

School-based Behavioral Health and Suicide Prevention subgroup meeting

July 17, 2020

Members					
<input checked="" type="checkbox"/>	Representative My-Linh Thai, Co-Chair (41 st Legislative District)	<input checked="" type="checkbox"/>	David Crump (Spokane Public Schools)	<input checked="" type="checkbox"/>	Jeannie Nist (Communities in Schools of Washington)
<input checked="" type="checkbox"/>	Camille Goldy, Co-Chair (Office of the Superintendent of Public Instruction)	<input checked="" type="checkbox"/>	Myra Hernandez (WA Commission on Hispanic Affairs)	<input checked="" type="checkbox"/>	Jill Patnode (Kaiser Permanente)
<input type="checkbox"/>	Tawni Barlow (Medical Lake School District)	<input checked="" type="checkbox"/>	Avreayl Jacobson (King County Behavioral Health and Recovery)	<input checked="" type="checkbox"/>	Elise Petosa (WA Association of School Social Workers)
<input checked="" type="checkbox"/>	Dr. Avanti Bergquist (WA State Council of Child and Adolescent Psychiatry)	<input checked="" type="checkbox"/>	Patti Jouper (Parent/Grandparent)	<input checked="" type="checkbox"/>	Kelcey Schmitz (UW SMART Center) [Alternate: Eric Bruns]
<input type="checkbox"/>	Antonette Blythe (Parent, Family Youth System Partner Roundtable)	<input checked="" type="checkbox"/>	Jeannie Larberg (Whole Child Sumner-Bonny Lake School District)	<input checked="" type="checkbox"/>	Susan Solstig (Parent, Family Youth System Partner Roundtable)
<input checked="" type="checkbox"/>	Harry Brown (Mercer Island Youth & Family Services (Forefront) [Alternate: Jennifer Stuber]	<input checked="" type="checkbox"/>	Sandy Lennon (WA School-based Health Alliance)	<input checked="" type="checkbox"/>	Jason Steege (Parent)
<input checked="" type="checkbox"/>	Brooklyn Brunette (Youth)	<input checked="" type="checkbox"/>	Molly Merkle (Parent)	<input checked="" type="checkbox"/>	Katrice Thabet Chapin (Vancouver Public Schools)
<input checked="" type="checkbox"/>	William (Bill) Cheney (Mount Vernon School District)	<input checked="" type="checkbox"/>	Robert (RJ) Monton (Snohomish School District)	<input checked="" type="checkbox"/>	Erin Wick (ESD 113) [Alternate: Mick Miller]
<input checked="" type="checkbox"/>	Jerri Clark (Washington PAVE)	<input checked="" type="checkbox"/>	Joe Neigel (Monroe School District)	<input checked="" type="checkbox"/>	Kathryn Yates (Chief Leschi School District)

Agenda Items	Summary Meeting Notes
Introductions	<i>See pages 14-20. Rep. Lisa Callan also introduced herself and welcomed the members.</i>
Overview: CYBHWG and subcommittees	<i>See pages 21-22.</i>
Group norms	<p><i>See page 25.</i></p> <p>Additions:</p> <ul style="list-style-type: none"> • Clarify and define acronyms. • Develop a definition for BH for the purpose of this group. • Take care of yourself and take care of others. • Ask for clarification. • Can we develop or clarify a definition of behavioral health for purposes of this group? • Don't assume motive behind barrier. <p>Food for thought:</p> <ul style="list-style-type: none"> • "Listen harder when you disagree"
Timeline and scope for 2020 recommendations	<p>Representative Thai</p> <p>I ask that 2021 legislative proposals should focus on policy without a huge fiscal note. We know students across the spectrum have needs for behavioral health supports. Our goal is to get students out of this pandemic whole while we build a more responsive system.</p> <p><i>See page 27-28 for details, including plans/process for next 5 meetings to develop recommendations.</i></p>

	<p>As the group moves forward, there is likely to be a smaller subgroup to work in a more hands-on way in developing the recommendations.</p> <p>Discussion</p> <ul style="list-style-type: none"> • Out of scope: Short-term response to Covid-19; school re-opening plans are already in process. Group recommendations can't go into effect until July 2021 at the earliest. • Not solely focused on pandemic; longer view. • Can we keep in mind the disproportionate numbers of Black, Indigenous, and People of Color who have been disproportionately impacted by the pandemic so they will not be "recovering" for years afterward? • Just as there is a national conversation about reallocating funds from punishment/policing to helping and providing support, consider that part of our recommendations might include funds currently spent on disciplining students be reallocated toward supports instead. • It is important to bring all members up to speed on what it means to integrate physical and behavioral health in a school setting. Suggest a future presentation that helps define terms and provides a shared understanding of our overall system. • FYI: Behavioral Health Impacts after COVID-19 Shelter-at-Home Orders: What to Expect and Ways to Prepare for the Return to School –distributed to all school districts as part of "Return to School" and "Return to Special Ed" guidance.
Public testimony	<ul style="list-style-type: none"> • Joline Messina (clinician working with neuro-diverse kids) Created an ABA forum/reform movement of parents and clinicians due to abuse/trauma as part of ABA. These abuses are sanctioned by our ethics codes. I urge the group not to support ABA or approach it with extreme trepidation. POC and girls/women are missed due to focus on white boys. • Gina Cabiddu (Children's Home Society, Key Peninsula) Please focus on rural communities, and their challenges around access equity/internet equity. We are an underserved community, many of our students don't have reliable internet access. • Megan Veith (Building Changes; Senior Manager of Policy, Advocacy, & Research) High numbers of students in WA state are experiencing homelessness and challenges such as trauma with COVID-19 impacts. A large percentage are students of color. Please include these students in your recommendations. (Building Changes is a statewide non-profit organization that focuses on children, youth, and families experiencing homelessness.)
Agenda setting	<p><i>See pages 33-35 for the results of the survey on priorities.</i></p>
Discussion of priorities for 2020	<p>Breakout Group discussions <i>See page 37 for discussion prompts.</i></p> <p>Reports from breakout groups <i>If you could wave a magic wand and fix one thing, what would it be?</i></p> <ul style="list-style-type: none"> • Behavioral health is brought to the forefront. • Trauma informed awareness centered in the classroom. • Ongoing continued education for teachers. • Bring pandemic learning forward. • Equity lens. • Universal health care. • Give every child what they need when and where they need it. • Focus on early prevention.

- Get rid of stigma.
- Mental health should be part of all of our jobs.
- How do we teach optimism and coping?
- Not preventing access because you have an IEP or because you don't, because you are in a marginalized community, etc.

What is a small short-term change that would produce real results?

- Equitable access to resources.
- SEL for adults working in schools.
- Implicit bias training
- Understanding of new Title IX regulations.
- Confusion about FERPA preventing outside providers in the space. (State support)
- Concerns around liabilities when using outside providers. (state support)
- Goals: Every child in every school has an adult champion.
- Self-reflect and understand our students.
- Be sure that adults and professionals are using student-first language, not disabilities or diagnoses.
- Idea from the SMART Center: re-grounding everyone in SEL when we get back to school. AND incorporating our communities in that. Schools are not just a building, they're our community.
- Getting the voice of women and students of color.
- Teach MH and coping in 9th grade health classes.
- Need to support MTSS and evidence-based programs.
- Focus on adult learning and behavior pertaining to: adult response and prevention escalation (teachers are able to apply specific strategies in the classroom)

What is a bigger long-term goal?

- Resource support for school based health clinics.
- Eliminate the disciplinary system in our schools as it currently exists.
- What can be done in schools, and what can be done in partnership with community resources, building out that collaboration and partnerships?
- What if everyone in our state spoke in the same language around social emotional learning and well-being?
- Having interconnected systems.

Discussion

- Our "behavioral programs/self-contained programs" require some revisions. For example, staff need to be taught they mustn't call it a "behavior IEP".
- And if they have an IEP that addresses behavior needs, they are actually receiving an evidence based intervention program and supports.

Resources

- <https://wellbeings.org/> (Youth story wall – Mental health)
- [OSPI: Multi-Tiered Systems of Support](#)
- WA PAVE: [Tips to Help Parents Reinforce Positive Behaviors at Home](#)
- American Academy of Child & Adolescent Psychiatry and American Psychiatric Association: [Steps Necessary for Safely Reopening Schools this Fall](#)

<p>Next steps</p>	<p>Future presentations</p> <ul style="list-style-type: none"> • Suicide prevention • Educational brief – people who license educators around required training for suicide prevention. • Programming supported by this work group in the past – ESD navigators. • MTSS – Multi-Tiered System Supports and integration with mental health. • Adult learning and behavior, professional development and continued education. • Increasing professionals of color in the schools and in behavioral health. • Define terms and provide a shared understanding of our overall system. <p>Contact Mark if you want to volunteer for one of these presentations, or you want to recommend a presentation on another topic. mark.mckechnie@k12.wa.us</p> <p>After October deadline for recommendations, OSPI staff will arrange a presentation from the Social Emotional Learning work group to make sure we’re working in tandem with them.</p>
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Other Attendees

Endalkachew Abebaw (Health Care Authority [HCA], staff)
 Elizabeth Allen (Tacoma-Pierce County Health Dept)
 Eric Bruns (UW SMART Center alternate)
 Rachel Burke (HCA, staff)
 Grace Burkhart (ESD 113)
 Gina Cabiddu (Children’s Home Society)
 Kate Chapman (pri
 Representative Lisa Callan
 Diana Cockrell (HCA)
 Lee Collyer (Office of the Superintendent of Public Instruction [OSPI], staff)
 Representative Lauren Davis

Sylvia Gil (Community Health Plan of Washington)
 Libby Hein (Molina Healthcare)
 Kristin Hennesey (OSPI)
 Robin Howe (OSPI, staff)
 Mark McKechnie (OSPI, staff)
 Joline Messina (Clinician, parent)
 Justyn Poulous (OSPI, staff)
 Courtney Smith
 Melanie Smith (National Alliance on Mental Health)
 Ashley Taylor (HCA, staff)
 Megan Veith (Building Changes)
 Lucinda

School-based Behavioral Health and Suicide Prevention Subcommittee

Of the Healthcare Authority's
Child and Youth Behavioral Health Work Group





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



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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.



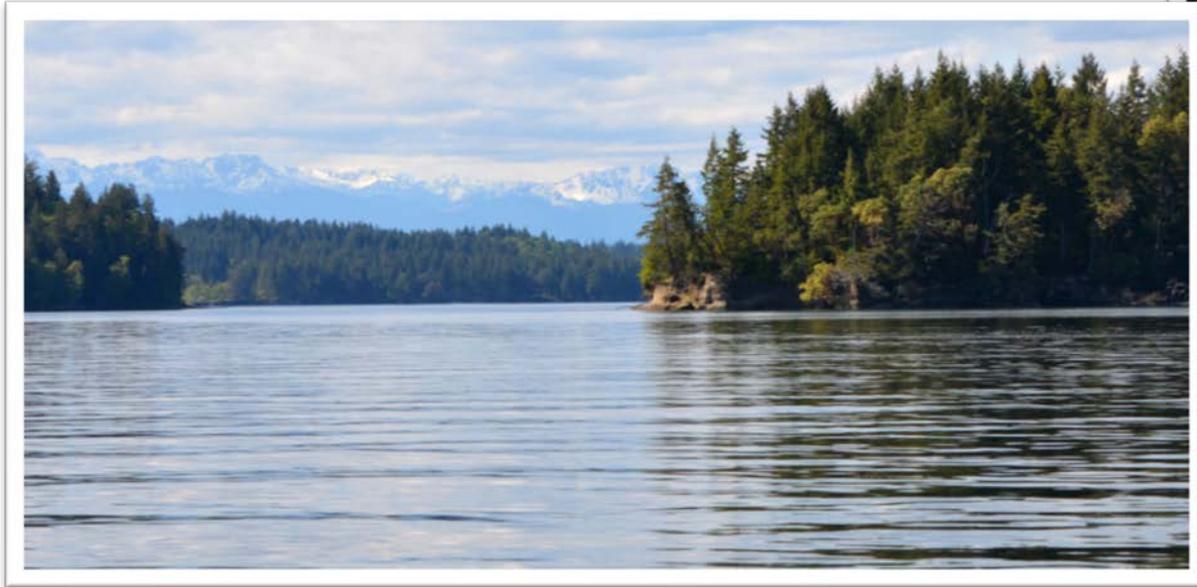
Washington Office of Superintendent of
PUBLIC INSTRUCTION



Welcome Members and Guests

Tribal Land Acknowledgment

- Squaxin Island Tribe





Housekeeping: We're all on the bus

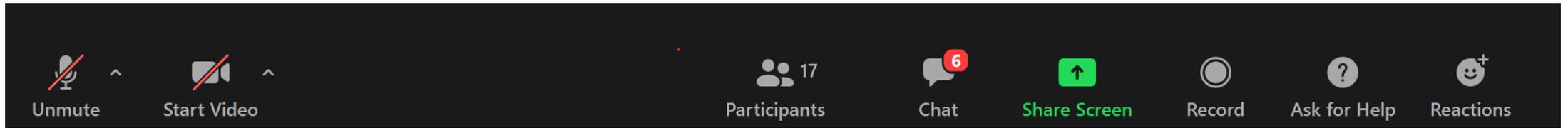
How do you Zoom?

Basic controls: Mute/Unmute; Start/End Video

Chat

Ask for Help

Reactions (Thumbs up)



Viewing options: Enter/Exit Full Screen

Zoom Ratio

Gallery/Speaker View

Full Screen



Facilitator Requests



Audience/guests: please offer your comments during public testimony only.



Members: Please indicate that you want to speak by using the Chat to let us know. The chair or facilitator will recognize you to speak.



Everyone: please bear with us. Communication is more difficult via Zoom, but, together, we can use it productively.



Agenda

9:00 - 9:20	Welcome and Introductions	Camille Goldy, OSPI and All
9:20 - 9:30	Overview: CHBHWG and subcommittees	Rachel Burke, HCA
9:30 - 9:45	2019 Subcommittee Recommendations and Outcomes	Camille Goldy
9:45 - 10:10	Group norms (communication, homework) and decision-making process	Mark McKechnie and All
10:10 - 10:20	Break	
10:20 - 10:35	Timeline and scope for 2020 recommendations	Mark McKechnie
10:35 - 10:45	Questions from members	
10:55 - 11:10	Public testimony (please use chat to let the facilitator know that you wish to provide public testimony)	
11:10 - 11:20	Break	
11:20 - 11:30	Agenda setting	Mark McKechnie
11:30-11:45	Discussion of priorities for 2020	Breakout groups
11:45 - 11:55	Report back on priorities	Breakout spokespeople
11:55	Closing	

Members

Co-Chairs: Rep. My-Linh Thai and Camille Goldy

Voices of Families and Young People:

Brooklyn Brunette

Jason Steege

Kathryn Yates

Katrice Thabet-Chapin

Molly Merkle

Patti Jouper

Susan Stolsig

Members: Education and Behavioral Health Professionals and Advocates

Antonette Blythe, Family Tri Leader, Family YOUTH System Partners Round Table

Avanti Bergquist, Washington State Council of Child and Adolescent Psychiatry; Washington State Psychiatric Association; Eating Recovery Center/Insight Behavioral Health

Avreayl Jacoson, Children's Mental Health Planner, King County Behavioral Health and Recovery

David Crump, Clinical Director, Spokane Public Schools

Members: Education and Behavioral Health Professionals and Advocates

Elise Petosa, Member/past president, WASSW

Erin Wick, Director of Behavioral Health and Student Support, ESD 113 (AESD Representative) [Designated alternate: Mick Miller, ESD 101]

Harry Brown, MIYFS - School Based Mental Health Counselor, Forefront in the Schools, consultant/trainer, Mercer Island Youth & Family Services, Forefront Suicide Prevention

Jeannie Larberg, Director: Whole Child, Sumner-Bonney Lake School District

Members: Education and Behavioral Health Professionals and Advocates

Jeannie Nist, Associate Director, Communities In Schools of Washington

Jerri Clark, Parent Resource Coordinator, WA PAVE

Jill Patnode, Thriving Schools Program Manager, Kaiser Permanente

Members: Education and Behavioral Health Professionals and Advocates

Joe Neigel, Prevention Services Manager, Monroe School District & Monroe Community Coalition

Kelcey Schmitz, MTSS/School Mental Health Training and TA Specialist, University of Washington SMART Center [Designated alternate: Eric Bruns, Director of Training and Technical Assistance, UW SMART Ctr.]

Myra Hernandez, Operations and Special Projects Manager, Commission on Hispanic Affairs

Members: Education and Behavioral Health Professionals and Advocates

Robert Monton, Associate Director of Behavioral Health, Snoqualmie Valley School District

Sandy Lennon, Executive Director, Washington School-Based Health Alliance

Tawni Barlow, Director of Student Services, Medical Lake School District

William (Bill) Cheney, Director of Student Support and Prevention Systems, Mount Vernon School District

OSPI and HCA Staff Supporting the Subcommittee

OSPI Center for the Improvement of Student Learning:

Maria Flores

Justyn Poulos

Mark McKechnie

Robin Howe

OSPI Special Education:

Lee Collyer

Healthcare Authority:

Rachel Burke

Kimberly Harris

Ashley Taylor

Endalkachew Abebaw

Healthcare Authority (HCA) CYBHWG

The Child and Youth Behavioral Health Work Group provides recommendations to the Legislature to improve behavioral health services and strategies for children, youth, young adults, and their families. The group includes representatives from the Legislature, state agencies, health care providers, tribal governments, community health services, and other organizations, as well as parents of children and youth who have received services.

Subcommittees

1. Prenatal to Five Relational Health
2. Workforce and Rates (for services to prenatal to age 25)
3. Youth and Young Adult Continuum of Care
- 4. *School-based Behavioral Health and Suicide Prevention***

HB 2737 (2020): section on School-based Behavioral Health and Suicide Prevention

“The advisory group shall advise the full work group on creating and maintaining an integrated system of care through a tiered support framework for kindergarten 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.” (Sec. 5)

SBBHSP Subcommittee Recommendations, 2019-20

1. Establish in statute (as a subcommittee of the Children's Behavioral Health Workgroup) The School-based Behavioral Health & Suicide Prevention Subcommittee
2. Build upon previous Suicide Prevention statute (HB 1336)—address the urgency of need across the K-12 system and foundational strength; include student voice
3. Fund ESD Navigators from HB 1216, further specify their role
4. Support state initiatives to integrate physical and behavioral health in the school setting

Forming: Group Norms

Possible group norms:

- 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 & understand
- Assume positive intentions
- Disagree respectfully



Break: 10 minutes (mute/cameras off)

Timeline and Scope

- Short-term
 - Opportunity to make recommendations for 2021 session
 - Budget challenges expected
 - September 11, 2020, preliminary recommendations
 - October 13, 2020, finalized recommendations
 - Actions taken by legislature will (typically) be effective July 2021
- Long-term
 - After October recommendations, shift to meeting every 2-3 months
 - Work on recommendations for 2022 and beyond

Six Meetings to Develop Recommendations

1. Introductions, orientation, norms, identify potential priorities
2. Invited presentations, explore potential priorities
3. Member-selected presentations, further discussion
4. Develop preliminary recommendations – may need to designate subgroup to draft
5. Refine recommendations
6. Finalize recommendations





Public Testimony

If you wish to provide public testimony

- Please notify the chairs and facilitators using the chat
- Please limit your testimony to no more than three minutes



Break: 7 min. (mute sound and camera)



Exploring priorities

Survey of Priorities: Results

1. Delivery of Services from Outside Providers in Schools (3.6)
2. Inclusionary practices (4.2)
3. Coordination between schools and behavioral health (4.24)
4. Tier 1 Strategies (5.16)
5. Additional behavioral health staffing in schools (5.18)
6. Youth voice and family collaboration (5.26)
7. Access to services in schools (6.04)

Other responses

- Reduce stigma
- Racial and ethnic disparities / Equity
- Language access
- Early identification and intervention
- Schools as partners – teaching and supporting behavior
- Increase behavioral health workforce
- Coordination of care between schools and BH providers

Other responses, continued

- Restraint & Isolation
- Mental health first aid training for school staff
- Suicide risks for children with ASD
- Safe spaces for telehealth services
- Quality and effectiveness of supports across all three tiers
- Dual Site Model formatting
- Coordination between partners: DSHS, Universities, etc.

Breakout groups

- Members have a chance to talk to one another
- Guests, please remember you are the audience at this meeting, including the breakout sessions
- Staff will facilitate breakout discussions

Prompts

Each member, please select one or two prompts to respond to:

- What brings you here?
- If you could wave a magic wand and fix one thing, what would it be?
- What is a small, short-term change that would produce real results?
- What is a bigger long-term goal? Can it be broken into stages?



Report back

Future meetings?

- Presentation on current suicide prevention programs and efforts
- Update on the regional behavioral health navigator pilot project
- Educator certification requirements
- Your priority here
- Your priority here
-



Thank you!