

Agenda: School-based Behavioral Health and Suicide Prevention Subcommittee
 February 4, 2022, 9:00 a.m. to Noon

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

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	Leads
Introductions, Group Agreements, and Group Orientation	<p>Lee Collyer</p> <ul style="list-style-type: none"> Welcome new and returning to the beginning of our two-year cycle. <p>Christian Stark:</p> <ul style="list-style-type: none"> Here are the group agreements from our last member cycle. Please let us know if you believe there should be a change or addition to agreements. <p>Group Orientation Exercise:</p> <ul style="list-style-type: none"> What has brought you to this work?

	<ul style="list-style-type: none"> • What keeps you here? <p>Discussion/Comments:</p> <p>Karen Kelly (in chat, guest):</p> <ul style="list-style-type: none"> • “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. “ <p>Elizabeth Infante (in chat, guest):</p> <ul style="list-style-type: none"> • “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.”
<p>Defining Behavioral Health</p>	<p>Lee Collyer:</p> <ul style="list-style-type: none"> • 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 <p>Padlet Link: https://padlet.com/leecollyer/gn8hmutstzcp10yo</p> <p>Full Group Discussion:</p> <p>Jerri Clark:</p> <ul style="list-style-type: none"> • 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. <p>Elizabeth Infante (in chat, guest):</p> <ul style="list-style-type: none"> • “Agree Jerri, our group talked about looking at holistic systems that drive and underlie as causative factors behind behavior.” <p>Jerri Clark (in chat):</p> <ul style="list-style-type: none"> • “Those are excellent points: Behavioral Health is something that arrives from actions/practice, not "beliefs"” <p>Sandy Lennon (in chat):</p> <ul style="list-style-type: none"> • “Adding to others' comments, positive school climate and culture is prevention, and foundational to this work...” <p>Elizabeth Infante (in chat, guest):</p>

- “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 be 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):

	<ul style="list-style-type: none"> • 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 gate keeping to keep behavioral health out of schools. • We are humans we need both physical and mental health care. <p>Jerri Clark (in chat):</p> <ul style="list-style-type: none"> • “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”. <p>Lee Collyer:</p> <ul style="list-style-type: none"> • (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.
<p>MTSS Update</p>	<p>RJ Monton - OSPI, Assistant Director of MTSS <i>See page 27 for slide deck</i></p> <p>Presentation Notes:</p> <ul style="list-style-type: none"> • 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. <p>MTSS Scale up cohorts for 2021-2022 and beyond.</p> <ul style="list-style-type: none"> • 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. <p>MTSS State implementation teams:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. <p>Links:</p> <ul style="list-style-type: none"> • 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 • https://www.pbis.org/resource/early-childhood-program-wide-pbs-benchmarks-of-quality-ec-boq
Break	

<p>BHN Presentation: Suicide Prevention & this Group</p>	<p>Natalie Gustafson – Behavioral Health Navigator, ESD 189 Keara Peltram – Behavioral Health Navigator, ESD 101 <i>See page 46 for slide deck</i></p> <p>Discussion/Questions:</p> <p>Jerri Clark (in chat):</p> <ul style="list-style-type: none"> • “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 <p>Jessica Vavrus (in chat, guest):</p> <ul style="list-style-type: none"> • “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” • Link: https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/youth-suicide-prevention-intervention-postvention
<p>Secondary Traumatic Stress</p>	<p>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 <i>See page 57 for slide deck</i></p> <p>Links:</p> <ul style="list-style-type: none"> • https://wssda.app.box.com/s/7j1rk6qeyshh6jyy1sbkuel2aquqt9vd • https://wssda.app.box.com/s/44huucsl5jupcoh75v6xc815h26ul86u • https://www.k12.wa.us/student-success/health-safety/workforce-secondary-traumatic-stress • https://www.healthiergeneration.org/take-action/schools/wellness-topics/staff-well-being/reducing-secondary-traumatic-stress-among-educators

	<ul style="list-style-type: none"> https://calendly.com/healthyschools/30min?month=2022-02 <p>Discussion/Questions:</p> <p>Elizabeth Infante (in chat, guest):</p> <ul style="list-style-type: none"> “I think looking at layers of traumatic events with associated trauma reactions in students and families is important. For example, Sexual Assault followed by suicidal ideation/attempts.”
Public Comment	<p>Please notify Christian Stark in the chat if you wish to make a public comment (approx. 3 minutes per person)</p> <p>Karen Kelly (Project Director – WA State Community Connectors):</p> <ul style="list-style-type: none"> Really pleased about the MTSS content. We adopted our daughter. She attempted to commit suicide in the 5th grade. The school was not prepared for this to happen. She did end up dropping out because of the lack of support. I believe that if there had been supports like these in place, she may not have gone down the road that she did. My daughter is in her recover journey. I believe this work will help students and their families like ours. <p>Elizabeth Infante (Legislative Chair – WA Occupational Therapy Association):</p> <ul style="list-style-type: none"> I wanted to echo what was said about trauma informed care and students. Students experiencing rape in school [end up] out of school. The care offered is inadequate care. There was a young person that came up with a mental health day that students can partake in. Since COVID, we have these in place since covid.
Closing reminders and April meeting	<p>Christian Stark:</p> <ul style="list-style-type: none"> Next meeting: Friday, April 1st, 2022 Please reach out if you have questions, concerns, or suggestions for future presentation topics or more accessible meetings.
Adjourn	12:00pm

Guest Attendees:

- Alicia 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



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 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.

Agenda: February 4, 2022

Agenda Item	Leads	Time
Introductions, Group Agreements and Group Orientation	Rep. My-Linh Thai and Lee Collyer	9:00 – 9:40
Defining Behavioral Health	Lee Collyer	9:40-10:30
MTSS Update	RJ Monton - Assistant Director of MTSS, OSPI	10:30-10:50
Break		10:50-11:00
Suicide Prevention & the Subcommittee	Natalie Gustafson – BH Navigator, ESD 189 Keara Peltram – BH Navigator, ESD 101	11:00-11:20
Secondary Traumatic Stress	<i>Ella DeVerse, OSPI Elizabeth Cook, Alliance for a Healthier Generation Tara Witten, Alliance for a Healthier Generation</i>	11:20-11:40
Public Comment	<i>Please notify Christian Stark in the chat if you wish to make a public comment (approx. 3 minutes per person)</i>	11:40 – 11:55
Closing reminders and April meeting	Christian Stark	11:55-12:00
Adjourn		12:00



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

Avanti Bergquist, WA State Council of Child and Adolescent Psychiatrists

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

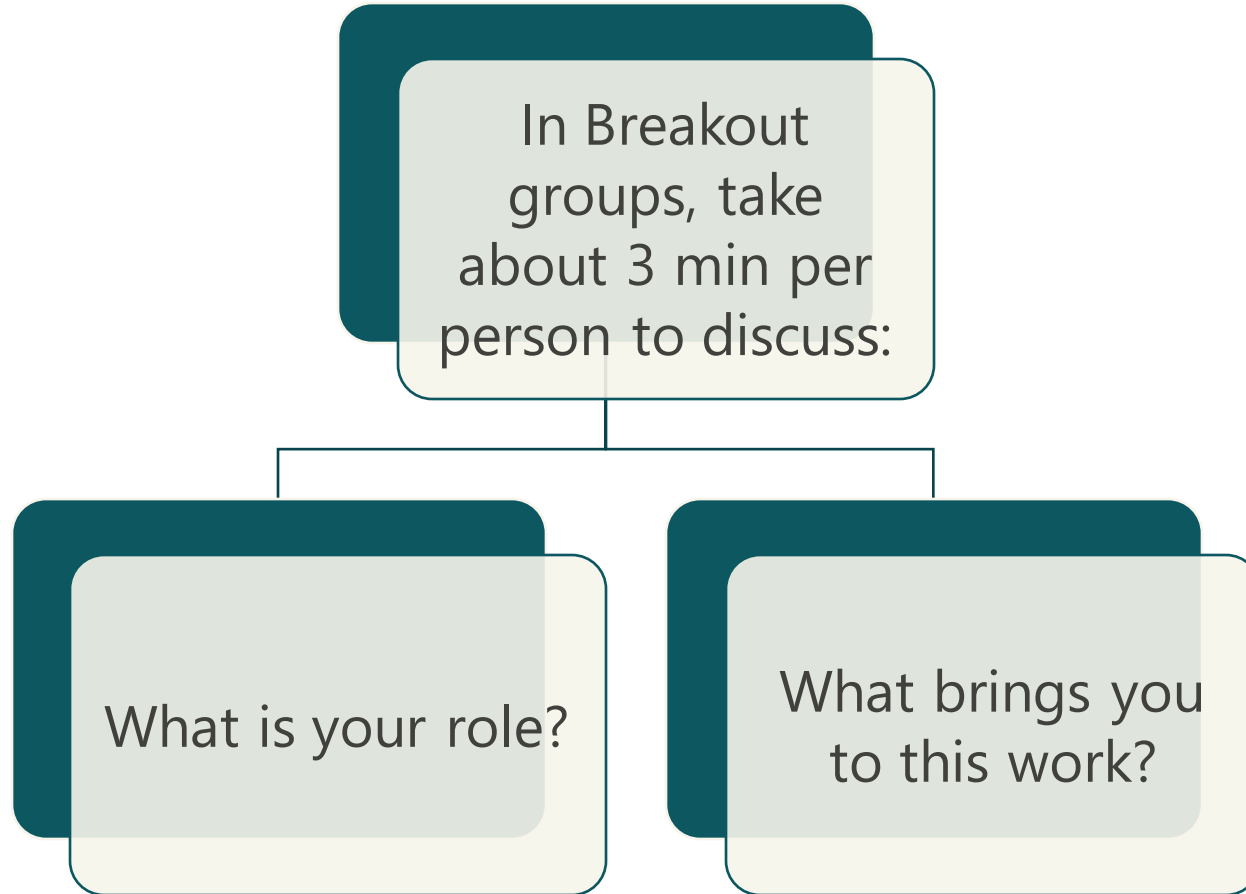
Person first language





Group Orientation Exercise

Group Orientation Exercise





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



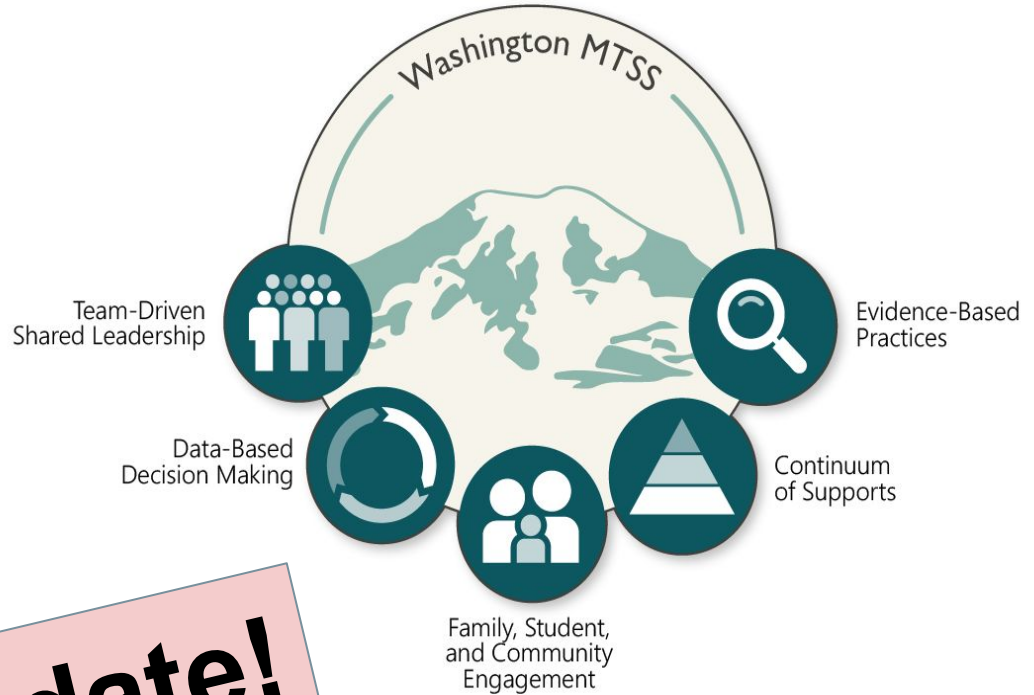


MTSS Update

RJ Monton, Assistant Director of MTSS, OSPI

Washington's Multi-Tiered System of Supports Framework

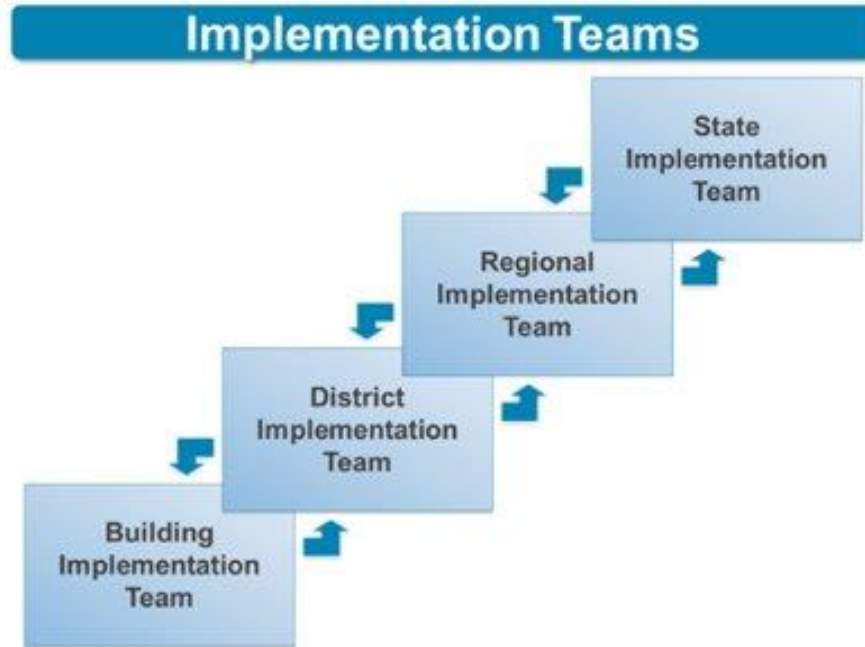
Update!



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

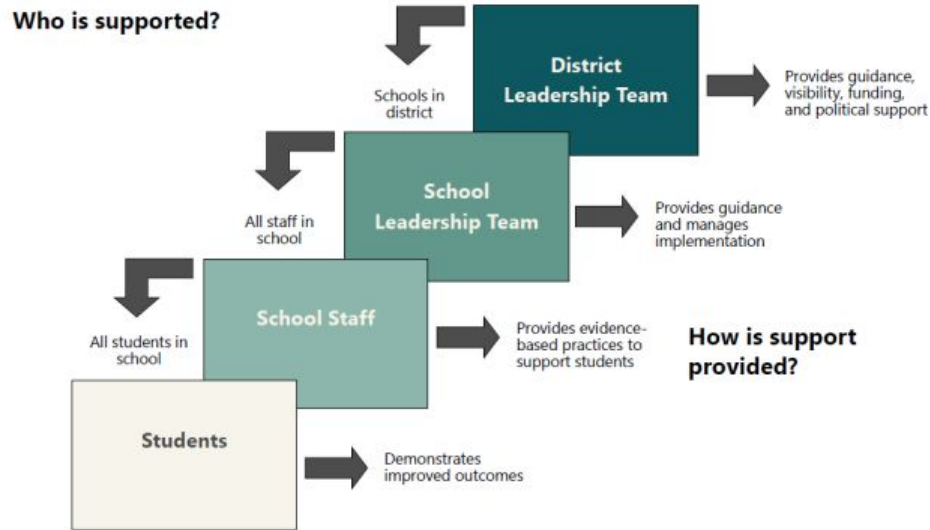


Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.

Building MTSS Capacity in Washington

School Climate

Inclusionary
Practices

Dyslexia Legislation

Discipline Reform

Early Childhood
Supports

Identification of
Learning Disabilities

Social-Emotional
Learning

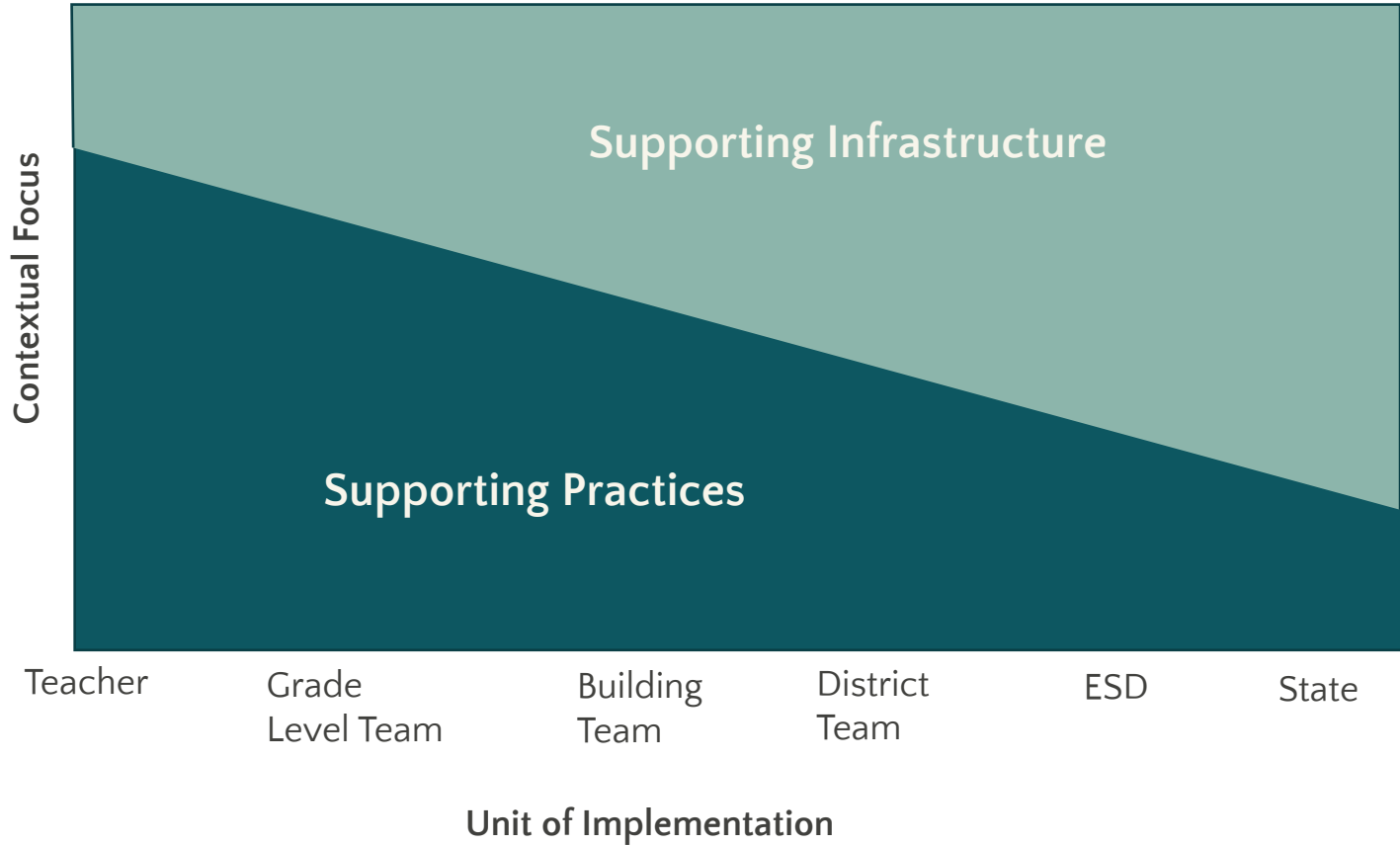
Behavioral Health

Washington
Integrated
Supports Protocol
(WISSP)

School
improvement

Learning
Assistance
Program





MTSS Scale Up Cohorts for 2021-2022 and Beyond

	2021-2022	2022-2023	2023-2024	2024-2025
District-Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4
School-Level		Cohort 1	Cohort 2	Cohort 3
			Cohort 1	Cohort 2
			Cohort 1	Cohort 1

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 - McLEary, 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



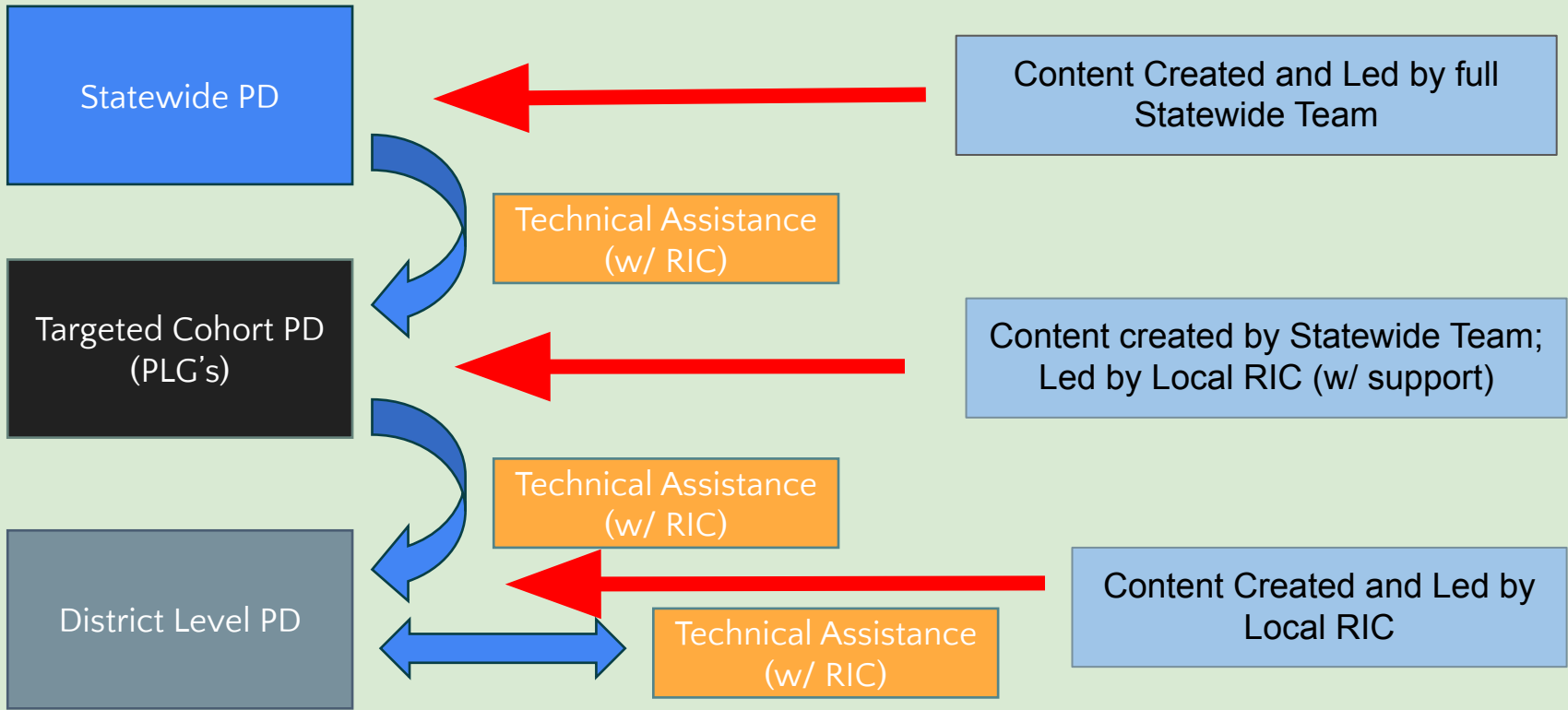
What does the Professional Development Look like?

- 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?

MTSS State Implementation Team Contacts

Educational Service District (ESD) Staff

Name	ESD	Email	Phone Number
Stephanie Detrick	ESD 101	sdetrick@esd101.net	509-378-1172
Brandon Riddle	ESD 105	brandon.riddle@esd105.org	509-823-3149
Solina Journey	ESD 112	solina.journey@esd112.org	406- 952-3345
Tammy Woodard	ESD 113	twoodard@esd113.org	509-869-7699
Sandy Gessner	ESD 114	sgessner@oesd114.org	360-479-0993
Tori Hazelton-Snyder	ESD 121	thazeltonsnnyder@psed.org	425-917-7600 ext. 7786
Kelly Bolson	ESD 123	kbolson@esd123.org	509-544-5747
Stephanie Andler	ESD 171	stephaniea@ncesd.org	509-665-2616
Abby Trimble	ESD 189	atrimble@nwesd.org	360-707-8875



<https://www.k12.wa.us/sites/default/files/public/cisl/pubdocs/Contacts%20MTSS%20State%20Implementation%20Team.pdf>

What are we using to guide our work?



DISTRICT CAPACITY ASSESSMENT

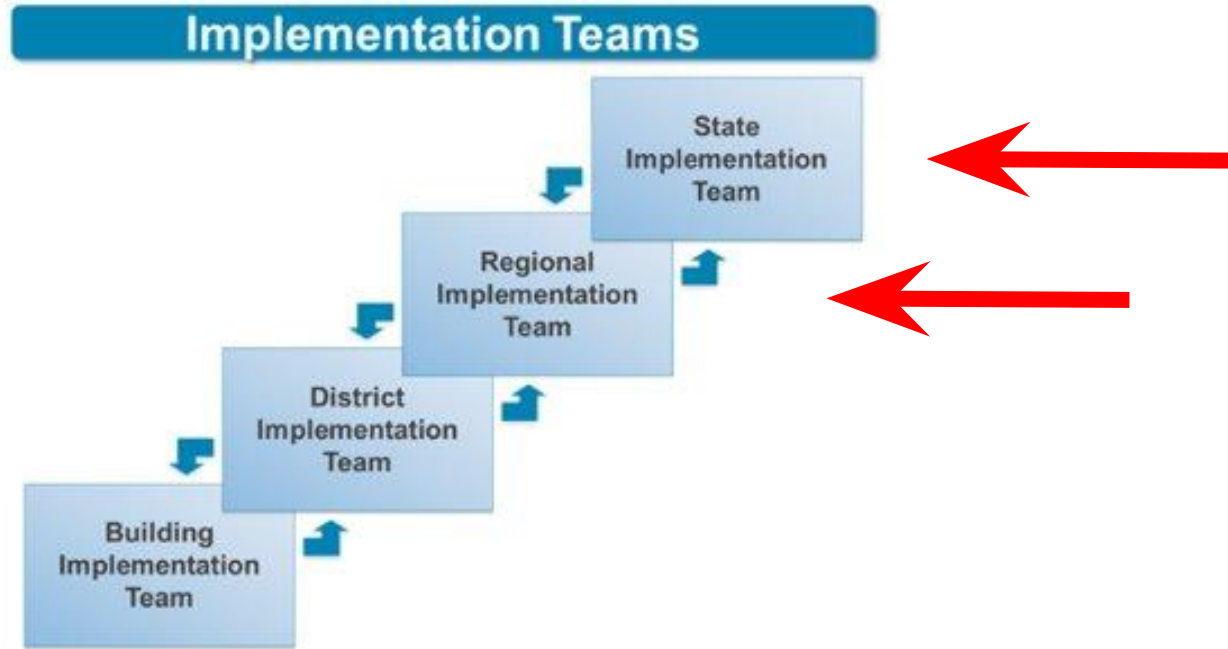
Version 7.7 - October 2019



Early Childhood Program-Wide PBS Benchmarks of Quality — 1

e: _____ Location: _____ Date: _____

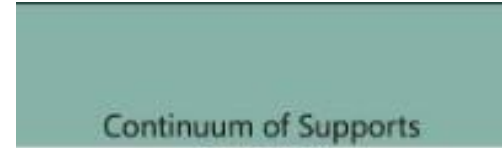
Cascading Support Model



MTSS Videos



Defining an MTSS Framework



Continuum of Supports

The Three Tiers of MTSS



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 PProcess 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

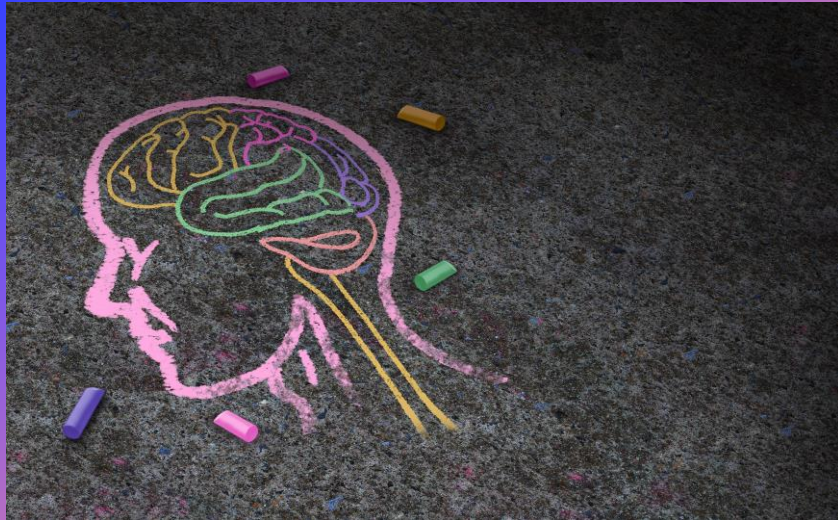
SCHOOL-BASED SUICIDE PREVENTION IN WASHINGTON STATE

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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





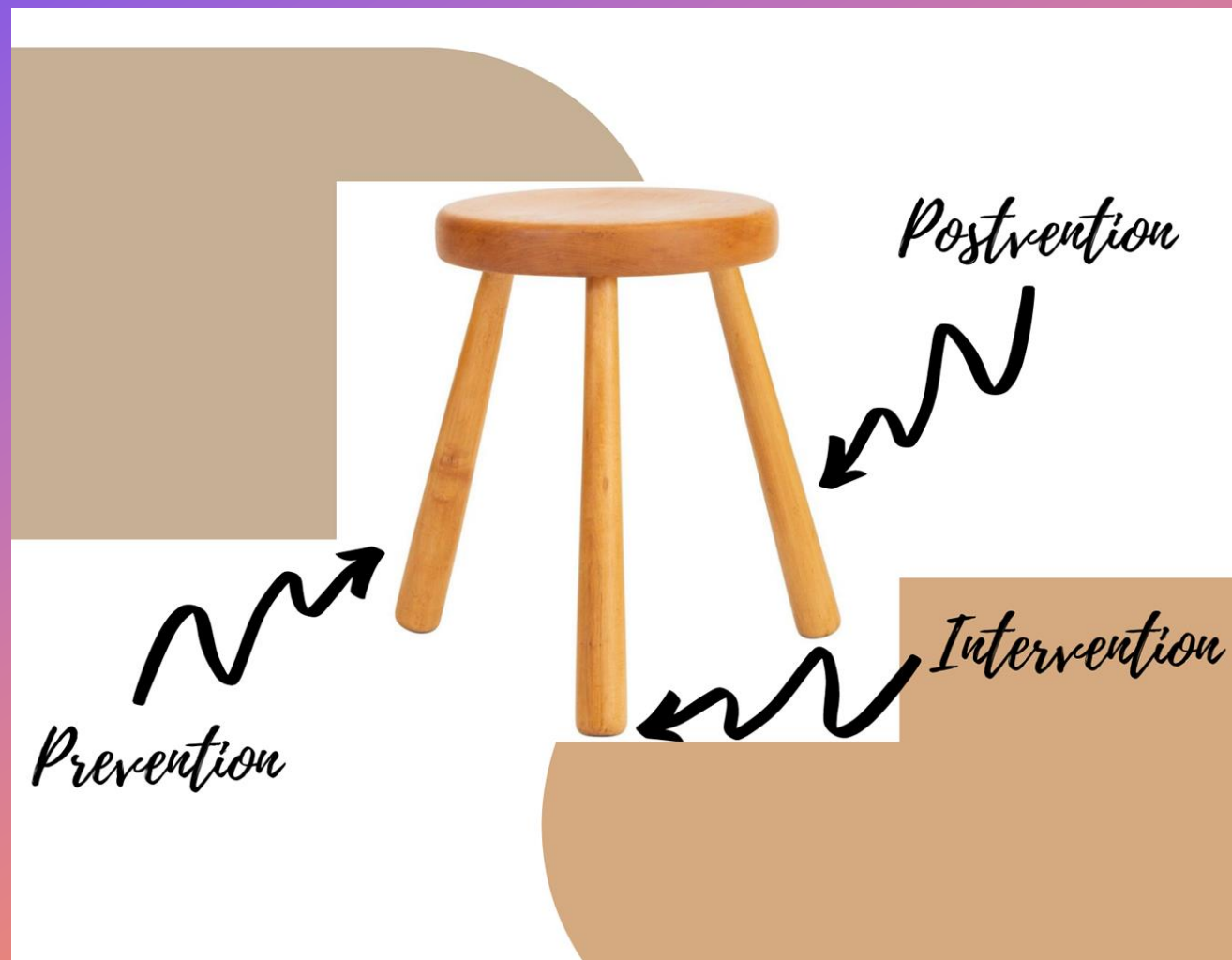
Current guiding legislation

- 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**
- o **SCHOOL-BASED SUICIDE**
- PREVENTION**

WHERE OUR WORK IS FOCUSED



A Tiered Approach

**Target
Participants for
Programming
& Professional
Development**

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

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

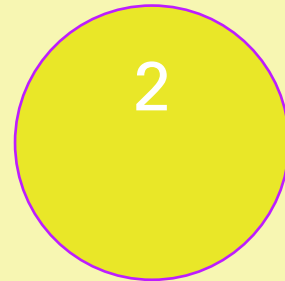
- Districts may have developed their own suicide prevention/intervention programming
- Districts/schools have varying capacity for interest in implementing programming.

Case Example...



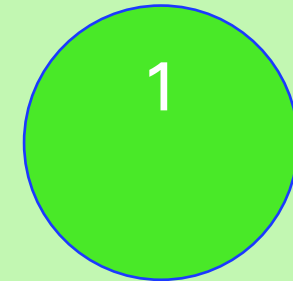
Tier 3 Supports -- A school district could have...

- 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



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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

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

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

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

The screenshot shows the OSPI website header with the logo and name, a search bar, and a navigation menu. The main content area features a breadcrumb trail, a left sidebar with 'STUDENT SUCCESS' resources, a central article titled 'Workforce Secondary Traumatic Stress', and a right sidebar with contact information for Ella DeVorse.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Home Student Success Certification Educator Support Policy & Funding Data & Reporting About OSPI

Home » Student Success » Health & Safety » Workforce Secondary Traumatic Stress

STUDENT SUCCESS

Resources by Subject Area ▶

Learning Standards & Instructional Materials ▶

Graduation ▶

Graduation Requirements ▶

Waivers and CIA ▶

Multiple Pathways to Graduation (HB 1599)

High School Transcripts

Workforce Secondary Traumatic Stress

In the spring of 2021, SBH 1362: Addressing Workforce Secondary Traumatic Stress (STS) in the K-12 workforce was passed into legislation. This legislation acknowledges the significant toll STS has on educators and, subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

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."

Ensuring the wellbeing of educators is a critical component to sustaining an effective workforce and promoting student outcomes. By implementing policy through strategic use of professional learning and a continuous improvement process, districts and schools can reduce staff turnover, increase student outcomes, and model healthy behaviors for the entire school community.

Contact Information

Ella DeVorse
Program Supervisor School Safety Center
364-999-1290
ella.devorsa@k12.wa.us

<https://www.k12.wa.us/student-success/health-safety/workforce-secondary-traumatic-stress>



Alliance for a Healthier Generation

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

FEBRUARY 2022





10

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



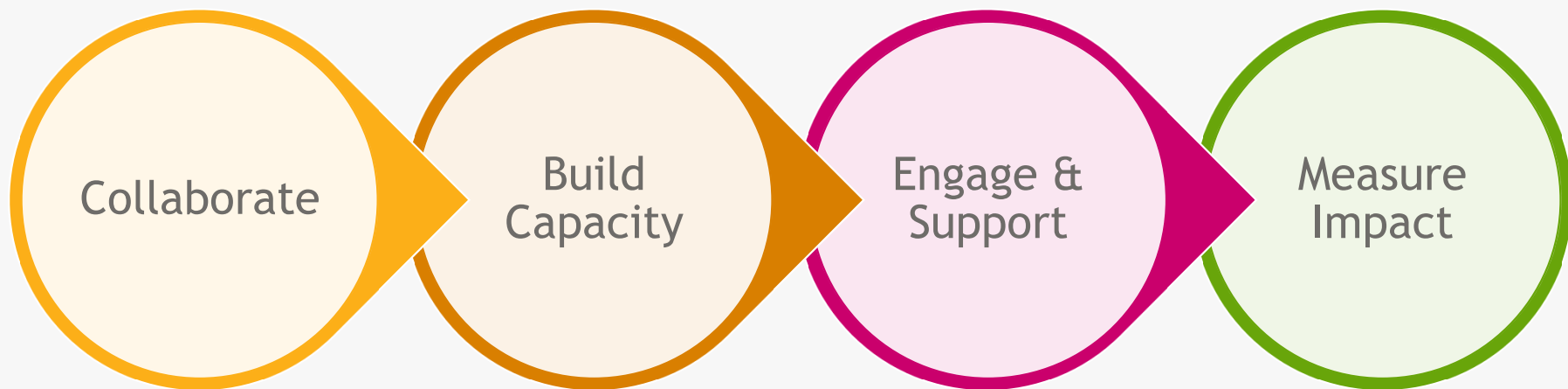
Increased social emotional & physical well-being skills



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

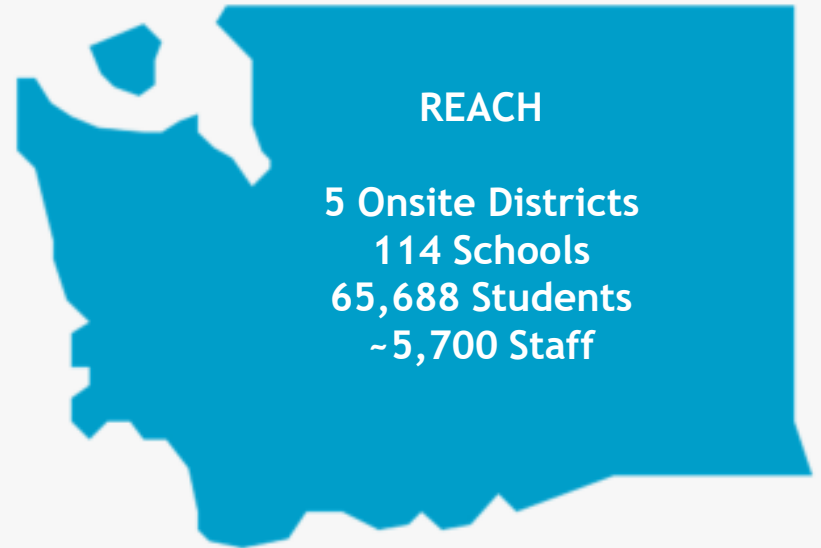
Funding Partner



Healthier
Generation
Team



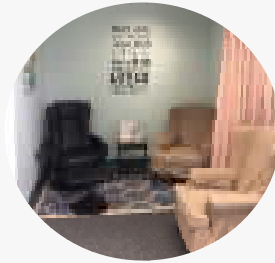
Intermediary
Partner



Washington



Seven Oaks Elementary
Lacey, WA



Lakeridge Elementary
Renton, WA



Mountain View Elementary
Lacey, WA



Lidgerwood Elementary
Spokane, 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

Access the tools you need to implement Washington State's SHB1363

SHB1363: Addressing Secondary Traumatic Stress (STS) in the K-12 Workforce was passed during the 2021 legislative session to acknowledge the importance of prioritizing educator wellbeing. In response to the requirements, the Washington Office of Superintendent of Public Instruction has partnered with the Alliance for a Healthier Generation to support school districts in successfully and sustainably implementing SHB1363.



Model Policy & Procedures

JUMP TO:



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



Create Custom Assessment: Criteria

Cultivating Staff Well-Being

Topic in *Thriving Schools Integrated Assessment: District Edition for Vegetable District*.

QUESTION ↑		STATUS
SWB-D1	District coordination team for staff well-being	Unanswered
SWB-D2	Trauma-informed approach for district policies on staff well-being	Unanswered
SWB-D3	District continuous improvement process to advance staff well-being	Unanswered
SWB-D4	District-level professional learning on staff well-being	Unanswered
SWB-D5	District-level professional learning on positive work culture	Unanswered
SWB-D6	District resource mapping to support staff well-being	Unanswered
SWB-D7	District partnerships to support positive working conditions	Mostly in place
SWB-D8	Gathering input on district staff well-being policies	Unanswered

Sample Criteria: Professional Learning on Positive Work Culture

ALLIANCE FOR A HEALTHIER GENERATION | ACTION CENTER

Dashboard

My Organizations

Bean District

Assessments

Thriving Schools Int...

Healthy Districts As...

RISE Index: District ...

Action Plan

Reports

Wellness Policy Builder

Team

Resources

Training

Get Help

Logout

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.

Status: Unanswered
[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 buildi...
- Building Psychological Safety**
Consider how and when you will show up to help foster psychological sa...
- 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...

Is this something you'd like to work on? [ADD TO ACTION PLAN](#)

[SAVE & PREVIOUS](#) [SAVE](#) [SAVE & NEXT](#)

Contact Us!

Ella DeVerse

Program Supervisor,
School Safety & Student Wellbeing
OSPI

Ella.deverse@k12.wa.us

564-999-1200

Tara Witten

Senior Program Manager, Washington
Alliance for a Healthier Generation

Tara.Witten@healthiergeneration.org

Elizabeth Cook

Senior Director, Social Emotional Health
Alliance for a Healthier Generation

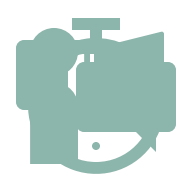
Elizabeth.Cook@healthiergeneration.org



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Student Support | 8/31/2021 | 21



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