



Schools and Education Agenda: Wednesday June 17, 2020 8:30 AM – 10:00 AM

Committee Members: Emily Morrissey, Fran Pearson, Jeremy Wells, Justin Potts, Kahae Rikeman, Liz Thorne, Maya Bryant, Olivia Nilsson, Shanda Hochstetler, Spencer Delbridge

Committee Members not in Attendance: Chair, Kimberlee Jones, Amy Ruona, Chris Hawkins, Corinna Brower, Dan Foster, Emily Moser, Eric Martz, James Hanson, Jill Baker, Jim Hanson, John Seeley, Jon Rochelle, Juanita Aniceto, Mila Rodriguez-Adair, Parker Sczepanik, Peggy Holstedt, Sydney Stringer

Staff: Annette Marcus, Jennifer Fraga, Kris Bifulco

Guests: None

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

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“Not letting the perfect get in the way of the good.” – wise Justin

Time	Topic/Who	How	
8:30	Welcome / Announcements	Round Robin, Review Minutes	Attendees introduced themselves and pronouns.
8:45	Current Conditions in Schools	Open discussion	Emily shared that she has heard that some youth are missing that informal connection in a virtual world – the small talk and impromptu conversations youth have with one another on a typical day pre-COVID. Liz shared some thoughts - How are we rethinking schools to get better outcomes

			<p>and what would that look like if we led with connection?</p> <p>Kahae shared that there is some uncertainty about what school will look like next year which is causing some anxiety with students and adults as that makes planning difficult.</p> <p>Justin talked about how COVID has exacerbated many of the disparities that already existed, such as access to technology. Anxiety around returning to school, a lot of teachers are retiring, and plans that are being discussed are filled with a lot of ideas from disconnected decision makers. There will be a decision to talk about potentially letting SROs go and no matter what decision is made, there will be a lot to figure out and plan with. Funding issues have made it so that they are unable to hire the school psychologists they were planning to bring on. For this district, it was going to be an addition of \$3 million but instead there will be a multi-million dollar cut.</p> <p>Jeremy shared thoughts on accessibility for youth and he has received many calls from parents with confusion on what is going on in the world. Urban and rural perception of</p>
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			<p>reality in what is happening can be vastly different and both have an impact on youth.</p> <p>Olivia talked about a lot of missing gaps that comes with summer. Has seen a lot of youth connect around what is happening across the country – dissatisfaction around racial inequality, what’s going on in the school system, etc.</p> <p>Fran (OHA Child & Family Behavioral Health Team, School Based Mental Health Policy Programmer) has been involved in discussions around re-opening guidelines. Preliminary discussions involve talk around mental health, not to mitigate the physical health of Oregonians, there is a concern around the transition for youth and adults. Hope is that there is an emphasis placed on the equal importance of mental and physical health.</p> <p>Emily asked if there is an anticipation that school won’t go back in the fall due to spikes in cases. Jeremy said that schools have been given multiple options, including distance learning. There are hybrid models showing students alternating when they are go to school face-to-face. If schools have</p>
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			<p>enough space and can socially distance, they can do that. There will be many models as it will vary school-to-school.</p> <p>https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx</p> <p>Shanda finds hope in the idea about leading with connection and finds this helpful as it is manageable and preventative. She has a lot of connection in her official role as she works a lot with youth in both professional and personal roles. Her work team has been wrestling with knowing how Oregonians are doing. They have heard mixed reviews of telehealth – while this really helps some and helps with accessibility, it also has not been easy to use and not a good fit for many others. ED visits, while going up a little, have been down overall so this begs the question of the status of everyone’s mental health. We are approaching the 3-6 month mark after the onset of the crisis / disaster which research has shown is when mental health crises occur. Asking about protective factors – is being home with families adding to this with the increase of contact? Is anxiety being</p>
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			<p>normalized? There are both beautiful things AND super alarming things happening.</p> <p>Kris shared that they don't have any direct contact with school aged youth / systems but she appreciates the discussion happening and is hopeful for a systems change with all that is happening.</p> <p>Spencer said that connection isn't doing for but doing with and alongside. Right now is a time for us to re-imagine and re-vision what is going on. This reality isn't just a moment, the world is continuing to change rapidly. Our inter-agency relationships are extremely important.</p> <p>Maya is here and shared that she thinks connectedness is super hard right now especially for youth that don't have many friends or people outside of school that they interact with. There were some opportunities during the school year to stay connected with classes but now during summer it may be harder. Youth are also becoming more creative about ways to stay connected in person safely such as social distance picnics, watching a movie on FaceTime, etc. Social media has also been a great tool to connect</p>
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			<p>with others and share information about racial equity and current events and start conversations with our peers about race and privilege.</p> <p>Annette shared that, while the SMART Goals are still important and are things that we want to get done, the context of our work has changed.</p>
9:20	Next Steps: SB52, Section 36 of Student Success Act, and Guidance Documents	Discuss how to create cohesion between Section 36 and SB 52 to see where Alliance can provide input / support	<p>Spencer talked about work that is bringing together Section 36 and SB 52. Engaging and improving systems for POC. Support SP policy work and address a range of school culture and climate issues that have been called out in the legislature. Want to drive resiliency promotion. Establishment of the student safety assessment team. Want to call out the great work that OHA, ODE, and Lines for Life has done. Resources from ODE are available through their website. Right now, working on agreements to have <i>student wellness positions</i> (?) – 15 or so positions to staff these positions. Working on staffing those and how those roles will work.</p> <p>https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Suicide-Prevention-Resources.aspx</p>

Annette shared that these two pieces are really working on student safety and suicide prevention as a way to remember the cohesion between them.

Progress Update: The guidance document that this committee made was sent out as well as other resources. One way they can be found is on the website above. They were sent out to superintendents and school counselors. Annette is wondering if these should be shared other places? She heard from someone in Curry County that was not aware of these resources. Jeremy said that the new staff coming on will be sending out information to schools and the task force starting will know the correct people to give information to. While we wait for these systems to start, Shanda shared that Kahae is a wonderful resource to turn to and will continue to be even after those personnel are on the job.

KahaeR@linesforlife.org or
www.oregonyouthline.org/step-by-step

Justin shared that there is a big disconnect with teachers and SB 52 / Section 36. He hopes that this changes when the new

			<p>systems are in place that Jeremy discussed. Spencer shared they are currently creating a steering structure with different stakeholders. Want to be intentional about opening up communication to the steering structure.</p> <p>Annette shared that it seems like the adults are very stressed while there is a different tone from the youth. She wants to lean into the young people to help figure all of this out.</p> <p>Emily is wondering if there is room for youth groups to help with communication and advocacy on suicide prevention plans in the school resource centers.</p> <p>Kris said there are some CONNECT Postvention trainings scheduled coming up, the 25th and 30th of June. This training is 5.5 hours total --> 9:00 AM – 2:30 PM. These are a blend of the schools and social services curriculum and 4 CEUs are available for those who take the social services curriculum. There are a lot of openings and you can register by contacting Kris at kbifulco@acmh.org Annette shared that doing this as a team or pairs is really helpful when it comes to implementing in schools.</p>
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			<p>Jenn will send the email out again to this group.</p> <p>Lines for Life will be facilitating 4 virtual QPR trainings in the next month. Please feel free to share these widely, open to anyone interested.</p> <p>https://www.oregonsuicideprevention.org/qpr-training/training-sessions/</p>
9:45	Team Communications	Presentation by Justin	<p>Microsoft Teams & Slack – communication tools that offset some of the email overload that happens. Allows you to chat back and forth with one another, can hold meetings within the app like we do on GoTo.</p> <p>Public Meeting laws around this?</p>
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
9:55	Discuss Potential Items for next Meeting		Who does the Alliance need to have as voting members to represent the perspective and voice of the Oregon school systems?
10:00	Adjourn		



Committee Tasks & Date Assigned	Action Items
Google Drive will be used to house resources to see all that is available - Justin	
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.	
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.	
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	

<p>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</p>	
<p>Make sure we have the data / documentation supporting recommendations made to be able to submit by February 28</p>	
<p>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>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 & SB 52 in the March meeting to see</p>	

<p>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</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>committee with recommendation for Alliance to submit to ODE.</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>



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	AOCMHP/School Committee Members	May 30, 2020	Guidance documents on website(s).	In process

transition of care agreements between schools and hospitals.)				
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)	AOCMHP/School Committee Members	March 30, 2020		In Process—needs attention at future schools meeting.
Disseminate resource materials by posting on ODE and Alliance websites, sharing with regional coalitions and/or at conferences.	AOCMHP	March 30, 2020	Materials posted on website. Attendance at presentations.	In process
Develop and provide recommendations to ODE, and others as	Schools Committee/AOCMHP	June 30, 2020	Recommendations Developed. Record of distribution of recommendations.	More discussion needed

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