

School Mental Health and its Impact on Student Achievement



Kansas leads the world in the success of each student.



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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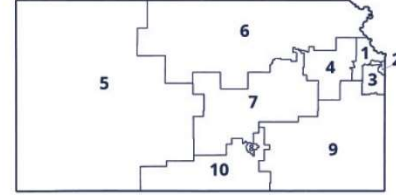


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The Kansas State Department of Education (KSDE) has a number of efforts in progress to help support schools navigate the mental health needs of students. This list is a brief update of this work and is not intended to be comprehensive in nature.

Current Efforts to Support School Mental Health

School Mental Health Initiative (SMHI) -State Personal Development Grant (SPDG)

- The KSDE operates the Individuals with Disabilities Education Act 84.323A State Personnel Development Grant, which funds the Kansas School Mental Health Initiative (SMHI). The SMHI provides a professional development and coaching system to integrate school mental health and trauma-informed practices within the Kansas Multi-Tier System of Supports and Alignment framework. By leveraging school-community resources and facilitating collaboration between school districts and community mental health providers, the SMHI aims to improve outcomes for students and families in alignment with the Kansas State Board of Education outcome of social-emotional growth.
- This project assists districts in creating formalized District Community Leadership Teams (DCLT) between Community Mental Health Centers (CMHCs) and school districts to directly streamline mental health efforts for students.
- The SMHI also offers an abundance of Professional Development through the Kansas Technical Assistance System Network (TASN). These include:
 - Online learning modules- Mindfulness, Trauma, Toxic Stress, Caregiver and Staff Well-Being, Resilience
 - Webinars
 - Trauma-Responsive School Community eLearning Modules and Facilitation Guide

School Mental Health Intervention Team Program

- The 2018 Kansas Legislature approved a proviso authorizing nine school districts to enter into agreements with local community mental health centers (CMHC) for the 2018 – 2019 school year and further provided funding for a database for students referred to the program. The one-year pilot program was established to address challenges schools were experiencing through increases in students (and families) with mental health needs. The MHIT program helps eliminate barriers for students and families which need clinical

therapy and to access the local community mental health centers (CMHC) services.

- Currently includes 56 school districts and 212 schools.
- On-site, staff Mental Health Liaisons to coordinate efforts for students, CMHCs, and other community resources
- Provides monthly ongoing current professional development for Mental Health Liaisons

Suicide Prevention, Response, and Postvention Toolkit & Training

- The Kansas Suicide Prevention, Response and Postvention Toolkit is a comprehensive guide that provides step-by-step guidance for setting up a systematic approach to suicide prevention, response and postvention. The essential forms from the toolkit are available below as fillable word documents that can be downloaded for easy access and use by the appropriate school personnel.
- New training has been developed to assist schools in implementing this toolkit.
- The KSDE is working closely with the Kansas Suicide Prevention Headquarters to identify possible suicide cluster areas and provide support to those districts in the way of training, recommendations, supportive collaboration etc.

Bullying Toolkit and Training

- The 2008 Kansas State Legislature amended the anti-bullying statute. Effective July 1, 2008, Kansas school districts are required to:
 - Adopt and implement a plan to address cyberbullying, and
 - Adopt policies prohibiting bullying on school property, in school vehicles, or at school-sponsored activities, and
 - Adopt and implement a plan to address bullying, which must include provisions for training and education of staff and students.
 - Upon request of a school district, the state board shall assist in the development of a grade appropriate curriculum for character development programs
- Among providing multiple resources; this toolkit guides districts through
 - Developing a plan to address bullying
 - Building capacity to change climate and culture
 - Identification and selection of appropriate curriculum and instructional resources
 - Measuring Social-Emotional Learning Locally

Bullying Protocol

- This is currently a guidance document in the early development stage. The concept of a protocol to assist schools in how to directly address bullying incidents was introduced to the School Mental Health Advisory Council in October 2021. Currently, staff are preparing

to solicit input from the field regarding the specific details of the guidance. The revised document will be presented to the School Mental Health Advisory Council for recommendation of action in the spring of 2022.

Adult Social-Emotional Learning

- Adult Social-Emotional Learning has become a pronounced topic through the Covid-19 pandemic. The KSDE has taken steps to support schools in this.
- Resources such as Educators Resilience Strategies from Panorama, and Adult SEL- Self-Assessment tools have been disseminated to schools.
- Training sessions have been provided in-person for community groups and schools, as well as virtually for conferences.

Kansas College and Career Competency Framework

- Kansas schools are encouraged to use the college and career competency that includes 26 competencies in the domains of intrapersonal skills, cognitive ability, and interpersonal skills.
- Resources, professional development and assessments are available on cccframework.org

Kansans Can Star Recognition Program- Social-Emotional Growth

- Kansas school districts' missions reflect the Kansas State Board of Education's (KSBE) vision of preparing successful high school graduates. These districts locally measure progress toward achievement of the State Board of Education's social-emotional outcome and goal of each student developing the social, emotional and character competencies that promote learning and success in life.
- The Kansas STAR Recognition Program seeks to provide Kansas districts an opportunity to validate the coherent, rigorous and sustained commitment required to improve adult and student outcomes. When implemented districtwide as a systemic, prevention-focused, responsive
- strategy rather than an intervention for a subgroup of students, social-emotional learning creates the equitable conditions necessary for student achievement and a safe, positive and healthy school climate.
- This optional recognition program assesses districts implementation level in the social-emotional growth areas of curriculum, assessment, intervention, stakeholder involvement, growth measures, student competencies, feedback process, cultural responsiveness and relevant, and sustainable social-emotional growth systems.

Kansas Communities that Can Survey (KCTC)

- Survey conducted annually by the Kansas Department for Aging and Disability Services, Greenbush Education Service Center and Kansas Communities that Cares
- This is an optional student survey given to students in grades 6, 8, 10 & 12
- Nearly 71,000 students from 251 public and private schools participated in 2020-2021
- In addition to the core survey, there is a depression/suicide module and a family domain module- more than 90% of schools used all modules
- 49% of all eligible students in Kansas participated
- Survey results are summarized into risk factors, protective factors, substance use, perceived risk, family domain factors, school domain factors, peer/individual domain factors, community domain factors and problem behaviors

Climate Report

- This report serves as a summative report from the KCTC data analysis by district.
- This report has been available to all schools working with TASN through the Multi-Tiered Systems of Supports and Alignment
- Beginning with the 2022 school year, it is anticipated that all schools in the state will have access to their individual report summary regardless of involvement in the Kansas MTSS Alignment work.

Kansas Educational Systems Accreditation (KESA)

- The KESA process includes foundational structures that support mental health in schools, these include tiered framework of supports, stakeholder engagement, diversity and equity, civic and social engagement, physical and mental health, arts and cultural appreciation, postsecondary and career preparation.
- Further as Social Emotional Growth is a State Board Goal- evidence of implementation of criteria in this area is directly assessed.
- Adult SEL is specifically addressed in Year 2, requiring data, in year 3 by the practices supporting adult SEL, and in Year 5 by the Impact of these practices.

Increase in Mental Health Professionals in the Schools

- In the 2020-21 school year the Mental Health Specialists hired in schools:

- School counselors- 1,290 (a gain of 166 from prior two years)
 - School Psychologists- 553 (a gain of 57 from prior two years)
 - School Social Workers- 730 (a gain of 237 from prior two years)
- There were additional school mental health positions requested through funding with the EANS and ESSER federal dollars.
- Systems are being supported in their knowledge of the scope of work for mental health professionals, how they are different, and how to best leverage the necessity of all three areas.

Formalized Guidance for Psychiatric Residential Treatment Facilities (PRTFs) Specific to Schools

- Staff from KSDE is part of a new workgroup comprised of many state agencies and all of the PRTFs in the state of Kansas.
- The goal of the workgroup is to clarify guidance for PRTFs, including specific responsibilities with school systems

In no way is this document inclusive of all KSDE work related to School Mental Health supports for academic achievement. This provides a snapshot-in-time picture of the current active work.

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