

## 112's Working Checklist Evaluation for OSPI's Model District Template for Student Social, Emotional, Behavioral, and Mental Health Recognition, Screening, and Response

*This tool was drafted for use of the Behavioral Health Navigators.*

Name of District: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_ Date: \_\_\_\_\_

The [Revised Code of Washington \(RCW\) 28A.320.127](#) requires that all K–12 school districts adopt a plan to screen, recognize, and respond to indicators of social, emotional, behavioral, and mental health (SEBMH) such as, but not limited to, sexual abuse, substance use, violence, or youth suicide.

### ***Plan for recognition, screening, and response to emotional or behavioral distress in students, including possible sexual abuse.***

(1) *Beginning in the 2014-15 school year, each school district must adopt a plan for recognition, initial screening, and response to emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, youth suicide, and sexual abuse. The school district must annually provide the plan to all district staff.*

(2) *At a minimum the plan must address:*

- (a) *Identification of training opportunities in recognition, screening, and referral that may be available for staff;*
- (b) *How to use the expertise of district staff who have been trained in recognition, screening, and referral;*
- (c) *How staff should respond to suspicions, concerns, or warning signs of emotional or behavioral distress in students;*
- (d) *Identification and development of partnerships with community organizations and agencies for referral of students to health, mental health, substance abuse, and social support services, including development of at least one memorandum of understanding between the district and such an entity in the community or region;*
- (e) *Protocols and procedures for communication with parents and guardians, including the notification requirements under RCW [28A.320.160](#);*
- (f) *How staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;*
- (g) *How the district will provide support to students and staff after an incident of violence, youth suicide, or allegations of sexual abuse;*
- (h) *How staff should respond when allegations of sexual contact or abuse are made against a staff member, a volunteer, or a parent, guardian, or family member of the student, including how staff should interact with parents, law enforcement, and child protective services; and*
- (i) *How the district will provide to certificated and classified staff the training on the obligation to report physical abuse or sexual misconduct required under RCW [28A.400.317](#).*

(3) *The plan under this section may be a separate plan or a component of another district plan or policy, such as the harassment, intimidation, and bullying prevention policy under RCW [28A.300.2851](#) or the comprehensive safe school plan required under RCW [28A.320.125](#).*

The checklist that follows is built from Requirements of the RCW to help districts better understand their compliance with the law. **Requirements indicated by the RCW are bolded.** This “checklist” is meant to be used in tandem with the resources and recommendations provided in the [Model District Template: Student Social, Emotional and Behavioral, and Mental Health Recognition, Screening, and Response](#).

The Model template guides districts to:

- Involve all school personnel in supporting students SEBMH;
- Recognize students at-risk, based on screening results or warning signs, and respond appropriately;
- Review districts’ capacity to respond to SEBMH needs with school and community resources;
- Identify one or more indicators of SEBMH to measure (i.e. emotional or behavioral distress; exposure to trauma, abuse, or neglect; resilience; risk of violence; risk of suicide; substance use);
- Identify the student population(s) the district plans to screen.



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Table with 2 columns: Checklist Item and Compliance. Items include: RCW 28A.320.127 Overall Compliance Checklist, Has the district adopted a plan... (SEBMH), Are these plans, policies and procedures inclusive..., (a) Identification of training opportunities..., (c) How staff should respond to suspicions..., (f) How staff should respond to a crisis situation..., (e) Protocols and procedures for communication..., (g) How the district will provide support..., (h) How staff should respond when allegations..., (i) How the district will provide to certificated and classified staff..., Has the district Identified appropriate staff..., Has the district identified and developed partnerships..., Does the district have at least one MOU..., Are these plans shared annually with all staff?



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Section 1: Team Driven Shared Leadership

MDT, page 6: This section of the model template has an easy check box system to indicate who is responsible for the plan and how to best use the expertise of the staff trained in recognition screening and response. It will also ask districts to identify opportunities for teaming, collaboration and professional development.

Requirements: Identify the district leadership team responsible for this plan and how to use expertise of staff trained in recognition, screening, and referral.

RCW 28A.320.127 Requirements

Compliance

1a. The district has Identified the leadership team responsible for this plan. (1c. Recommendation: The team responsible for this plan can be an existing group rather than creating a new team).

- Yes, \_\_\_\_\_
No
In Process
Undetermined

Notes

1b. The district has identified departments and entities that are involved in approving and implementing this plan?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

1c. The district's current capacity of Educations Staff Associates (ESAs) with knowledge, experience, or training related to SEBMH screening, recognition, and response, is as follows:

- ESA FTE in District (fill in FTE numbers):
School Behavior Analyst: [# FTE: \_\_\_\_\_]
School Counselor: [# FTE: \_\_\_\_\_]
School Nurse: [# FTE: \_\_\_\_\_]
School Psychologist: [# FTE: \_\_\_\_\_]
School Social Worker: [# FTE: \_\_\_\_\_]
Other: \_\_\_\_\_ [# FTE: \_\_\_\_\_]

1d. The district has Identified how to use expertise of ESAs and staff trained in recognition, screening, and referral.

If yes, how is expertise utilized for:
Recognition: \_\_\_\_\_
Screening: \_\_\_\_\_
Referral: \_\_\_\_\_

- Yes, \_\_\_\_\_
No
In Process
Undetermined

1e. Has the district identified legally required training opportunities in recognition, screening, and referral for staff?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

1f. Has the district identified supplemental staff professional learning related to SEBMH?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

Notes:



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Section 2: Community Engagement and Participation

MDT, page 9: This section asks school districts to identify community partners that can support student SEBMH including, but not limited to training, referral, and response.

Requirements: Identify and partner with health, MH, substance use, and social support services agencies.

RCW 28A.320.127 Requirements

Compliance

2a. Has the district identified community organization(s) and resource(s) are available for health, mental health, substance use?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

2b. Does the district have at least one MOU with community organization(s) for health, mental health, substance use, or social services?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

If yes, With what agencies?

MOUs are digitally/physically stored in this location:

Notes:

Section 7: Recognition, Referral, and Response Section

MDT page 14. This section requires schools to have a plan to respond to student SEBMH concerns that arise. Most districts will already have plans, procedures and policy in place. These may need to be adapted depending on the screenings utilized

Requirements: Plans must include procedure for staff to recognize and respond to:

- Crisis situations if a student is in imminent danger to self or others
Report of sexual contact or misconduct by a family member, school staff, or volunteer
Suspicious, concerns, or warning signs of emotional or behavioral distress in students

RCW 28A.320.127 Requirements

Compliance

7a. Has the district identified how staff will respond to indicators of social, emotional, behavioral, or mental health distress (based on screening results, or recognized warning signs)?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

7b. Has the district identified which school official(s) are responsible for receiving and processing referrals?

- Yes, \_\_\_\_\_
No
In Process
Undetermined

7c. Has the district identified how staff will initiate referrals for students at-risk or experiencing SEBMH distress?

- Yes, \_\_\_\_\_
No
In Process
Undetermined
Other:

7d Has the district identified how staff respond if a student poses an imminent danger to self (self-harm, suicidal ideation)?

- Yes, \_\_\_\_\_
No
In Process



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	<input type="checkbox"/> Undetermined
7e. Has the district identified how staff respond if a student poses an imminent danger to others (school violence prevention, threat assessment and response)?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
7f. Has the district identified what the procedure is for staff response to a student's disclosure of emotional, physical, or sexual abuse, or neglect, or sexual misconduct by school staff, a volunteer, or a family member?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
7g. Has the district identified how the district support students and staff provide postvention after a crisis or emergency?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
Notes:	

<b>Section 4: Data-Based Decision Making</b> MDT, page 11: This section asks school districts to identify the existing data sources that may already exist as they relate to SEBMH.	
<b>RCW 28A.320.127 Requirements</b>	<b>Compliance</b>
4a. Has the district identified the existing data sources available to the district as they relate to SEBMH?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
4b. Has the district identified how existing data sources can be utilized?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
Notes:	

<b>Section 6: Screening Tool Selection</b> MDT, page 13. This section asks districts to select screening tools in alignment with district need and research-based best practice. <b>Requirements: Incorporate research-based best practices.</b>	
<b>RCW 28A.320.127 Requirements</b>	<b>Compliance</b>
6a. Has the district identified the indicators of student SEBMH that the district plans to measure?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No



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Form section with checkboxes for 'In Process', 'Undetermined', 'Yes', 'No', 'In Process', 'Undetermined' and a 'Notes:' field.

Section 5: Screening Implementation. MDT, page 11. This section asks districts to explore and adopt a screener. Requirements: Adopt a plan for initial screening of indicators of emotional or behavioral distress including, but not limited to, sexual abuse, substance use, violence, and youth suicide. RCW 28A.320.127 Requirements. Compliance. 5a. Has the district identified the if screening of students be universal, focused or indicated? 5b. If the district plans to conduct focused screening, has the district identified how students will be selected? 5c. If the district plans to conduct "indicated" screening (individuals), has the district identified how students be selected? 5d. Based on the information in sections 5a-5c how many students will be screened? 5e. Following a continuum of supports framework (ISF, MTSS, PBIS), approximately how many students' results may indicate further assessment or intervention (Tier 2 and/or 3)?



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**Section 3: Family Engagement and Participation Section**  
MDT, page 10. This section asks districts to examine family engagement and participation in screening, referral and response.  
**Requirements: Plan must include protocols and procedures for communication with guardians. This must include both informed consent and mandated reporting when risk factors are present.**

RCW 28A.320.127 Requirements	Compliance
3a. Has the district identified how it will communicate with parents/guardians about screening, including informed consent?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined
3b. Has the district identified how it will communicate with parents/guardians about identified risks, as mandated by law?	<input type="checkbox"/> Yes, _____ <input type="checkbox"/> No <input type="checkbox"/> In Process <input type="checkbox"/> Undetermined

Notes: