



Schools and Education Agenda: Wednesday May 20, 2020 8:30 AM – 10:00 AM

Committee Members: Chair, Kimberlee Jones, Amy Ruona, Chris Hawkins, Dan Foster, Grace Bullock, James Hanson, Jeremy Wells, Jon Rochelle, Justin Potts, Maya Bryant, Mila Rodriguez-Adair, Parker Sczepanik, Shanda Hochstetler, Spencer Delbridge, Sydney Stringer

Committee Members not in Attendance: Corinna Brower, Emily Moser, Eric Martz, Jill Baker, Jim Hanson, John Seeley, Juanita Aniceto, Kahae Rikeman, Liz Thorne, Olivia Nilsson, Peggy Holstedt

Staff: Annette Marcus, Jennifer Fraga, Emily Morrissey, Kris Bifulco

Guests: Gabrielle Colton

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 from April	Maya Bryant, from YYEA and LifeLine, as well as Gabrielle Colton, from YouthEra, joined the meeting for the first time.
8:45	Current Conditions in Schools	Open discussion	Justin Potts shared that, at least in the special education realm, they are reaching half their students and are trying to do home visits. Some districts are having better luck reaching families than others. Concerned with what it will look like if we are able to come back together in the schools.

Shanda Hochstetler wondering what the summertime will look like. Is there discussion about what will happen when being home for that length of time? Are there systemic things that may happen?

Justin shared that they are definitely concerned about any medically, high risk youth and some guidelines for recess classroom, and food delivery protocols. They also mentioned teaching from a trauma informed care perspective.

Gabrielle Colton shared that they are definitely having that challenge in Coos as well reaching youth. We are also seeing much more mental health challenges among younger students

James Hanson shared that they were able to take their sources of strength students online so they can continue to work on their projects. Have still been able to be a relatively effective team with suicide prevention resources. Some students are doing individual projects, such as setting up websites to share their own stories for how they are coping, a place to go for mutual support. Worried about some the kids

they aren't able to reach. For James's caseload, that is about 10% of students.

Dan Foster asked if anyone has heard students say they are enjoying school online and if bullying is down.

James Hanson as far as coursework, some students are saying that they are enjoying the downtime to spend with family / friends virtually.

Justin Potts said that he is experiencing more inter-agency communication. He also said that he thinks it would be good to use this time to develop guidelines around sharing information on youth.

Amy Ruona agreed with Justin that there has been a lot more flexibility around releases of information with care coordination. They have put a suicide screening on Google Drive which makes it easier to turn it back in.

Mila said that, with LGBTQIA+, there has been difficulty with using certain platforms, like Google Hangouts. An example is if a youth has identified a specific name they go by at the beginning of the year but the name

			<p>that was transferred over on the online platform is not always the name that they use due to how long it takes to transfer over in school data systems. Another difficulty is when they are in a home environment that is non-affirming.</p> <p>Maya Bryant shared that they think that there is definitely less bullying on social media because there are less things to take back home from school. but I am still seeing bullying on social media and particularly around people who are not social distancing being called out publicly in a negative and not supportive way.</p> <p>Gabrielle Colton said that we definitely have youth who prefer virtual schooling, as well as virtual peer support. It is easier for some to communicate. Some do not want to go back to normal school format.</p> <p>Annette shared BRO (Basic Rights Oregon) Town Halls that are held, including a Queer Town Hall. The one happening next week is on suicide prevention and is May 26th. These are recorded.</p>
9:00	Schools Resource Document	Review document and provide feedback	See feedback on document.

		<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.</p>	<p>Hope is for ODE to send to listserv and to most school counselors.</p> <p>James Hanson said to absolutely to School Psychs and School Social Workers and also said to go through professional associations as well: OSCA, OSPA, OSSWA.</p> <p>Justin Potts mentioned the Teacher Standards and Practices Commission. https://www.oregon.gov/tspc/pages/index.aspx</p> <p>Sydney Stringer thinks sharing with contracted mental health agencies that work in schools should have access i.e. The Child's Center.</p> <p>Chris Hawkins suggested School Superintendents.</p> <p>Share through Systems of Care advisory.</p>
9:20	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</p>	<p>Justin, are you okay with sharing the Google Drive for resources with the Schools Committee to start with?</p> <p>Annette suggested a smaller team get together to discuss dissemination of documents whether it's on Google Drive, Microsoft Teams, or whatever format would be good for the masses. (Justin Potts, Dan</p>

		<p>completed by Amy and Jonathan?</p> <p>Discuss CATS Process information from Chris</p>	<p>Foster, Spencer Delbridge). Jenn will send out a meeting invite after this.</p> <p>Gabrielle Colton shared that Basecamp is also a great online service for sharing and collaborating. Our Soc and public health uses it.</p> <p>Justin said Basecamp is good, but costs \$\$.</p>
9:35	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>	

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?	This question seems extra pertinent at this time. Is this a topic we should have a larger discussion on in the next full committee meeting or a small group on the side to work on this and report back to the larger group?
9:55	Discuss Potential Items for next Meeting		<p>Smaller Group meeting with Kahae, Mila, Amy, Maya, other youth, Emily Morrissey (?), Annette, Jenn, Kimberlee before next larger committee meeting. Jenn will send out invite after this meeting.</p> <p>Next <i>full</i> Alliance meeting is Friday, June 12th and will be focused on deepening policy priorities.</p>
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>



committee with recommendation for Alliance to submit to ODE.	
Small workgroup (Emily Moser, Annette, Kimberlee, Jonathan, Jeremy, Amy Ruona) Begin work on developing Guidance Documents. Develop Guidance documents.	Meeting set for January 21st at 11 a.m.; Jonathan, Annette, Jenn, and Justin met and will report next steps at February meeting
Action: Collect example plans from rural, suburban and urban schools in Oregon to share as exemplars.	Determine next steps today
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.	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?

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

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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Action Items in Red Status update and next steps if needed in blue.	
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