

## Safe Schools/Healthy Students Initiative

### Audioconference Transcript

April 14, 2005

- Operator: Good day Ladies and Gentlemen and welcome to the Aspen Systems Safe Schools Healthy Students Applicant Conference Call. At this time all participants are on a listen only mode. Later we'll conduct a question and answer session and instructions will follow at that time. If anyone should require further assistance please press \* then 0 on your touchtone telephone. And as a reminder this conference call is being recorded. I would now like to introduce your host for today's conference, Ms. Michelle Bechard. Ms. Bechard you may begin.
- Michelle Bechard: Thanks Chris. This is Michelle Bechard. I am one of the Federal Project Officers with the Safe Schools Healthy Students Initiative. I'm with the Department of Health and Human Services, SAMSA. With me today are a number of the other folks that work on this initiative. So we're going to go around the room and have them introduce themselves.
- Jane Hodgeton-Young: Hi this is Jane Hodgeton-Young [sp] with the US Department of Education's office of Safe and Drug Free Schools and also a staff person on the Safe Schools Healthy Students Initiative.
- Evalia Mossa: Hi this is Evalia Mossa [sp]. I'm staff on Safe Schools Healthy Students here in SAMSA, Department of Health.
- Patrick Welt: Patrick Welt [sp] also from SAMSA.
- Doris Stuart: Doris Stuart [sp] also from SAMSA.
- Denise Middlebrook: Denise Middlebrook [sp], SAMSA.
- Michael Wells : Michael Wells [sp], Department of Education.
- Ruby Quazilbash: And Ruby Quazilbash with Office of Juvenile Justice and Delinquency Prevention.
- Michelle Bechard: Well, without further ado I think let's just go ahead and start with questions.
- Operator: Ladies and Gentlemen if you have a question at this time, please press the 1 key. If your question has been answered and wish to remove yourself from the queue please press the # key. One moment.
- Our first question comes from Sharon Wisniewski, sorry if I've mispronounced it, from Glendale, Wisconsin.
- Sharon Wisniewski: Good afternoon. My question is in regards to juvenile justice and the Memorandum of Understanding. We are going to be partnering with our juvenile justice judges. This is -- this would be a local juvenile justice connection. I'm a little confused at the Memorandum of Understanding. Do we have to have a county MOU with juvenile justice or can it be with our juvenile justice judges?
- Michelle Bechard: Well I'm -- I'm looking at the definition of who the local juvenile justice partner is and that's on page 7 and it does -- all it says -- and I'm sure you looked at it, the agency or entity at the local level that is sufficiently recognized by state or local government. So, based on that definition I think what you're proposing to do is fine.
- Sharon Wisniewski: Thank you very much.

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- Michelle Bechard: Ruby, do you have any follow-up?
- Ruby Quazilbash: No, I think that's accurate. I mean the -- caller said local juvenile justice. Is she still there?
- Sharon Wisniewski: Yes, I'm still here.
- Ruby Quazilbash: Okay, can you -- what was your description?
- Sharon Wisniewski: We are planning on partnering with our 7 police jurisdiction judges, local judges. They are our juvenile justice contacts in our community. And they are our partners in this Initiative.
- Ruby Quazilbash: And I think you're describing what we're describing as a juvenile justice partner.
- Sharon Wisniewski: I think so too. Thank you very much.
- Operator: Our next question comes from Doris Carpenter from Camden, New Jersey.
- Doris Carpenter: Hello, I'm -- I'm calling because I'm having difficulty understanding the partnership relationship. On page 8 in the Grants, it indicates that we need to have pre-existing school and community partnership. But then on page 2 of the Overview of the Grant, it says that the grant should not -- the partnership should not be more than six months old.
- Michelle Bechard: Okay, there are two -- two different things going on here. On page 8 that's talking about at least two of the four partners should have some kind of prior partnership and it gives some examples of the kind of information that you could provide to demonstrate that partnership. And also in -- in the selection criteria on page 17, letter A also talks about the existence of an active school community partnership. And that's to show that there is a history of partnership. So that's more than six months before this -- this grant starts. And then your Memorandums of Agreement are specifically about your Safe Schools Healthy Students Comprehensive Plan that addresses the six elements. And that cannot be dated more than six months prior to submission.
- And the reason for that is that we don't want someone to recycle last year's application or their application from 1999 or something. We want to make sure that everyone is still current on what they are committing to do. Does that make sense?
- Doris Carpenter: Yes it does. Now let me -- may I ask another question on top of that?
- Michelle Bechard: Sure.
- Doris Carpenter: We are opening in September '05. We're a charter school that's currently in a planning year and the first students we will receive are in September '05. So we don't presently have any partner -- you know all of our partnerships are about a month old and none of them fit this criteria. So we were going out to seek new partnerships to do this Grant. Are -- we're not to do this Grant?
- Michelle Bechard: Based on the selection criteria I think you would have a -- you would -- it would be very difficult for you to make the case that you're at the stage of readiness to implement a Safe Schools Healthy Students Grant. I can't say that you would -- that you shouldn't apply. But this is not a -- it -- it is not a planning grant. It really is intended for -- for communities and local education agencies that have been partnering together a while and have established that partnership and have established working together to -- to go to the next -- the next level.
- Doris Carpenter: Okay, so then what I really need to do is go on into my new school year, establish my partnerships and apply for the Grant for the following school year.

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- Michelle Bechard: I -- I think you might be better prepared to handle the complexity and the scope of a Safe Schools Healthy Students Grant if you were to do that.
- Doris Carpenter: Okay.
- Ruby Quazilbash: A couple of resources on that Safe Schools Healthy Students website that we keep referring everyone to -- there is kind of a readiness assessment tool there that might be good for you to -- to run through. But you now, to get back to you know, the very concrete requirements for turning in an application that will be read -- on page 5 it talks about you know, what the eligibility requirements are and what you need to have in there in order to go forward to [unintelligible] review.
- Doris Carpenter: Alright, thank you so much.
- Ruby Quazilbash: You're welcome.
- Operator: Our next question comes from Bill Eidenreich from Racine, Wisconsin.
- Bill Eidenreich: Yes, thank you -- one question that we have -- this concerns supplanting versus supplementing. We're in a very unusual situation where due to severe shortfalls in our budget we are going to be losing a significant number of our social workers next year. Now, how do you view that -- if we were to fund some of those social workers through our Grant? Is that a -- a doable thing?
- Michelle Bechard: It is and we've had this question come up a couple of times. There isn't any statutory language around Safe Schools Healthy Students that requires that funds be used to supplement not supplant. But on page 3 there is some language around the importance of linking and integrating existing with new services. Another thing to consider is that if -- if there are challenges in continuing already established positions, that may be a problem for your selling points on sustaining the -- the new services under this grant. Another consideration too is I don't know how those social workers are -- are currently funded but I think you should be cautious about it. If they're funded through another kind of grant and in that -- that grant you said that they would be sustained with school district funds or something that -- that is a bit of a concern.
- Bill Eidenreich: No, that -- that is -- that is not the case.
- Michelle Bechard: But it -- it sounds like the case is their targeted for losing their position because of budget cuts.
- Bill Eidenreich: That is -- that is correct.
- Michelle Bechard: And -- and should you receive the Grant could you essentially re-hire them with -- using Grant funds?
- Bill Eidenreich: Correct.
- Michelle Bechard: Well I -- I think you could because in your budget -- you'd already had budget for social workers. Again, because you applied for the Grant does not mean you're going to get it. But let's say you do receive it then you'd be making new hires.
- Bill Eidenreich: Correct.
- Ruby Quazilbash: And -- and so final point to is any positions that you hire through this Grant should be part of this - - this larger comprehensive plan too. So it -- it shouldn't be isolated hires doing exactly what they used to do. It needs to be a job description that is tied in with this comprehensive plan.

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- Bill Eidenreich: Correct. Now I have one follow up to this. We do have programs that are ending within the grant term and would we then be able to at a -- a later date say in year 2 or 3 be able to include those within the comprehensive Grant?
- Michelle Bechard: I think at that point in time if you were to do that you'd be talking about altering the scope of what you originally said you were going to do so. And -- and a change in -
- Ruby Quazilbash: If you put it as into part of your comprehensive plan in the authoring of the -- the Grant.
- Bill Eidenreich: Right that's -- that's what I'm saying is in other -
- Ruby Quazilbash: That's what you would need to do. You couldn't -- if you were awarded and you're to turn to your Federal Project Officer and say, "Hey now we're losing other positions or programs. Can we now put those on the Grant?" It'd have to be in there from the beginning.
- Bill Eidenreich: No we -- we would have it in there for the beginning but it would be in -- implemented in -- say year 2.
- Michelle Bechard: Well I think it's a test to all tie in -- again tie in -- clearly tie in to your overall comprehensive strategy as to why you would be waiting until year 2 to implement that portion of your program. If it fits that's great.
- Bill Eidenreich: Okay, very good. Thank you.
- Operator: Our next question comes from Stephanie Root from Greenwood, California.
- Stephanie Root: Hello, I actually have two questions. The first is concerning the pre-existing relationship with our partners. And I certainly want to refer to an MOU that we have with them for some other -- some things that they do for us. I had noticed in some previous applications that they submitted the MO -- the old MOU as proof of the pre-existing relationship. But it wasn't clear to me if that was appropriate.
- Ruby Quazilbash: I want to -- the only attachments that you're going to be able to include are those that are listed on pages 23 through 26. So you would not be able to attach those as proof of your -- your existing. You should discuss that in your narrative section of your application. That's the part that is covered in your -- in your -- your 40 page limit.
- Stephanie Root: Okay, that makes sense. The second question I had was I noticed in the RMA that if you -- say you have a match that you need to track the match and the spending against the match on your annual reports. I'm -- I have concerns about some of the money. We -- we've got -- we've unearthed some wonderful opportunities as we've been researching this Grant. But the -- they're aren't at the point where I could -- even if I could include the letter of commitment I couldn't get that because of you know time to go to Boards and stuff like that. I wondered about what -- what - - when you write your Grant where is that you declare something as a for sure match and where is -- could you -- that you could talk about something that was a potential match?
- Ruby Quazilbash: Okay.
- Michelle Bechard: Well first just -- just remember that there's no -- there's no requirement for matching. So we don't -- we don't require you to -- to leverage your -- the Safe Schools Healthy Students funds with other funds from other sources.
- Ruby Quazilbash: And that said, if you wanted to show what will certainly be included as a match that's going to be -- let's see -- on -- oh, okay -- page 20 there's an ED 524 section A and that has a -- when you pull that document up it has a second piece to it that comes up where you would fill in what those matching are.

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- Stephanie Root: Okay, so the -- the budget of non-Federal funds is what you're showing is a match.
- Michelle Bechard: Yes.
- Stephanie Root: Okay.
- Ruby Quazilbash: Now, you also talked about wanting to -- to discuss that you might have additional funds that -- that could be used to support this comprehensive plan and partnership? And in your narrative section -- the budget section of your narrative -- you could you know include a sentence or two about that -- that it's potential. But anything that's a for sure in-kind would need to go on that ED 524.
- Michelle Bechard: But -- this is Michelle. I would be a little concerned -- in my opinion -- I would be a little concerned if I were a reviewer and you put in your comprehensive plan what you potentially could do if you receive other types of funding. Because then the question might be well what if you didn't receive that funding then how would it affect your overall plan? Is it is strong as it needs to be? So I'd be very cautious unless you know for sure that something is going to come through and you can link it into your plan. I -- I'd be very careful about putting a lot of language in there about possible or potential activity.
- Stephanie Root: Okay.
- Michelle Bechard: Just be careful.
- Stephanie Root: Well -- that-- you know. I will.
- Michelle Bechard: Okay.
- Stephanie Root: Thank you.
- Operator: Our next question comes from Rebecca Sharp from Mayo, Florida.
- Rebecca Sharp: Hi, the first question I have is a local juvenile justice council considered an okay partner for the juvenile justice requirement?
- Michelle Bechard: Could you repeat that again? I'm sorry.
- Rebecca Sharp: We are partnered already with our local juvenile justice council to provide services. Is that an okay partner for the Grant -- the local council?
- Michelle Bechard: Can you -- can you tell us what the juvenile justice council is?
- Rebecca Sharp: They're -- they're a local council kind of under the partnership of the Florida Department of Juvenile Justice. They oversee programs that we have within the school and the community -- that funded through the department -- the Florida Department of Juvenile Justice.
- Ruby Quazilbash: If they meet the definition on page 7 then they are an appropriate partner.
- Michelle Bechard: One of the examples of the Juvenile Justice Agency it says it includes -- or not -- the example of Juvenile Justice Agencies include but are not limited to. And the first one is Juvenile Justice Task Force. And to me it's -- the way you're describing your council almost sounds like a task force.
- Rebecca Sharp: Basically that's what it is but I wanted to make sure that it didn't need to have that specific language. It is a collaborative group of partners that includes the Department of Corrections, Florida Department of Juvenile Justice, counseling agencies, community members, et cetera.

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- Michelle Bechard: Yeah, I think that's pretty clear. I think you might want to put a little language just explaining that this council -- who this council is comprised of. But I think -- yeah, I think that meets the definition.
- Rebecca Sharp: Okay, can I ask one more question?
- Michelle Bechard: Sure.
- Rebecca Sharp: Would -- currently our elementary school does not have any pavilion for say safety from the sun. It's just an open yard for physical education activities. Would that be considered a renovation project to the facility or would that be considered a re -- a construction?
- Michelle Bechard: Yeah, I think -- well one question would be how does it fit into the scope of your Safe School Healthy Students plan. As far as the budget piece -
- Ruby Quazilbash: I think that -- what we would be looking for around any kind of renovations to be done are sort of addressed on page 8 where it says in some schools obvious security measures are needed to ensure safety. And I think sun safety might be pushing the envelope on that a bit.
- Rebecca Sharp: Okay, okay. So you're looking more like maybe fencing the campuses that kind of thing?
- Ruby Quazilbash: Yes, you know well thought out -- not what's your wish list. How -- how would this strategically help to make our schools safer and how is that part of this larger comprehensive plan that includes a lot more than security measures.
- Rebecca Sharp: Okay.
- Ruby Quazilbash: So check out pages 8 and 9 of the application package.
- Rebecca Sharp: I read that but I wasn't real sure about that item and also like that we have a parent pickup area at the elementary school where the students have to cross between traffic and we want to relocate that.
- Ruby Quazilbash: That sounds different. But depending on the cost that could be construction. I don't know that we can give you a definitive answer without having more specifics.
- Rebecca Sharp: It would require new paving etcetera in order to move that parent pickup area.
- Ruby Quazilbash: Just one second okay?
- Rebecca Sharp: Okay.
- Patrick Welt: I think probably the -- the redesign of your loading and unloading area is going -- going to address safety. Again, how much of a remodel it is and how much -- how reasonable the expense is, is something that would have to be looked at from a budget review standpoint. But that particular project wouldn't necessarily be un-allowed.
- Ruby Quazilbash: And you would also want to talk about what a -- what the -- the need is to have this done and kind of what the -- the proof is behind that. If you've gone through school security assessments and this was an area that was highlighted -- something like that would -- may help strengthen your case, and then again, how it fits in with that comprehensive plan.
- Rebecca Sharp: We have requests from like Health Advisory Councils in our district and like School Advisory Council for this to be moved, that it was a safety issue.

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- Patrick Welt: It still would need to fit in with your overall plan and -- and needs to address safety and security at that particular site or in your school system.
- Ruby Quazilbash: Just the advice of your Health Council would not be sufficient.
- Rebecca Sharp: Okay. And one last question -- I had forgotten about this one -- if I may ask it and it will be my last one.
- Ruby Quazilbash: Go ahead.
- Rebecca Sharp: We are building in like an after school program into this initiative and during the school day we have a school nurse. But in the after school program that -- that nurse would not be here but until 4:00. Would it be an okay thing to contract for say the local emergency service to have per say an EMT or other health professional on site during after school activities?
- Michelle Bechard: Yes. I don't see any problem with that.
- Ruby Quazilbash: But again, you've got to tie it in with your plan. You've got to talk about why it's needed and -- and make it allocable to what you're doing. And then also talk about it being reasonable, so that you know it's not a very large piece of the -- the price you're paying for your after school activity. I mean if -- because if you think about it, if it's an EMT person why -- if -- if there were that kind of an emergency during an after school program would it not be just as easy to call 911? So you've got to think about it from a lot of different angles.
- Rebecca Sharp: Okay, okay. I think that answers all my questions. Thank you so much.
- Michelle Bechard: You're welcome.
- Operator: Our next question comes from Luannee Littlefield from Danville, Kentucky.
- Luannee Littlefield: Yes, my question is about the -- the -- what the duties of the public mental health provider -- what does that mean to say administrative oversight of mental health services for each school district? Our -- our situation is we have worked with our -- our public comprehensive care program for years. But we also have been working with our -- a private organization here in town -- a psychologist and a psychiatrist. And we've been receiving excellent, excellent services from the private facility. Will -- if we -- my first question is does it have to be the public or can we go with the Memorandum of Agreement for the private? The second question is if it is the public does that public entity supervise in any way the private organization?
- Michelle Bechard: No, not necessarily -- the answer to your first question is no. You need to have the involvement of both -- in some cases it's the same entity. You need to have the involvement of both the Public Mental Health Authority or partner as well as -- if --if actual services are being provided by a private then you would need to include them both. But -- but when we say administrative oversight and control it does not mean that they have to provide direct supervision. What we're trying to do is get that public and those two -- those two entities to be aware of each other. And for the public entity to be aware of the Grant and what it's trying to do in the hopes that if the Grant progresses that they will become -- if they're not already involved become more involved in working towards the sustaining the effort.
- Luannee Littlefield: Well we -- we do use both.
- Michelle Bechard: Okay.
- Luannee Littlefield: But as far as -- but to be honest we get better service out of the private.
- Michelle Bechard: Sure.

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- Luanne Littlefield: And okay -- but we can do both. But the public does not supervise the private. They just need to supervise the overall paperwork as you say.
- Michelle Bechard: The overall delivery of services yes. But direct supervision is not required, no.
- Luanne Littlefield: Okay, thank you very much.
- Michelle Bechard: You're welcome. Can you hold for a minute please?
- Luanne Littlefield: Yes ma'am.
- Michelle Bechard: Okay, thank you.
- Luanne Littlefield: Thank you.
- Operator: Once again Ladies and Gentlemen if you have a question please press the 1 key.
- We have a follow-up question from Sharon from Glendale Wisconsin.
- Sharon Wisniewski: Thank you. This is in regard to mental health issues. We have a real identified issue in our middle schools of body image and eating disorders, both male and female. Instead of opening up after school programs to dances and -- and other recreational opportunities we'd like to enhance opportunities for our middle school population to have access to the middle school buildings after school and on Saturdays for classes that deal with body image. Potentially purchase some additional equipment for what we might call after school fitness center. Is this acceptable?
- Michelle Bechard: Absolutely.
- Sharon Wisniewski: Thank you.
- Michelle Bechard: You're welcome.
- Operator: Our next question comes from Renee Blumstein from Union Dale, New York.
- Renee Blumstein: My question is our regional educational agency received the Safe Schools Healthy Students Grant in 1999. And the question was could we use them as a contractor for professional development which would just be a small portion of the budget of the Grant because of their experience?
- Michelle Bechard: Who was the regional ESD?
- Renee Blumstein: It was Annette Bosoes [sp].
- Michelle Bechard: Okay. Yes.
- Ruby Quazilbash: That's allowable.
- Renee Blumstein: That's allowable. Thank you very much.
- Operator: Our next question comes from Janet Goodliffe from Rexburg, Idaho.
- Janet Goodliffe: Hi, I have a question on the difference between last year's application and this year's application. I've gone through the application and I didn't see any really significant changes. At one time they had said that they had moved something from one element to another or one area. Could you kind of clarify that a little bit?



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- Michelle Bechard: There -- there were very few changes to the application this year. Some of the -- in the criteria section starting on page 16 the -- some of the points for individual sub-criteria changed. They might have gone down a little bit or up a little bit. Its still -- the total score is still 100. There were some changes there. There were no criteria that were deleted though. That's the same. Certainly, there were also some changes in the format requirement. Last year everything had to be double-spaced including charts and tables and everything that was in the program narrative. That's now changed. Charts do not have to be double-spaced.
- Ruby Quazilbash: That said it's our expectation that you'll use them judiciously.
- Michelle Bechard: Right, right.
- Ruby Quazilbash: And not chart your entire application which makes it less reader friendly anyway.
- Michelle Bechard: So I think those are the -- anybody else? I think those are the two largest issues. But they're very -- they're only minimal changes this year.
- Janet Goodliffe: Okay, thank you.
- Michelle Bechard: Uh-huh.
- Operator: Our next question comes from Jean actually Jeanne Webster from Otto, North Carolina.
- Jeanne Webster: Hello, actually I'm a private contractor that's sitting in on your call. And I'm having trouble locating people that need the kind of program that I can supply. And I'm wondering is there some place -- a board or anyplace where everybody gets together and says this is the kind of program I'm looking for?
- Michelle Bechard: Not that we're aware of, no
- Jeanne Webster: Okay
- Michelle Bechard: No, but I think you know, as a private contractor you have to remember that the lead -- the applicant always has to be the local education agency.
- Jeanne Webster: Right, I understand that. It's just a -- we're a small company and its you know time consuming. I guess I'm looking for a short-cut like a board or something -- to call every school district in every state.
- Michelle Bechard: Yeah, there -- no there's -- there's no -- there's no one place.
- Jeanne Webster: Okay, thank you.
- Michelle Bechard: You're welcome.
- Operator: Our next question comes from Ann Bauer from Cleveland, Ohio.
- Ann Bauer: Hi, I have a question about the Memorandum of Understanding with the State Mental Health Authority. The school that we're going to be working with does not have any mental health people within that -- the community. They -- they have to go outside of the community. Are we supposed to use the person that's indicated at the end as Ohio's contact person? I'm just not sure who -- how to identify the State Mental Health Authority.
- Michelle Bechard: If you're not sure who you're -- it's not even your State Mental Health Authority, it's your most public local Mental Health Authority. It might be -- you might -- I don't know how it's --it's set up in Ohio. You might have a County Mental Health Authority that's been vested from the state.

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There might be something more local than that but I would certainly start looking at the county level. The state contact for mental health was put in there in case anyone wasn't sure who might be the most local public Mental Health Authority that they can talk to. So if you're not sure you could certainly go directly to your State Commissioner and -- and ask if they can lead you to that - that entity.

Ann Bauer: Okay.

Michelle Bechard: But again, they don't have to be the ones to provide the services. We just ask that you work with them and let them know what you're doing with your Grant.

Ann Bauer: Right, so we show them the plan that we have and get them to kind of like approve it or [unintelligible] it. Is that the idea?

Michelle Bechard: Well, I think you should probably even do more than -- more than that. I mean is it -- the idea is to start to build a relationship with them that will continue through the Grant as well as -- as later. So, you can certainly start by showing them your plan but I would hope that -- that starts -- just is the start of conversation and working together.

Ann Bauer: Yeah, because part of the problem that we have is that because this is a fringe community on a very large community the -- the services that are available are within the large community.

Michelle Bechard: Right.

Ann Bauer: And we have people who are reluctant to leave the community that they're in to go to the large community. So that -- that's one of the identified issues, is trying to get services that people could go to without having to take public transportation. So, okay, thank you.

Ruby Quazilbash: One last point that just to make sure that we're clear in getting back to the selection criteria in the application package is you want to make sure that you're second Memorandum of Agreement addresses under partnership and community readiness selection criteria E. So if you're wondering what needs to go in there or what that local public Mental Health Authority and school local educational agency agreement needs to look like make sure that you check out that selection criteria.

Ann Bauer: Thank you very much.

Operator: Once again Ladies and Gentlemen if you have a question at this time please press the 1 key.

We have a follow up question from Janet Goodliffe.

Janet Goodliffe: Hi, I am curious on how exactly to fill out the lobbying form that is accompanying the grant. Do you just say that you don't conduct lobbying or -?

Michelle Bechard: Yes if -- if you don't do lobbying you just sign it and you just indicate you don't do lobbying.

Janet Goodliffe: Okay, thank you.

Michelle Bechard: You're welcome.

Operator: Our next question comes from Clyde Naasz.

Clyde Naasz: What I have a question on when with the MOA with the mental health agency, now in our case we're probably going to have two people that are going to be signing off. One is -- because it's with IHS Hospital here and one's a psychologist and the other one is the director of the IHS. Now that would be alright to have both their signatures.

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- Michelle Bechard: Oh, absolutely. You can have more than one signature. You know, here we need the minimum requirement. The criteria addresses what the minimum requirements are. There's nothing prohibiting you from having more than one signature, more than one partner. You just must have those -- those -- those -- just meet -- you need to meet the minimal requirement.
- Clyde Naasz: Okay. And dealing with the justice, could that be the judge -- one of the judges signing off on that -- for the Justice Department?
- Michelle Bechard: It could. Again, Clyde I would refer you back to the -- the definition of local juvenile justice partners. It gives you some examples of what that could be on page 7, yeah.
- Clyde Naasz: Okay.
- Unidentified Participant: I think the point is that you're looking for more than the partnership of just one particular judge but rather the juvenile or the family court as an entity.
- Clyde Naasz: Okay.
- Michelle Bechard: But it -- it -- it also could be determined I mean if it's a -- if it's a Tribal area or very rural area your juvenile justice partner might look very different if it -- if it even exists than -- than in a more suburban or urban area.
- Clyde Naasz: Okay and in our case we could also have -- we're a rural area but we have two entities. So, we could have you know, the justice department with the BIA with the Tribe and we could also have the county.
- Michelle Bechard: Yes.
- Clyde Naasz: Because we have both of them.
- Michelle Bechard: Yes, that would be -- that would be fine.
- Clyde Naasz: Okay.
- Operator: Our next question comes from Mike Klear from Ottawa, Ohio.
- Mike Klear: We have a question about the evaluation. Is the evaluation recommended to be done independently or can that be done internally by the LEA or one of the partners?
- Michelle Bechard: Well I don't know that we can make -- there's -- the criteria does not state that it should be one way or the other. So -
- Patrick Welt: It is important that you recognize that as an evaluation on both the entire program and the process. So, it's something that a lot of times LEA's are not used to doing from program evaluations standpoints. And -- and outlining how that evaluation would be done would be a very important part of your comprehensive plan.
- Ruby Quazilbash: Another point is that depending on size of school district, some school districts do have some evaluation or research components to them or -- or an area of their school district that does that. And I have seen it work very well for an external evaluator to work with that district department or that LEA department so that they can get access to some sensitive information around test scores etcetera that has already been cleaned by the school district itself so that -- that is one way to -- to partner an internal with an external.
- Mike Klear: Thank you.

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- Unidentified Participant: And you'll want to -- if you're -- always a difficult thing whenever you're evaluating yourself. So, whenever you're writing that up you'll need to justify how you're going to kind of separate the powers involved with that so that you -- you don't end up [unintelligible].
- Operator: Our next question comes from Anne Leggette from South Boston, Virginia.
- Anne Leggette: A question about allowable expenses around some of the programming. We have a family program that's based on the program Guiding Good Choices. But it includes a -- the parenting component and activities for the kids and to bring everybody together and you feed them dinner and then they go to their respective activity. Is that -- is the food allowable for that kind of thing?
- Michelle Bechard: Yes, for that kind of thing it is allowable.
- Anne Leggette: Okay.
- Michelle Bechard: Because its part of the activity -- its part of the intervention or part of the strategy. Its not -- it's not used -- where you want to stay away from cost related to food is if it's purely for entertainment.
- Anne Leggette: Okay, okay. And with the requirement to contact the private schools -- we have several charge based pre-schools in the area. Do we need to contact them also or just the K-12 schools?
- Ruby Quazilbash: I think the intent was probably that it be K-12. But I mean I don't know your community. So you know, maybe that would be a good place to open up some dialog and to incorporate into some of your element for -- and larger comprehensive plan. You'll -- you'll need to make that call base on -- on what your community is like.
- Anne Leggette: Okay, alright. Thank you.
- Operator: Have a follow up question from Renee Blumstein from Union Dale, New York.
- Renee Blumstein: Hello again. I'm -- I'm calling also to clarify information about the Memorandum of Agreement for mental health services. Our Mental Health Authority is the Nassau County. We're in Nassau County, New York. But they don't provide any services. They provide oversight. So, would this agreement be with both the Mental Health Authority saying they will have oversight and another agency that would actually provide the direct service to -- to more specifically state procedures for referral treatment and follow up?
- Michelle Bechard: Yes.
- Renee Blumstein: Okay.
- Michelle Bechard: Yes.
- Renee Blumstein: And those -- would those pieces of the mental health services MOA also be included in the Memorandum of Agreement for all of the partners so they would be signing off twice on the same thing?
- Michelle Bechard: Well they're signing off twice but it's not the same thing. I -- make sure you really carefully look at -- on pages 6 and 7 -- on page 6 is what the first MOA should -- should address -- on page 7 what the second MOA should address as well as that the criteria -- that those -- on page -- page 17.
- Renee Blumstein: But on page 6 it talks about the description of the roles and responsibilities of each partner.
- Michelle Bechard: Right.

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- Renee Blumstein: And for these two -- for the local Mental Health Authority and for the -- the organization that's doing the direct service those are going to be the same.
- Michelle Bechard: Take a look at page 7 though. The second written agreement -- the first agreement doesn't require you to define and state the procedures used for referral treatment and follow up for children unless it's a serious mental health problem.
- Renee Blumstein: Okay.
- Michelle Bechard: So, I think that's the key difference between some of the roles and responsibilities that are in the first MOA might possibly be repeated in the second MOA. But the second MOA goes even further. It's much more specific about what they're really going to be doing in relative to mental health services delivery.
- Renee Blumstein: I see.
- Ruby Quazilbash: Another area in which these two are -- are not the same is-- is -- I heard you say the roles and responsibilities of each partner. But much of that first agreement is also the mission statement about the whole partnership.
- Renee Blumstein: No, I understand that.
- Ruby Quazilbash: About the whole comprehensive plan. So that's looking much more broadly and then when you get to the second MOA that's where we're talking very specifically about mental health services.
- Renee Blumstein: Okay, very good. Thank you.
- Operator: Ladies and Gentlemen, once again if you have a question at this time please press the 1 key. One moment for questions. Our next question comes from Ken Packer from Middletown, New York.
- Ken Packer: Hi, my question refers to the fact that several aspects of the Grant don't cost us anything. For instance the Orange County Department of Mental Health that provides oversight to the Grant project provides that oversight for mental health to lots of mental health projects in the county. They are not charging us for doing that. They are very glad to be part of the partnership. And we have not costed that out so I was not going to put that into the second part of the forms for budget. I don't consider that in-kind cost. Another example of that is the school district has just hired a very, very competent person with skills in safety training. And they are going to build that into that person's job description to do the training if we get the Grant. And -- and that's just going to be part of the person's job. Do we have to cost all of that out and put all of those kinds of things in that second section of the Grant budget?
- Michelle Bechard: Well the -- the first with your -- with your county mental health absolutely not. I mean there -- I think you might want to mention it somewhere -
- Ken Packer: We do mention it.
- Michelle Bechard: In your narrative because that's -- that's certainly one indicator of a strong partnership and that's great. But as far as -- as identifying what that costs translates in and -- and identifying that as a cost sharing -- no I wouldn't -- I wouldn't do that. The second one if it's -- if none of -- you might want to consider -- there's no cost sharing requirement so you don't have to. But if -- if you decide you want to then you could certainly determine what portion of -- of that person's time is going to be spent doing things related to the grant and then determine what that salary amount is and include it on a cost sharing -- on the ED Form 524.

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- Patrick Welt: The fact that the district is going to provide that without charging any -- any of the costs to the Grant and that -- that would be a strong sign of it being sustained beyond the Grant -
- Michelle Bechard: Right.
- Patrick Welt: And being a part of the comprehensive program. So that's a strength I think.
- Ken Packer: Right and -- and -- and that's exactly how we look at it and that's why we're not looking at it as a direct budget item. There's some other examples where partners are very excited about the project and are already thinking about ways that they can help that are sustaining. So, we're not calling that in-kind. That's our active looking at sustaining what we're doing.
- Michelle Bechard: Well and there is -- there is a section in the program narrative and if you look at the criteria that -- that talks -- you need to be addressing in your application how you hope to be able to sustain what you're proposing to do. So, that section of the narrative, what you're describing today, should definitely include that information.
- Patrick Welt: But not in the budget.
- Ken Packer: It is -- it is in the -- the narrative. My question is do we have to have that -- that part B of the budget form where it would have talked about in-kind saying we're not considering this in-kind.
- Michelle Bechard: No. I -- I don't think so not unless you see that there's a need to do it. But no, you don't have to.
- Ken Packer: Okay, thank you. That's my question.
- Michelle Bechard: Okay.
- Operator: We have another follow up question from Sharon from Glendale, Wisconsin.
- Sharon Wisniewski: Thank you. One of our strategies for families is to expand the Fast Program which is really designed to build protective factors in children toward 12 -- around that age group. We would like to expand that to several of our other elementary schools. Is this acceptable?
- Michelle Bechard: Yes.
- Sharon Wisniewski: Thank you very much.
- Operator: We have a follow up question from Luanne from Danville, Kentucky.
- Luanne Littlefield: Thank you. I have -- I wonder, can we use some of the -- the funding to pay for mental health services, psychiatric services, for our IDEA students that would be above and beyond what IDEA requires?
- Michelle Bechard: Yeah, if -- if that's part of your -- yes your needs and your needs assessment, your comprehensive plan.
- Luanne Littlefield: Yes. Thank you.
- Operator: Ladies and Gentlemen once again if you have a question at this time please press the 1 key. If your question has been answered and you wish to remove yourself from the queue please press the # key. One moment for questions. Once again Ladies and Gentlemen if you have a question please press the 1 key.
- One moment. I'm showing no further questions.

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Michelle Bechard: Chris -- Chris?

Operator: Yes ma'am.

Michelle Bechard: Let's give it 30 seconds.

Operator: Okay.

Michelle Bechard: Okay, Chris it sounds like -- it sounds like even with 30 seconds there were no further questions, correct?

Operator: Correct.

Michelle Bechard: We'll go ahead and conclude the call. We have two more calls -- two more calls. So next Thursday and the following Thursday -- again 2:00 pm Eastern standard time.

A transcript of this call will be on the Safe School Healthy Students website. For those of you who have not visited that website please do so. It's [www.sshs.samhsa.gov](http://www.sshs.samhsa.gov). And if there are no further questions we'll go ahead and sign off.

Operator: Thank you Ladies and Gentleman. This concludes today's conference. You may now disconnect. Have a great day.