## Agenda: School-based Behavioral Health and Suicide Prevention Subcommittee

**February 4, 2022, 9:00 a.m. to Noon**

### Members

<table>
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<tr>
<th></th>
<th>Representative My-Linh Thai, Co-Chair (41st Legislative District)</th>
<th>Donna Bottineau (Parent)</th>
<th>Kelcey Schmitz (UW SMART Center)</th>
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<tr>
<td>✓</td>
<td>Lee Collyer, Co-Chair (Office of the Superintendent of Public Instruction)</td>
<td>Elise Petosa (WA Association of School Social Workers)</td>
<td>Kristina Faltin (Parent)</td>
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<td>✓</td>
<td>Addy Wissel (WA School Counselors Association [WSCA])</td>
<td>Elizabeth Allen (Tacoma Pierce County Health Department)</td>
<td>Larry Wright (Forefront Suicide Prevention, UW-School of Social Work)</td>
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<td>Anna Ashe (Parent)</td>
<td>Erin Wick (Association of Educational Service Districts)</td>
<td>Logan Endres (WA State School Directors' Association)</td>
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<td>Ashley Mangum (Mary Bridge/Kids Mental Health Pierce County)</td>
<td>Gwen Loosmore (WA State PTA)</td>
<td>Lydia Felix (Youth/Young Adult)</td>
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<td>✓</td>
<td>Dr. Avanti Bergquist (WA State Council of Child and Adolescent Psychiatry)</td>
<td>Harry Brown (Mercer Island Youth &amp; Family Services)</td>
<td>Megan Veith (Building Changes)</td>
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<td>Avreayl Jacobson (King County Behavioral Health and Recovery)</td>
<td>Jeannie Larberg (Sumner-Bonney Lake School District)</td>
<td>Michelle Sorensen (Richland School District)</td>
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<td>✓</td>
<td>Cassie Mulivrana (WA State Association of School Psychologists)</td>
<td>Jeannie Nist (Communities In Schools of WA)</td>
<td>Pearle Peterson (Youth/Young Adult)</td>
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<td>Catherine MacCallum-Ceballos (Vancouver Public Schools)</td>
<td>Jerri Clark (Partnerships for Action, Voices for Empowerment [PAVE])</td>
<td>Prudence Medina (WA Association for Community Health)</td>
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<td>Cibeles Tomaskin (Parent)</td>
<td>Jill Patnode (Kaiser Permanente)</td>
<td>Rachel Axtelle (South Kitsap School District)</td>
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<td>✓</td>
<td>Courtney Sund (Highland School District)</td>
<td>Joe Neigel (Monroe School District &amp; Community Coalition)</td>
<td>Sandy Lennon (WA School-Based Health Alliance)</td>
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<td>✓</td>
<td>David Crump (Spokane Public Schools)</td>
<td>Katherine Seibel (Committee for Children)</td>
<td>Tawni Barlow (Medical Lake School District)</td>
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### Staff:
- Rachel Burke (HCA), Diana Cockrell (HCA), Barb Jones (OIC), Armando Isais-Garcia (OSPI), Jason McGill (HCA), Maria McKelvey (OSPI), RJ Monton (OSPI), Christian Stark (OSPI), Alexandra Toney (OSPI), Cindi Wiek (HCA)

### Agenda Item

<table>
<thead>
<tr>
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<th>Introduction, Group Agreements, and Group Orientation</th>
<th>Leads</th>
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<td>Lee Collyer</td>
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<td>- Welcome new and returning to the beginning of our two-year cycle.</td>
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<td>Christian Stark:</td>
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<td>- Here are the group agreements from our last member cycle.</td>
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<td>- Please let us know if you believe there should be a change or addition to agreements.</td>
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<td>Group Orientation Exercise:</td>
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<td>- What has brought you to this work?</td>
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What keeps you here?

Discussion/Comments:

Karen Kelly (in chat, guest):
- "My name is Karen Kelly, and I am not on the committee, however, I am here representing Family Voice. I am the Project Director for WA State Community Connectors (WSCC), which is the Statewide Family Network for Children’s Behavioral Health. Thank you for allowing me to sit in and listen."

Elizabeth Infante (in chat, guest):
- "Good morning, my name is Elizabeth Infante. I am the Legislative Chair for the WA Occupational Therapy Association; I have worked in WA school system as an OT and participate in WOTA Mental Health Community of Practice and am Gonzaga School of Law Grad. And Mom of 6 children here in Olympia and bring lived experience. I am so happy to join you today as a member of the public."

Defining Behavioral Health

Lee Collyer:
- Breakout room activity: What is school-based behavioral health? What is it not?
- This group is not going to focus on social emotional learning, there is a separate work group for that
- Add notes in Padlet, we will take the content in the Padlet and share it in our next meeting
- WA HCA Definition: "Behavioral health is a term that covers the full range of mental and emotional well-being – from day-to-day challenges of life, to treating mental health and substance use disorders."
- School-based behavioral health is not just therapy

Padlet Link: https://padlet.com/leecollyer/gn8hmutstzcpl0yo

Full Group Discussion:

Jerri Clark:
- We shouldn’t use behavioral health as a diagnosis. It is really important we don’t say that a student has behavioral health. Labeling someone in that way is very offensive. When we refer to behavioral health, we are talking about systems.

Elizabeth Infante (in chat, guest):
- "Agree Jerri, our group talked about looking at holistic systems that drive and under lie as causative factors behind behavior."

Jerri Clark (in chat):
- "Those are excellent points: Behavioral Health is something that arrives from actions/practice, not "beliefs""

Sandy Lennon (in chat):
- "Adding to others' comments, positive school climate and culture is prevention, and foundational to this work..."

Elizabeth Infante (in chat, guest):
• “We talked about SB-BH is not about responding to distracting behaviors with negative reinforcement or negative responses ... isolation etc. “

Pearle Peterson:
• It can be very expensive. Students should be able to access help. It should not just be about if you can afford it.

Jerri Clark (in chat):
• “Well said, Pearle! Students who struggle academically without appropriate support have impacts to their mental health that are CAUSED by inequities within the system. That must be part of our work.”

Cassie Mulivrana:
• To add on to what Pearle said, it needs to adaptable and accessible. It should be student lead. Students respond to each other.

Lee Collyer:
• This needs to be about the students. Once it becomes about adults, we should just go home.

Larry Wright:
• This needs to be context driven. It is not a universal solution. It is different in all areas. What works in one setting won’t work everywhere.

Lee Collyer:
• We are here for statewide solutions. Our state has great local control.

Jill Patnode:
• Behavioral health has never just been about providers. Most students are going to have support from a wide variety of staff and peers in their lives.

Liz Nelson (guest):
• We talked about the school approach, looking at what is driving increased behavioral health stress for students in the school environment.

Cassie Mulivrana:
• Agreeing about what we have in the school that is fully funded and not just dependent on grants, so we do not just lose the programs when funding is up. How do we work towards more permanency?

Lee Collyer:
• Can telehealth provider relationships we effect in the long term if providers aren’t physically embedded on school campuses?
• How do we build relationships when provider turnover is high?

Rachel Axtelle:
• We talked about meeting statewide need. The remote areas have support. Looking at the systemic pieces.

Pearle Peterson:
• I wanted to mention that staying silent can make us just as guilty as the people that are causing inequality in our communities. I volunteer with the Boys and Girls Club, there is a student I work with there that does not read or write English, he does not have the resources he needs in order to learn. We need to offer a more inclusive environment for these students.

Elizabeth Infante (in chat, guest):
• “Agree Pearle, there is a lack of equity.”

Alizz Quarles (guest):
• We do not even have many schools set up with the physical space required for adequate behavioral health care like you do for physical health. There is a lot of gatekeeping to keep behavioral health out of schools.
• We are humans we need both physical and mental health care.

Jerri Clark (in chat):
• “Alizz, great point that there are "gatekeepers" in schools, people whose job it seems to demonstrate why students should NOT get more support...or are not "eligible”.

Lee Collyer:
• (In chat): “Physical education is a requirement for graduation. “
• We created schools to promote physical health to prepare students to work in factories. We need to flip the system to make it work for the needs of our society today.

MTSS Update

RJ Monton - OSPI, Assistant Director of MTSS
See page 27 for slide deck

Presentation Notes:
• Multi-tiered System of Supports framework
• It is a framework that helps adults in schools support students in a more efficient way. It is the framework that everything should hang on.
• From MTSS slide definition, I want to focus in on the piece that says “MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and support.”
• Working to create a system of cascading support
• We need to create a model that works for everyone. We need to look at regional teams that can support their buildings, as our state is so diverse. The goal is to see impacts on student outcomes.
• We are working on implementing these things.

MTSS Scale up cohorts for 2021-2022 and beyond.
• Starting with grants, hoping to continue with sustainable funds. This is what it looks like right now, working with districts at the school level.
• Cohort model; in Cohort 1 year 1 right now. This has been fun and challenging. We have seen the very different scales. We are conducting some professional development with different cohorts. Attendance is high. We have not seen the waning as with other groups.
• Our model allows for targeted district development.
• Content is created and led by full statewide team.
• Targeted cohort then gets content created by statewide team led by local Regional Implementation Coordinators
• District level has content led by local.

MTSS State implementation teams:
• We are using some national guides
• 1 is around behavior
• 2 is science
• 3 partnering with UW for early childhood benchmarks
• Our work is not only supporting the districts; we are working with teams at the regional and state level.
• There are 5 available videos on these MTSS efforts on the OSPI website
• Applications for the second year of the cohort model opens up around March
• It is important for behavioral health; it is the system that helps support behavioral health and maintains through staff turnover. It is about keeping behavioral health supports at schools until they become universal supports.
• How staff teachers and students can help support behavioral health, so school can provide behavioral health supports.

Links:
• https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss/mtss-components-and-resources
• https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca
• https://www.pbis.org/resource/tfi
• https://mimtsstac.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi

Break

BHN Presentation: Suicide Prevention & this Group

Natalie Gustafson – Behavioral Health Navigator, ESD 189
Keara Peltram – Behavioral Health Navigator, ESD 101

See page 46 for slide deck

Discussion/Questions:

Jerri Clark (in chat):
• “Want to make sure all present are aware of the Mental Health Literacy Library developed by SMART Center and Chad’s Legacy Project, which includes this vetted material about suicide prevention among its resources”
• Link: https://www.mentalhealthinstruction.org/response-suicide-prevention

Jessica Vavrus (in chat, guest):
• “Here’s a great link to OSPI’s web page for this work as well. There is more information at the bottom of the page regarding the ESD Behavioral Health Coordinators and their contact information”

Secondary Traumatic Stress

Ella DeVere – Program Supervisor, School Safety & Student Well-being, OSPI
Elizabeth Cook – Senior Director, Social Emotional Health, Alliance for a Healthier Generation
Tara Witten – Senior Program Manager, Alliance for a Healthier Generation

See page 57 for slide deck

Links:
• https://wssda.app.box.com/s/7j1rk6qeysshh6jyy1sbkuel2aqugt9vd
• https://wssda.app.box.com/s/44huucsi5jupcoh75v6xc815h26u86u
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<th>Discussion/Questions:</th>
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<td>Elizabeth Infante (in chat, guest):</td>
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<td>• “I think looking at layers of traumatic events with associated trauma reactions in</td>
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<td>students and families is important. For example, Sexual Assault followed by suicidal</td>
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<td>ideation/attempts.”</td>
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<th>Please notify Christian Stark in the chat if you wish to make a public comment (approx. 3 minutes per person)</th>
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<tr>
<td>Karen Kelly (Project Director – WA State Community Connectors):</td>
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<td>• Really pleased about the MTSS content. We adopted our daughter. She attempted to</td>
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<td>commit suicide in the 5th grade. The school was not prepared for this to happen.</td>
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<td>She did end up dropping out because of the lack of support. I believe that if there</td>
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<td>had been supports like these in place, she may not have gone down the road that she</td>
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<td>did. My daughter is in her recover journey. I believe this work will help students and</td>
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<td>their families like ours.</td>
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<td>Elizabeth Infante (Legislative Chair – WA Occupational Therapy Association):</td>
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<td>• I wanted to echo what was said about trauma informed care and students. Students</td>
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<td>experiencing rape in school [end up] out of school. The care offered is inadequate</td>
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<td>care. There was a young person that came up with a mental health day that students</td>
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<td>can partake in. Since COVID, we have these in place since covid.</td>
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<th>Closing reminders and April meeting</th>
<th>Christian Stark:</th>
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<tr>
<td></td>
<td>• Next meeting: Friday, April 1st, 2022</td>
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<td>• Please reach out if you have questions, concerns, or suggestions for future presentation topics or more accessible meetings.</td>
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| Adjourn | 12:00pm |

**Guest Attendees:**
- Alizz Quarles
- Amanda Doughty
- Elizabeth Infante
- Elizabeth Nelson
- Emily Contreras
- Erica Chang
- Jessica Vavrus
- Jolie' Knight
- Karen Kelly
- Kody Russell
- Maame Bassaw
- Margaret Soukup
- Mick Miller
- Minu Ranna-Stewart
- Patrick
- Sally McDaniel
School-based Behavioral Health and Suicide Prevention Subcommittee

Of the Child and Youth Behavioral Health Work Group
February 4th, 2022
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.
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
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.
We start today with a land and water acknowledgement. OPSI is here in Olympia, on the traditional territories of the Coast Salish people, specifically the Squaxin Island peoples. Tribal peoples of the South Puget Sound region are signatories of the Treaty of Medicine Creek, signed under duress in 1854. The employees of the State of Washington participating here today are guided by the Centennial Accord and chapter 43.376 RCW — respecting and affirming tribal sovereignty and working with our tribal governments throughout the state in government-to-government partnership.
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<th>Agenda Item</th>
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<tr>
<td>Introductions, Group Agreements and Group Orientation</td>
<td>Rep. My-Linh Thai and Lee Collyer</td>
<td>9:00 – 9:40</td>
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<td>Defining Behavioral Health</td>
<td>Lee Collyer</td>
<td>9:40-10:30</td>
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<tr>
<td>MTSS Update</td>
<td>RJ Monton - Assistant Director of MTSS, OSPI</td>
<td>10:30-10:50</td>
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**Break**

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<tbody>
<tr>
<td>Suicide Prevention &amp; the Subcommittee</td>
<td>Natalie Gustafson – BH Navigator, ESD 189</td>
<td>11:00-11:20</td>
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<td>Keara Peltram – BH Navigator, ESD 101</td>
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<tr>
<td>Secondary Traumatic Stress</td>
<td>Ella DeVorse, OSPI</td>
<td>11:20-11:40</td>
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<td>Elizabeth Cook, Alliance for a Healthier Generation</td>
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<td>Tara Witten, Alliance for a Healthier Generation</td>
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<td>11:40 – 11:55</td>
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<tr>
<td>Closing reminders and April meeting</td>
<td>Christian Stark</td>
<td>11:55-12:00</td>
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<td>Adjourn</td>
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<td>12:00</td>
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Welcome Members and Guests
Members: Co-Chairs & Voices of Families and Young People

Co-Chairs:
- Rep. My-Linh Thai
- Lee Collyer

Voices of Families and Young People:
- Anna Ashe
- Cibeles Tomaskin
- Donna Bottineau
- Kristina Faltin
- Lydia Felix
- Pearle Peterson
Members: School, District, & ESD Staff

Catherine MacCallum-Ceballos, Vancouver Public Schools
Courtney Sund, Highland School District
David Crump, Spokane Public Schools
Erin Wick, Association of Educational Service Districts
Jeannie Larberg, Sumner-Bonney Lake School District
Members: School, District, & ESD Staff

Joe Neigel, Monroe School District & Community Coalition
Michelle Sorensen, Richland School District
Rachel Axtelle, South Kitsap School District
Tawni Barlow, Medical Lake School District
Members: Behavioral Health Staff

Ashley Mangum, Mary Bridge/Kids Mental Health Pierce County
Avreayl Jacobson, King County Behavioral Health and Recovery
Elizabeth Allen, Tacoma Pierce County Health Department
Harry Brown, Mercer Island Youth & Family Services
Members: Advocacy & Other Professional Staff

Addy Wissel, WA School Counselors Association
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Cassie Mulivrana, WA State Association of School Psychologists
Elise Petosa, WA Association of School Social Workers
Gwen Loosmore, WA State PTA
Jeannie Nist, Communities In Schools of WA
Jerri Clark, Partnerships for Action, Voices for Empowerment [PAVE]
Jill Patnode, Kaiser Permanente
Members: Advocacy & Other Professional Staff

- Katherine Seibel, Committee for Children
- Kelcey Schmitz, UW SMART Center
- Larry Wright, Forefront Suicide Prevention, UW-School of Social Work
- Logan Endres, WA State School Directors' Association
- Megan Veith, Building Changes
- Prudence Medina, WA Association for Community Health
- Sandy Lennon, WA School-Based Health Alliance
Staff Supporting the Subcommittee

Office of Superintendent of Public Instruction
Maria Flores
Armando Isais-Garcia
Maria McKelvey Hemphill
RJ Monton
Justyn Poulos
Christian Stark
Alexandra Toney

Healthcare Authority:
Rachel Burke
Diana Cockrell
Enos Mbajah
Jason McGill
Cynthia (Cindi) Wiek

Office of the Insurance Commissioner:
Barbara (Barb) Jones
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
- Develop a definition for BH for the purpose of this group
- 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
Group Orientation Exercise
Group Orientation Exercise

In Breakout groups, take about 3 min per person to discuss:

- What is your role?
- What brings you to this work?
Defining Behavioral Health
Defining School-Based Behavioral Health

**WA HCA Definition:** "**Behavioral health** is a term that covers the full range of mental and emotional well-being – from day-to-day challenges of life, to treating mental health and substance use disorders."
Defining Behavioral Health

• What is school-based behavioral health?
• What is it not?

Breakout Room Activity (15-20 minutes)
Reminder for Guests/Public Attendees
MTSS Update

RJ Monton, Assistant Director of MTSS, OSPI
Washington's Multi-Tiered System of Supports Framework

Update!
Definition of Washington MTSS

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.
Cascading Support Model
Cascading Supports

Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.
Building MTSS Capacity in Washington

- School Climate
- Inclusionary Practices
- Dyslexia Legislation
- Discipline Reform
- Early Childhood Supports
- Identification of Learning Disabilities
- Social-Emotional Learning
- Behavioral Health

- Washington Integrated Supports Protocol (WISSP)
- School improvement
- Learning Assistance Program
Supporting Infrastructure

Supporting Practices

Contextual Focus

Teacher

Grade Level Team

Building Team

District Team

ESD

State

Unit of Implementation

Source: Steve Goodman
<table>
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<tr>
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<th>2021-2022</th>
<th>2022-2023</th>
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Cohort 1 - Year 1 - District Leadership Team Focus

ESD 101 - Davenport, Northport, Colville, Central Valley
ESD 105 - No participating Districts
ESD 112 - Washougal, LaCenter, Lyle
ESD 113 - McLearly, Pioneer, Tumwater, Raymond
ESD 114 - Quilcene, North Kitsap, Port Townsend, Sequim
ESD 121 - Puyallup, Issaquah, Steilacoom, Tukwila, Bethel, Fife, Auburn
ESD 123 - Columbia (Burbank), Richland
ESD 171 - Waterville, Cashmere
ESD 189 - San Juan, Anacortes
What does the Professional Development Look like?

- 6 Statewide (Full Cohort 1) Synchronous PD Sessions
  - Delivered by Statewide MTSS Team and Partners

- “Like Cohort”/Professional Learning Group PD targeted toward common targeted areas
  - ~Monthly
  - Delivered by Regional Implementation Coordinators/Statewide MTSS Team

- Targeted District Level Professional Development
  - ~1-2 Month/As Needed
  - Delivered by the ESD Regional Implementation Coordinator
Statewide PD Sessions

- **Date:** Tuesday October 12th
  - **Time:** 10:00am-12:00pm
  - **Topic:** Team Driven – Shared Leadership
- **Date:** Thursday November 18th
  - **Time:** 3:00pm-5:00pm
  - **Topic:** Continuum of Supports
- **Date:** Wednesday January 12th
  - **Time:** 1:00pm-3:00pm
  - **Topic:** Evidence Based Practices
- **Date:** Tuesday March 15th
  - **Time:** 1:00pm-3:00pm
  - **Topic:** Data Based Decision Making
- **Date:** Wednesday April 27th
  - **Time:** 3:00pm-5:00pm
  - **Topic:** Family/Student/Community Engagement
- **Date:** Thursday May 26th
  - **Time:** 10:00am-12:00pm
  - **Topic:** District to Building Cascading Support
Who are the Regional Implementation Coordinators?

Team Contacts

MTSS State Implementation

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
<th>ESD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abby Timble</td>
<td><a href="mailto:abigail@wsd.org">abigail@wsd.org</a></td>
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<td>ESD 188</td>
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<td>ESD 711</td>
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<td>ESD 133</td>
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<td>425-977-7600 ex. 7786</td>
<td>ESD 121</td>
</tr>
<tr>
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<td>ESD 144</td>
</tr>
<tr>
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<td>509-666-7699</td>
<td>ESD 133</td>
</tr>
<tr>
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<td>ESD 122</td>
</tr>
<tr>
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<td>509-823-1449</td>
<td>ESD 105</td>
</tr>
<tr>
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<td>509-378-1172</td>
<td>ESD 101</td>
</tr>
</tbody>
</table>
What are we using to guide our work?

SWPBIS Tiered Fidelity Inventory
version 2.1

DISTRICT CAPACITY ASSESSMENT
Version 7.7 - October 2019

Early Childhood Program-Wide PBS Benchmarks of Quality — 1
Cascading Support Model
MTSS Videos

Overview of MTSS
Defining an MTSS Framework

Continuum of Supports
The Three Tiers of MTSS

Team Driven Shared Leadership

Selection and Use of Evidence-Based Practices
Recap:

● ½-Way thru Year 1 of Cohort 1 (Statewide Scale up effort)
● 3 out of 6-Statewide PD sessions complete
● Regional Coordinators connecting with Districts and working within their ESD’s
● PLC Monthly PD Continues
● Application Process for Cohort 2 (Statewide Scale up) to open ~March 15th.
Thank You!

Questions?

● RJ Monton
  ○ rj.monton@k12.wa.us
  ○ 206-247-9919
Break

(mute/cameras off)
School-Based Suicide Prevention

Natalie Gustafson, Behavioral Health Navigator, ESD 189
Keara Peltram, Behavioral Health Navigator, ESD 101
SCHOOL-BASED SUICIDE PREVENTION IN WASHINGTON STATE

Natalie Gustafson, Northwest Educational Service District
Keara Peltram, Northeast Washington Educational Service District 101
Agenda

• Current legislation
• Current school-based initiatives in a tiered model
• Case study: the landscape of suicide prevention in schools
• Q&A
Current guiding legislation

- RCW 28A.320.127: Plan for the recognition, screening, and response to emotional or behavioral distress in students, including possible sexual abuse.
- RCW 28A.310.500: Each ESD will develop and maintain capacity to training on youth suicide screening, referral and student emotional behavioral distress.
- RCW 28A.300.288: The Office of the Superintendent of Public Instruction (OSPI) is prioritizing suicide prevention training for school employees in all Washington State Public Schools
- 28A.410.226: School nurses, counselors, and social workers are required to complete a suicides screening and referral training to maintain certification.
- Others and more to come...See OSPI website
A TIERED APPROACH TO SCHOOL-BASED SUICIDE PREVENTION
WHERE OUR WORK IS FOCUSED
A Tiered Approach

**Tier Three/301**
Administrators, Counselors, Teachers, School Based Providers, Community Providers

**Tier Two/201**
Administrators, Counselors, Teachers, School Based Providers

**Tier One/101**
Administrators, Counselors, Teachers, District Admin, Student Support Staff

---

**Postvention support (crisis response)** to schools/districts, Grief/loss resources to school staff, students & families

**Coordination of services**

Policy and procedure technical assistance, School district consultations re: prevention protocol, Review/provide guidance on current school practice & procedure, Facilitate relationship-building among schools and community-based mental health organizations

Mental health awareness/suicide prevention training, Universal suicide prevention programming training, Other suicide/crisis/trauma specific trainings upon request, Support regional suicide prevention efforts, Assist with coordination of universal screening and referral

---

**Target Participants for Programming & Professional Development**
Resource and Support Equity

BH Navigation Services are available regionally

- The ESDs may provide several ‘open to all’ trainings per year, such as for certificated staff
- Technical assistance is provided to districts individually if requested
- Additional or specialty trainings may vary based on capacity/skillset of each ESD

County or Community Support

- Some districts may be part of or benefit from other local initiatives around suicide prevention and mental health.
- Example: Snohomish County has funding Signs of Suicide in schools and Mad Hope has been available in Whatcom County

District Capacity and Resources

- Districts may have developed their own suicide prevention/intervention programming
- Districts/schools have varying capacity for interest in implementing programming.
Case Example...

Tier 3 Supports -- A school district could have...
- Internal postvention support (crisis response) to schools/districts

Tier 2 Supports – But may not have...
- Updated/Recently reviewed suicide prevention policy and procedure

Tier 1 Supports – and lacking universal efforts...
- Mental health awareness/suicide prevention training for staff
Wrap Up

• Suicide is a complex issue
• Response/supports can look very different from building-to-building, district-to-district, county-to-county, city-to-city across the state
• A comprehensive approach is necessary to preventing youth suicides in WA state
Questions?

THANK YOU
Secondary Traumatic Stress
Ella DeVerse, Program Supervisor, School Safety & Student Well-being, OSPI
Elizabeth Cook, Senior Director, Social Emotional Health, Alliance for a Healthier Generation
Tara Witten, Senior Program Manager, Alliance for a Healthier Generation
HB 1363: Workforce Secondary Traumatic Stress

February 4, 2022
Ella DeVerse, Program Supervisor, School Safety and Student Well-Being, OSPI
Elizabeth Cook, Senior Director, Social Emotional Health, Alliance for a Healthier Generation
Tara Witten, Senior Program Manager, Alliance for a Healthier Generation
Definition

The Association of Supervision and Curriculum Development defines Secondary Traumatic Stress (STS) as "...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers."
Legislation, Requirements, and WSSDA P&P
### SHB 1363: Roles & Responsibilities

<table>
<thead>
<tr>
<th>Activities</th>
<th>OSPI</th>
<th>WSSDA</th>
<th>Districts</th>
<th>District Workforce MH Comm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft model policy &amp; procedure to support workforce mental health</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish district workforce mental health committee</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Share STS, stress mgmt, and other MH resources, incl. self-assessment tool</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report to district BOD annually on relevant activities</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Regular assessment of district and school level implementation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of resources and training</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This is intended to summarize roles and responsibilities in 2021 SHB1363 and is not to be used to assure compliance. Refer to WSSDA Model Policy and Procedures and/or SHB1363 directly.
District Requirements at a Glance

- Promote positive workplace climate w/ focus on diversity & inclusion
- Establish district-wide mental health committee

Provision of resources:
- Resources on STS, stress management, mental health & comprehensive staff well-being district-wide
- Link to STS self-assessment tool and associated resources

Committee to assess and report to Board: district & school-level implementation of policy/procedure

Engagement responsibilities:
- Committee’s assessment to include input from workforce
- Committee may seek input regarding resources from District personnel & community

District will include resources for continuous improvement. Should include opportunity for anon. feedback, data review
Policy and Procedure

Policy 5515  Procedure 5515P

Student Support  | 2/4/22 |
OSPI Implementation

Through a contract with Healthier Generation, a webpage has been created to provide access to resources and an assessment.

A statewide team comprised of stakeholders such as teachers, counselors, and representatives from agencies such as the ESDs, HCA, WEA among others has been formed to guide the work and further the understanding of the impact of STS on Washington state educators.
New OSPI Webpage

Alliance for a Healthier Generation

Every Mind, Every Body, Every Young Person
Healthy and Ready to Succeed

FEBRUARY 2022
Our Why

Alliance for a Healthier Generation (Healthier Generation) is a leading children’s health organization that addresses the root causes of poor health and inequities that children face early in life.

We strive to help create an equitable, sustainable culture of health in community, at home, and in schools + out of school time sites.
Our What

- Improved health & wellbeing
- Improved connectedness & engagement
- Increased social emotional & physical well-being skills
- Increased access to support systems
Our How

Convene and equip health, school and community champions with tools and resources that prepare them to equitably transform environments surrounding young people and their families.
Our Reach

- **53,000+** Schools & youth-serving organizations served by Healthier Generation Programs
- **51** States + DC using Healthier Generation resources & supports
- **200,000** Health Champions at local and national levels
- **31+ Million** Children benefiting from Healthier Generation resources & supports
- **4 million** Families benefiting from Healthier Generation resources & supports
Washington

Funding Partner

Healthier Generation Team

Intermediary Partner

REACH
5 Onsite Districts
114 Schools
65,688 Students
~5,700 Staff
Washington

Seven Oaks Elementary
Lacey, WA

Lakeridge Elementary
Renton, WA

Lidgerwood Elementary
Spokane, WA

Mountain View Elementary
Lacey, WA

Naval Ave Early Learning Center
Bremerton, WA
Deliverables for SHB 1363

Curate resources
- Create a co-branded webpage
- Include resources that support implementation of SHB 1363

Build Custom Assessment
- User friendly, actionable assessment for Districts
- Compliance + implementation best practices
- Support promotion
Develop Website & Curate Resources

Reducing Secondary Traumatic Stress Among Educators

Model Policy & Procedures
Training & Resources
Assessment & Action Planning

In partnership with:
Washington Office of Superintendent of Public Instruction

Reducing Secondary Traumatic Stress Among Educators | Alliance for a Healthier Generation
Create Custom Assessment: Process

DELIVERABLES FOR SHB 1363

Listening Sessions → Draft 1 → Feedback → Final Draft → Create
## Create Custom Assessment: Criteria

### Cultivating Staff Well-Being


<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Description</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWB-D1</strong></td>
<td>District coordination team for staff well-being</td>
<td>Unanswered</td>
</tr>
<tr>
<td><strong>SWB-D2</strong></td>
<td>Trauma-informed approach for district policies on staff well-being</td>
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<tr>
<td><strong>SWB-D3</strong></td>
<td>District continuous improvement process to advance staff well-being</td>
<td>Unanswered</td>
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<td><strong>SWB-D4</strong></td>
<td>District-level professional learning on staff well-being</td>
<td>Unanswered</td>
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<tr>
<td><strong>SWB-D5</strong></td>
<td>District-level professional learning on positive work culture</td>
<td>Unanswered</td>
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<tr>
<td><strong>SWB-D6</strong></td>
<td>District resource mapping to support staff well-being</td>
<td>Unanswered</td>
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<tr>
<td><strong>SWB-D7</strong></td>
<td>District partnerships to support positive working conditions</td>
<td>Mostly in place</td>
</tr>
<tr>
<td><strong>SWB-D8</strong></td>
<td>Gathering input on district staff well-being policies</td>
<td>Unanswered</td>
</tr>
</tbody>
</table>
Sample Criteria: Professional Learning on Positive Work Culture

To what extent does your district offer professional learning on fostering positive work culture?

- FULLY IN PLACE
  - Our district provides continuous professional learning that is all the following:
    - Inclusive of content related to psychological safety, dependability, structure and clarity, meaning and impact, and conflict resolution
    - Available for all staff including non-instructional staff at least once per year
    - Aligned with school improvement efforts
    - Job-embedded, with coaching supports

- MOSTLY IN PLACE

- PARTIALLY IN PLACE

- NOT IN PLACE
  - Our district does not offer professional learning on fostering positive work culture.

Is this something you’d like to work on? ADD TO ACTION PLAN

Related resources
- Building a Sustainable Gratitude Practice in Your School Community
  Use this guide to create and implement a regular culture of gratitude...
- Five Elements of Positive Work Culture Survey Tool
  Use this tool to guide your team where to focus your efforts in building...
- Building Psychological Safety
  Consider how and when you will show up to help foster psychological safety...
- Turning Values into Action
  To increase our impact, we first need to identify what we value and th...
- Dependability Survey
  Dependability is when members of a team get things done on time with a...
- Mapping Your Strengths
  Complete this exercise individually. If you’d like, share with your su...
Contact Us!

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School Safety & Student Wellbeing
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Public Comment

Please indicate in the Chat if you would like to make a public comment

Public Comment is open to members and non-members

Please limit your remarks to 3 minutes
Next meeting

Friday, April 1, 2022

9:00 am - Noon