



**Schools and Education Agenda: Wednesday April 15, 2019 8:30 AM – 10:00 AM**

Committee Members in Attendance: Chair, Kimberlee Jones, Jeremy Wells, Justin Potts, Shanda Hochstetler, Peggy Holstedt, Olivia Nilsson, Mila Rodriguez-Adair, Jonathan Rochelle, Liz Thorne, Spencer Delbridge, Amy Ruona, Dan Foster, Kahae Rikeman, John Seeley

Committee Members not in Attendance: Jim Hanson, Emily Moser, Corinna Brower, Chris Hawkins, Jill Baker, Eric Martz, Juanita Aniceto

Staff in Attendance: **Annette Marcus, Jennifer Fraga, Emily Morrissey, Kris Bifulco**

Guests:

**GoTo Meeting Information:** <https://www.gotomeet.me/AnnetteMarcus/allianceschools>

+1 (646) 749-3129, Access Code: 152-288-981

Time	Topic/Who	How	
8:30	Welcome / Announcements	Round Robin, Review Minutes from March  Introduce new staff: Kris Bifulco	Liz Thorne and Dan Foster joined the meeting for the first time.
8:45	Current Conditions in Schools	Hear from Peggy, Jeremy, and Spencer	Peggy shared that districts are working with the Governor’s order of distance learning. Running into a common theme in the public of not a lot of empathy for what youth are going through in missing out on traditional school milestones – prom, graduation, etc. Kids are struggling and grieving this loss.

			<p>Annette wondered if there is a way to help people hold grief for this.</p> <p>Emily Morrissey reinforced Peggy's discussions around youth feeling grief around missing out on school. She also discussed the potential of youth feeling relief as well by not being in school.</p> <p>Jeremy talked about how rules written for SB 52 and SSA Section 36 were written with the hope of one supporting the other. Rules will be read and voted on tomorrow, April 16<sup>th</sup>. Once these are finalized, schools, and boards can move forward on the work. Next piece is to have at least one exemplar plan that checks off pieces of SB 52 to share with districts. Currently, he has plans for Redmond and Mount Angel.</p> <p>Peggy suggested that Jeremy check with Lincoln County and Salem Keizer district to see if they have any plans currently in place.</p> <p>Spencer talked about working on guidance for SSA Section 36.</p>
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			<p>Peggy requested guidance for a model template for FERPA / HIPAA information exchange documents. A district in Southern Oregon may have an example of sharing information to look at. She anticipates this being a big hurdle going forward. Jeremy said this should be part of the documents.</p> <p>If one document could be completed with hotlinks, 5-6 resources to send to school districts, this may be able to help them until the bigger, final documents are ready to be sent out. Having a smaller, concise document that is less overwhelming.</p> <p>Justin shared a worry about getting a brief summary out. He suggested getting something that gets them thinking about it, something basic that leaves them minimally compliant and lets them know that there is more work to do. Peggy agreed and said it's a Catch 22 situation – wanting to help and wanting them to stay engaged.</p> <p>Liz said having someone that is able to help districts create plans that are relevant to their situation is also a very helpful piece, so a guidance document mixed with live technical assistance. Liz volunteered to be</p>
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			<p>part of a smaller group to work on a smaller guidance document.</p> <p>Jeremy said that there is a full-time person just to help with SSA Section 36 (?) and other staff to help on a state and regional basis.</p> <p>Kimberlee asked about bringing in local prevention, postvention coordinators as there can be a disconnect when going into a community you don't know and that there are local coordinators that can be a great resource.</p> <p>Jon Rochelle talked about having a directory and the next step is creating a network of regional support to see what is going on in neighbor counties and share resources.</p> <p>Many in the group shared that Line for Life's Step-by-Step guide is a super helpful, direct, and useful tool.</p> <p>Volunteers for the smaller group so far (develop a product by end of April to be used and to share by ODE) – Kahae Rikeman, Liz Thorne, Jenn Fraga, Annette</p>
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			<p>Marcus, Jon Rochelle, John Seeley. This will need to be reviewed by Jeremy's groups and want to run it by YYEA. <b>Doodle poll will be sent out for first meeting after this Committee.</b></p> <p>Kahae said that her role at L4L is also geared to help schools in TA.</p> <p>Justin asked about the Website and the many resources in many places. <b>Google Drive will be used to house resources to see all that is available.</b></p>
8:40	Next Steps SB52 and Guidance Documents	<p>Discuss timeline for when to send guidance documents out (piece-by-piece or all at once).</p> <p>Was data / documentation supporting recommendations for SB 52 proposed rules sent out? Was the survey able to be completed by Amy and Jonathan?</p> <p>Discuss CATS Process information from Chris</p>	<p>Jon Rochelle talked about progress of the smaller guidance document workgroup and the last document that was completed by the group.</p>

<p>9:00</p>	<p>Student Safety Line Discussion</p>	<p>Q &amp; A?</p>	<p>Amy asked to learn more about the safety line, get a sense of capacity, how to advertise the resource, etc.</p> <p>Kahae reported they are working with OHA on this resource. Hope is to connect with someone at L4L for a safety assessment and safety plan as well as resource connection to help fill in the gaps. Not every assessment should go to L4L, they are there for a backup if needed as it's best for students if they are able to talk to someone they know. Meant to be an additional resource when schools are maxed out.</p> <p>Shanda shared that documents that are ready to be released are going through channels with L4L, ODE, and OHA. Shanda reiterated that the hope is that this can be a backup plan when frontline staff are sick / unable to do assessments.</p> <p>In regards to bilingual services, Kahae shared, "At this point, I do not believe any of our staff answering the line is bilingual, but we do have access to an interpreter line that LFL uses for crisis calls as well. Part of our clinical protocol is to follow up with the original school personnel that made the</p>
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			<p>referral to make sure that people are informed and can follow up with families.”</p> <p>Amy has heard questions about if schools should move forward with suicide prevention curriculum virtually. Asked for guidance on whether or not to move forward with normal curriculum or not. School Counselors, mainly from 5-8 grade are looking for guidance.</p> <p>Liz is wondering if this varies depending on the curriculum being used - if one is more readily able to be virtual or not. Liz discussed focusing on strengths, doing suicide prevention on a strengths-based model while also providing resources if people are experiencing SI.</p> <p>Shanda said this is something she can take to the Kid’s team to share ideas and see if they can come up with some guidance / help.</p> <p>Justin shared a resource – Canadian free Mental Health Curriculum that has an adapted version for Washington State that can be found at <a href="http://teenmentalhelath.org">teenmentalhelath.org</a></p>
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			<p>Emily Morrissey suggested that, depending on how the curriculum is being provided (Zoom, etc.) this could be recorded and reviewed after to see body language. Also, setting up a follow-up procedure to have.</p> <p>Peggy brought up that recording students has become a discussion with attorneys and others at a legal level about if it is okay to record students. Teachers can be recorded, but students are the question.</p> <p>Justin seconded Peggy and said that he would like to have guidance on “here’s what to look for” when doing virtual learning. He shared that the students that are engaged are not who he is worried about at the moment, it is the ones who are not engaged that he is concerned for.</p> <p>Emily shared <a href="http://Youthempowerment.com">Youthempowerment.com</a> as a good resource.</p> <p>Shanda shared, “I encourage everyone to follow Sources of Strength Oregon on the Socials-- on Instagram @sourcesofstrength_oregon and on Facebook @SourcesofStrengthOregon”</p>
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			<p>Annette asked people in schools what the best way to share resources is right now. Justin said that there are a huge amount of resources being sent out and things can get lost in the vastness of resources. He said that he has been trying to stick with one-pagers and sending it out a few times and sending things to leadership to keep it on their radar and sending information out to staff. ODE has a listserv for different groups of school leadership which may be a good way to share if we come up with a cohesive document that meets our needs.</p> <p>Jeremy said that the same one-page resource needs to also be shared on a wider scale, youth groups, Alliance, as many organizations / agencies as possible as this can help cover many bases.</p> <p>Resources teachers can incorporate into their work and highlights different grades that the resource is appropriate for with local resources. To keep this as a one-pager, virtual documents could have hotlinks embedded in the document that takes them to other resources.</p>
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			<p>Annette suggested to take the above suggestion to a small group to refine and work on.</p> <p>Dan asked how to get resources to parents.</p> <p>OFSN/FACT/State Level Advisory Groups</p> <p>“Not letting the perfect get in the way of the good.” – wise Justin</p>
9:25	Section 36 of Student Success Act	<p>Discuss how to create cohesion between Section 36 and SB 52 to see where Alliance can provide input / support</p> <p>Discuss Lines for Life document sent out by Parker</p> <p>Was Justin able to send this to school psychologists for feedback?</p> <p>After rule reading, work with Alliance on recommendations on approaches to the 5 positions being hired and how to connect ESDs doing school safety work – is this still a desire?</p>	Not discussed during meeting



9:45	Best Practices on Developing Trust	Question to the group: do we want to continue to discuss the whole student trust level? If so, what needs to be next steps?	Not discussed – moved to next meeting
10:00	Adjourn		



Committee Tasks & Date Assigned	Action Items
Get Kris connected with Jeremy and Schools Committee after she starts and gets settled.	Kris and new ODE staff Spencer were introduced to one another 04.08.
Loop in YYEA and Emily Morrisey to be a part of process mentioned below	
After rule reading meeting, work with Alliance on recommendations on approaches to the 5 positions getting hired and how to connect ESDs doing school safety work.	
Discuss a timeline for when to get out guidance document (piece-by-piece or all at once). May be best to have each piece reviewed as it is finished, first thing that may be completed / sent out fairly quickly is the definition elements – core language	
Make sure we have the data / documentation supporting recommendations made to be able to submit by February 28	
Amy will work with Jonathan on what this survey will look like and send it	

<p>out; goal is to have results for Friday deadline.</p>	
<p>Chris to send the group information from CATS Process</p>	
<p>Annette, Amy, Jonathan, and Jenn to meet to look through data / documentation that will be sent to her with a deadline of February 25th; Annette will send out a meeting invitation for this to be completed before deadline</p>	
<p>Committee will spend more time on creating cohesion between Section 36 &amp; SB 52 in the March meeting to see where Alliance can provide input / support</p>	
<p>Look through L4L document that Parker will send out to Group in order to provide feedback; updated Pdf will be sent to group; timeline for next revision towards May; discuss this in the March Committee Meeting</p>	
<p>Justin will send out the step-by-step guide to school psychologists for feedback</p>	



<p>Get more information regarding the need to share Information between hospitals and schools and existing effective processes. Amy agreed to share back general information about how this is managed in Multnomah County and any lessons learned re: policies.</p>	
<p>Emily and Kimberlee will write a letter to the State School Board regarding the next set of rules and their questions about the necessity for addressing school/hospital transitions. Letter will be forwarded to the executive committee with recommendation for Alliance to submit to ODE.</p>	<p>Justin Potts shared OHA Data (attached Golmanmellor Document) regarding suicide outcomes after release from an E.D. Get timeline for draft of the letter and any additional information needed.</p>
<p>Small workgroup (Emily Moser, Annette, Kimberlee, Jonathan, Jeremy, Amy Ruona) Begin work on developing Guidance Documents. Develop Guidance documents.</p>	<p>Meeting set for January 21st at 11 a.m.; Jonathan, Annette, Jenn, and Justin met and will report next steps at February meeting</p>
<p>Action: Collect example plans from rural, suburban and urban schools in Oregon to share as exemplars.</p>	<p>Determine next steps today</p>



<p>Reach out to BRO/Laura Curtis regarding any efforts underway to address equity and inclusion needs in Rules. Also attend to the issue in Guidance Documents.</p>	<p>Annette has email out to BRO and will share information with the group as soon as she has it. Jim, Mila and Kimberlee have all expressed interest in ongoing work on this. What are next steps?</p>
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**YSIPP Objective:** Objective 4.2d Develop a plan to expand universal, evidence-based practices to prevent suicide behaviors. (Increase protective factors/Mitigate risk factors.); Objective 6.1a ODE will collaborate with schools to identify gaps and opportunities for staff training and protocol development on suicide prevention and postvention.

**Strategic Priority:** Support implementation of SB52, also known as Adi's Act, by providing input during rules making and developing guidance tools for schools.

Action Steps	Who (Specific names will be added as tasks assigned)	Completed By	Measurable	Progress Notes
<p>Provide input to Oregon Administrative Rules for SB52</p>	<p>School Committee Members and Alliance</p>	<p>Begin Sept. 2019 until rule making completed</p>	<p>Documentation of participation in Rules Committees and communication with ODE</p>	<p>Alliance submitted recommendation to Rules Committee and members are participating in the Rules process.</p>

<p>Develop a list of key elements that all school district suicide prevention plans should contain.</p>	<p>AOCMHP/School Committee Members</p>	<p>Dec. 31, 2019</p>	<p>List of Suicide Prevention Plan Key Elements</p>	<p>Not complete as of 1/14/20; source materials gathered; meeting to work on this is set for 1/21/20.</p>
<p>Identify, highlight or develop other elements of guidance documents for school districts (such as sample transition of care agreements between schools and hospitals.)</p>	<p>AOCMHP/School Committee Members</p>	<p>May 30, 2020</p>	<p>Guidance documents on website(s).</p>	<p>In process</p>
<p>Identify clear process to refer at risk youth to appropriate resources and a follow-up process after referral is made (see Wilamette ESD/Step-by-step)</p>	<p>AOCMHP/School Committee Members</p>	<p>March 30, 2020</p>		<p>In Process—needs attention at future schools meeting.</p>



<p>Disseminate resource materials by posting on ODE and Alliance websites, sharing with regional coalitions and/or at conferences.</p>	<p style="text-align: center;">AOCMHP</p>	<p style="text-align: center;">March 30, 2020</p>	<p style="text-align: center;">Materials posted on website. Attendance at presentations.</p>	<p style="text-align: center;">In process</p>
<p>Develop and provide recommendations to ODE, and others as appropriate, regarding the type of training and ta needed to support implementation of Adi's Act.</p>	<p style="text-align: center;">Schools Committee/AOCMHP</p>	<p style="text-align: center;">June 30, 2020</p>	<p style="text-align: center;">Recommendations Developed. Record of distribution of recommendations.</p>	<p style="text-align: center;">More discussion needed</p>

<p>Action Items in Red Status update and next steps if needed in blue.</p>	
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