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

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

Diane Gjerstad
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.
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

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale capacity of cross-system teams</td>
<td>Tiered mental health supports</td>
<td>Cross-system, data-based decision making</td>
<td>Replicate resources statewide</td>
</tr>
</tbody>
</table>

Kansas State Department of Education. [http://www.ksde.org](http://www.ksde.org)
<table>
<thead>
<tr>
<th>IMPLEMENTATION PROCESS COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ DCLT Teaming and Planning</td>
</tr>
<tr>
<td>■ District-Community Data-Based Decision Making</td>
</tr>
<tr>
<td>■ District-Community-Wide Training, Coaching, and Implementation</td>
</tr>
<tr>
<td>■ District-Community Policy and Protocol Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENTATION PLANNING COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma-Responsive School Communities</td>
</tr>
<tr>
<td>Student Support Plans and Progress Monitoring</td>
</tr>
<tr>
<td>Referral Protocol</td>
</tr>
<tr>
<td>Student Transition and Reintegration Plan</td>
</tr>
</tbody>
</table>
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

Find our Resources: http://ksdetasn.org/smhi

Follow us on Facebook: http://facebook.com/TASNSMHI

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
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
<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 (81% of all USDs)</td>
<td>9</td>
<td>71,757 (49% of all eligible)</td>
<td>216 (76% of all USDs)</td>
<td>7</td>
<td>52,370</td>
</tr>
</tbody>
</table>
## 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>
Data Quality

- Scale reliability
- Validity
- Confidence intervals
- Comparison of demographics to state (and YRBS)
- Comparison of weighted vs. unweighted
### Kansas Communities That Care Scale Alpha Range

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

- 6th: KSDE 25.8, KCTC 25.3, YRBS 24.9
- 8th: KSDE 29.9, KCTC 28.8, YRBS 23.9
- 10th: KSDE 30.8, KCTC 30.9, YRBS 23.9
- 12th: KSDE 17.4, KCTC 18.6, YRBS 18.6

Legend:
- KSDE
- KCTC
- YRBS
Data Quality - Validity

Distribution by Gender

- Female:
  - KSDE: 48.7
  - KCTC: 50.6
  - YRBS: 54.3

- Male:
  - KSDE: 51.3
  - KCTC: 49.4
  - YRBS: 45.5
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>76.7</td>
<td>57.5</td>
<td>54.7</td>
</tr>
<tr>
<td>Black</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>Islander</td>
<td>24.5</td>
<td>24.5</td>
<td>24.5</td>
</tr>
<tr>
<td>Asian</td>
<td>0.9</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Native</td>
<td>6.0</td>
<td>43.4</td>
<td>43.4</td>
</tr>
<tr>
<td>MultiRace</td>
<td>1.0</td>
<td>0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>
Data Quality - Validity

Participation by Hispanic Ethnicity

KSDE: 18.91
KCTC: 22.0
YRBS: 26.4
Building/District/County/State Comparisons

www.kctcdata.org
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"

2016: 25.4%
2017: 26.3%
2018: 28.9%
2019: 31.6%

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: 8.30%
- Yes in Past Year: 18.67%
- Yes/Ever: 28.86%

2016-2019 Statistically significant p<.001)
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?

Yes in past 30 days: 1.92%
Yes in Past Year: 5.30%
Yes/Ever: 10.31%

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: 12.24%
- 12th Grade: 8.25%

Suicide Attempt
- 6th Grade: 1.93%
- 8th Grade: 2.32%
- 10th Grade: 1.84%
- 12th Grade: 1.42%
Connections

- ACES
- Attachment
- Bonding
- Social
- Emotional
- Learning
- Substance
- Use
- Depression
- Suicide
Kansas Youth Bullying & Depression

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></td>
</tr>
<tr>
<td>Sometimes</td>
<td>43.7%</td>
<td></td>
</tr>
<tr>
<td>Regularly</td>
<td></td>
<td>56.3%</td>
</tr>
<tr>
<td>Every day</td>
<td>43.7%</td>
<td>56.3%</td>
</tr>
</tbody>
</table>
Kansas Youth Past 30-Day Alcohol Use and Past Year...

- Depression, 27.3%
- Suicide Thoughts, 31.6%
- Suicide Plans, 36.5%
- Suicide Attempts, 46.6%
- No indicators; Yes alcohol
- Yes indicators; Yes alcohol

Percentage of Students Kansas Youth Past 30-Day Alcohol Use
Kansas Youth Attachment & Past Year Depression & Suicide

- I feel very close to my Mother/Father

<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>22.2</td>
<td>46.0</td>
<td>20.1</td>
<td>41.6</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>11.8</td>
<td>31.3</td>
<td>10.4</td>
<td>26.7</td>
</tr>
<tr>
<td>Suicide Plans</td>
<td>7.36</td>
<td>12.2</td>
<td>6.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Suicide Attempts</td>
<td>3.4</td>
<td>3.4</td>
<td>2.9</td>
<td>9.7</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>Depression</th>
<th>Suicidal thoughts</th>
<th>Suicide Plans</th>
<th>Suicide Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes-Teacher</td>
<td>22.6%</td>
<td>12.0%</td>
<td>7.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>No-Teacher</td>
<td>33.1%</td>
<td>14.5%</td>
<td>6.8%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Yes-Neighbor</td>
<td>18.1%</td>
<td>5.1%</td>
<td>2.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>No-Neighbor</td>
<td>28.5%</td>
<td>11.2%</td>
<td>5.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>
### 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>Family History 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>
</tbody>
</table>

_Kansas Communities That Care_  
_Student Survey_
KCTC Social Emotional Learning Report

SECD Standards

Percentage of students at risk

District:  
Kansas:  

<table>
<thead>
<tr>
<th>KSDE SEL Standards</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Character Development</td>
<td>39.1</td>
<td>40.8</td>
</tr>
<tr>
<td>2 Personal Development</td>
<td>34.9</td>
<td>37.0</td>
</tr>
<tr>
<td>3 Social Development</td>
<td>17.1</td>
<td>42.7</td>
</tr>
<tr>
<td>4 School Climate</td>
<td>50.8</td>
<td>68.6</td>
</tr>
<tr>
<td>55.4</td>
<td>45.7</td>
<td></td>
</tr>
<tr>
<td>53.0</td>
<td>65.7</td>
<td></td>
</tr>
</tbody>
</table>

District:  
Kansas:  

Percent of Students At Risk
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>Year</th>
<th>Approval of Antisocial Behavior</th>
<th>Lacking Standards / Values</th>
<th>Low Commitment to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>31.3</td>
<td>28.1</td>
<td>34.3</td>
</tr>
<tr>
<td>2018</td>
<td>37.1</td>
<td>29.7</td>
<td>56.7</td>
</tr>
</tbody>
</table>

**District: 68.6**

**Kansas: 40.8**
### 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%)

2,233 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).
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
KVC AND KCK TRAUMA INFORMED SCHOOLS PROJECT

James Roberson
Sara Schlagel
Trauma Sensitive and Resilient Schools
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

Thank you to:

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.
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

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional
- Mother treated violently

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Substance Abuse
- Divorce

**Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan**
- Disrupted Neurodevelopment
- Social, Emotional, and Cognitive Impairment
- Adoption of Health-risk Behaviors
- Disease, Disability, and Social Problems
- Early Death

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.

Source: Hospital Industry Data Institute, 2016
Pair of ACEs

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

### 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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<tbody>
<tr>
<td>8:30 AM</td>
<td>Registration/Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
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<tr>
<td>9:00 AM</td>
<td>Kickoff</td>
<td>Soft Start/Morning Mtg</td>
<td>Soft Start/Morning Mtg</td>
<td>Soft Start/Morning Mtg</td>
<td>Soft Start/Morning Mtg</td>
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<tr>
<td>9:30 AM</td>
<td>Implementation WG</td>
<td>Implementation WG</td>
<td>The Role of SEL</td>
<td>Talking About Trauma</td>
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<tr>
<td>10:00 AM</td>
<td>Soft Start/Morning Mtg</td>
<td>MindUP</td>
<td>Trauma 101</td>
<td>Conditions for Learning</td>
<td>Implementation WG</td>
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<tr>
<td>10:30 AM</td>
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<td></td>
<td></td>
<td>Mediation</td>
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<td>11:00 AM</td>
<td></td>
<td></td>
<td>Lunch</td>
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<td></td>
</tr>
<tr>
<td>11:30 AM</td>
<td></td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch/WG Check In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Lunch</td>
<td>Rotations</td>
<td>Secondary/Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>MindUP</td>
<td>Brain Architecture</td>
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<td>Presentations</td>
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<tr>
<td>1:30 PM</td>
<td>Implementation WG</td>
<td>Implicit Bias</td>
<td>Sesame Street</td>
<td></td>
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<tr>
<td>2:00 PM</td>
<td>Culture of Resilience</td>
<td>Restorative Practices</td>
<td>Self-Care</td>
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<tr>
<td>2:30 PM</td>
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<td></td>
<td>WHF Send-off</td>
<td>Reflection/Send-off</td>
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<tr>
<td>3:00 PM</td>
<td>Implementation Intro</td>
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<td>Reflection/Send-off</td>
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<tr>
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<td>END</td>
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<td>END</td>
<td>END</td>
<td></td>
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</tbody>
</table>

Trained: 113 staff

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
- Tara Chaffant
- Jasmine Lowe
- Jan Davis
- Kate Dorian
- Amanda McGraw
- Herman Rezene
- Brooke Thomsen
- Brock Benorden
- Mary Stewart
- Rufus Black
- Rasheda 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. Glavon
- 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
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
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.