

CYBHWG School-based Behavioral Health and Suicide Prevention (SBBHSP) subgroup

Date: 4/23/2025

Time: 3-4:30pm

Leads: Representative My-Linh Thai
Christian Stark, OSPI

Professional Members					
<input checked="" type="checkbox"/>	Brook Vejo Carelton Behavioral Health	<input type="checkbox"/>	Gina Cabiddu Kids Mental Health WA	<input checked="" type="checkbox"/>	Rafaela Steen UW Forefront Suicide Prevention
<input type="checkbox"/>	Chetan Soni WA Youth Alliance	<input checked="" type="checkbox"/>	Gwen Loosmore WA State PTA	<input checked="" type="checkbox"/>	Rayann Silva [Eric Bruns] UW SMART Center
<input checked="" type="checkbox"/>	Daniel Smith Community Health Plan of WA	<input type="checkbox"/>	Jill Patnode Kaiser Permanente	<input type="checkbox"/>	Renee' Schoening Whitworth University
<input type="checkbox"/>	David Crump Spokane Public Schools	<input checked="" type="checkbox"/>	Jodie DesBiens NWESD 189	<input checked="" type="checkbox"/>	Sinuon Hem Asia Pacific Cultural Center
<input checked="" type="checkbox"/>	Delaney Kottnerus King County	<input checked="" type="checkbox"/>	Joe Neigel Monroe School District	<input checked="" type="checkbox"/>	Susan Peng-Cowan Behavioral Health Navigator
<input checked="" type="checkbox"/>	Devyna Aguon Renton School District	<input checked="" type="checkbox"/>	Mabel Thackeray North Thurston Public Schools	<input checked="" type="checkbox"/>	Tabby Stokes Vancouver Public Schools
<input checked="" type="checkbox"/>	Erin Drury WA School-based Health Alliance	<input type="checkbox"/>	Michelle Sorensen Richland School District	<input type="checkbox"/>	
<input type="checkbox"/>	Georgianna Akers WA Association of School Social Workers	<input checked="" type="checkbox"/>	Nolita Reynolds Catholic Community Services	<input type="checkbox"/>	

Youth Members					
<input checked="" type="checkbox"/>	Hanna Baker	<input type="checkbox"/>	Kei Gregson (Lead)	<input type="checkbox"/>	Pradyu Kandala
<input checked="" type="checkbox"/>	Taanvi Arekapudi				

Parent/Guardian/Family Members					
<input checked="" type="checkbox"/>	Byron Smith	<input checked="" type="checkbox"/>	Marcella Taylor	<input type="checkbox"/>	Megan Reibel
<input checked="" type="checkbox"/>	Peggy Dolane	<input checked="" type="checkbox"/>	Richelle Madigan	<input checked="" type="checkbox"/>	Shawnda Hicks (Lead)

Agenda Items	Lead
<p>Welcome</p>	<p>Representative My-Linh Thai, 41st Legislative District Christian Stark, OSPI</p>
<p>Update/Overview of WA Thriving <i>See accompanying slide deck</i></p> <p>Presentation Notes:</p> <ul style="list-style-type: none"> Subgroup work is in alignment with and contributing to the strategic plan The strategic plan with included developing strategic recommendations <p><u>Links/Resources/Upcoming Opportunities:</u></p> <ul style="list-style-type: none"> Definition of behavioral health developed by the advisory group: https://www.washingtonthriving.org/blog/defining-behavioral-health Email cybhwg@hca.wa.gov if you'd like to be added to the contact list for the Children & Youth Behavioral Health Work Group, or any of its other subgroups. 	<p>Hanna Traphagan, Health Care Authority Julia Kemner, Behavioral Health Catalyst</p>
<p>Review of Reoccurring Priorities & Potential Strategic Focus Areas <i>See slides in the main slide deck</i></p> <p><u>Links/Resources/Upcoming Opportunities:</u></p> <ul style="list-style-type: none"> Padlet link: SBBHSP Defining School Behavioral Health <p><u>Discussion/Questions:</u></p> <ul style="list-style-type: none"> Peggy D. – would like to see a vision [outside of current budget constraints], [rather than having our] SBBHSP contributions weighted down by budgetary realities. <p>On core components of school BH:</p> <ul style="list-style-type: none"> Delaney K. – Referral to resources vs Referral to Treatment Peggy D. – Tiered support structure not well understood. Define it. Top tier (tier 3) is not well understood, including non-public agencies, education in the prison system. Anna Marie D. – robust Tiers 1 and 2 can prevent Tier 3. Providing robust, engaging lessons. Ellen M. - Would social emotional learning (SEL) fall under Prevention & School Climate? Or Positive Behavioral Supports & 	<p>Christian Stark, SBBHSP Co-Chair, OSPI</p>

Interventions (PBIS)? Maybe calling out those specifics is too in the weeds for this list?

- Delaney K. - Put this in the Padlet, but separating postvention and crisis support. I think those are two separate things and different resources/action steps
- Peggy D. – Tier 1 – adding dyslexia - how are students getting early intervention and how are staff being trained to recognize?
- Chloé W. - We have a reference to resources (i.e. Treatment). What about the other end of the spectrum - returning from services and integrating back to school supports?
 - Delany K. – Reengagement?
 - Devyna A. – Service coordination?
 - Delany K. - Just wanted to second this comment. I think this is key and often missed between systems.
- Josh K. – Where does specific lessons land? Like mental health literacy (MHL) or other mental health specific education?
- Peggy D. – for postvention, beyond a death.....also include emergent addiction to a parent (such as gambling) or a parent gets stage 4 cancer...
- Aubrey N. – Framework and structure will help with staff retention.
- Anna Marie Dufault - 1.) Consider naming it "Robust, Defined Tiered Support Structure" 2.) Consider adding a box "Child and Youth Engagement" This box would capture the fact that children and youth need to have friends, their voices heard and engaging lessons with some efficacy over their learning.
- Peggy D. – what will the investment pay back? What is the return on the investment [into school behavioral health]?
 - Christian S. – we could put this in as evidence for supporting SBBH
- Ellen M. - I missed Hanna's presentation (but have seen others from her) - how are we thinking this effort would tie into WA Thriving?
 - Julia Kemner - WA Thriving will take the inputs developed by subgroups and integrate them as appropriate throughout the Strategic Plan, and/or in supplemental issue briefs that provide deeper recommendation to implementation strategies.
- Amanda L. - I think the referral pathway/processes could span across the other two buckets, rather than just tier 3/crisis supports.
- Byron S. - I have spent the last 3.5 months in 3 high schools, 4 middle schools and 2 elementaries for over 40 days as a "Guest Teacher". I've been at schools with student suicides, shootings and violent confrontations. I have 3 observations from that experience:
 - A. The kids are addicted to screens - that is their support system...
 - B. Schools have more "safety enforcement" staff than counselors;
 - and, C. Treatment is having little effect in classroom do whatever we

want! "as students have learned that having an IEP is a license to "Do whatever we want."	
Review of Reoccurring Priorities & Potential Strategic Focus Areas <i>See slides in the main slide deck</i>	Christian Stark, SBBHSP Co-Chair, OSPI
Upcoming Meetings: <ul style="list-style-type: none"> Wednesday, May 28th 3-4:30pm on Zoom Wednesday, June 25th 3-4:30pm on Zoom WA Thriving: <ul style="list-style-type: none"> WA Thriving Initiative through the Children & Youth Behavioral Health Work Group will deliver a draft strategic plan to the Legislature in November 2025. You can learn more about work done to date, and the work planned for this year in the Washington Thriving Progress Report that was submitted to the Legislature this past November. https://www.washingtonthriving.org/ Meeting Feedback Survey: https://survey.alchemer.com/s3/8281458/2025-SBBHSP-Subcommittee-Feedback-Survey	

Staff: Nic Reed

Attendees:

State Agency & CYBHWG Staff:

Amanda Lewis, HCA
 Anna Marie Dufault, OSPI
 Aubrie Nettle, HCA
 Bridget Underdahl, OSPI
 Brisa Sanchez Cornejo, OSPI
 Candis Coble, OSPI
 Chloé Wilkins, HCA
 Christine Mickelson, HCA
 DeeSha Connor, DOH
 Ellen McGuire HCA
 Enos Mbajah, DBHR/HCA
 Francesca Matias, OSPI
 Hanna Traphagan, HCA
 Joshua Kent, OSPI

Julia Kemner, BHC
Kerry Bloomquist, OSPI
LaPalm, Megan, Dept of Commerce
Meghan Hopkins, DSHS DDA
Michelle Curry, OSPI
Renee Tinder, DOH
Sonya Salazar, HCA
Tina Burrell, HCA
Todd Slettvat, HCA-Medicaid

State Legislators & Staff:

Public Attendees:

Cara Lynn
Chelsea Stone (she/her)-CHPW/CHNW
Children's Alliance--Policy Team
iPhone
Josh Henderson
Kristen Prentice
Matt Crichton
Max Lau, Children's Alliance
Meredith P.
Rebecca Goodvin
Reid Saaris
Yordanos Gebreamlak
12539733512
APCC's iPhone

School-based Behavioral Health and Suicide Prevention Subcommittee

Of the Child and Youth Behavioral Health Work Group

April Meeting – 04.23.2025





Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgment



ONE Logo
by Roger Fernandes
(Lower Elwha Klallam Tribe)

We start today with a land, water, and people acknowledgement. OSPI is here in Olympia, on the traditional territories of the Coast Salish people, specifically the Squaxin Island peoples. We say their name out loud because they are still here today despite the attempted erasure of their language, culture, and bodies. We, as OSPI and the SBBHSP Subcommittee, honor the past, present and future caretakers of these lands and dedicate our work to honor this place they call home. We strive to do so by respecting and affirming tribal sovereignty and culture, working with our tribal governments through the state in government-to-government partnership, and lifting tribal voice in the work of supporting student physical, social, and emotional well-being.



Agenda: April 23rd, 2025

#	Agenda Items	Time	Lead
1.	Welcome	3:00 PM	Representative My-Linh Thai, 41 st Legislative District Christian Stark, OSPI
2.	Update/Overview of WA Thriving	3:10 PM	Behavioral Health Catalyst
3.	Review of Reoccurring Priorities & Potential Strategic Focus Areas	3:30 PM	Christian Stark, OSPI
4.	Considerations for Statewide Guidance & Direction on School Behavioral Health	3:40 PM	Group Discussion
5.	Looking Forward: Choosing Priorities	4:05 PM	Group Discussion: Which 2-3 core components of school behavioral health are most important for us to focus on/refine over the next 3 meetings?
6.	Public Comment, Other Updates. & Closing Reminders	4:20 PM	
7.	Meeting Adjourned	4:30 PM	

Group Agreements

Share airtime; make sure all voices have the opportunity to be heard

Stay engaged

Speak your truth

Expect and accept non-closure

Listen with the intent to learn and understand

Assume positive intentions

Disagree respectfully

Clarify and define acronyms

Take care of yourself and take care of others

Ask for clarification

Listen harder when you disagree

Avoid using the phrase "committed suicide," instead refer to it as a cause of death

Person first language

Respect, but don't expect, the sharing of lived experience





Welcome Members and Guests

SBBHSP Members

Members w/ Lived Experience

Bryon Smith Parent/Guardian/Family	Hanna Baker Youth/Young Adult
Keira Gregson Youth/Young Adult	Marcella Taylor Parent/Guardian/Family
Megan Reibel Parent/Guardian/Family	Peggy Dolane Parent/Guardian/Family
Pradyu Kandala Youth/Young Adult	Richelle Madigan Parent/Guardian/Family
Shawnda Hicks Parent/Guardian/Family	Taanvi Arekapudi Youth/Young Adult

School, District, & Educational Service District Staff

David Crump Spokane Public Schools	Mabel Thackeray North Thurston Public Schools
Devyna Aguon Renton School District	Michelle Sorensen Richland School District
Jodie DesBiens Northwest ESD 189	Susan Peng-Cowan Behavioral Health Navigator Rep
Joe Neigel Monroe School District	Tabby Stokes Vancouver Public Schools

Co-Chairs

Representative My-Linh Thai

Christian Stark, OSPI

Providers & Community-based Organizations

Brook Vejo Carelton Bx Health	Nolita Reynolds Catholic Community Services	Sinuon Hem Asia Pacific Cultural Center
-----------------------------------------	-------------------------------------------------------	---------------------------------------------------

Advocacy & Other Professional Staff

Chetan Soni WA Youth Alliance	Jill Patnode Kaiser Permanente
Erin Dury WA School-Based Health Alliance	Rafaela Steen UW Forefront Suicide Prev
Georgianna Akers WA Association of School Social Workers	Rayann Silva UW SMART Center
Gwen Loosmore WA State PTA	

Local Govt/Coalition, Managed Care, and Higher Ed

Daniel Smith Community Health Plan of WA	Gina Cabiddu Kids Mental Health Washington
Delaney Knottnerus King Co., Bx Health & Recovery	Renee' Schoening Whitworth University

State Agency Staff Supporting the Subcommittee

Presenter Notes
2025-04-24 18:46:27

Christian – please use the chat function to state whether you would like to make a public comment. Not about public attendees – participating in the chat, public comment

Office of
Superintendent of
Public Instruction
(OSPI)

Health Care
Authority (HCA)

Office of the
Insurance
Commissioner
(OIC)

Department of
Health (DOH)

Department of
Children, Youth, &
Families (DCYF)

Department of
Social & Health
Services (DSHS)

WA State School
Directors'
Association
(WSSDA)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Children & Youth Behavioral Health Work Group

Presenter Notes
2025-04-24 18:46:27

Co-Chairs:
Representative Lisa Callan, 5th
Legislative District Jason McGill,
Assistant Director, Medicaid
Division, HCA
Staffed by Health Care Authority
- Children and Youth Behavioral
Health Work Group (CYBHWG) |
Washington State Health Care
Authority

The CYBHWG recommends legislation and other changes to ensure that behavioral health services for all of Washington's children, youth and young adults, and their families, are:

- Accessible, affordable, effective, timely, and engaging;
- Culturally, linguistically, and developmentally relevant;
- Supportive and affirming of gender orientation;
- Supported by evidence;
- Incorporate tailored innovations, as needed;
- Coordinated across sectors, and tailored and aligned with communities' strengths and needs;
- Integrated whole-person care;
- Normalized as part of everyone's health care;
- Sustainable, with robust capacity and funding;
- Hold the promise of measurably improving health and outcomes; and
- Amply resourced for all children, youth, and young adults.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

The CYBHWG is informed by six advisory groups:

Prenatal to Age Five Relational Health Subgroup

Workforce and Rates Subgroup

**School-based Behavioral Health & Suicide Prevention
(SBBHSP) Subcommittee**

Youth & Youth Adult Continuum of Care Subgroup

Behavioral Health Integration Subgroup

WA Thriving
(P25 Behavioral Health Strategic Plan Advisory Group)

OSPI has a statutorily established seat on the CYBHWG – filled by Anna Maria Dufault, Assistant Superintendent for Student Engagement & Support. OSPI has a statutorily established seat on the Strategic Plan Advisory Committee. OSPI staff and Co-Chairs the SBBHSP Subcommittee. OSPI sends representatives as needed when P-12 topics arise in the other subgroups. The top 5 subgroups develop recommendations for the CYBHWG each fall, ahead of leg. session. The SPAG works a bit different, HB 2256 from this last session updated timelines: behavioral health landscape analysis for families in the perinatal 25 phase, children, youth transitioning into adulthood, and the caregivers of those children and youth.



Purpose of the SBBHSP Subcommittee

To advise the CYBHWG on creating and maintaining an integrated system of care through a tiered support framework for preschool through twelfth grade school systems defined by the office of the superintendent of public instruction and behavioral health care systems that can:

- Rapidly **identify** students in need of care and effectively link these students to appropriate services
- Provide age-appropriate **education** on behavioral health and other universal supports for social-emotional wellness for all students, and
- **Improve** both education and behavioral health **outcomes** for students.

The school-based behavioral health and suicide prevention advisory group shall consider the broader behavioral health issues impacting children, youth, and families, while focusing on the issues that are unique to children and families that interface with schools. The work group cochairs may invite nonwork group members to participate as advisory group members.



What does the group *actually* do?

Bring people together

Monthly meetings with youth & family members, school and community behavioral health staff, advocacy, technical assistance, & other professional staff

Share information

- Highlight promising practices, share relevant data and information on system supports, and identify ongoing gaps in the system

Recommend policy changes

- Create annual recommendations to the CYBHWG for improving school-based behavioral health supports for p-12 students and their families in Washington



2025 SBBHSP Timeline

2025 Monthly Meeting Dates:

- Wednesday, April 23rd [**TODAY!**]
- Wednesday, May 28th
- Wednesday, June 25th
- Wednesday, July 23rd
- Wednesday, August 27th
- Wednesday, September 24th
- October – No Meeting
- Wednesday, November 5th
- Wednesday, December 17th

Recommendations Timeline:

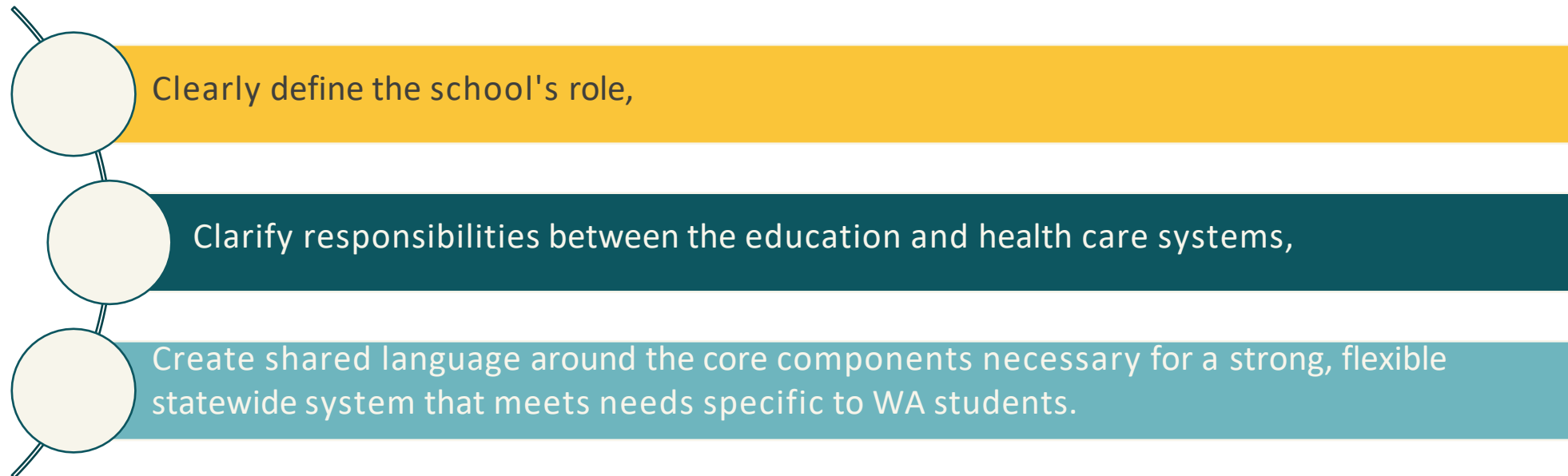
- *To be announced*



Defining School Behavioral Health in WA (i.e. what's the school's role?)

Goal: Aligning shared language and defining core components for comprehensive statewide school-based behavioral health supports

Since Washington doesn't have a clear statewide framework for school-based behavioral health, it's important to:



What supports along the BH continuum are schools well positioned to provide? Clearly define the school's role, Clarify responsibilities between the education and health care systems, Create shared language around the core components necessary for a strong, flexible statewide system that meets needs specific to WA students.

Ongoing SBBHSP Priorities

Statewide Guidance & Coordination

2021 K12 Student BH Audit – Designate a lead agency & establish strategic direction & goals for programming

'23 & '24 Recommendations – Designate a lead agency

'24 BloomWorks Discovery Sprint Report – Establish minimum expectations

'25 Recommendation – Define minimum expectations & establish strategic direction for statewide programming

Training, Technical Assistance (TA), & Navigation

Senate Bill 6168 (2020) – Funded a BH Navigator position at all nine regional ESDs

Senate Bill 5092, Sec. 501 (7) (2020) – 2.0 FTE to support MTSS data management and implementation activities

'21 Recommendation – Expand regional MTSS capacity

'24 Recommendation – MH training in school communities

'25 Recommendation – Establish a Technical Assistance & Training Network

School Funding for BH Supports along the continuum

'22 House Bill 1664 (2022) aligned w/ '21 Recommendation – Increased school funding formula for school nurses, counselors, social workers, & psychologists

'22 Recommendation – Grants to districts for BH clinicians

'23 Recommendations – Support school-based health centers & expand the # of school & community-based clinicians

ES Senate Bill 5187, Sec. 510 (13) (2023): Funds for Education Service Districts to provide access to tele-behavioral health services in rural districts.

'24 & '25 Recommendations – Grants to districts for social, emotional, behavioral, mental health planning



1) To Inform the Strategic Plan

By the end of July, we will provide feedback on:

- The benefits of having an established statewide framework for SBBH
- The core components that should be included in a statewide framework for SBBH
- Goals for effective statewide guidance on SBBH

What supports along the BH continuum are school well positioned to provide? How statewide guidance should: Build above previous and continuing SBBH efforts, incorporate national evidence-based practices, and learn from similar efforts in other states Reflect considerations for regional and cultural differences in needs Impact coordination with community organizations & behavioral health providers What considerations may impact our ability to develop & implement statewide guidance, including: Regulatory infrastructure/requirements of BH in schools vs. other settings Documentation/administrative/technology disparities between schools and other settings WA-specific regulations

What does a comprehensive

school behavioral health system

look like for students, families,

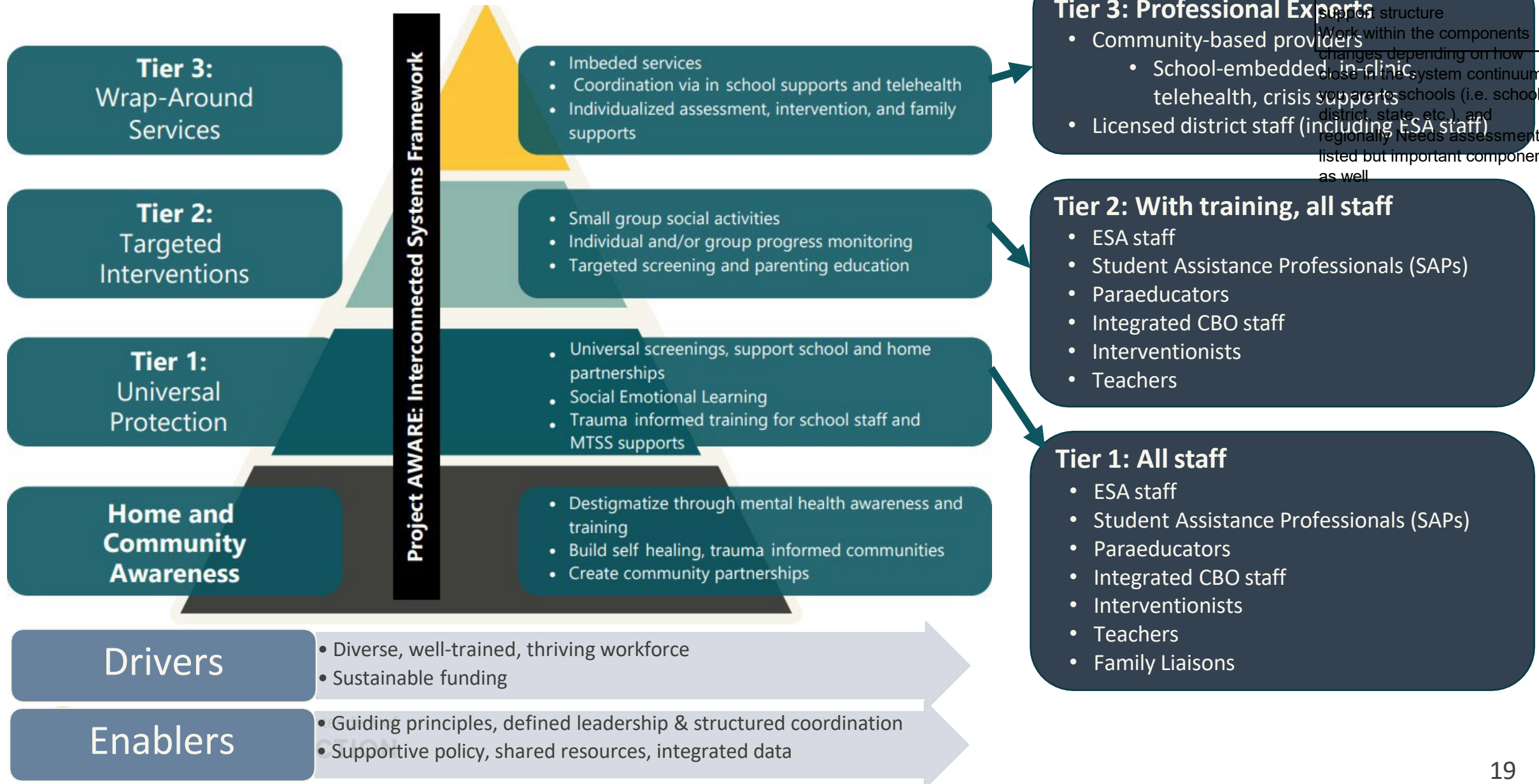
school staff, community



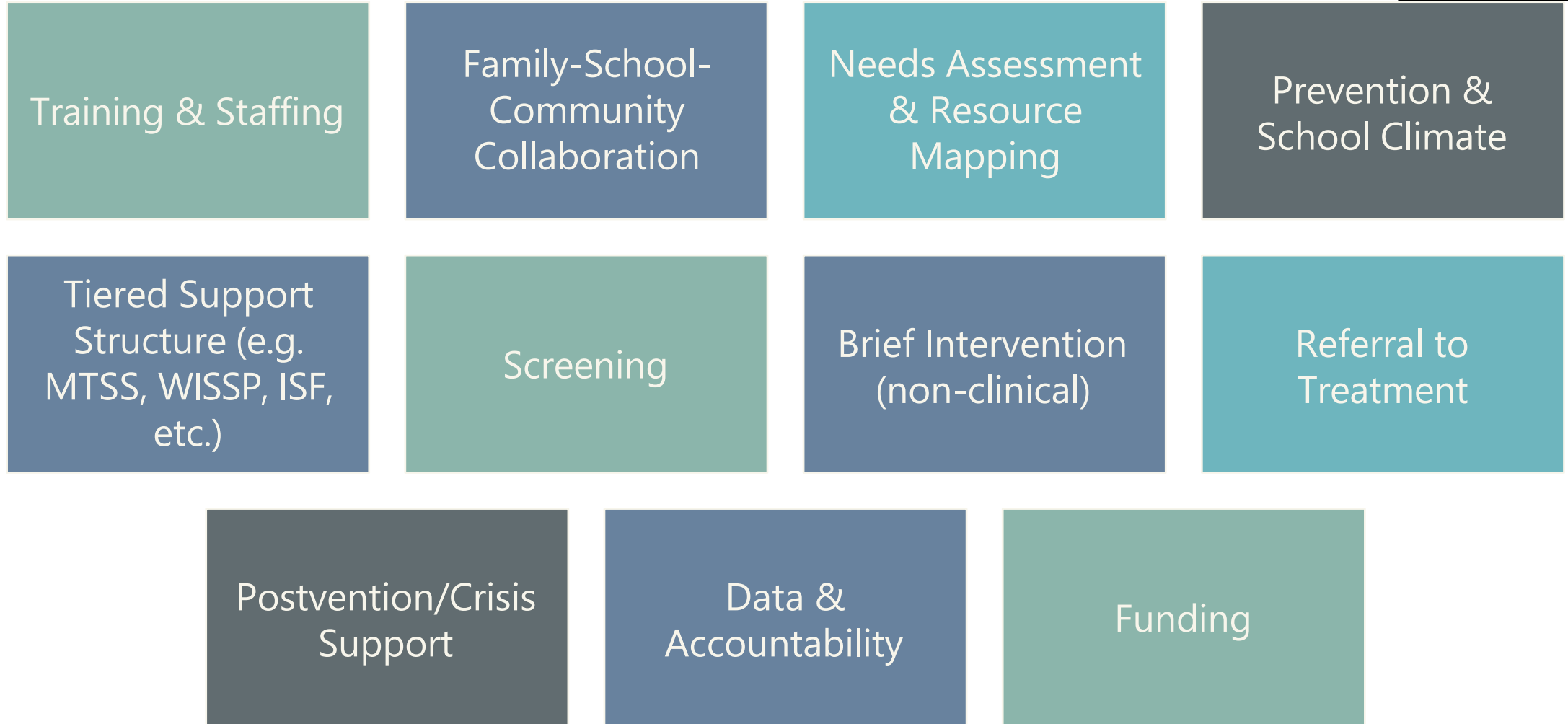
Providing Supports in a Tiered Framework

Presenter Notes
2025-04-24 18:46:28

Starting point – b/c we don't have an established statewide framework All within a tiered support structure Work within the components changes depending on how close in the system continuum you are to schools (i.e. school, district, state, etc.) and regionally Needs assessment not listed but important component as well



Common Components of School Behavioral Health



Group Discussion Questions

Today and over the next three months:

Are we missing anything on the list of core components on the previous two slides?



Why would having an established WA framework for school behavioral health be beneficial?



What are our goals for effective statewide guidance on school behavioral health?



Group Discussion Questions (cont.)

How statewide guidance should:

- Build above previous and continuing SBBH efforts, incorporate national evidence-based practices, and learn from similar efforts in other states
- Reflect considerations for regional and cultural differences in needs
- Impact coordination with community organizations & behavioral health providers

What considerations may impact our ability to develop & implement statewide guidance, including:

- Regulatory infrastructure/requirements of BH in schools vs. other settings
- Documentation/administrative/technology disparities between schools and other settings
- WA-specific regulations

What does a comprehensive school behavioral health system look like for students, families, school staff, community providers, and others?

Today and over the next three months:
How statewide guidance should:
Build above previous and continuing SBBH efforts, incorporate national evidence-based practices, and learn from similar efforts in other states
Reflect considerations for regional and cultural differences in needs
Impact coordination with community organizations & behavioral health providers
What considerations may impact our ability to develop & implement statewide guidance, including: Regulatory infrastructure/requirements of BH in schools vs. other settings
Documentation/administrative/technology disparities between schools and other settings
WA-specific regulations

What does a comprehensive

school behavioral health system

look like for students, families,

school staff, community

providers, and others?



2) To Inform the Strategic Plan

By the end of this month, choose 2-3 core components of SBBH to dig deeper into during and between our next three monthly meetings. **What area(s) are most important to refine?**



Some ideas based on what I heard from member check in conversations and previous work of our group Lack of formalized care coordination between primary care (community health worker role) and schools

Proposed Priority Topics

Prevention

- Difficult to weave together social-emotional learning, mental health literacy, suicide prevention, substance use prevention, extracurricular opportunities, etc.
- Barriers to generating sustained buy-in & implementing evidence-based practices

Screening

- Lack of clear definition of universal screening
- Lack of guidance for school, districts, and CBOs to follow – vague RCW requirements
- Confusion around legal requirements [UW SMART Center Report]
- Need for accessible training & technical assistance

Tier 3/Crisis Supports

- Lack of policy requirement for contacting crisis teams and writing safety plans
- Lack of capacity for school staff to spend time on referral pathways
- What tier 3 services do students needs, who is best positioned to provide services to meet those needs, and how do we support schools in connecting those services?
- Aligning planning and supports across MH settings and school settings



3) In-state Therapeutic Education Options

In 2024, 71 students received services in an out-of-state residential therapeutic educational facilities.

To inform the strategic plan, we will work to:

- Describe the gaps in the WA continuum of care to drive children to out of state residential facilities
- Explore how the state might begin to fill the gaps (especially in the context of districts having to look out-of-state for residential therapeutic school options)

Table 1: Students at NPAs by Individuals with Disabilities Education Act (IDEA) Disability Category

Disability Category	In-state	Out-of-state	Total	Change Over Prior Year
Autism	179	28	207	+3
Communication Disorders	1	1	2	+1
Deaf-Blindness	-	-	-	-1
Deafness	28	-	28	+1
Developmental Delays	11	-	11	+6
Emotional/Behavioral Disability	85	16	101	-22
Health Impairment	95	14	109	-7
Hearing Impairment	28	-	28	-5
Intellectual Disability	9	-	9	+2
Multiple Disabilities	36	9	45	-2
Specific Learning Disability	10	2	12	+4
Traumatic Brain Injury	-	-	-	-1
Visual Impairment	-	1	1	-
Total	482	71	553	-21

Source: November 2023 Federal Child Count.

Looking forward

April (Today)

- Update on WA Thriving
- Review SBBHSP priorities & proposal for strategic plan focus areas
- Discuss considerations for statewide guidance & direction
- Choose priority topics for April-July

May (5/28)

- Iterating considerations for statewide guidance
- Deep dive on priority #1

June (6/25)

- Iterating considerations for statewide guidance
- Deep dive on priority #2

July (7/23)

- Iterating considerations for statewide guidance
- Deep dive on priority #3
- Share info gained from ad-hoc convos RE therapeutic residential schools
- Bring it all together and finalize our input across all three topic areas

We'd love your feedback!

Link: <https://survey.alchemer.com/s3/8281458/2025-SBBHSP-Subcommittee-Feedback-Survey>

The survey is anonymous, and you are welcome to answer as many, or as few, questions as you'd like

- Responses welcome from members, state agency reps, and public participants!



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons 4.0 International License](#).



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION



k12.wa.us



facebook.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi