



MASON THURSTON SYSTEM OF CARE PARTNERSHIP
A REGIONAL FAMILY YOUTH SYSTEM ROUND TABLE PARTNERSHIP
APRIL 28TH, 2023 SUMMARY MEETING NOTES

A System Co-Tri-lead started the meeting and made the following requests for participants to:

- mute their device when not speaking;
- avoid over-talking by waiting for others to finish speaking;
- use chat or raise a hand if using video or say your name before speaking if not using video, when you want to make a comment;
- stay on topic as we move through the agenda;
- feel free to share a question or comment after each agenda item.

Then the Youth Co-Tri-lead read the vision and mission and eight-part comfort agreement, followed by the listening statement. This statement lets participants know they are listened to as we also focus on what the group has voted for as our area of focus and reminds the group that Tri-lead contact information is on every agenda.

A Family Co-Tri-lead continued and read the goals for the day.

- We will start with our areas of focus by reviewing and discussing the strategies vote results.
- Then we will review the meeting setting vote results and discuss a proposal from the Tri-leads. We will then move on to discuss a change to the meeting time.
- There will be an update about Tri-lead positions and Share Time will be our last agenda item.

A Co-Family Tri-lead and System Co-System Tri-lead shared facilitation of the first agenda item. The Co-Family Tri-lead announced the agenda item explaining that vote results would be shared and that there would be a discussion of strategies (for each goal). She asked the Zoom operator to scroll down the agenda on the screen starting with the section A strategies. She explained that the highlighted strategy statements that won the most votes are fully highlighted in yellow and she also read them (section A) aloud for those unable to access the visual display on the screen. She also explained that the only the vote number is highlighted for those that received fewer votes and read them (section A) aloud. Note: The overarching goal is explained along with questions and comments which are interspersed within the list of strategies (below). The Co-System Tri-lead continued by asking the group about the tie vote between A2 and A4, and whether they wanted to break the tie or keep both strategies.

This is the list of goals and strategies related to our area of focus (overarching goal), which is about more mental health awareness and fluency taught in schools, to parents and to staff.

A. Opportunities for youth to volunteer with other kids to help – everyone learns and this provides mentorship opportunities for kids. Matching kids based on strengths and needs – pairing a youth with great ability to manage their energy, for example, with a youth who needs additional skills in this area. Students to be able to mentor students at other schools. (1 vote)

Brainstormed strategies:

A1. SOCP to send a letter to the schools to encourage them to provide these opportunities

A2. Provide Teen Mental Health First Aid to schools – ESD 113 could potentially provide this, or trainers from other organizations in partnership (7 votes)

A3. Hope Squad – provided in Hoquiam by ESD – invite them to come to inform our community about this.

A4. Have youth who are interested in being mentors/volunteers write a bio and submit to SOCP and connect them with school counselors - Consider specific mentors for BIPOC students/LGBTQIA+ students, making sure that supports have life experience and understand the populations. (7 votes)

A5. Have teachers ask youth who struggle what they have to offer, to provide a positive response strategy.

A6. Allow students to read the bios to choose helpers who they feel would be a good match – ask students what help they feel they would need. (1 vote)

A7. SOCP to develop a group of teen mentors (1 vote)

A8. Add information to existing bulletin boards (or ask school if we can create a bulletin board if they don't exist) to connect youth who want to provide this support to kids who want to provide the support.

A9. Research evidence-based mentorship models and share with group (Peer Driven-Adult Supported is one useful strategy).

A10. “Suggestion box” to elicit ideas about what help is needed – sometimes done now through social media and QPR codes which might be a good idea.

A11. Youth Equity Stewardship event – might be a good model to bring kids together to drive community action (2 votes)

Section A questions/comments:

- A parent stated that they thought the tie should be broken and that either A2 or A4 should be chosen.
- The Olympia schools representative wanted to go with both A2 and A4 and that it could be paralleling.

The System Co-Tri-lead stated that A2 (Teen Mental Health First Aid) is one and done and A4 is more long-standing and mike take more time.

- The Shelton schools representative stated that they didn't understand about how A4 would connect with school counselors. She wanted to know more about how this might look and how much support or time this would take for school counselors and would like more information. One high school can implement a program based on that building's philosophy and could be something that one counselor is doing. Counselors are already over-burdened. She wanted to know the level of support from other organizations and if we (SOCP participants) are expecting the school counselor to do things in other ways, when they are already over-capacity.

The System Co-Tri-lead thanked the school representative for their feedback and that we've talked about not asking schools for more and that this goal implementation should be on the SOCP. We could ask youth from the SOCP to volunteer.

- The Olympia schools representative stated that there needs to be a workgroup formed in order to create an initial process before it reaches the schools. Maybe a committee to setup a group of mentors and see what this looks like and to market it. There needs to be some first steps worked on and then go to schools offering a resource.

The System Co-Tri-lead said that she would be willing to work on it and bring people together.

- Olympia, Shelton and North Thurston school representatives offered to be a part of the group.
- Behavioral Health Resources offered to be a part of the group.
- Two Thurston parents and two Mason parents offered to be a part of the group.

The System Co-Tri-lead stated that we have chosen to work on A2 and a committee to work on A4.

Additional Questions/Comments for Section A:

- A parent asked if background checks could be completed for youth who offer to be volunteer mentors. They added that they have volunteered in schools and was background checked. Students are not innocent and I would want to make sure that teens don't have issues themselves.
- The Catholic Community Services (CCS) participant stated that as an agency they would have a hard time volunteering background checks for youth.
- Another parent stated that if a student was chosen to be a mentor that their advisors would have a good feel for the kid.
- A parent asked if the parent who asked about background checks would be okay with a form with questions answered by potential volunteer mentors and be okay with them working with your child? She explained that she had been involved with the creation of a process for mentors and that there is more than just assigning a student to another student.
 - The other parent answered that they could only hope it would be a good student/youth but wanted to ask the question.
- The CCS participant stated that if we ask for a background check and ask an agency or school to do that, it costs money and it is a liability and we do have to be concerned about who is with your student and I don't want to burden schools.
- A parent suggested that maybe this is a partnership with the schools and should be a consideration about which student gets matched with another student. Both need to be supported.
- A parent said that the teacher would know students that are a problem child.
 - Another parent replied that 'our kids are considered problem kids'.
- A parent suggested that if a youth was interested, they could fill out a questionnaire or submit a resume and also explain why they want to be a mentor. But we can discuss this and bring it back to the group. This would be a great thing to clarify.
- The Shelton schools participant stated that they want to reiterate around allowing students who have those experiences and are on the other side of it and not allow transgressions and doing reparations, maybe need to write a bio. She cautioned us about students who have disciplinary actions in the past, to not eliminate them and to think about how students are supported in the program.
 - The CCS participant shared that she was so glad that the Shelton schools participant thought about this (above) and that if we don't believe people can change their lives then what are we doing. We want peers all across the board with some supervision.

- A parent stated that if a youth is doing volunteer work I would not expect any background check and don't feel that by placing restrictions, it would be advantageous in any way.
- The Community Youth Services shared that we aren't defined by our hardest moments or worst decisions, but CAN learn from them and better connect with others.
- Another parent agreed that we want to remove stigma and people can be better and rehabilitate and help someone else. I wouldn't want to be judged at age 14 when you go through all the processes.

B. Mental health initiatives at schools to create/inform around mental health needs – student driven and led (SOCP do the initiative?)

Brainstormed strategies:

B1. Olympia Schools are researching, and OSPI is promoting this and has info on their website- school-based health centers – partnership with medical/dental/mental health provider – look at this initiative to see how the SOCP can support this. Washington School-based Health Alliance also supports this. North Mason has one – Peninsula Community Health is the provider. (1 vote)

B2. ESD does quarterly mental health campaigns in schools – coordinated through prevention/wellness clubs. Would love to make these available to other schools who don't have Campaigns for Mental Wellness/Suicide Prevention so they can execute them on their campus. (11 votes)

B3. Ask students what information they need about mental health – what do they see? (3 votes)

B4. Research evidence-based models for providing this info to youth and families through school and provide this info to SOCP. (1 vote)

B5. Triple P – was funded by Pierce County for anyone who wanted it online. Advocate this for our community?

B6. We have a SOCP youth Instagram – would be good to have a text line for mental health for thought-provoking messages, and requesting feedback. “We’re Not Really Strangers” is an example of this.

B7. Community boards – giving them resources to post, including the crisis text line. They have existing posters – we can gather and provide them.

B8. Talk to schools about establishing a designated “safe place” to contact resources and support using their mobile devices, since some schools don’t allow that. In the process of making this recommendation, find out how we can balance school priorities with this idea. Who gets permission and when? Does this need to be written into accommodations? Permission note from school counselor? Talk to schools about what would work for them. (1 vote)

B9. Find a way to encourage and provide affirmation “stickies” in the bathrooms

B10. Buddy system for walking to class to check in and encourage conversation, with connection to supports if needed – encourage schools to do this.

Section B Questions/Comments:

- A parent stated that they would like to see what is out there and find out where there are gaps and another parent agreed.

The Co-System Tri-lead said that it would be good to get some information about who has implemented these types of programs and offered to reach out to the SOCP Educational Services District 113 (ESD 113) representative. She also offered to invite the ESD 113 representative to be part of the committee. In addition, the Co-System Tri-lead shared again that she would be responsible for pulling the group of people together, record information and bring it back to the group.

C. Classes do an activity that elicits ideas from students – what can we do better/change? Anonymous notes. Consider providing incentives like gift cards for small amounts.

Brainstormed strategies:

C1. Find a way to ask students what they want – what do they actually need? How can we help? (7 votes)

C2. Create a survey and find a way to distribute

C3. Look at existing surveys recently done by HCA and Department of Health, look at trends and then make a plan (10 votes)

C4. Photo/essay contests for kids in school with prizes

C5. Form a community committee to collect information from youth who are experiencing challenges, keeping their feedback anonymous for their safety.

C6. Look at OSPI website for info about student groups that can help challenged students.

Section C Questions/Comments:

The Co-System Tri-lead said in reference to C3 (above) that Tri-leads need to look back to notes and find out what specific studies or trends we are looking for before sending a request to the statewide Family Youth System Partnership Round Table (FYSPRT).

The convener offered to write a request statement and send it to the Tri-leads for approval before sending it to the statewide FYSPRT.

A Co-Family Tri-lead stated that it sounds like we have some A, B and C strategies that the committee can work on and bring back to the group.

Then a Co-Family Tri-lead let the group know that she would move to the next agenda item by asking the Zoom operator to scroll down to the meeting setting survey results and read those results for the group for those who were unable to see the document (below). Highlights of the discussion follow the survey results.

Meeting Setting Feedback

Survey Monkey Questions and Answers

Q1

Do you want virtual meetings (on Zoom) only?

- 13 answers
- 53.85% Yes
- 46.15% No

Q2

Do you want in-person meetings only?

- 13 answers
- 23.08 Yes
- 76.92 No

Q3

Do you want combination in-person and virtual meetings?

- 13 answers
- 69.23% Yes
- 30.77% No

Q4

Do you have any comments to share?

Although it would be nice to see everyone in person, given this is a regional (2 county) meeting, it is much more practical to meet via Zoom. The virtual format significantly cuts down on travel time and, in my opinion, increases participation. Thank you.

A Co-Family Tri-lead proposed that the group have two in-person meetings, one in April and one in October. She stated that we could use the April meeting to vote on items discussed in the first quarter and use the October meeting to bring concerns and questions about that. She added that this proposal makes it easy for systems or people with childcare issues because youth would be in school, to only need to meet in person twice a year.

- Two parents liked this idea of two in-person meetings and the rest on Zoom. One parent commented that it sounds productive and liked that families will have a chance to speak with each other and more of a focus with talking before the meetings to support each other.
- The CCS participant said that they were excited to see everyone in person.
- The Co-Family Tri-lead suggested putting up a poll and the Zoom operator posted the poll to give participants a choice of a YES answer to support the proposal or a NO answer to not support the proposal.
 - The poll results were shared with 100% YES votes in support of the proposal.

The Co-Family Tri-lead moved the group to the next agenda item for a discussion about changing the meeting time.

- Another Co-Family Tri-lead wanted to have meetings in the morning during the summer months and afternoon during the school year. She asked what time frames are we thinking about if it is in the afternoon? My children don't get settled in until 4 pm and if there are sports going on, I don't know how that would work for evening meetings.

The Co-Family Tri-lead asked how late would be okay for others.

- The Behavioral Health Resources participant stated that she works until 5 pm but school people get off earlier.
- A parent said they'd like afternoon meetings to start after 3:30 pm.
- Another parent stated that they preferred later in the afternoon at 4 or 5 pm, but do teens even want to come home and jump into a meeting after school? My son wants to relax with gaming after school.
- A parent said they prefer 3:30 pm and all youth have phones and we can have these meetings. We have to be reasonable for everyone.
- The North Thurston schools participant said that this would be hard working in the schools. My late days end at 4:20 pm.

Both Co-Family Tri-leads discussed the idea of students participating in a meeting while in school, using a computer in the building after getting permission and getting credit for

community service. This gets students out of class and ability to do something about what is happening to them. Then they asked if the schools see an immediate barrier?

- The Olympia schools participant stated that most districts have computers for students, but whether this can work will depend on the school and the student.
- A parent shared that when their daughter, a former Youth Tri-lead first joined the group, she went to the high school and asked if she could get a pass for that day. Getting a pass for this group is more likely to happen.

A Co-System Tri-lead asked if group would like to bring this to the committee working on school stuff to discuss this and get back to the SOCP at the next meeting? She added that we are talking about this as Tri-leads and discussing that youth aren't here as much as we'd like and we need to make it easy as possible for them to participate.

- A parent suggested to have youth listen to a recording of meetings and then respond and get credit for being here? This may encourage their participation to increase so they are not on the spot.
- A youth said that they would like to see this all done via text. Also to provide information about what the meeting was about and how they can speak up.
- A parent said they thought this (above) is a good idea.
- Another parent said that it is not a good idea – too many variables. They like the other ideas about getting permission to attend during class.
- A youth said that they think being able to attend during school is a good idea.
- A parent said that this (above) sounds good.

A Co-Family Tri-lead stated that we have some different ideas and we can bring them to the Tri-leads and then do a poll at the next meeting after forming questions.

A Co-Systems Tri-lead then moved the group to the next agenda item for the Tri-lead update and asked if there was anyone who wanted to throw their hat in for a Tri-lead position.

- Philip Compton said he wants to be a Tri-lead but hadn't sent his interest statement.

The Co-Systems Tri-lead then asked him to explain his interest.

- Philip says he's been here with the group for a number of years and still maintain communication with the school districts and aware of youth needs, a variety needs. I like to participate and sometimes contrary to others, I like that we can get together and refine and propose things to the group.
- A current Tri-lead, Jacque Ward, then jumped in with a statement of her own saying that she is a parent of two, one typically developing and one with Autism. I've worked with children and adults all my life. I'm in quite a few groups including the Washington

State Community Connectors. The Family Alliance brought me in when I was in their support group. I can be a voice when some people don't like to talk and can explain it.

- Another current Tri-lead, Dena Wagner, jumped in with her statement. I'm a mom of three in Mason county and I've been a Tri-lead for six months and been to Family Alliance support groups. I work with the Washington State Community Connectors, the Center of Parent Excellence (COPE) project, the King County 3 (KC3) group, the Partnership for Advocacy Voices for Excellence (PAVE), participate in the statewide Family Youth System Partnership Round Table (FYSPRT) and the Children's Long Term Inpatient (regional Children's Wraparound Team) meetings. Three of my children have special needs and the oldest has Autism and identifies with the LGBTQIA+ community and have had to work with that. I've been active in the schools and volunteered my whole life and got really interested in behavioral health. One of my children has gone through the Wise program and I've worked with the Wise process, talked about gaps and making improvements. We go to these meetings and you can always ask questions and bring things back to the group.

The Co-System Tri-lead then asked if anyone else has an interest in being a Tri-lead and hearing no response, let the group know that the convener would be sending an email for a vote.

A Co-Family Tri-lead introduced share time and explained that it is time set aside for anyone in the group to talk about successes, challenges, questions, comments, information, updates or anything else you would like to share that brings joy to your life. This is also a time when questions or comments about today's goals/agenda are welcome.

- A parent shared that her daughter on the spectrum got her honor cord for graduation. She is going to the prom and doesn't have a date, but I'm a sponsor so she can still go. Ava volunteered to do her makeup.
- Another parent said that his son passed all of his GED by going to Gravity.
- A dad shared that the dad's support group was restarted and you can find information on the Family Alliance website. www.familyallianceformentalhealth.com
- A parent thanked all the Tri-leads and said it is really great about everything you do.
- The convener brought up appreciation for Emily Lockhart, the Youth Tri-lead that was with the SOCP for years and all that she contributed and asked her mother if she would bring the message back to Emily. Other Tri-leads agreed.
- A parent shared that their youth is not in school or school age but we are working hard to draw in youth that are not school age.
 - Another parent said that was a good point to get 25 and under crowd interested and gave some examples of students working with other students.
- Another parent shared that their son with Autism went to a movie and to a park. He is being more vocal and saying what he needs.

- One of the Co-Family Tri-leads shared that the statewide Youth Tri-lead is planning a youth gathering on May 15th and stipends will be available for travel and gas. The purpose is to find out about youth and what they want. She also added that the story group and the resource we have is listed on the agenda after the Tri-lead contact information.
 - The convener added that youth engagement webinars by Youth Move National have been sent out to the SOCP.

Another Co-Family Tri-lead let the group know that anyone can contact a Tri-lead with concerns or questions any time and their contact information is on the agenda. Also, the Tri-lead shared that an email with a link for the quarterly meeting evaluation will be sent. The Tri-lead then thanked everyone for their participation. She then announced that the next meeting will be held on May 26th and adjourned the meeting.