



SCHOOL BOARD ACTION REPORT

DATE: April 12, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Lisa Davidson, Manager Prevention & Intervention,
lmdavidson@seattleschools.org, 206-252-0859
Michael Stone, Director of Grants, mastone@seattleschools.org
206-252-0222

For Introduction: May 23, 2018
For Action: June 6, 2018

1. TITLE

Acceptance of Screening and Brief Intervention and Referral to (SBIRT) services grant for the amount of \$1,020,000 (\$340,000 a year) through August 31, 2021

2. PURPOSE

This Board Action Report is requesting approval for the Superintendent to accept funding from King County's Best Starts for Kids School-Based Screening and Brief Intervention and Referral to Treatment (SBIRT) services grant for the amount of \$1,020,000 (\$340,000 a year) through August 31, 2021.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept the School-Based Screening and Brief Intervention and Referral to Treatment grant from King County in the amount of \$1,020,000 (\$340,000 a year) for the 3-year period from September 1, 2018 to August 31, 2021.

4. BACKGROUND INFORMATION

a. Background

Seattle Public Schools (SPS) currently provides School-Based Screening and Brief Intervention and Referral to Treatment (SBIRT) services at several schools from a couple different County funding sources. SBIRT is a substance use reduction and mental health promotion program where kids are identified as needing additional supports and then provided services either internally or through partners.

Previously, these programs have been funded by a couple sources. The Mental Illness and Drug Dependency (MIDD) fund has provided this program for several years at Hamilton, Seattle World School, and Meany (formerly at Madrona). Additionally, Communities Prevention and Wellness Initiative (CPWI) grants from King County provide SBIRT style services at Denny/Chief Sealth, Washington/Garfield, and Aki Kurose.

Accepting this new Best Starts for Kids (BSK) grant will provide SBIRT services at Whitman, Madison and Jane Addams Middle Schools. The county has also agreed to extend the MIDD-funded programs for one additional year, but after that the funding

source will shift from MIDD to BSK. The CPWI grants will continue for several more years and will collaborate with the other SBIRT schools.

To ensure we are effective with all students who are receiving SBIRT, the district will:

- Recruit staff who can provide culturally sensitive and relevant service to students;
- Provide SBIRT staff with training on Adverse Childhood Experiences (ACEs), trauma informed care, cultural competency;
- Deliver SBIRT screener at both the universal and targeted levels;
- Increase flexibility in brief intervention session frequency to accommodate student need;
- Ensure family engagement in the process;
- Have interpretation services available for students and/or parents; and
- Build partnerships with culturally relevant referral agencies.

b. **Alternatives** Continue with current funding to support those programs already in place with no expansion. This is not recommended as the County is shifting its funding source from MIDD to BSK.

c. **Research**

The following data was used to develop the grant application from the Youth Survey: Middle School

- 54% of middle school students report being anxious, nervous or on.
- 23% of students report being depressed two or more weeks in the past year.
- 13% report seriously considering suicide the past year.

High School

- 26% report using marijuana in the past 30 days (based on a prior survey).
- 33% report using alcohol in the past 30 days (based on a prior survey).
- 16% report seriously considering suicide in the past year.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of a \$1,020,000 grant for a 3-year period. The award for the first year will be \$340,000. Continuation of the award will be contingent upon implementation performance, but may be extended through the 2020-21 school year.

The revenue source for this motion is King County grant funding.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

SBIRT-funded schools will use several strategies to engage the community in SBIRT planning, implementation and continuous quality improvements. Their very engaged Parent Teacher Student Associations (PTSAs) will be instrumental in these areas, along with program promotion. The PTSA holds parent education events throughout the year in which SBIRT and our new referral partners could be highlighted. The parent representative on Building Leadership Teams would also be a key stakeholder to help engage families. We will introduce SBIRT Program at Curriculum Night and other relevant family events, send home written promotional materials, include occasional progress/data updates in our regular parent emails. Our SBIRT Specialist will partner with the District SBIRT Coordinator to develop an evaluation tool for families who have a student that was involved in the SBIRT process. This feedback will be used to make improvements to our SBIRT program and family engagement.

7. EQUITY ANALYSIS

By having SBIRT available in our schools, we will not just decrease barriers to care for students of color and especially those who are low-income, we will also decrease the amount of instructional time students lose when they travel to a provider for these services. Our on-site SBIRT program is an important service we will bring to students in our commitment to eliminate opportunity gaps.

We will take a Targeted Universalism approach to SBIRT – our universal goal is for all students to have a high level of behavioral/emotional health. We will analyze screening results by population segments, work to understand how structures or other factors may impede a particular group’s health, and implement targeted strategies for each group to attain the universal goal of health. The SBIRT Coordinator will be continually reviewing data to ensure quality and responsive program delivery. The SBIRT Coordinator will monitor who receives SBIRT at each participating school, along with the student’s improvement in attendance, behavior, and coursework. Progress data will be analyzed by race/ethnicity, special education status, English language learner status, and gender to identify any positive or negative trends in administration or results. If inequities among groups increase we will reassess our administration of the screener, review our brief intervention strategies, and evaluate our referrals for efficacy and cultural relevance. We will also connect with our other SBIRT schools during our regular meetings to collaborate on the issue.

8. STUDENT BENEFIT

Some youth face issues such as substance use, mental health concerns, lack of adult/parental support and basic needs which have great impact on their ability to learn at school. By providing these services in an accessible manner, students will be better supported to succeed in the classroom.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

This program supports the goals of Policy No. 5201, Drug-Free Schools, Community, and Workplace, Policy No. 4215, Tobacco Free Environment, and Policy No. 2145, Suicide Prevention. The program is in alignment with Policy No. 2163, Supports and Interventions, and effectively uses partnerships as described in Policy No. 4265, School and Community Partnerships.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on May 14, 2018. The Committee reviewed the motion and moved it forward for approval.

12. TIMELINE FOR IMPLEMENTATION

Please see the attached timeline.

13. ATTACHMENTS

- King County Notice of Award
- SBIRT Grant Application submitted
- Jane Addams Grant Narrative
- Madison Grant Narrative
- Whitman Grant Narrative
- Grant Implementation Timeline



Department of Community and Human Services

CNK-HS-0500
Chinook Building
401 Fifth Avenue, Suite 400
Seattle, WA 98104

206-263-9000
206-296-0583 Fax (Reception)
206-205-1634 Fax (Clinical Services)
7-1-1 TTY/TDD

April 18, 2018

TO: Dr. Larry Nyland, Superintendent

Seattle No. 1

2445 3rd Ave. S.

Seattle, WA 98134

206-252-0059

superintendent@seattleschools.org

RE: Best Starts for Kids (BSK) and the Mental Illness and Drug Dependency (MIDD) School-Based SBIRT Implementation Project – Award Letter.

Dear Dr. Nyland:

King County Department of Community and Human Services (DCHS) is pleased to award BSK/MIDD School-Based SBIRT implementation grants to Seattle School District. This initiative is designed to prevent substance use and promote mental health for middle school students within King County. The following middle schools are recommended for funding: **Whitman, Madison** and **Jane Adams**. The following middle schools will have MIDD bridge funds through June 30, 2019 (pending completed SBIRT implementation plans): **Hamilton International, Meany** and **Seattle World School**. The MIDD only schools are funded through the community based organizations separately.

The District's overall request was \$410,000. The approved award amount is \$340,000 for the period of September 1, 2018 through August 31, 2019. Continuation of the award will be contingent upon implementation performance. This award period may be extended through the 2020-2021 school year.

Next Steps:

Please sign up to host a district award/contract negotiation meeting with (3-4) King County staff in May 2018 using the following link: <https://teamup.com/ks9gagscm6i2ugw1hu>

Attendees required:

- District lead;
- Assigned SBIRT lead for each school;
- Principal/Assistant Principal for each school; and

- School/ Community-Based Behavioral Health staff involved with the overall SBIRT implementation plan.

Please contact Chan Saelee regarding any scheduling questions or concerns at chan.saelee@kingcounty.gov or at 206.263.1471.

Congratulations, we look forward to collaborating with your staff and students towards the health and wellness of your community.

Sincerely,

Adrienne Quinn, Director, King County Department of Community and Human Services;
Sheila Capestany, King County Strategic Advisor for Children and Youth;
Maria Guizar, School Based MH/SUD Prevention Manager;
Margaret Soukup, Manager of BSK SBIRT Initiative;
James Cooper-Nurse, Youth, Family and Prevention Manager, Division of Behavioral Health and Recovery

Cc: John Welch, Superintendent,
Dr. Terese Emry, Associate Superintendent,
Kim Beeson, Director of Student Support Programs, Puget Sound Educational Service District



Department of Executive Services
 Finance and Business Operations Division
Procurement and Payables Section
 206-263-9400 TTY Relay: 711



REQUEST FOR PROPOSALS

ADVERTISED DATE: FEBRUARY 7, 2018

Request for Proposal (RFP) Title:	Best Starts for Kids & Mental Illness and Drug Dependency – Screening and Brief Intervention and Referral To (SBIRT) services
Requesting Dept./Div.	King County Department of Community and Human Services, Behavioral Health and Recovery Division
RFP Number:	1480-002
Due Date:	March 13, 2018, 11:59 p.m.
DCHS/CSD-EER Procurement Lead	Submit questions through your application portal in ZoomGrants through the "Activity Log"

Upon request, this Request for Proposals (RFP) will be provided in alternative formats such as Braille, large print, audiocassette or computer disk for individuals with disabilities.

PROPOSAL:

Proposals are hereby solicited and will be received only using the link below through ZoomGrants no later than 11:59 p.m. on the date noted above regarding the Best Starts for Kids (BSK) and Mental Illness and Drug Dependency (MIDD) – Screening Brief Intervention and Referral To (SBIRT) services for the King County Department of Community and Human Services (DCHS) /Behavioral Health and Recovery Division (BHRD). These services shall be provided to King County in accordance with the following and the attached instructions, requirements, and specifications.

ZoomGrants link: <https://zoomgrants.com/gprop.asp?donorid=2209&limited=1705>

APPLICANT RFP CONFERENCE CALLS:

Date	TIME	Conference Calls for RFP Questions
Friday , February 9, 2018	9:00 a.m. – 10:00 a.m.	Skype: Join Skype Meeting by phone: <u>1.206.263.8114</u> Conference ID:595344
Monday, February 12, 2018	2:00 p.m. – 3:00 p.m.	Skype: Join Skype Meeting by phone: <u>1.206.263.8114</u> Conference ID:595344

Questions: Proposers will be required to submit any questions in writing prior to the close of business Friday, March 9, 2018 in order for staff to prepare any response required to be answered in ZoomGrants' FAQ section. **Questions regarding this RFP should be sent through the application portal in ZoomGrants Activity Log.**

SECTION I – GENERAL INFORMATION

- A. King County is an Equal Opportunity Employer and does not discriminate against individuals or firms because of their race, creed, color, citizenship, religious affiliation, national origin, sex, sexual orientation, gender identity or expression, marital status, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability, or age except by minimum age and retirement provisions, unless based upon a bona fide occupational qualification.
- B. All submitted proposals and evaluation materials become public information and may be reviewed by appointment by anyone requesting to do so at the conclusion of the evaluation, negotiation, and award process. This process is concluded when a signed contract is completed between King County and the selected Consultant. Please note that if an interested party requests copies of submitted documents or evaluation materials, a standard King County copying charge per page must be received prior to processing the copies. King County will not make available photocopies of pre-printed brochures, catalogs, tear sheets or audio-visual materials that are submitted as support documents with a proposal. Those materials will be available for review at King County Procurement.
- C. No other distribution of proposals will be made by the Proposers prior to any public disclosure regarding the RFP, the proposal or any subsequent awards without written approval by King County. For this RFP all proposals received by King County shall remain valid for ninety (90) days from the date of proposal. All proposals received in response to this RFP will be retained.
- D. Proposals shall be prepared simply and economically, providing a straightforward and concise but complete and detailed description of the Proposer's abilities to meet the requirements of this RFP. Emphasis shall be on completeness of content.
- E. King County reserves the right to reject any or all proposals that are deemed not responsive to its needs.
- F. In the event it becomes necessary to revise any part of this RFP, addenda shall be created and posted at the King County Community and Human Services web site through ZoomGrants' electronic system. Addenda will also be conveyed to those potential Proposers providing an accurate e-mail address.
- G. King County is not liable for any cost incurred by the Proposer prior to issuing the contract.
- H. A contract may be negotiated with the Proposer(s) whose proposal would be most advantageous to King County in the opinion of the King County Department of Community and Human Services, all factors considered.
- I. The contents of the proposal of the selected Proposer shall become contractual obligations if a contract ensues. Failure of the Proposer to accept these obligations may result in cancellation of their selection.
- J. A contract between the Consultant and King County shall include all documents mutually entered into specifically including the contract instrument, the original RFP as issued by King County, and the response to the RFP. The contract must include, and be consistent with, the specifications and provisions stated in the RFP.
- K. News releases pertaining to this RFP, the services, or the project to which it relates, shall not be made without prior approval by, and then only in coordination with, the King County Department of Executive Services.

- L. King County Code 2.93.40 prohibits the acceptance of any proposal after the time and date specified on the Request for Qualifications. There shall be no exceptions to this requirement.
- M. King County agencies' staff are prohibited from speaking with potential Proposers about the project during the solicitation. **Questions regarding this RFP should be sent through the application portal in ZoomGrants Activity Log.**
- N. Protest Procedure - King County has a process in place for receiving protests based upon either proposals or contract awards. If you would like to receive or review a copy, please contact the Lead Procurement named on the front page of this document.
- O. Term Service Requirement

If a contract is awarded based on this RFP, it may contain the following provision:

Contract Extension

The initial contract period will be for 12 months from the start date of the contract. The term of the contract may be extended for up to an additional 12 months for a total contract duration of three (3) years, in accordance with the County's best interest and at the sole option of the County. Prices shall remain firm for the duration of the contract period.

King County Procurement and Payables features an **Online Vendor Registration (OVR)** program that permits vendors, consultants and contractors to register their business with the County. This OVR system allows interested parties to either directly register their firm by creating a unique User ID, or to visit the website as a guest. Information regarding bid documents will be available to all users; however, site visitors accessing the site as a guest will not be able to document their interest in a project or add their name to the document holder's list. They will receive no automatic notification of issued addenda. As such, the County encourages full registration in order to directly communicate with document holders regarding any issued addenda or other important information concerning the solicitation.

After proposals have been opened in public, the County will post a listing of the businesses submitting proposals, and any final award determination made.

Full information on vendor registration is available at the website.

- P. Unless otherwise requested, letters and other transmittals pertaining to this RFP will be issued to the e-mail address noted in our files, and after proposal, noted on the first page of this document. If other personnel should be contacted via e-mail in the evaluation of this proposal, or to be notified of evaluation results, please complete the information in the area provided in ZoomGrants.
- Q. Washington State Public Records Act (RCW 42.56) requires public agencies in Washington to promptly make public records available for inspection and copying unless they fall within the specified exemptions contained in the Act, or are otherwise privileged.
- R. Proposals submitted under this RFP shall be considered public documents and with limited exceptions proposals that are recommended for contract award will be available for inspection and copying by the public.

If a Proposer considers any portion of his/her proposal to be protected under the law, the Proposer shall clearly identify on the page(s) affected such words as "CONFIDENTIAL," "PROPRIETARY" or "BUSINESS SECRET." The Proposer shall also use the descriptions above in the following table to identify the effected page number(s) and location(s) of any material to be considered as confidential (attach additional sheets as necessary). If a request is made for disclosure of such portion, the County will review the material in an attempt to determine whether it may be eligible for exemption from disclosure under the law. If the material is not exempt from

public disclosure law, or if the County is unable to make a determination of such an exemption, the County will notify the Proposer of the request and allow the Proposer ten (10) days to take whatever action it deems necessary to protect its interests. If the Proposer fails or neglects to take such action within said period, the County will release the portion of the Proposal deemed subject to disclosure. By submitting a Proposal, the Proposer assents to the procedure outlined in this paragraph and shall have no claim against the County on account of actions taken under such procedure. (Please notify your needs in the “Activity Log” section of ZoomGrants referencing the table information below.)

Type of exemption	Beginning Page / Location	Ending Page / Location

SECTION II: PROGRAM DESCRIPTION AND SCOPE OF WORK

PART A – INTRODUCTION

Best Starts for Kids (BSK) is an initiative to improve the health and well-being of King County by **investing in promotion, prevention, and early intervention** for children, youth, families, and communities. The BSK initiative is rooted in the fundamental belief – from within King County government and across King County’s richly diverse communities – that our county is a region of considerable opportunity, and that we all benefit when each and every King County child, youth and young adult is supported in achieving their fullest potential. Lives of health, prosperity, and purpose must be within reach for every King County resident. With BSK, we will work to assure that neither zip code nor family income constrains our young people from pursuing lives of promise and possibility.

The vision of BSK works toward the following three overarching results:

1. Babies are born healthy and are provided with a strong foundation for lifelong health and wellbeing.
2. King County is a place where everyone has fair opportunities to be safe and healthy as they progress through childhood, building academic and life skills to be thriving members of their communities.
3. Communities offer safe, welcoming and healthy environments that help improve outcomes for all of King County’s children and families, regardless of where they live.

Mental Illness and Drug Dependency (MIDD) is a countywide sales tax generating revenue that supports mental health and substance use disorder services and therapeutic courts across King County. The overarching result of King County’s MIDD sales tax investment is that people living with, or at risk of behavioral health conditions, are healthy, have satisfying social relationships, and avoid criminal justice involvement. King County’s MIDD initiatives are a holistic approach to the continuum of behavioral health services in order to achieve this outcome.

The MIDD is guided by five adopted policy goals which provide the essential framing for achieving the MIDD priorities via the MIDD initiatives. The policy goals are:

1. Divert individuals with behavioral health needs from costly interventions, such as jail, emergency rooms, and hospitals.
2. Reduce the number, length, and frequency of behavioral health crisis events.
3. Increase culturally appropriate, trauma informed behavioral health services.
4. Improve health and wellness of individuals living with behavioral health conditions.

5. Explicit linkage with, and furthering the work of, King County and community initiatives.

BSK and MIDD funding is a braided King County investment for the implementation of the School - Based Screening and Brief Intervention and Referral To (SBIRT) services initiative.

PART B – EQUITY AND SOCIAL JUSTICE

For many in our region, King County is a great place to live, learn, work and play. Yet there is deep and persistent unfairness - especially by race and place - that in many cases is deteriorating and threatening our communities' success. Launched by King County Executive Ron Sims in 2008 and formalized by Executive Dow Constantine and the Metropolitan King County Council by law in 2010, the Equity and Social Justice Initiative is an integrated part of the County's work and foundational to the work of Best Starts for Kids. Our goal is to ensure that all people, regardless of who they are or where they live, have the opportunity to thrive, with full and fair access to opportunities, power, and resources. For all BSK/MIDD funding, we seek to support organizations that are reflective of and are part of the communities they serve, who also recognize and address the disparities and disproportionalities that exist.

PART C – BSK & MIDD STRATEGY FOR THIS REQUEST

The Department of Community and Human Services (DCHS), Division of Behavioral Health and Recovery (BHRD) is leading the BSK/MIDD strategy for the School-Based Screening Brief Intervention and Referral To services (SBIRT). This School-Based SBIRT strategy aims to prevent substance use and promote the mental health of our middle school students. It falls within the MIDD PRI-05 and BSK strategy of Screening and Early Intervention for Mental Health and Substance Abuse for youth aged 5-24 years.

Twelve months of program funding (from August 1, 2018-July 31, 2019) is available through this solicitation. Continued funding after July 31, 2019 will be based on King County's biennium budget and decision-making processes as well as program performance.

SCREENING AND BRIEF INTERVENTION AND REFFERAL TO services (SBIRT)

PART D – OVERVIEW OF THE SBIRT MODEL

Screening: Screening for substance use and mental health issues, combined with a strengths-based survey. Administration typically takes 12-15 minutes. The screening is entered into a password-protected database and a report is generated. Screening can be universal or selected based upon needs for each school.

Brief Intervention: The Brief Intervention consists of a sequence of up to four semi-structured 15-20 minute sessions with the youth, one with the youth's caregiver and one with the youth and caregiver together. The number of sessions and the inclusion of the caregiver will depend on each student's needs. The brief intervention is based on motivational interviewing principles.

Referral To: May include referrals to assessment and/or other community based services and supports (for example, mentoring; educational; counseling; youth leadership opportunities).

SBIRT is a proactive model to assist schools to integrate tiered supports for behavior, achievement and social emotional learning for students within the Multi-Tiered System of Supports (MTSS) framework.

PART E – THE IMPACT ON EDUCATION AND EMPLOYMENT

DCHS/BHRD intends to partner with King County school districts/middle schools and their community based agencies or organizations to provide effective supports.

- School-Based SBIRT aims to prevent early onset of substance use, promote mental health, and ensure that all youth in King County have an opportunity to have their behavioral health concerns addressed.
- Substance use and untreated mental illness are frequently linked.¹
- Approximately 21% of children between the ages 9 and 17 have diagnosable emotional or behavior disorders, but less than one third of these children receive the help they need.²
- Children with untreated mental health disorders:
 - Are at a higher risk for suicide³
 - Are at increased risk for dropping out of school
 - Are more likely to have low academic achievement and poor peer and teacher relationships
 - Are often mislabeled as difficult rather than in need of support

Additional data on substance use and mental health from the Washington Healthy Youth Survey can be found [here](#).

PART F – ELIGIBILITY

This request is currently open to school districts and middle schools within King County that have completed and submitted SBIRT implementation plans to King County in 2017. The districts are encourage to sub-contract with community-based organizations to accomplish their SBIRT implementation and sustainability goals.

BSK/MIDD FUNDING MAY NOT BE USED FOR BASIC EDUCATION PURPOSES.

Any organization that is debarred from receiving federal funds will not receive an award.

PART G – EVALUATION

If you receive funding, BSK/MIDD will need your participation in developing an evaluation plan, data collection and reporting, and other activities to support evaluation and learning. In order to demonstrate your ability to meet this request, please address the following areas in your application:

1. Build time and resources for evaluation (see definition) into your project budget (up to 10%).
2. In describing your proposed work, discuss how it connects to the three overarching BSK results described and the MIDD Policy Goal “Improve health and wellness of individuals living with behavioral health conditions” (see Part A – Overview).
3. Reporting of performance data such as student-level academic data, and individual level demographic and service data where appropriate.

4. A commitment to measuring school climate and culture.
5. A commitment to regular review of performance, climate, and other data to inform ongoing learning and continuous improvement.

You are NOT required to submit a detailed evaluation plan as part of your application. After funding decisions have been made, Evaluation staff will work collaboratively with grantees to identify mutually agreed upon evaluation goals, including how the programs contribute towards the MIDD policy goal. We want to build a strong relationship with our grantees. With consistent communication and mutual trust, we will collectively learn from successes and challenges.

PART H – INVESTMENT AVAILABLE

A total of **\$2,600,000** is available for the program period of August 1, 2018 until July 31, 2019. The maximum amount available per school during the period is **\$200,000**. We anticipate an opportunity for contracts within this request to renew the funding award for a total of 3 years based on contractor performance and continued funding availability.

The total number of awards and their amounts are unknown. We expect organizations to estimate and develop a 12-month budget covering proposed goals, activities, and outcomes for up to three years.

PART I – DATA RESOURCES

King County will provide a screening platform which the following features:

- Safety alerts embedded for high risk responses
- Unique and aggregate student reports available as well as CSV data file or a printer friendly pdf document
- Easy to access by the student via a private and unique url sent to students. No login or download needed to secure identified data.
- Easy for students to self-administer and takes ~10 -15 minutes.
- HIPAA compliant
- Technical support center (zendesk) with self-help material and training materials, and telephone also available to employees on west coast.
- Easy-to-use and patient-centric design, following WCAG 2.0 accessibility guidelines for visual impairment
- Multilingual – any language can be transposed on to our platform
- Literacy level assessment produced using Flesch readability scores
- Multicultural sensitivity in design and wording
- Multiplatform (text or and responsive design allows access via phone, tablet, pc)
- Dashboard allows for easy to read snapshot of current state of student or school population
- Content was focus tested with teens by Seattle Children’s Hospital
- Platform can allow you to triage “follow up” with students through our flagged alerts system and our easy to see icons in red, yellow and green
- Data interoperability is possible with many different database systems
- Collection process is 24-7 after initial patient notification delivered
- Strengths-based approach
- Able to analyze assessment results in real time

- Customized resources back to students at the end of the assessment

We value all sources of data and information. While the use of data resources is not required, we have compiled some King County data resources so that everyone has equal access to information. Indicators identified for BSK can be found here: www.kingcounty.gov/bskindicators. To see what is available please visit the “Data Resources” page on the Communities Count website: <http://www.communitiescount.org/index.php?page=data-resources>

PART J – RFP TIMELINE

The following timeframe represents the tentative schedule of the entire process, from RFP solicitation to program implementation. The dates listed here are subject to change.

RFP Issued	February 7, 2018
Conference Calls for RFP Questions	February 9, 2018 at 9 a.m. and February 12 at 2 p.m. (details on page 1)
Final Day to Request TA and Ask Questions	March 9, 2018
RFP Responses Due	Proposals due March 13, 2018 by 11:59 p.m. Late responses will not be accepted.
Responses Reviewed and Rated	March 23, 2018
Potential Interviews with Applicants	March 26-30, 2018
Notice of Selected and Non-Selected Applicants	April 18, 2018
Program/Contract Start Date	August 1, 2018

PART K – PROPOSAL REQUIREMENTS

Responses must be prepared simply and economically, providing a straightforward, concise, complete, and detailed description of the agency’s ability to meet the requirements outlined in this document. Emphasis shall be on the completeness of content.

PART L – REVIEW OF PROPOSALS AND RATING CRITERIA

Proposals will be reviewed and evaluated by a review committee. The process for choosing proposals will include evaluation of contents and interviews. **Site visits may be requested of applicants from whom we wish to learn more.** Below are the selection criteria that we will consider during the evaluation/review process. **Please use Attachment #2:** “Program Narrative” to organize and refine your school implementation plans.

Review committees will consist of King County staff, external subject matter experts, evaluators, members of the BSK Children and Youth Advisory Board (CYAB), and members or designees of the King County Council.

Final selection of grantees will be based upon recommendations from the review committees and final approval by the CYAB and King County Council. King County BSK/MIDD staff will negotiate contracts with grantees and based upon the final section.

School-Based SBIRT

Questions 1-5

HIGHLY COMPETITIVE	LOW COMPETITIVE	POINTS 150
1. SCHOOL CONTEXT, EQUITY, COMMUNITY PARTNERS AND RESOURCES		40 Points
SBIRT Plan clearly illustrates and reflects deep understanding of equity, social justice issues and underlying racial inequities impacted in the school and community environment throughout the proposal.	Proposed plan is limited and does not reflect clear understanding of equity and social justice issues and underlying racial inequities impacted in the school and community environment.	15 Points
Application clearly defines/describes racial/cultural demographics number of students and counselors and how inequities are currently addressed. Grid and narrative recommended.	Unclear demographics and no response to how current practices address inequities.	10 Points
Describe what resources and services you think will assist with SBIRT i.e., counselors, school behavioral health personnel, drug and alcohol counselors, space, materials/equipment, funds, community organizations/partners, etc.), clearly indicate what exists currently, what will be requested and how they support the implementation of SBIRT. Include information regarding sharing resources with other schools.	Resources are not clearly organized and requested services/resources are not distinguished from current resources. No confidential space for intervention mentioned.	15 Points
2. PLAN AND SCHOOL READINESS		30 Points
Clear description by MTSS/PBIS/RTI 1, 2, 3 Tiers of currently available resources (including specific partners by tier) and how new services to assist with SBIRT will align with existing resources.	Unclear description of MTSS/PBIS/RTI 1, 2, 3 Tiers of currently available resources and how new services to assist with SBIRT will align with existing resources. Partners unclear.	20 Points
Proposal clearly describes specific stage of implementation by year: Readiness Assessment; Coordinate and Mobilize, Partial/Pilot Implementation, Full implementation, and Quality Assurance and Sustaining Practices.	Stage of readiness unclear and incomplete.	10 Points
3. BLUEPRINT: PROGRAM GOALS, ACTIVITIES AND READINESS		40 Points

Proposal clearly includes specific stage of implementation strategy by each year/season/semester includes activities, timelines by grade/populations served that can be achieved within proposed funding guidelines and timeframe. District goals are distinct from school-level goals (unless 1 school in district) and school level goals should be specific to each school.	Unclear plan and provides general or no specific stage of implementation strategy by district/ school/each year/season includes activities, timelines by grade/populations within funding and timeframes. Provided identical goals and activities for each school.	15 Points
Implementation Plan is complete for each of the three SBIRT Components (Screening, Brief Intervention and Referral To) and includes SMART (Specific, Measurable, Action-Oriented, Realistic and Tracked) goals	Implementation Plan is incomplete for each of the three SBIRT Components goals are not SMART	15 Points
Concrete description of sustainability strategies (including community partners) incorporated into the proposal.	Limited or no feasible strategies provided.	10 Points
4. CAREGIVER/FAMILY AND COMMUNITY ENGAGEMENT		15 Points
▪ Proposal clearly explains how care givers/parents and students may be engaged in planning, implementation, and continuous quality improvements (advisory boards, surveys etc.)	Limited strategies provided.	15 Points
5. BUDGET JUSTIFICATION BY DISTRICT AND SCHOOL		25 Points
<ul style="list-style-type: none"> ▪ Proposed budget costs are reasonable and justified ▪ Budget is complete and aligns with proposed activities ▪ Include up to 10% of budget is dedicated to evaluation activities ▪ Screening costs per school building are included: \$1,200 first year, \$600 ongoing ▪ Administrative costs at or under 12% of district's overall budget. <p>Example evaluation costs can include: Staff FTE to collect, enter, report on, and use data for quality improvement.</p>	<ul style="list-style-type: none"> • Costs are unrelated to SBIRT implementation • Budget is incomplete/does not align with proposed activities • Evaluation and screening costs are not included. • The district budget is not related/justified to supporting schools • Middle school budget is unrelated/justified to SBIRT implementation. • Overall district budget unclear • School budget(s) unclear. 	25 Points

PART M – DELIVERABLES AND EXPECTATIONS

Grantees will be expected to adhere to these additional deliverables and expectations as a part of routine work. You should plan and budget accordingly.

Report monthly/quarterly on progress

Grantees will discuss progress with BSK staff by phone or in person at a mutually agreed upon time on a monthly basis. Grantees and BSK/MIDD staff will meet in person at least quarterly. Grantees will complete a final written report at the end of the program/fiscal period.

Professional Learning Collaborative

King County BSK/MIDD staff will partner with grantees to identify and coordinate training, technical assistance and a Learning Collaborative to support program implementation and contract requirements. Grantees will work with BSK/MIDD staff to incorporate appropriate technical assistance into the program and to identify assistance as needed. Grantees will work with BSK/MIDD staff to ensure SBIRT, Motivational Interviewing, and Screening training for all direct service staff. Examples of areas of training and technical assistance include but are not limited to: equity and social justice, suicide prevention, staff leadership development, partnership building, communications, evaluation, adapting or identifying evidence-based/promising practices, and outcome-specific assistance. BSK/MIDD staff may provide assistance directly, coordinate assistance from contracted providers, coordinate peer-to-peer networks, and, in some cases, identify additional technical assistance providers.

PART N – GLOSSARY OF TERMS

Community-Based: made up of people in/for/from the community.

Community Engagement: The process of working collaboratively and authentically with groups of people linked by where they live, their background or their interests to address issues affecting their wellbeing. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and stimulate change in policies, programs, and practices.

Community Supports: Frequently known as ‘Outreach and Case Management’ services, BSK Stopping the School to Prison Pipeline (SSPP) Community Advisory Task Force members revised the terms to be aligned with youth/young adults’ definition - Intentional efforts to authentically engage and develop relationships that provide community-based support/assistance and facilitate the guidance that increases access to resources/unmet needs crucial to the recipients’ success.

Culturally Responsive and Reflective: An approach and/or programming that honors and engages the history, beliefs, traditions, and values of those whom are served; implements the approach and programming with staffing that share the same cultural, racial, and/or ethnic background of those who are served.

Determinants of Equity: The social, economic, geographic, political, and physical environments and conditions in which people live. Full and equal access to the determinants of equity are necessary for all people regardless of race, class, gender, language spoken, and geography. (King County Equity a

Disparity: Unequal treatment and outcomes between privileged and marginalized groups.

Evaluation: Evaluation is a systematic process to determine merit, worth, value or significance of a program, efforts, activity, or process. It uses social research methods to provide feedback on value or impact. (American Evaluation Association). BSK uses headline indicators to evaluate the whole

initiative's progress and impact, and performance measures to evaluate each program's progress and impact.

Equity (A System of Fairness): Equity is the full equal access to opportunities, power and resources so that all people achieve their full potential and thrive. Equity is an ardent journey toward well-being as defined by those most negatively affected. (Developed by King County using multiple sources)

Goal: A specific, measurable, actionable, realistic and timely action that you are trying to do or achieve.

(BSK) Headline Indicator: High-level measure that will be used to measure the health or well-being of children, youth/young adults, and families. (Headline Indicators information available at: <http://www.kingcounty.gov/depts/community-human-services/initiatives/best-starts-for-kids/dashboards/primary-indicators.aspx>)

Inequities: Differences in well-being that disadvantage an individual or group in favor of another, these are systemic, patterned and must be changed.

Outcomes: Results; Program-level changes in knowledge, attitudes, beliefs, or behavior.

Performance Measures: Measures of Best Starts for Kids program-level performance. Following the Results Based Accountability approach, these measures will fall into the following three categories:

- How much did we do? (for example, people served, meetings held etc.)
- How well did we do it?
- Is anyone better off?

Protective Factors: Protective factors are conditions or attributes in individuals, families, communities that, when present, mitigate or eliminate risk and increase the health and well-being of children and families.

Prevention: Work to prevent problems before they happen.

Promotion: Supporting the development of protective factors that help promote wellbeing.

Race: In the U.S., race and racial categories are a social construct originally instituted and enforced by U.S. Government that assigned meaning to groups of people based on color and ancestral origins. "Racial categories have changed over time and thus how various communities experience the concept of race have changed over time." (Hackman Consulting)

(BSK) Secondary Indicator: Items that support (BSK) high-level indicators that measure the intermediate steps to get to the headline indicators. (Indicator information available at: <http://www.kingcounty.gov/depts/community-human-services/initiatives/best-starts-for-kids/dashboards.aspx>)

Social Justice: All aspects of justice – including legal, political, economic and environmental –require the fair distribution of and access to public goods, institutional resources and life opportunities for all people. (King County Equity and Social Justice Ordinance 16948)

Structural Racism: The interplay of policies, practices, programs and systems of multiple institutions which results in unjust and inequitable outcomes and conditions for Communities of Color and serves to primarily benefit White communities; occurs within the context of racialized historical and cultural conditions. (Developed by King County using multiple sources)

System Change: A shift in the way that a community or service delivery system such as a school or social services makes decisions about policies, programs, and the allocation of its resources — and, ultimately, in the way it delivers services to its constituents.

Targeted Universalism: Is when tailored strategies are developed and implemented to address obstacles and needs faced by different groups in order to achieve a desired universal outcome or goal.

PART O – INSURANCE

The selected Consultants shall furnish, at a minimum, Commercial General Liability, to include Products and Completed Operations, in the amount of \$1,000,000 combined single limit; \$2,000,000 aggregate. In addition, evidence of Workers' Compensation and Stop-Gap Employer's Liability for a limit of \$1,000,000 shall be provided. Auto Liability in the amount of \$1,000,000 is also required.

In addition, the selected Contractor shall also furnish Professional Liability, Errors & Omissions in the amount of \$1,000,000 combined single limit; \$1,000,000 aggregate.

Such policy/policies shall endorse King County, and its appointed and elected officials, officers, agents and employees as additional insureds.

King County reserves the right to approve deductible/self-insured retention levels and the acceptability of insurers.

¹ *Malignant Neglect: Substance Abuse and America's Schools*, National Center on Addiction and Substance Abuse, Columbia University, September 2001

² *Caring for Kids*, The Center for Health and Health Care in Schools, School of Public Health and Health Services, Graduate School of Education and Human Development, The George Washington University, Summer 2003

³ U.S. Department of Health and Human Services, *Mental Health: A Report to the Surgeon General*, 1999

Jane Addams Middle School Program Narrative – SBIRT School Implementation Plan

Description of School Context, Community Partners, other Resources:

As we enter our fourth year, Jane Addams Middle School is proud to serve over 900 students, 6th through 8th graders in the NE Seattle neighborhood of Lake City. Our students represent over 30 different home languages, 50% of our students are students of color, 12% qualify for special education services, approximately 30% qualify for Free and Reduced Lunch, and approximately 10% of our students are English Language Learners. Jane Addams is situated in the Lake City neighborhood of northeast Seattle, with one of the fastest growing homeless/housing instable school age populations in the city. Like many schools, Jane Addams has an achievement gap that shows that our students of color and those impacted by poverty are not performing at the same levels as our white and wealthier students. We believe that lack of access to coordinated physical and mental health services contribute to this opportunity gap and implanting the SBIRT process can assist in the elimination of this gap. In Northeast Seattle, our students impacted by poverty are often housed in what Seattle Housing Authority terms “scattered sites” which create additional barriers for families new to the area to know where and how to access physical and mental health services. The investment in SBIRT will allow our young people without access to regular healthcare to receive a preventative approach designed to decrease the risk of drug/alcohol use and at the same help us educate students and families how to access local resources through the referral to treatment processes.

At Jane Addams, we use most of our Seattle School district discretionary dollars to provide the foundation of a Comprehensive School Counseling Program, in line with national standards. As such, we have a student counselor ratio of 300:1 and focus our counselor services as a Tier 1, and limited Tier 2 intervention. Specifically, our counselors provide Tier 1 education to all

students through an advisory program that introduces students to the Washington State Social Emotional Learning standards through the use of the RULER curriculum, teaching students to recognize, label and regulate their emotions. Additionally, as a Tier 1 foundation, our counselors provide all students with education in cyber safety, anti-bullying and harassment, college and career readiness, time and stress management, and support the work of our science teachers in providing all students with education in substance abuse prevention. Our counselors have built a strong Tier 1 MTSS foundation for Social Emotional education but work with community partners to provide Tier 2, and at times Tier 3 services to our most vulnerable students. Jane Addams currently has partnerships with *You Grow Girl (Annara Counseling)*, *Sound Mental Health*, and *CPC (Community Psychiatric Clinic)* for specific Tier 3 services. We also have a recent partnership with the Seattle Housing Authority to implement home visits to 20 6th and 7th grade families in order to strengthen home school partnerships. Additionally, our school is located next to Nathan Hale High School which has a fully staffed School Based Health Center (SBHC). Our students can receive medical and mental health support through this resource; however, we are aware that we need to increase awareness of this resource to our community. Currently, middle school students can only access this resource through a counselor or nurse referral. We are working with the City of Seattle to have a middle school SBHC implemented as soon as 2020. This is dependent future City of Seattle voter approved levies. We also partner with the YMCA through a substantial grant through the Families And Education Levy for Tier 2 academic support for approximately sixty of our students. Increasingly, Jane Addams is seeing a need for specific Tier II interventions in the areas of mental health and drug use prevention. Recently through school based referrals and through our historical Healthy Youth Survey data we are receiving the indicators that our students have high rates of anxiety and depression, and

have seen an increase in the use/experimentation with vaping. Jane Addams students are historically amongst the highest reporting within Seattle Public Schools concerns with anxiety and depression on the Healthy Youth Survey.

The Jane Addams implementation of SBIRT would be embedded as part of our comprehensive counseling program, specifically as a Tier 1 screener and Tier 2 intervention. Weekly, a MTSS partnership of a grade level administrator and the grade level counselor meet to review attendance, office and counseling referrals, and grades of students. These data meetings clearly identify students in need of additional support and intervention. Currently, students are identified through these meetings for a variety of interventions including additional/modified academic classes, involvement in counseling groups, or individual plans developed by a team of educators directly involved with that students. SBIRT would be one of the interventions that this weekly screening team would identify for a subset of students. Our SBIRT implementation would occur in our counseling offices, with the person assigned to SBIRT having their own office within the counseling/health clinic area. Our established and future community partners are a significant resource for the referral portion of the SBIRT process. Additionally, Jane Addams students, when in need of Tier III medical and mental health services, have access to a fully staffed Teen Health Center at an adjacent high school.

We are working with Madison and Whitman Middle Schools to create a district level SBIRT Coordinator position to coordinate the school based implementation as well as outside partners for services. This position would be funded equally by the three schools. This individual would oversee the training, ensure implementation, and gather data in order to evaluate effectiveness of the program. They would also be able to develop partnerships with outside

organizations for the school based teams to refer students to appropriate services. This is in addition to a .6 school based position for the direct implementation of SBIRT.

Initial Planning and School Readiness:

Jane Addams has effective components of most areas of Tier 1 MTSSB that would allow SBIRT to cohesively be implemented within an existing framework. The following Tier 1 components are operationalized as evidenced through artifacts, school calendars and existing teams. We have a great deal already in place for Tier1 MTSSB: Team Composition and Operating Procedures, School Wide Behavior Expectations, Discipline Policies, Common Classroom Procedures, Feedback and Acknowledgement Systems, use of discipline and attendance data review to make adjusts. Areas of additional growth in student and family involvement in the creation/modification of discipline polices is a priority.

The SBIRT planning and implementation process will provide the opportunity for Jane Addams to develop Tier II MTSSB systems that prevent students from rising to need of Tier III services, and to more effectively refer direct services to students in need to Tier III support. Nearly all of the work of the SBIRT process will be part of our Tier II process development. Jane Addams has a Tier II team in place with grade level administrators, grade level counselors, school nurse, and school psychologist with operating procedures and data based screening, but the SBIRT grant would allow is to develop a consistent means of Tier II student action plans and family and student engagement in measures. The SBIRT building expert would be part of this team. Currently, Tier II planning team does not have a written request for assistance form and process that are timely and available to all staff, families, and students. Tier II team has few ongoing behavior support interventions with documented evidence of effectiveness matched to student need. Documented interventions are small group counseling sessions, individual student

behavior tracking sheets, and teacher developed interventions monitored through a consistent student support note process. SBIRT planning process will collaborate with teams to further develop these interventions and to train all staff on the Tier II intervention and referral process.

We have determined that in Year 1 we are planning for active implementation: we are ready to screen all 7th grade students using the recommended screening tool and to implement SBIRT with a subset of students. In Year 1 of the SBIRT implementation process we are planning to further develop our Tier II infrastructure and referral process, build champions and all staff and family awareness of MTSSB. Our plan in year two and three are further refinement and complete implementation, and sustainability.

Implementation Blueprint (Structure)

Our strategies for implementation are based upon current practice at Jane Addams and what we learned from the TFI assessment. Jane Addams sees the need to more fully implement and further develop Tier II systems and services to students.

Year 0 (2017-18, including summer):

- Develop communication and written Tier II protocols about MTSSB within our school so all staff members understand what the processes are. (School)
- Ensure staff is familiar with SBIRT and how students are identified for screening (Individual)
- District hires staff for district level position (District)
- Hire staff member for 0.6 FTE position for 2018-19 school year (School)
- Appropriate staff attend SBIRT training and team planning sessions (School)

Year 1 (2018-19):

- SBIRT staff joins already established MTSSB team in order to collaborate and refine processes, and to implement SBIRT as MTSSB Tier II behavior support. (School)

- MTSSB Tier II team refines operating procedures and Tier II progress monitoring and plans for SBIRT screening of all 7th grade students. (School)
- Tier II team provides staff professional development for screening process and education for SBIRT for both staff and families in order to build awareness of SBIRT within MTSSB.
- MTSSB Tier II team collaborates with families and key stakeholders to determine consistent family education and communication regarding the SBIRT process. (School)
- Develop systems for continuous monitoring and evaluation of effectiveness of Tier I, II and III programs. (School)
- Provide SBIRT screener to all 7th grade students, follow up with those that are indicated.
- Implement SBIRT brief intervention and possible referrals with initial cohort of 60 students.
- District level SBIRT coordinator gathers data from all school based programs in order to examine effectiveness, make recommendations for future work (District)

Year 2 (2019-20):

- Review and evaluate Year One work and adjust as needed (School)
- Share data and progress with school community in order to more fully develop SBIRT champions and ongoing fiscal sustainability. (School)

Screening	Determinant	Goal	Rationale/ Justification	Implementation Strategy
Individual	Lack of awareness of how SBIRT can support student outcomes.	By June of 2019, 80% of Jane Addams staff, students, and families of 7 th graders will know how the MTSSB framework and SBIRT work to support student success.	In order to create a sustainable implementation of SBIRT, the faculty, students and staff will need to understand why SBIRT is needed and positive impact of	Staff, student, and family pre and post survey. Staff, student, and family education.

			this intervention.	
School	Lack of Tier Two Intervention support team	By June of 2019, Jane Addams will have a MTSSB Tier II team that meets on a regular basis to review data and coordinate services as measured by meeting schedule, agendas, and notes. Administer SBIRT screener to all 7 th grade and other indicated students	Eliminate silos of information and increase efficiency of our tier two services	Create a Professional Learning Collaborative and Identify and Prepare Champions
	Lack of a clear communication plan for families Some families are apprehensive about school-based health/treatment services	By June of 2019, Jane Addams will educate 7 th grade families in SBIRT and MTSSB process through quarterly letters, family information sessions and student education in advisory.	We have a diverse student body with 37 different language groups.	Involve Students, Family Members, and Other Staff Partner/visit other schools that have successfully implemented the SBIRT strategy.

Brief Intervention	Determinant (barrier or facilitator)	Goal	Rationale/Justification	Implementation Strategy
Individual	Provider skill deficit	By June 2019, the counseling team, the school nurse, and the SBIRT specialist will be trained to provide SBIRT with fidelity	To increase the skillset of the key staff/ providers involved in our tier two interventions	Provide ongoing consultation and coaching, conduct ongoing training
School	Direct service time for Tier Two (behavior/ attendance)	By June of 2018, Jane Addams will have a location and	No current system in place to work with	Change/Alter environment

	students)	time for SBIRT implementation for with initial group of students and families.	Tier Two students.	
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Referral to...	Determinant (barrier or facilitator)	Goal	Rationale/ Justification	Implementation Strategy
Individual	Limited awareness of available resources	By June 2019, 100% of staff involved with MTSSB will know of partnerships with existing community based organizations.	Leverage community based expertise so that the majority of school based staff time is spent working with Tiers I and II.	Prepare Champions and prepare education of what partnerships already exist.
Central Office	Limited awareness of available resources	Increase use of community partnerships and resources	Coordination of services needed.	Develop Resource Sharing Agreements

Jane Addams will use several strategies to engage caregivers/parents and students in SBIRT planning, implementation and continuous quality improvements. We have a very engaged Parent Teacher Student Association (PTSA) that would be instrumental in these areas, along with program promotion. The PTSA holds parent education events throughout the year in which SBIRT and our new referral partners could be highlighted. Our parent representative on the Jane Addams' Building Leadership Team would also be a key stakeholder to help engage families. We will introduce SBIRT Program at Curriculum Night and other relevant family events, send home written promotional materials, include occasional progress/data updates in our weekly parent email. Our SBIRT Specialist will partner with the District SBIRT Coordinator to develop an evaluation tool for families who have a student that was involved in the SBIRT process. This feedback will be used to make improvements to our SBIRT program and family engagement.

Madison Middle School Program Narrative – SBIRT School Implementation Plan

Description of School Context, Community Partners, other Resources

Madison Middle School is located in the northern portion of West Seattle. Since Madison is located in an upper-level socio-economic area, there's a perception that there is little at-risk behavior among students, yet our Healthy Youth Survey responses showed that to be inaccurate- 31% of our 8th graders and 26% of our 6th graders report having had more than a sip of alcohol. 8% of 8th graders and 3% of 6th graders report having tried marijuana. 13% of 8th graders reported thinking about suicide. Therefore, increased meaningful universal pro-social/prevention education to students AND parents, coupled with targeted screening and intervention for our at-risk students will make a big difference in their academic/social emotional growth and preparation for high school. We are submitting this grant as part of a partnership with Jane Addams and Whitman Middle Schools. While we are not close by geographically, we have a comparable demographic makeup and we encounter similar issues within our student bodies.

At Madison Middle School we currently have a strong partnership with NeighborCare (they sponsor and run our Student Based health center), Navos, and the YMCA. Our relationship with NeighborCare and Navos would be instrumental in our initial SBIRT implementation, as they would be the primary organizations we would refer to after screening. NeighborCare provides a full time mental health therapist, part time nurse practitioner, and monthly dentist. Navos has 3 on-site mental health therapists that are here part time throughout the week for students as well. We also anticipate partnering with Girl Scouts, Southwest Youth and Family Services, Seattle Youth Violence Prevention Initiative, Taproot Theater, You Grow Girl, Seattle City Parks Dept., and King County Big Brothers and Sisters. We would refer to these organizations on a case by case basis and/or create specific groups that could be run throughout

the school year. For example, we might refer a specific student for services from Southwest Youth and Family Services once, but have a group of students that meets consistently with a representative from You Grow Girl.

Currently we have 2 full time school counselors with a student ratio of roughly 450-1, in a school of nearly 900. We would continue to partner with Jill Colasurdo, our behavioral health coach from Seattle Public Schools on our MTSS framework and PBIS implementation. We currently do not have a designated drug and alcohol counselor/intervention specialist to work with our students that are currently using or at risk, so we will hire a .5FTE SBIRT Specialist, who would possibly be also hired at Whitman to create one full time specialist. This person would be at our school 2-3 days a week to coordinate the screening, provide brief interventions such as motivational interviewing, and refer to community organizations as appropriate. We will likely require use of office space for our specialist, the YMCA office and gym, as well as access to funds for field trips to places like Discovery Park or Camp Long to do their ropes course (busses, chaperones, potential substitute time). We'd also like to use funds to have speakers come and address larger groups as a Tier 1 strategy for prevention.

Initial Planning and School Readiness:

Currently at Madison, our PBIS structure includes the "Bulldog Bark"- a set of expectations for behavior in different settings around the school as a Tier 1 intervention. All students have the opportunity to be positively recognized for meeting these expectations weekly via Dog Tags, slips of paper they can submit for prizes. Additionally, 2-3 students in each grade are honored every week for their citizenship or academic excellence. Our intention was to address school climate and high levels of discipline referrals by acknowledging more positive behaviors. As of fall 2017, our TFI indicated that we need to continue to review and re teach the

BARK expectations on a consistent basis, but praised us for having a positive recognition system in place and creating a climate that students felt safe in. This is illustrated in the TFI by 25 out of 27 students asked saying that they felt safe here and liked being a Madison student.

Additionally, our TFI recommended that we work on systems to support behavior data collection and continue to engage community organizations and stakeholders; we plan to utilize SBIRT to support these endeavors.

Right now, we are in the planning and building phase with the goal of pilot testing and cementing an infrastructure during year 1 (2018-2019 school year). This would involve finessing the specialist's role, training staff, working with the screener, and beginning to use the screener to establish at risk students. During this time, we would also be gathering data to showcase how important this model could be here at Madison. Theoretically, this pilot phase would be designed to rocket us to the active implementation phase in year 2. We would have a framework, a procedure, and data to back up why we're doing everything we're doing.

Students of color (SOC) represent 36% of the population at Madison, and 14.5% of students receive special education services. However, discipline data from the 2016-2017 school year show that of the 85 students receiving one or more recorded discipline incidents in Power School, 49 were students of color (57%), 31 had Individualized Education Plans (36%), 9 were English Language Learners (10%) and 18 were both SOC and had IEPs (21%). District designation of current Madison students at "Very Severe Risk" and "Severe Risk" for attendance represent only 2.5% of the school's population, yet 39% of those students are students of color. For the current semester, 50% of SOC are passing core courses with a "C" or above, while 75% of White students are passing with at least a "C." Standardized test scores indicate that 50% of SOC met standard last year on the SBA Reading, and 40% met standard for Math. Eighty-five

percent of white students met standard for Reading, and 60% in Math. These inequities persist despite specific goals to increase grades and standardized test scores for students of color in our Continuous School Improvement Plan (C-SIP). SBIRT will allow us to bridge the gap between our good intentions and practice, by increasing access to school and community resources for our most at-risk students.

Implementation Blueprint (Structure)

At an individual level, the biggest area we would want to focus on would be to make sure that all staff, counselors included, were aware of how SBIRT works and what it can do for us. To address this, the District SBIRT Coordinator and School SBIRT Team will provide ongoing consultation and coaching to teachers and staff—this will help with staff buy in and ensure that the students get the full benefit of the SBIRT model. At the organization level, it will be crucial to build a coalition of support with our partner schools and organizations—this will help with sustainability of the model and make implementation a smooth process. Finally, at the district level we will continue to work with Lisa Davidson to build this program, model it's efficacy, and gain resources in an effort to combat low buy in or lack of consistency.

While we have some great all school interventions according to our TFI (Bulldog BARK, student recognition, etc.) and want to maintain a proactive approach, and build our targeted response to at-risk students as well. To that end, we plan to administer the SBIRT screener with all 6th grade students, and then any 7th/8th graders who are identified as at risk by district data, needs assessments, and/or SIT team recommendations. This will allow us to be largely proactive but also catch students who might need some immediate intervention. Using the results of the SBIRT screener, the SBIRT Specialist would utilize motivational interviewing and other existing, relevant brief interventions to support the students the screener has identified

as ‘at risk’. From this point, students may be identified as needing additional support and would be referred to partner services. This would be different from, and would greatly augment, current interventions. At this time, Madison’s limited interventions include Project ALERT in 7th grade science classes (brief drug/alcohol education) and mandated school discipline levels coupled with external agencies for drug/alcohol assessments.

To address sustainability, we will increase positive engagement in school through partnering with CBOs, staff, district stake-holders and families. Ideally, that would create and implement innovative opportunities for addressing barriers to academic success and connecting with school. We would work with our SBIRT specialist to identify staff allies within the school and district to support our multiyear implementation plan. Our specialist would help train our staff, partner with our CBOs, and work with our in-school partners (wellness center, for example). In addition, the specialist would monitor and assess the core components of the SBIRT program and collaborate with the MTSS team and school stake-holders to make changes/meet needs and clarify which elements must be maintained to preserve fidelity. The specialist would also identify key measures of intervention and student outcomes impacted by the programming. The goal would be to establish an SBIRT model that is sustainable, successful, and effective, and able to be maintained no matter who was in the specialist position.

Screening	Determinant (barrier or facilitator)	Goal	Rationale/ Justification	Implementation Strategy
Individual	Staff training	By June 2019 50% of staff will understand the purpose and goal of the SBIRT program.	Staff should understand purpose and the role of the program in the building.	-Hold professional development -Distribute educational materials

School	Triage data from screening and coordination of services Involve students in WEB program in pro-social/positive norm/resiliency	-SBIRT Specialist will administer universal screening to all 6 grader students, and targeted screening with at-risk 7/8 grade students -SBIRT Coordinator will establish a system of training others about the SBIRT and implementation. -Train staff re: Pathways to Intervention and MTSS “fit” -Partner with Neighbor Care for assistance with sustainability	Universal screening will identify students early that might otherwise be missed. Targeted 7/8 grade screening as this is when many at risk behaviors begin SBIRT Coordinator would create sustainability through data collection as to efficacy of program	- share knowledge between schools regarding what has or hasn’t been effective - develop a detailed implementation plan that will purpose, scope, goals, timeframe, progress measures, and specific strategies. - develop quality monitoring systems and procedures - have leadership declare the priority of new practices
Central Office	Technical assistance Low buy in	Have a coordinator of SBIRT hired to communicate with district resources, school staff and families to sustain goals of SBIRT program. This person will increase knowledge, predict expected change, and help us keep the program sustainable.	It’s imperative that we coordinate all systems and make sure that everyone involved understands why SBIRT is important and will be a helpful tool.	-Conduct a pilot test first - Develop disincentives for failure to implement or use the new practice - Develop local policy that supports implementation

Brief Intervention	Determinant (barrier or facilitator)	Goal	Rationale/ Justification	Implementation Strategy
Individual	Getting access to students/families	Use our SBIRT specialist for direct services at school for at least 3 days a week. Provide outreach to all 6th grade families, and for targeted 7th/8th grade families.	Healthy Youth Survey data (see above)- A tool like this could help us identify these at-risk students and connect them with resources.	-Universal AND At-risk response: -Tier 1 for all 6th graders- screener given to all incoming students; targeted (tier 2) screening for identified 7th and 8th “At-Risk” students
School	School personnel buy-in Progress, Triage, referral	Increase knowledge and awareness of SBIRT at our school, connect to resources, Help w/Project Alert curriculum.	To be successful, staff need to believe in the programs we deliver, and how it helps students be successful.	-Audit and monitor feedback and share with school personnel - have leadership declare the priority of new practices
Central Office	Working without enough resources Consistent use of SBIRT	We have access to SBIRT specialist and coordinator District continues to support our implementation	With enough resources and consistency, the program will be sustainable and effective.	-Develop resource sharing with our partner schools -Partner frequently with our Wellness Center --Audit and monitor feedback and share with school personnel

Referral to...	Determinant (barrier or facilitator)	Goal	Rationale/ Justification	Implementation Strategy
Individual	Pro-social activity referral/coordination/Specialist training in resources for prevention/promotion/	Install prevention/promotion programming relevant to population and issues evidenced by HYS data	Get student/staff buy-in	Have trained person meet with school personnel in practice setting to educate them re: new practices w/ intent to change school’s practice/environment/approach

School	Student/staff buy-in, creating space in school day	Increase positive engagement in school through partnering with CBO's and families i.e. Girls Scouts, You Grow Girl, YMCA	Creating space in school day/schedule/promotional, promoting partnerships with CBO's to assist in implementation process	- conduct needs assessment - create a collaborative learning environment to improve implementation - Develop detailed implementation plan including goals/outcomes to be achieved,
Central Office	Building community resources	Increase the number of community resources that are available to families	We need more outside resources available for students and families to improve student outcomes.	Network with community providers to establish relationship/partnership to navigate programming in the school, ongoing centralized leadership overseeing implementation plan

Madison's robust Parent Teacher Student Association (PTSA), Building Leadership Team (BLT), and Associated Student Body (ASB) officers would be first places to seek out caregivers and students that could support us with SBIRT quality control. We will introduce SBIRT Program at Curriculum Night and other relevant family events. We will use some funds to host parent/student events (with food!) and solicit feedback about the Madison experience and what we could be doing to improve upon that. We could also consider building a task force of interested students and parents that would work with our SBIRT specialist once a month or so to help us with family and student engagement.

Whitman Middle School Program Narrative – SBIRT School Implementation Plan

Description of School Context, Community Partners, other Resources

Whitman Middle School is located in northwest Seattle. We have a student enrollment of 570 students with one full-time counselor and one counselor who works one full day and two half-days a week. We partner with multiple community agencies – Anarra/You Grow Girl, Sound Mental Health, Community Psychiatric Clinic, Safe Crossings, Consejo Counseling and Referral, Cowlitz Indian Health Services, Center for Human Services, Asian Counseling and Referral, Ryther, and New Beginnings. There has been an increase in the number of students identified with anxiety and depression as well as an increase of reports of self-harm and suicide ideation. The 2016 Healthy Youth Survey shows that our area high school 10th graders report alcohol use rates (Ballard High 29%, Ingraham High 26%) that are higher than the district (25%) and high marijuana use rates (Ballard High 27%, Ingraham High 17%, district 20%). We are presenting a proposal unique to our school, in partnership with two other Seattle Public Schools who also need support for their drug and alcohol abuse preventive programs – Jane Addams Middle School and Madison Middle School. Whitman is seeking funding for a .5 on-site SBIRT specialist, staff extra time to support screening activities and sustainability, as well as opportunities for parent and community agency involvement.

In Seattle Public Schools, “Addressing Opportunity Gaps is **The Issue of our Time**. If we ensure our **commitment to racial equity**, hire and develop **high quality teachers and leaders**, and build strong systems of **collaboration focused on student learning**, we will eliminate gaps and prepare every student to **graduate ready for college and career success in Seattle and beyond**.” At Whitman, we support this Formula for Success by providing equitable access to

challenging coursework; professional development opportunities with a focus on collaboration; a tiered system of supports and targeted strategies based on academic and social needs; and an MTSS team that reviews performance data and program supports for struggling learners. We are eliminating opportunity gaps with positive adult beliefs that every student can succeed; positive learning environments that are welcoming, inclusive, and safe; positive relationships – getting to know every student’s story – that foster academic success and resiliency; and positive partnerships with families and community partners.

Initial Planning and School Readiness:

SBIRT will be utilized in our Tier I and Tier II. Every student in our school attends an Advisory class to address social and emotional well-being (Tier I intervention). In Advisory, we will implement a universal screening of all 7th grade students and use the results to determine who would benefit from Brief Interventions and Motivational Interviews (Tier II). From this point, students may move to the last part of SBIRT, a referral to one or more of our 10+ existing community partners (Tier III).

Existing Tier I

Academic	Behavioral	Staff Education
<ul style="list-style-type: none"> • Saturday Academy • Audible books • Core Curriculum • Science health curriculum • Differentiation/modifying curriculum • Student Planners • After school tutoring • Parent conferences/parent contact (school-wide use of established notetaking 	<ul style="list-style-type: none"> • Saturday Academy • Science health curriculum • Data: attendance, discipline, Healthy Youth survey • Advisory (grade level plans) • Whitman Way-signs, Videos for Whitman Way • Rooms open before school, during lunch, after school • All school Harassment Intimidation Bullying 	<ul style="list-style-type: none"> • Early dismissal planning time • Professional Learning Communities • Career Ladder teacher support for all teachers • Nuts and bolts for new teachers on board • Students of Concern (SoC)

<p>template and collect data)</p> <ul style="list-style-type: none"> • Counselor check-in • Teachers design collaborative assessments • Intentional student placements (master schedule, Individual Educational Plan, English Language Learner placements, intentional placements for 7th and 8th graders based on our experiences with them in 6th) 	<p>(HIB) lessons, anti-bullying play</p> <ul style="list-style-type: none"> • Greeting at door (threshold) • Pride/infraction slips, pride store • Parent conferences/parent contact (take notes on whole school used format, and collect data) • Counselor check-in • Clubs: tech, art, bridge, drumline, Jr Jazz, Sr Jazz • Intentional student placements (master schedule, Individual Education Plan, English Language Learners placements, intentional placements for 7th and 8th graders based on our experiences with them in 6th) • Big Brother Big Sister 	<p>notes from grade level meetings get posted to both counselors, principal and assistant principal</p> <ul style="list-style-type: none"> • SoC case management and data tracking • Parent meeting notes • SIT referral form • MTSS • Advisory training • School Climate Report data • SBIRT screening tool • Awareness of community partnerships
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Existing Tier II

Academic	Behavioral	Staff Education
<ul style="list-style-type: none"> • Co-teaching • Push-in • Reading tutors 6th • Math tutors 8th • Academic support enrichment (ASE) in 6th and 7th Math and 7th and 8th reading support classes • IEP referral • 504 • SIT 	<ul style="list-style-type: none"> • Attendance contract • Safety contract (also Tier III) • Counselor check-in, security check-in, trusted staff • Native American support groups • Individual Education Plan referral • 504 plans • Student Intervention Team (SIT) 	<ul style="list-style-type: none"> • Classroom management self-assessment tool • Positive Behavioral Intervention System training for interventions • SIT training • Motivational Interview overview

Existing Tier III

Academic	Behavioral	Staff Education
<ul style="list-style-type: none"> Tutoring program in the community 	<ul style="list-style-type: none"> Safety contracts Outside counseling CCORS (intensive in-home treatment program) King county wrap around services-model CHINs petition (child in need of aid) "at-risk youth petition" Case management by outside agencies 	

We intend to do as much groundwork as possible this year to move us to the active implementation stage at the beginning of Year 1. We plan to use the remainder of this school year to solidify our existing programs, such as MTSS, SIT, and Grade Level Teams; hiring SBIRT Coordinator and Specialist(s); and introduce SBIRT to staff in order to prepare for active implementation. We will be implementing SBIRT universally with our 7th grade students through our Advisory classes, as well as any 6th or 8th grade students who will benefit from screening as identified by district data such as attendance and disciplinary actions. Our plan is to complete universal screen of 6th and 7th graders in Year 2, and all three grade levels in Year 3.

Implementation Blueprint (Structure)

Our school already has ten years of strong professional collaboration work culture. Implementing SBIRT within this culture will be eased by presenting to staff how SBIRT will fit into our current Tier 1 supports and daily schedule which includes a Developmental Designs-based Advisory. To support students, many of our staff have taken the district trauma training, and we are currently engaged in the joint SPS/SEA/PASS Race and Equity training. This background will prepare staff members to incorporate SBIRT into our already robust student support systems. At the individual level we will educate the whole staff on how SBIRT fits into our

MTSS. It will complement and build on understandings based on our actions items from our Fall Tiered Fidelity Inventory. The strategies we will use: develop and distribute educational materials and make training dynamic. This will be delivered to staff by our SBIRT grant writing team (counselor, nurse, special education teachers) and District SBIRT Coordinator. At the school level, we will deliver the screening universally, starting with 7th grade in Year 1 and adding other grade levels in Years 2 and 3. We already have the grade level advisories in which to deliver SBIRT screening. However, we need a sustainable system, designed by our building SBIRT specialist, to further develop direct services to students and to evaluate the data. We will be able to use existing data collections systems to closely monitor students' academic progress as well as their social/emotional growth to develop student action plans, to increase family engagement, and to partner with community resources. A district hired SBIRT coordinator will provide oversight of district data to assess the efficacy of our program, assist schools to deliver SBIRT services with fidelity, and develop/ increase community-based resources/partners. Our SBIRT grant writing team completed the Tiered Fidelity Inventory Fall 2017. We scored 1 on most items and wrote action plans to strengthen those areas, some of which we will be already being addressed this year through our MTSS leadership. One area we scored '0' on was 1.13 "Data Based Decision Making". We are addressing that by creating an online tracking system for Tier I interventions with Students of Concern (SOC) for staff collaboration. SBIRT data collection will also improve this area at the individual and school level. Our second area was 1.15 "Annual Evaluation". We will address this by utilizing the Tiered Fidelity Inventory tool every Fall and Spring. SBIRT data will become a part of our data sources for this evaluation.

Screening	Determinant (barrier or facilitator)	Goal	Rationale/Justification	Implementation Strategy
Individual	Staff knowledge	100% of teachers will understand the purpose behind SBIRT screening. 100% of our 7 th grade advisories will be trained to deliver universal SBIRT screening.	Staff currently lacks the necessary knowledge needed to implement.	After attending “School-based Screening Training”, SBIRT team members will deliver professional development to school staff members. Distribute educational materials
School	We don't have a system for delivering and monitoring the system	We deliver the screening universally starting with 7th grade in year one by the end of November 2018. and add other grade levels in years 2 and 3.	Results from Healthy Youth survey will provide anonymous baseline for trends for 6th graders during our year 1, 7th grade is a year many at risk behaviors start to escalate, universal screening will catch quiet at-risk kids	Develop a detailed Implementation or Blueprint Develop a quality monitoring system
Central Office	No system for navigating district protocols, supporting and assessing SBIRT fidelity at multiple schools, doing data analysis across schools and within schools	District SBIRT coordinator to provide oversight of data, help three SBIRT schools identify and develop community partnerships	We need district support to ensure successful SBIRT implementation at multiple schools This will support fidelity and sustainability	Develop a quality monitoring system

Brief Intervention	Determinant (barrier or facilitator)	Goal	Rationale/Justification	Implementation Strategy
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Individual	Uneven knowledge of the Multi-Tiered System of Support at staff level.	100% of teachers will know how students are supported at the Tier I level and how to data track about struggling students and refer them for Tier II and Tier III support with ongoing staff development.	We will build capacity and sustainability and leverage staff relationships with students	Conduct ongoing training in MTSS, Involve Students, family members, and Identify and Prepare Champions as well as promote adaptability.
School	No SBIRT trainer on staff	We will hire .5 SBIRT school based specialist to deliver motivational interviews after students have been universally screened. The specialist will be hired by June 2018.	We need an on-site person to coordinate SBIRT implementation and help us build systems for sustainability: data collection and monitoring, motivational interviewing coaching, and information loop systems (staff to Tier II team, back to staff), referral to treatment, community partnerships maps, pro social activities maps	Audit and provide feedback develop quality monitoring system build partnerships make implementation easier by removing burdensome documentation tasks
Central Office	Building community resources	Increase the number of community resources that are available to families	We need more resources available for students and families to improve student outcomes.	Network with community providers to establish relationships/partnerships

Referral to...	Determinant (barrier or facilitator)	Goal	Rationale/Justification	Implementation Strategy
Individual	Teachers lack knowledge of SBIRT process	100% of teachers will know how to refer a student of concern to screening with	Teacher knowledge of the SBIRT process will support students to get appropriate interventions.	Conduct ongoing training in MTSS. Involve Students, family members, and Identify and Prepare Champions

		the SBIRT specialist by September 2018		as well as promote adaptability.
School	Families sometimes struggle to participate in support services due to transportation needs and language barriers. Students need training in social skills based on their individual needs: grief, making friends	We will support families to access support services with travels costs and translation services as needed. We will offer targeted support groups delivered at school by outside agencies.	Families will access support services if barriers are removed. Students will participate in groups that are offered during school time.	SBIRT coordinator will provide outreach and education to families about support services.
Central Office	Building community resources	Increase the number of community resources that are available to families	We need more resources available for students and families to improve student outcomes.	Network with community providers to establish relationships/partnerships

Caregiver/Family and Community Engagement

The strategies we will use to engage caregivers/parents and students in planning, implementation and continuous quality improvements include oral and written communications - face-to-face, kid-mail, e-mail and voice-mail; SBIRT information table at Curriculum Night; SBIRT presentation at a general PTSA meeting; on-line parent questionnaire, for those who have had students referred to and involved with SBIRT; student questionnaire/survey to gather information, feedback and reflection; list of community agencies/resources to address student-identified needs; as well as reviewing attendance and academic data including formative and summative assessments.

Seattle School District - School-Based SBIRT Timeline

Activity: Year 2018-2019	Tasks	Person Responsible	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	April 2019	May 2019	Jun 2019
Hire SBIRT Coordinator	<ul style="list-style-type: none"> • Write PCR (position change request) • Advertise position • Write interview questions • Interview candidates • Contact references • Offer job to successful candidate • District on-boarding process • Welcome new hire and introduce to staff 	Lisa Davidson School SBIRT Teams	X										
Evaluate Coordinator	<ul style="list-style-type: none"> • Three 30-day evaluations • Year-end evaluation 	Lisa Davidson		X	X	X					X		
Attend SBIRT Institute	<ul style="list-style-type: none"> • Register for training • Attend training • Submit mileage reimbursement 	Lisa Davidson SBIRT Coordinator	X	X									
School Level SBIRT/MTSS Professional Development	<ul style="list-style-type: none"> • Work with school SBIRT Teams to develop annual PD plan and schedule • Secure trainers as appropriate • Develop training materials as appropriate • Implement trainings • Evaluate trainings 	SBIRT Coordinator SBIRT Specialists School SBIRT Teams		X	X	X	X	X	X	X	X	X	X
School Level SBIRT Parent Engagement	<ul style="list-style-type: none"> • Work with school SBIRT Teams to develop annual parent engagement plan and schedule • Secure speakers for events as appropriate 	SBIRT Coordinator SBIRT Specialists School SBIRT Teams		X	X	X	X	X	X	X	X	X	X

Seattle School District - School-Based SBIRT Timeline

Activity: Year 2018-2019	Tasks	Person Responsible	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	April 2019	May 2019	Jun 2019
	<ul style="list-style-type: none"> • Develop outreach materials • Secure translation and/or interpretation services • Implement events and outreach 												
Evaluate SBIRT Initiative	<ul style="list-style-type: none"> • Develop tracking mechanism for recording screener results at each site • Develop tool for linking SBIRT services to ABC (attendance, behavior, coursework) outcomes • Review progress data monthly with SBIRT Teams to adjust practice as necessary • Prepare quarterly data reports for SBIRT Advisory Committee and school leadership • Prepare and disseminate annual SBIRT evaluation summary report 	District REA Dept Lisa Davidson SBIRT Coordinator School SBIRT Teams		X	X	X	X	X	X	X	X	X	X
Formalize Partnerships for Referral Agencies	<ul style="list-style-type: none"> • Assess existing MH/SUD/YD MOUs • Perform resources assessment at each SBIRT school site • Determine culturally relevant service needs and gaps 	District Community Partnerships Office Lisa Davidson SBIRT Coordinator School SBIRT Teams			X	X	X	X	X	X			

Seattle School District - School-Based SBIRT Timeline

Activity: Year 2018-2019	Tasks	Person Responsible	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	April 2019	May 2019	Jun 2019
	<ul style="list-style-type: none"> • Outreach to partner agencies • Formalize partnership MOUs 												
Coordinate SBIRT Collaborative	<ul style="list-style-type: none"> • SBIRT Specialists, SBIRT Coordinator, and P/I Manager meet monthly • SBIRT Coordinator prepares data for review • P/I Manager sets agenda for data review, partnerships, and collaboration/TA 	SBIRT Coordinator	X	X	X	X	X	X	X	X	X	X	
Coordinate SBIRT Advisory Committee	<ul style="list-style-type: none"> • Recruit school and district leaders, SBIRT experts, and P/I partners for committee • Hold quarterly meetings • Provide annual report on data, next steps, sustainability 	Lisa Davidson SBIRT Coordinator		X	X			X		X			X