

Kansas School Mental Health Advisory Council

October 24, 2017

9:00 – 12:30 p.m.

Washburn Technical School

Topeka KS

Call to Order

The meeting was called to order by Chairman Busch at 9:06 AM.

Mr. Coco, Dean of Washburn Technical School, welcomed the group to the facility. He shared some facts and prizes with the council.

Members Present:

Amy Wells

Bobby Eklofe

Holly Yager

Kathy Mosher

Pam Noble

Representative Jennings

Sharon Frankenbery

Annie McKay

Cherie Blanchat

Judi Rodman

Kelly Robbins

Pam Weigand

Ronny Lieurance

Shirley Scott

Bert Moore

Ken Hughey

Kathy Busch

Leia Holley

Representative Trimmer

Senator Pettey

Members Absent:

Annie Diederich

Susan Leonard

Lara Bors

Christie Appelhanz

Jane Groff

LeEtta Felter

John Heim

Kimber Kasitz

Senator Baumgardner

KSDE Staff:

Laura Jurgensen

Jordan Christian

Myron Melton

Pat Bone

Approval of October Agenda

Bert Moore moved to approve the agenda. Ken Hughey seconded the motion.

Motion passed.

Approval of September 21, 2017 Minutes

Corrections – Lesli Girard was present for Leia Holley

Ronnie Lieurance moved to approve the minutes as corrected. Holly Yager seconded the motion.

Motion passed.

Terms and Definitions

Handout

Myron Melton

This is an evolving document. It is a beginning list of terms to create commonalities in the use of the terms for council discussions. It has been grouped by areas i.e. Law Enforcement, Mental Health, Schools, etc.

Discussion in small groups

- What is unclear?
- What terms do you disagree with the definition?
- What is missing from the list?

Purpose of list – to allow council members to understand terms from areas of representation that we are less familiar. This is not an operational definitions document, but a common understanding of the terms and what they mean. It is a broad overview of terms used by different groups working with youth and mental health to create understanding.

Large Group discussion.

Due to the rich conversations on these definitions, members were asked to have comments from each group emailed to Pat Bone by Nov. 3. Work will continue to add the comments/suggestions into the document. The document will then be returned to you for review.

Aha Moments during group discussions.

- Put the list in alphabetical order and if multiple definitions exist, show both.
- Multi-Tiered System of Supports (MTSS) show and define levels. Tier 1, 2, and 3.
- Some terms need definitions, not just what the explanation of the acronym. E.g., MTSS needs definition added.
- Attendant Care – Aha – Recently reinstated a Memorandum of Understanding between schools and mental health systems in the area.
- Other governor’s committees have refined some of these definitions. There are also books that have definitions of these terms. Please note any suggested sources in your comments to Pat.
- Education – Tier 3 services are not a referral to special education. MTSS is a system to increase supports for a student with higher needs in any area.
- Reporting varies by school/district. Even though law requires reporting, how it is done is different in different areas of the state.

Public Comment

No comments today.

School Mental Health Initiative

PowerPoint

Cherie Blanchat

- Cherie provided context about how the KSDE Technical Assistance System Network (TASN) School Mental Health Initiative lead to the development of the child sexual abuse awareness module.
- Community Health Centers require a diagnosis whereas receiving services in schools does not.
- Community mental health needs to be considered in conjunction with the needs seen in the schools.
- Alignment of community and school services is an area of high need and work has begun.
- The Children’s Subcommittee is using the School Mental Health Framework for their work also.
- Systems of care has historically been a community-based term.

Discussion:

- MTSS triangle – 80 percent mark is where we want most of our kids. While looking at prevention in one district, they are screening students to identify where 80 percent of the kids are and working to meet their needs from there. They are not waiting for students to reach the top of the pyramid before providing services.
- Trying to give support before students reach failure. (universal support)
- Redefining our social-emotional core and teachers are teaching things no one thought needed to be taught. Teachers will need training in trauma-informed care. Work with higher education preparation programs will be important. There is also a need to address how we provide training to those already teaching.
- School based and community based mental health providers need to work together at the tier 2 and 3 levels. This is where the partnerships are very important.
- Partners can also help inform universal care decision making in the area of training school staff in the preventive areas.
- Collaboration needs to begin early in the process.
- Educators/schools need to be able to address all adverse childhood experiences.
- Jason Flatt Act – Suicide prevention
- Need to remember to support teachers in their role and help them deal with secondary trauma.
- <https://ksdetasn.org/smhi> Documents available.
- A module on child sexual abuse awareness is not the “fix” to the situation but is a starting point for relevant conversations. The module was developed in conjunction with multiple partners. Online learning strategies were used in the development of the module to make it as impactful to learning as possible.

Virtual Module Review

Small group discussions around the guiding question listed on the agenda. Some comments were received prior to the meeting and are included in your packet today.

Handout – A Guide to Reporting Child Abuse and Neglect from Department of Children and Families.

Feedback

- Content is great.
- Notion of mandated training, checklist, early in year training is the wrong message here. Diminishes value and effectiveness.
- More discussion on process used to roll out training in meaningful ways for the educators.
- Training may be a trigger for individuals who have experienced trauma. Disclaimer (caution about content and possible triggers) before training begins about employee assistance programs for any one that needs it. (care for employees) Modeling of process in the training.
- Doesn't get into what the educator should do if a student reports. What is the first step and the next steps they need to take?
- Law enforcement's role is a critical role in making appropriate notifications following the report.
- Providing for comfort and safety of student.

- Explanation of reporting process and who does the reporting and to whom do they report?
- Child may be asked to repeat their story multiple times and that in itself can cause problems.
- Clear outcomes and best practices specific to this module. Professional judgements and the role it plays. What is the outcome specific to this one short module?
- Council needs to make a recommendation as to how we want districts to train and respond to training.
- Is mandatory reporting a training in itself?
- Identifying problem, action (reporting), show benefit to the teacher...how will it benefit the teacher in the classroom?
- Who does the staff person report to? Department for Children and Families (DCF), or law enforcement? First call DCF, second call law enforcement.
- Module is awareness not prevention.
- System of notification needs to be developed once report has been received.
- Differences in policy and practices across the state.
- What are the areas that are affecting reporting practices? How does it vary from district to district or different areas of the state?
- Teachers/staff need to know the process and what comes next.
- DCF will keep reporter anonymous
- What do you do if you see concerning behaviors, but the child has not reported?
- How do we help support a child who we suspect has a problem move to the place where they can report?
- What other behaviors need to be noted?
 - If you are unclear on the behaviors, speak to a mental health professional. Ask for a social worker or another teacher to observe a student and see if they see the same behaviors.
- Reinforce mandated reporters and the elements of reporting (suspicion of problem) AND provide background information on what that might look like.
- Concerns expressed about the mandated reporting and the policies schools have in place.
- Educators have a duty to report suspicion of abuse.
- Teachers can lose their license for failure to report.

Current Practices

PowerPoint slides

Laura Jurgensen

- Where do we want to change practice?
- How do we build capacity for educators?
- Should students be trained?
- Should parent notification be required?
 - Pre-service education for pre-service teachers
 - No requirement for parent notification currently
 - Notification of how it is resolved
 - Being prepared to handle secondary trauma issues during training.
 - Compassion fatigue
 - Parental access to student materials.
 - If a parent requests materials it should be honored. Should the State Board create a generalized access statement in regulation that applies to all areas as opposed to defining particular items?

- Kansas Communities that Care Survey – parents now have to opt in their student to participate.

Wrap Up/Next Meeting

Where do we go in November?

- Begin the discussion on training needs to make recommendations to the State Board
- Send reminder on meeting dates
- Days that are not good to meet. Monday and Friday, 3rd Thursdays.

For more copies of the Guide that was shared there is information on the back. Also on the KCSL website if you want to download.

<https://www.kcsl.org/PDFs/Guide%20to%20Reporting%20Abuse%20and%20Neglect%209-27-16.pdf>

Next meeting:

November 28, 2017
Washburn Technical School
5724 SW Huntoon
Topeka, KS

Meeting adjourned at 12:25.