integration of school mental health and social emotional standards.
- Resources available through CASEL
  - Reunite, Renew, and Thrive – How to reintegrate students into school strategies.
  - Equitable access to instruction for all kids!
  - Use of data

CASEL website – Overview and Roadmap

- Organized by specific practices. Drop down menu lists resources for that practice.
- Organizer stored on SMH council webpage for review – This is to build sustainability and is good for kids.
- SEL Roadmap Partners – KSDE Council webpage

Please share these resources with others as Counselors and Social Workers have already received it.

#### **Trauma, Stress, and Caregiver Wellbeing – Cherie Blanchat - PowerPoint**

- Caregiver Flyer
- Online practices for school-based Yoga was made available early in this pandemic.
- Trauma, Toxic Stress, and Caregiver Well-Being: **Find more information at**  
<https://ksdetasn.org/smhi/>

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- Facilitation Guide: <https://ksdetasn.org/resources/2689>
- Slide Deck: <https://ksdetasn.org/resources/2690> Trauma Responsive School Community eLearning Modules and Facilitation Guide  
<https://ksdetasn.org/smhi/school-mental-health-initiative> and  
<http://moodle.kansastasn.org/>
- Each module is interactive and is about 10 minutes in length
- Available to all school communities in Kansas.
- District or Building level coordinator could also facilitate a group learning opportunity.
- Well structured professional learning to address these issues for schools.
- These resources were added by the TASN school mental health team to address the needs being seen in Kansas due to the pandemic.

**Update on Bullying Task Force Subcommittees work Goal to complete this work and have ready to move forward on recommendations by January.**

- **Definition – Laura**
  - Documents sent end of April with recommendations for each subcommittees work.
  - Thanks to Donna Whiteman, KASB for her work with our subcommittee and John McKinney who added the district view of implementation.
  - Task force was concerned the definition was overly broad. It is really broad but allows flexibility to act in their context.
  - It does not present obstacles or barriers for implements.
  - There is clear misunderstanding and lack of communication of the definition.
  - Recommendations were made for each subcommittee's work as guidance for their work.
  - Theno case does not speak to Kansas law in that case.
  - KASB does training on this through their organization.
  - District plans should focus on the definition used in their plan and communicating with their communities. This principle would also apply to the data committee's work.
  - Reporting data and the elements that go into the reports need to align but may vary. The technical side must not run counter to observable behaviors. If there is variance it needs to be clear and explain the reasoning behind the difference in data collection tools.
  - Is it up to this committee to decide if this committee's recommendation or is there another process.
  - There will be another meeting with the chairs of the Bullying Task Force to gain their input. We have already discussion with these chairs to get their perspective before our council began it's work.
  - Donna Whiteman has volunteered to work with any sub committee as they continue their work.
- **Cyberbullying – Kathy and Jane - Handout**
  - Several meetings conducted and one was with Donna Whiteman which was very

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helpful.

- Our first draft of a document is in your packet today.
  - Works from the Kansas law definition of cyberbullying.
  - Much discussion about substantial school disruption. – How to prove to parents that disruption was substantial.
  - Offsite bullying and what the school can and cannot do.
  - Continue to look for resources and types of trainings
  - Looking for social media app. Usually takes about 18 months to create and make one operational.
  - Could council play a role in identifying key components needed? Vetting a group of potential apps to meet this need and what components they would meet for the district. Could include crisis management, suicide, as well as bullying. Costs will need to be evaluated and presented to legislature who is wanting to support this work.
  - Substantial disruption definition – often is not loud and visible. Some guidance is needed in this document. Under the radar conversations that are affecting the ability for students to learn.
  - Digital citizenship – <https://www.common sense.org/education/> This is a great resource.
  - Administrators do need some direction and help with dealing with these situations.
  - Julianne – Child Advocacy centers worked with fight song. Through Two Trees. App for students. They agreed to waive fees through September due to COVID. She will send a contact and might work with the state in development and use. Pretty comprehensive system.
- **Data – Kent**
    - We have been looking at the KCTC survey. We have met with them on the revisions to the tool.
    - Measuring social emotional character development included in the Navigating Change Document. New resources
    - Measuring Social Emotional Toolkit – Christina Mann and Myron work. Will be very helpful.
    - Lisa Chaney and Gary from KDADS and Greenbush to discuss the survey. They have invited us to be part of a survey tool to review. We will be able to share the concerns of the Blue-Ribbon Task Force and this group.
    - How do we measure locally?
    - Screening for Kids returning to school after COVID. Many resources are available through TASN SMHI
    - Screenings, when we screen, when do we get information from the screener. Turn around of data is important in the use of the data.
    - KCTC is a huge survey. MTSS has been working on this with them on how to use the data. Track where you have conflictual data, know suicide tendencies in your school, etc.
    - Concern about reliability is also being reviewed with KCTC

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- We do get data on bullying through KIAS but it dependent on school staff submitting the data.
  - Need to keep helping schools as the prime directive.
  - Teacher perception data – looking at that? Safe and supportive schools work have a climate index that included a teacher and parent survey. Discussion continues.
  - Jane is also on the review of the KCTC survey.
- **Prevention and Resources – Myron**
    - Rubric being developed and was shared. Created in a way to be more useful than just a list of resources.
    - 4 sections to the document
    - Want this to be a practical tool that includes progress monitoring.
    - Last column is a list of vetted quality resources
    - This is where the intersection will come from the other subcommittees.
    - Would like this document to go in the appendix and have it as a fillable form for districts use. Possibly embed portions in the report created to promote discussion.
    - Are you recommending districts use this as a way to meet requirements or manage the implementation needed? Yes, if followed you could be assured you have met the basic steps and are working through to implementation.
    - Encourage you as you are talking in your groups, please send resources to Myron.
    - School counseling standards need to be inserted again.
- **Policies and Plans – Jose**
    - WE need the work of the other committees will interest with what this committee will recommend.
    - Assigning a member of our committee sit in with your committees as they work. Include us in the invitations to your committee meetings.
    - How will we integrated what we recommend with all the district systems out there?
    - Build on empathy skill set.
    - Use of the Navigating Change document may continue some quality instructional examples.
    - Policy implications into a collective set from the council.
    - Discussed definition and would like to hear more about Donna’s input. Stating to see elements come together. Really pleased with the integrate these resources in the work.
    - Include integrating families and communities.

**Sample Report Format: Pat**

- Pat Bone shared a draft sample report for the purpose of setting a format for the final document and how it might be put together.

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## Public Comment (Only Written Comments Accepted)

- None submitted for today

## Wrap Up Comments

- Next meeting – Oct 1 in person hopefully.
- Document of Report
- Any recommendation for the board in Kathy's report next month?
- Support sharing the work ongoing and on mental health for our schools

## Motion: Lori Marshall

The SMHAC would request the State Board to encourage districts to review available resources to share with educational staff to promote overall emotional wellbeing. Share examples of resources in the materials for the Board. CASEL and other resources. EAP if available.

**Second:** Bobby Eklofe

**Action:** Motion passed.

Continue sub committee meetings and the next meeting will focus heavily on our report

- Adjourned at Noon

## Next Meeting

- October 1, 2020 – KASB Room 101, 1420 Arrowhead Dr., Topeka, KS

For more information, contact:



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