



Schools Committee Agenda: February 19, 2020 8:30 AM – 10:00 AM

Committee Members in Attendance: Chair - Kimberlee Jones, Jeremy Wells, Justin Potts, Jonathan Rochelle, Chris Hawkins, Shanda Hochstetler, Liz Thorne, Amy Ruona, Peggy Holstedt,

Committee Members not in Attendance: Jim Hanson, Emily Moser, Corinna Brower, Mila Rodriguez-Adair, Jill Baker, Eric Martz, Juanita Aniceto

Staff in Attendance: Annette Marcus (Alliance); Emily Morrissey (YYEA); Jennifer Fraga (Alliance);

Guests in Attendance: Olive Vigna, Parker Szczepanik, Kahae Rikeman

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

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

Time	Topic / Who	How	Notes
8:30 AM	Welcome	Name, Role, Meet YYEA Members	New attendees: Olive Vigna – high school student, associated with YYEA and YouthLine Parker Szczepanik – associated with YouthLine Kahae Rikeman – associated with YouthLine
8:40 AM	Next Steps SB52 and Guidance Documents	Update proposed format for guidance documents and gather feedback from Committee Members. Share Deschutes Matrix	Attach Deschutes Matrix See attached Deschutes Matrix.

		<p>Determine method for collecting sample plans and responsible parties</p>	<p>Guidance Document update: Have a breakdown of the different levels of requirements; Rules Concerns - Don't want to list "special" or "high risk" populations in the rules as these may change and we don't want to be locked into anything having to change rules at a future date Have a tool that districts can easily use to implement / comply with SB 52</p> <p>Create one-pagers of things like "special challenges for rural / frontier communities" to include with guidance documents</p> <p>We should take language from Adi's Act to give as a recommendation for plans; Fill in resources for different parts of the plan; Provide guidance for how to develop a plan - Example: for District 4J, it won't be a policy as this will be a much more difficult process to develop, approve, and implement. Instead, they will develop a procedure / plan; Have a glossary that provides sample language to use</p>
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			<p>Requirements for plans: Have 1 sheet with things that are required for every school & district and then additional pages for smaller districts, medium districts, and large districts and Sizes should be defined</p> <p>MTSS (Multi-Tiered Systems of Support) model for visuals; discussed the what is helpful about the Deschutes Matrix and potentially mixing this idea with the triangles discussed in the small group</p> <p>Peggy encouraged the group to take into consideration smaller districts and the fact that some of them have cross-state relationships when discussing building community relationships</p> <p>Next steps: Discuss a timeline for when to get out guidance document (piece-by-piece or all at once)</p> <p>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</p>
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			<p>Update from Jeremy: March 19th is the 2nd reading for SB 52 rules; currently proposed rules haven't changed much from the first reading</p> <p>3 pieces that are being discussed in the proposed rules - Schools & hospitals developing processes for ROIs, procedures for re-entry to school following hospitalization, and staff to be trained in evidenced based suicide prevention programs</p> <p>COSA & OSBA say they understand the importance of these pieces but think they would be better in guidance and not rules; hope that another draft of rules for 2nd reading will be able to go out after discussion about concerns for proposed rules</p> <p>Next Friday, Feb 28th, draft from Alliance due of data / documents of support to show the importance of developing the processes mentioned above that were recommended by the Alliance (ROI process, re-entry</p>
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			<p>process, staff members trained in schools); justification for proposed rules</p> <p>No feedback received from hospital association yet</p> <p>YYEA met Monday to discuss how to support rule recommendations for SB 52; some Youth were identified as wanting to testify either orally or in written support of the proposed rules and how to share their stories; Jerry Gabay provided tips and offered to review drafts if people wanted</p> <p>Action Step: make sure we have the data / documentation supporting recommendations made to be able to submit by the deadline</p> <p>Amy said she could send out a survey to her district for data about re-entry to schools following hospitalization, will need to think through how this survey will look; Jonathan said he is willing to brainstorm with Amy about how this survey can look / what it asks for</p>
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			<p>Action Step: Amy will work with Jonathan on what this survey will look like and send it out; goal is to have results for Friday deadline</p> <p>Brief literature review with embedded links, and sound studies that talk about benefits of having staff trained on suicide prevention, intervention, postvention; ODE could then create a potential list of trainings to use as guidance</p> <p>Chris brought up the CATS program – is this re-entry discussion similar to the work being done with the CATS program? In Corvallis, a member from our school district attends the CATS meeting if youth requests it; CATS may have some data that can be used for the documentation being requested; Chris can email the group some information from this process</p> <p>Action Step: Chris to send the group information from CATS Process</p>
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			<p>Amy, and Jonathan said they would be willing to work with Annette on looking through information and figuring out how to present it to ODE; Annette requested information be sent to her by Tuesday, February 25th</p> <p>Action Step: 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>
9:25 AM	Section 36 of Student Success Act	<p>Do members have comments they would like included in the rules process. First read of the rules will be on March 19th.</p> <p>Annette update group on School Safety Task Force.</p>	<p>See attached Rules</p> <p>Page 21 in the Student Success Act has section 36; the next rules reading will happen March 19th an agenda has not been published yet so an exact time for this reading is not known</p> <p>Want to create cohesion between section 36 and SB 52; Section 36 is funded and voluntary whereas SB 52 is unfunded and mandated; Section 36 regional specialists</p>

			<p>will probably need to do a needs assessment</p> <p>Action Step: Committee will spend more time on this in the next meeting to see where Alliance can provide input / support</p> <p>Action Step: 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 next Committee Meeting</p> <p>Action Step: Justin will send out the step-by-step guide to school psychologists for feedback</p> <p>Other groups to look over the step-by-step guide includes nurses, student groups (like YYEA and others that have strong youth voice), OSAA (athletes, coaches); how will we get this document out to these groups? Who will be the point people for different groups?</p>
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9:45 AM	Best Practices on Developing Trust	?Next steps	<p>Question to the group: do we want to continue to discuss the whole student trust level? If so, what needs to be next steps?</p> <p>Peggy thinks there could be a marketing plan added into the guidance documents with the goal of explaining things like Adi's Act to parents and having student-to-student marketing; the unknown can contribute to mistrust</p>
10:00 AM	Adjourn		David adjourned the meeting at 10:00



Committee Tasks & Date Assigned	Action Items
<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 Goldmanmellor 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
Provide input to Oregon Administrative Rules for SB52	School Committee Members and Alliance	Begin Sept. 2019 until rule making completed	Documentation of participation in Rules Committees and communication with ODE	Alliance submitted recommendation to Rules Committee and members are participating in the Rules process.
Develop a list of key elements that all school district suicide prevention plans should contain.	AOCMHP/School Committee Members	Dec. 31, 2019	List of Suicide Prevention Plan Key Elements	Not complete as of 1/14/20; source materials gathered; meeting to work on this is set for 1/21/20.
Identify, highlight or develop other elements of guidance documents for school districts (such as sample transition of care	AOCMHP/School Committee Members	May 30, 2020	Guidance documents on website(s).	In process

<p>agreements between schools and hospitals.)</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>AOCMHP</p>	<p>March 30, 2020</p>	<p>Materials posted on website. Attendance at presentations.</p>	<p>In process</p>
<p>Develop and provide recommendations to ODE, and others as appropriate,</p>	<p>Schools Committee/AOCMHP</p>	<p>June 30, 2020</p>	<p>Recommendations Developed. Record of distribution of recommendations.</p>	<p>More discussion needed</p>

regarding the type of training and ta needed to support implementation of Adi's Act.				
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