

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

Date: 9/24/2025

Time: 3-4:30 PM

Leads: Representative My-Linh Thai
Christian Stark, OSPI

Professional Members					
<input checked="" type="checkbox"/>	Brook Vejo Carelton Behavioral Health	<input type="checkbox"/>	Georgianna Akers WA Association of School Social Workers	<input type="checkbox"/>	Rafaela Steen UW Forefront Suicide Prevention
<input checked="" type="checkbox"/>	Chelsea Stone Community Health Plan of WA	<input checked="" type="checkbox"/>	Gina Cabiddu Kids Mental Health WA	<input checked="" type="checkbox"/>	Rayann Silva [Alternate: Eric Bruns] UW SMART Center
<input type="checkbox"/>	Chetan Soni WA Youth Alliance	<input checked="" 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 [Alternate: Erin Wick] NWESD 189	<input checked="" type="checkbox"/>	Sinuon Hem Asia Pacific Cultural Center
<input checked="" type="checkbox"/>	Delaney Knottnerus King County	<input 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 type="checkbox"/>	Elizabeth Pendzick WA State PTA	<input type="checkbox"/>	Michelle Sorensen Richland School District	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Erin Drury WA School-based Health Alliance	<input checked="" type="checkbox"/>	Nolita Reynolds Catholic Community Services	<input type="checkbox"/>	

Youth Members					
<input checked="" type="checkbox"/>	Cara Lynn	<input 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 type="checkbox"/>	Megan Reibel	<input type="checkbox"/>	Richelle Madigan
<input type="checkbox"/>	Brandi Kingston	<input checked="" type="checkbox"/>	Peggy Dolane	<input checked="" type="checkbox"/>	Shawnda Hicks (Lead)
<input checked="" type="checkbox"/>	Marcella Taylor				

Staff: Ann Rhoades, OSPI

Agenda Items	Lead
<p>Welcome</p>	<p>Representative My-Linh Thai, 41st Legislative District Christian Stark, OSPI</p>
<p>SBBHSP 2026 Recommendations Discussion</p> <p><u>Recommendation #1 - Statewide Guidance:</u></p> <p>We need your feedback here! - Recommendation #1 Feedback Survey</p> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> • What would success look like for this recommendation? Which parts of it would be a game changer, and how would they impact your work? • What would be a meaningful starting point for this recommendation? More specifically, what should this year's minimal-to-no cost starting point be? • How do we talk about this recommendation in a way that will be understood and resonant for families, students, and school staff? <p><i>*Asked attendees to take ~10 minutes to provide responses to the discussion questions in the Alchemer survey</i></p> <p>General Discussion:</p> <ul style="list-style-type: none"> • Peggy D.: There was controversy in King County when there was screening and parents were not informed. • Delaney K.: Standardization across districts on policy and procedure and someone to convene districts. How can a convener help standardize this work and how the Educational Service Districts (ESDs) play into this. More consistency and coordination. • Byron S.: The major issue with consistency, parents and schoolboards don't want it apparently, everyone wants to have a different approach or perspective. I don't think OSPI will make a lot of headway with school boards and that scares me. [School district], the superintendent is interested in grants for student mental health and doing things in the evening and not just school hours, but there was turnover and that caused issues until they realized it was grant money and they could not spend it on whatever they wanted like athletics. • Shawnda H.: As a parent and professional that those with lived experiences will trust others with lived experiences over school board professionals. My hope is that this gets interwoven, so the convener does hold that space of trust as someone with lived experiences. • Byron S.: Providing service is different than providing "access". • Cara L.: I think there had been a real pull back on what data is being collected right now, especially around minors. For example, the Department of Health (DOH) Youth Advisory Council decided not to collect any demographic info other than age this year in order to make sure none of that data could be accessible to be weaponized. In a situation like schools, where not collecting that data is probably not a very realistic 	

option, I think it is extra important to understand who exactly has access to this info. And students should know who could access it before they engage with services.

- Byron S.: We were informed that the annual student "survey" will be done "soon."

Recommendation #2 – Technical Assistance & Training Network:

We need your feedback here! - [Recommendation #2 Feedback Survey](#)

Discussion Prompts:

- What type of technical assistance and training do districts need most right now?
- What would success look like for this recommendation? Which parts of it would be a game changer, and how would they impact your work?
- What would be a meaningful starting point for this recommendation? More specifically, what should this year's minimal-to-no cost starting point be?
- How do we talk about this recommendation in a way that will be understood and resonant for families, students, and school staff?

**Asked attendees to take ~10 minutes to provide responses to the discussion questions in the Alchemer survey*

General Discussion:

- Delaney K.: I think again, roles clarified in the first recommendation will be key for this one because it will identify who needs to be trained.
- Byron S.: I subbed in a Special Education [classroom], multi-grade classroom last week and each student was able to register "How are You Feeling" scale at different times of the day. The Para[educator]s and I monitored as the day, and activities progressed. We discussed that they were seeing day-to-day patterns that were helpful for a deeper recognition of each student.
- Todd S.: A general, but anecdotally related topic: Health Care Authority (HCA), as part of the School-based Services (SBS) Grant, intends to further support behavioral health in schools by expanding school provider types (i.e. school counselors, social workers et al) and billable services (i.e.. Universal screening). HCA will be doing a presentation about this work to the committee at a future meeting. I think a lot of what we are doing aligns with the recommendations. And, we anticipate no state fund budget impact!
- Sinoun H.: School district resources are so limited and even more so for unincorporated schools. I have seen unincorporated schools where kids cannot talk to other students during lunch and it feels more like a military school. Why is that allowed? Because they are unincorporated?

Preserve & Protect Legacy Items:

General Discussion:

- Jill P.: My apologies if we've discussed this but let's be sure these programs are working as intended before continuing funding. AND, are these the right outcomes based on current needs.
- Peggy D.: Do we have results to show for these programs such as lower dropout rate?
- Erin W.: Do we have results to show for these programs such as lower dropout rate? [Evaluation results for the Behavioral Health Student Assistance Program (BH-SAP) are included in the meeting materials]
- Peggy D.: We should all be able to argue how these legacy programs contribute to the health, safety and economic security of our state... in hard numbers, not just because we believe in these programs.
- DeeSha C.: Eric and anyone else, I'd be happy to share more on the impact of SBHCs- deesha.connor@doh.wa.gov
- Eric B.: Regarding the extraordinary return on investment of BH-SAP, we have reports that present that very clearly!
<https://smartcenter.uw.edu/wp-content/uploads/2025/09/APMH-MHSR-BH-SAP-Authors-Manuscript-final.pdf>
- Peggy D.: If these programs were cut, what would be the impact?

Upcoming Meetings:

- Wednesday, October 29th | 3-4pm on Zoom
- Wednesday, December 17th | 3-4pm on Zoom

Meeting Feedback Survey:

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

Attendees:

State Agency & CYBHWG Staff:

Aubrie Nettle, HCA
Brisa Sanchez Cornejo, OSPI
Chloé Wilkins, HCA
Christine Mickelson, HCA
DeeSha Connor, DOH
Heather Rees, OSPI
Kerry Bloomquist, OSPI
Renee Tinder, DOH
Anna Marie Dufault, OSPI
Sonya Salazar, HCA/DBHR
Todd Slettvet, HCA-Medicaid

State Legislators & Staff:

Public Attendees:

Esperanza Ocegueda, Seneca
Jennifer Stuber, UW SMART Center
Kristen Callison

Megan Wargacki, House of Reps, Nonpartisan ED Staff
Nikki York, UW Smart Center
Yordanos Gebreamlak, she/her

School-based Behavioral Health and Suicide Prevention Subcommittee

Of the Child and Youth Behavioral Health Work Group

September Meeting – 09.24.25



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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.



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



Agenda: September 24, 2025

#	Agenda Items	Time	Lead
1.	Welcome	3:00 PM	Christian Stark, OSPI
2.	SBBHSP 2026 Recommendations Discussion <ul style="list-style-type: none">• Statewide guidance• Technical assistance and training• Maintaining state investments in school behavioral health• Other items from our WA Thriving input	3:15 PM	Christian Stark, OSPI
4.	Public Comment	4:20 PM	
5.	Other Updates & Closing Reminders	4:25 PM	Christian Stark, OSPI
6.	Meeting Adjourned	4:30 PM	



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

Chelsea Stone 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

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)



Participating Today

For organization, attendance, and breakout sessions please change your name in Zoom:

Members: M – First & Last Name, Organization (if applicable)

State Agency Staff: S – First & Last Name, Organization/Role

Public Attendee: P – First & Last Name, Organization (if applicable)

Example: S – Christian Stark, OSPI



How to change your name in Zoom:

Click on the "Participants" button at the top of the Zoom window

Hover your mouse over your name in the "Participants" list on the right side of the Zoom window. Click on "Rename"

Enter the name you'd like to appear in the Zoom meeting and click on "OK"



Timeline

- ▶ **August 27** – SBBHSP meeting, discuss potential subgroup recommendation priorities
- ▶ **September 18** - CYBHWG meeting – in-person, joint with Washington Thriving Advisory Group
 - Subgroup Leads will share emerging legislative recommendations.
- ▶ **September 24** – SBBHSP meeting, finalize subgroup recommendation priorities
- ▶ **October 6** – Final subgroup **legislative recommendations due**
- ▶ **October 8** – Subgroup legislative recommendations and Washington Thriving recommendations shared with CYBHWG as pre-read.
- ▶ **October 14** – CYBHWG meeting
 - Subgroup Leads will present final legislative recommendations.
 - CYBHWG will hold a consensus vote to submit the Strategic Plan and will use a combination of voting and discussion to decide which legislative recommendations to put forward to the Legislature in what priority.
- ▶ **October 29** – SBBHSP meeting, finalize subgroup support items
- ▶ **November 3** – Proposed **support items due**
- ▶ **November 12** – CYBHWG meeting
 - CYBHWG votes to approve support items by consensus.

Keep in mind

- ▶ Due to the state's fiscal constraints, there is **almost zero appetite for new spending**.
- ▶ To maintain its credibility and demonstrate its awareness of the moment, the CYBHWG will not put forward numerous recommendations for new budget allocations.
- ▶ Subgroups are encouraged to submit no more than 3 legislative recommendations for 2026 action.
- ▶ The CYBHWG's **primary recommendation** will be for the Legislature to **adopt the P-25 Strategic Plan** as the guiding framework for P-25 behavioral health in Washington.

Guidelines

Policy Recommendations should do one of more of the following:

- ▶ Advance **First Initiatives** identified in the P-25 Strategic Plan
- ▶ Protect and preserve **legacy programs and policies** advanced through past CYBHWG effort
- ▶ Propose **policy changes aligned with the P-25 Strategic Plan** that do not require new budget allocations
- ▶ **8/20 Update:** Leads understanding from 8/6 CYBWHG subgroup/cochair meeting is that items with cost could use money from elsewhere in the budget, but not propose new spending

#1) Statewide Guidance

Aligned w/ WA Thriving First Initiative #3

Establish a **shared definition of school behavioral health** and clarify how the key functions of SBH fit into tiered support structures in districts and schools. Should include:

- A **unified vision** that defines the state's commitment to whole child health, equity, and school-provider partnerships
- **Guiding principles** that emphasize trauma-informed care, culturally-responsive practices, data-driven decision-making, cross-sector collaboration, and equity
- The **key functions** schools can be well-positioned to perform to support student behavioral health when they have adequate support and resources, and how those key functions fit into **tiered support structures** in school buildings and across school districts

Create a comprehensive **implementation plan** to provide districts evidence-based, best-practice resources and an accessible roadmap to implement the key functions



Group Discussion - *Statewide Guidance*

- What would success look like? What would be a game changer?
- What should this year's no-cost starting point be? What's a meaningful starting point?
- How do we talk about it in a way it will be understood by families and students? By the general public?



#1) Statewide Guidance - *WA Thriving Input*

	Screening & Early Intervention	Community Partnerships	Prevention	Workforce & Staff
Guidance	<ul style="list-style-type: none"> Model district policy & procedure Standards for which staff are designated to screen and training needed to screen effectively Compliance with data privacy and student confidentiality laws 	<ul style="list-style-type: none"> Standards for care coordination roles & responsibilities between schools & community partners Complying with confidentiality and parent consent requirements Coordinating with state agencies that provide BH services 	<ul style="list-style-type: none"> Statewide definition of school-based prevention that includes universal prevention principles & strategies 	<ul style="list-style-type: none"> Standardize internship posting timelines Clarify ESA staff roles
Implementation Resources	<ul style="list-style-type: none"> Screening tool selection Data collection, storage, and use Embedding screening & early intervention in a tiered support structure Engaging w/ families, cultural responsiveness, partnering w/ CBOs, and support student w/ disabilities Connecting screening requirements with other schools safety and social emotional requirements 	<ul style="list-style-type: none"> Models for behavioral intervention plans to support re-entry Best-practice screening and needs assessment tools to support referral in schools 	<ul style="list-style-type: none"> Comprehensive implementation plan for a statewide implanting prevention principles & strategies 	



#2) Technical Assistance & Training Network

Aligned w/ WA Thriving First Initiative #3

Design a **comprehensive technical assistance and training framework** and assemble a **statewide network** to help schools chart their course.

- The network should be:
 - Comprised of statewide and regional partners with specific experience and capacity to provide behavioral health-related training and technical assistance to schools
 - Lead and coordinated by the State and Regional School Safety Centers
 - Resourced to provide direct assistance to school districts for establishing, implementing, and evaluating the key functions of school behavioral health
- The network should support:
 - A **strategic planning process**, linked to the statewide definition and implementation plan, to guide state-wide coordination efforts, strengthen district capacity, and reduce system barriers
 - A **review process**, linked to the strategic planning process, that ensures continuous improvement of services and monitors the impact and alignment of statewide school behavioral health & school safety efforts



Group Discussion – *Technical Assistance & Training*

- What type of technical assistance and training do districts need most right now? What would success look like? What would be a game changer?
- What should this year's no-cost starting point be? What's a meaningful starting point?
- How do we define technical assistance? How do we talk about it in a way it will be understood by families and students? By the general public?



#2) Technical Assistance & Training – WA Thriving Input

Screening & Early Intervention	Community Partnerships	Prevention	Workforce & Staff
<ul style="list-style-type: none"> Invest in coordinated training, technical assistance, and navigation supports in alignment with the screening implementation plan Build regional capacity to provide hands-on support to districts on screening requirements & implementing best practices 	<ul style="list-style-type: none"> Invest in coordinated training, technical assistance, and navigation supports to strengthen coordination between schools and community providers, state agencies, and other community-based organizations 	<ul style="list-style-type: none"> Invest in coordinated training, technical assistance, and navigation supports in alignment with the statewide prevention implementation plan to strengthen knowledge, capacity, and resources for school administrators, staff, & families 	<ul style="list-style-type: none"> Establish sustained investment to deploy and maintain a system to connect school behavioral health staff to a robust, evidence-based service model and defined pathways for professional development
<p>Specific priority topics:</p> <ul style="list-style-type: none"> Strengthening capacity to access when/what type of referrals are appropriate Understanding how to screen when appropriate, how to filter data obtained from screening, and how use results to follow up through a tiered support structure Strengthening screening program understanding for school administrators 	<p>Specific priority topics:</p> <ul style="list-style-type: none"> Strengthening capacity to assess when/what type of referrals are appropriate "School readiness" training and onboarding program for community partners, operating w/in K12 system Integrating school & community supports into a single system of delivery Navigating & complying with confidentiality and parental consent requirements 		<p>Specific priority topics:</p> <ul style="list-style-type: none"> Creating responsible for evaluating caseloads and making recommendations for addressing unsustainable caseloads



#3) Maintain State Investments in School BH

Protect and preserve legacy programs and policies

- *Behavioral Health Navigator Program in the State and Regional School Safety Centers*
 - Funds 1.0 Full-Time Equivalent (FTE) staff at each of the nine regional Educational Service Districts (ESDs) to provide behavioral health navigation for K12 schools
- *AESD Behavioral Health Student Assistance Program (BH-SAP)*
 - Deploys behavioral health and substance abuse prevention and intervention services in small, rural and areas with low access to behavioral services; delivered by paraprofessional Student Assistance Professionals (SAP) staffed in schools
- *Department of Health's School-based Health Center Program*
 - Funds planning, start-up, and operations grants to expand and sustain SBHCs



Group Discussion

Legacy Programs & Policies

- How can we be strategic about emphasizing the need to protect these ongoing investments in our recommendations?



Other potential SBBH policy priorities

- *Screening & early intervention*
 - Update RCW [28A.320.127](#) to include a clear definition of school behavioral health screening and clear requirements for districts that reflect the current context in WA schools and best practices for comprehensive screening.
- *Prevention*
 - Establish a statewide definition of school-based prevention that includes universal prevention principles and strategies, minimum expectations for schools, and a consistent understanding of what prevention programs are designed to accomplish.
- *Workforce & Staffing*
 - Establish sustained investment to deploy and maintain a system to connect school behavioral health staff to a robust, evidence-based service model and defined pathways for professional development
 - Expand funding for regional programs that place staff in schools and connect those staff to professional support and supervision



Additional Engagement Opportunity

What: Meeting space to discuss feedback gathered today and through the survey before SBBHSP recommendations are finalized

When: Next Wednesday, October 1st from 3-4pm on Zoom

Who: Open to anyone with priority for members

How: Register [here](#) to join us!



Statements of Support Preview

- Opportunity for the SBBHSP to offer support to a policy proposal advanced by another group, agency, non-profit, etc. (included your own employer) that support school behavioral health
- Statements of Support are due to the CYBHWG on **November 3rd**
- Have an idea in mind?
 - Send me an email by **Friday, October 24th**
- We will discuss submitted proposal and work toward consensus on them at the October 29th meeting



Statements of Support – Past Examples

- Restore and sustain prevention and intervention services for student behavioral health through the AESD Network
- Support the funding request to continue the '[Community Approach to Supporting Youth Mental Health Promotion](#)' project lead by the Boys & Girls Club of WA
- Support continued funding to school-based health centers (SBHCs) to increase access to integrated physical and behavioral health care in academic settings
- Support legislation that improves student well-being through instruction in social-emotional skills



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

Next meeting

Wednesday, October 29th

3-4:30pm





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