

**Alliance**  
**Schools Committee Meeting**  
Wednesday, February 17, 2021  
8:30 AM – 10:00 AM

<https://www.gotomeet.me/AnnetteMarcus/allianceschools>

Join the conference call: 646.749.3129, Access Code: 152-288-981

Committee Members: Chair, Kimberlee Jones, Caitlin Wentz, Chris Hawkins, DeAnna Negrete, Fran Pearson, Gabi Colton, Jim Hanson, Jon Rochelle, Justin Potts, Kahae Rikeman, Kara Boulahanis, Liz Thorne, Mary Massey, Maya Bryant, Shanda Hochstetler, Sydney Stringer

Committee Members not in Attendance: Amy Ruona, Emily Moser, Emilie Spalding, Jill Baker, John Seeley, Lon Staub, Mila Rodriguez-Adair, Olivia Nilsson, Parker Szczepanik, Spencer Delbridge, Spencer Lewis, Tony Martins

Staff: Annette Marcus (AOCMHP), Jenn Fraga (AOCMHP), Tim Glascock (AOCMHP)

Staff not in Attendance: Kris Bifulco (AOCMHP)

Guest(s): Claire Kille, Gordon Clay, Lisette Cervantes, Makenzie Sheets

Meeting Attachments:

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Time	Agenda Item	What / Update Action Item(s)	Notes
8:30	Welcome Members, Consent Agenda	Action Item: Adjust meeting times to allow meeting to be more youth accessible?	Meeting time recommendations: -Meeting earlier -Afternoon times would work to get more youth involved -Ask what times would work for youth -Not Fridays or Monday mornings -During afternoons may be easier for students as this is typically when asynchronous instruction is (would be more difficult during synchronous instruction) -Partner with students and schools to write letters to be excused from class; during school this can be difficult even with excused notices
	Discuss Action Items from Previous Month	Discuss: <ul style="list-style-type: none"> <li>• Shared folder to become a shared drive</li> <li>• Mila asked for this group to define what we mean by advise and provide guidance so we can all come to the table with one understanding of what we are doing? This will be added to the next agenda to dig deeper into this question.</li> </ul>	<i>See update on action items under the agenda.</i>  What does ODE need from us? Also, exemplars of policies (which is happening) and exemplars evidence-based, trauma-informed, culturally-mediated school-based suicide prevention programs, including how they are implemented and evaluated (implementation science and improvement science) re always so helpful for school teams.
8:35	Update from ODE, Kara Boulihanis		Kara is taking the lead on SB 52 work within ODE (Oregon Department of Education) to help support Spencer Delbridge's role. Their expertise is in equity and is hoping to bring this lens to SB 52 work and recognizes that suicide prevention is not their focus of work. Bringing anti-racism work to the SB 52 work. Guidance is the first thing

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		<p>Kara hopes to get movement on and get input from this committee on. Their hope is to have the voice of the Alliance in this work so it's not an ODE centric document / work.</p> <p>Q: There were some work materials in process that maybe Kahae and Spencer D. were working on. What does ODE have as an active / working documents right now?</p> <p>A: Kara is not aware of any acting or working documents. Kahae also doesn't think they have anything working outside of what has been published.</p> <p>School Safety Prevention Specialists were hired through the Student Success Act, Section 36. They are training the 11 ESD (educational school districts) Specialists in suicide prevention, anti-racism, and equity.</p> <p>ODE expects SB 52 plans to be living documents that continue to be updated on an ongoing basis. They hope they can have guidance out in late Spring 2021.</p>
8:40	Group Discussion: Define what we mean by advise, and provide guidance	<p>What should we be doing as a group in terms of providing advice and guidance to ODE and OHA? Should we produce documents, provide feedback on documents, work with ODE on documents while they are created?</p> <p>Q: What does ODE need from us? A: Kara is planning on asking for feedback from this group and is also</p>

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		<p>open to other ways we can collaborate / integrate the Alliance into ODE's work.</p> <p>Q: How do we go about through ODE or legislation in looking at school discipline processes? Is this the appropriate group to bring that up? A: Kimberlee says the answer is a strong yes. Maya also said they would be interested in this.</p> <p>Jim said we can make recommendations regarding Restorative Justice and advocate for using SSA and other dollars for RJ. Very much a counter to white supremacy and School-to-Prison pipeline. Restorative Justice is a community-based intervention to traditional discipline. Tier 1 is a training for teachers that can be used for Pre-K through college. When something happens there is a discussion within the classroom – what happened, how did it impact folks, what needs to be done to repair the community? Tier 2 &amp; Tier 3 is for administrators to work with smaller group of students. This has also seen a positive impact on the anti-bullying and micro-aggressions in that bullying and the micro-aggressions are decreasing.</p> <p>Justin said Colorado has a pretty widely used model. A couple of their folks presented to an Oregon legislative committee a month or two ago. Go <a href="#">here</a> to learn more about restorative justice resources. Go <a href="#">here</a></p>
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		<p>to learn more about anti-racism resources.</p> <p>Fran said, "I think it is so very important to center conversations around guidance, recommendations through the lens of not overwhelming educators and school staff with 'one more thing to learn or implement/initiative fatigue.'"</p> <p>We should teach educators what MTSS really is (Evidence-Based programs [hardware] with a way of looking at data to get students into the programs they need (SIT, etc.) That way, they have CONTEXT. A program might come and go, but MTSS stays.</p> <p><a href="#">This is the</a> most concise and recently updated MTSS framework that I'm borrowing from for the "whole" picture and then putting the suicide work in this context.</p> <p>Putting plans together is particularly tough if you do not have the MTSS hardware (programs) in place in the school and supported by the district, concrete screening mechanisms and processes, or an infrastructure in the building to get students access to the programs (e.g., Student Information Team).</p>
9:05	Group Discussion: Colleges & Universities Tim Glascock	<p>See attached PowerPoint for more information.</p> <p>Justin thinks the college age does belong in this committee.</p>

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		<p>Liz does Sources of Strength in some colleges. She also brought up youth in the DHS / foster care system that are aging out of that care that may not be connected to higher education. There are two different conversations to be had – are we supporting the 18-24 year-olds or the college system?</p> <p>DDS (Developmental Disabilities Services) covers the 18-21 group that is another piece of this community.</p> <p>Is there a group of folks that want to get together to put a written recommendation for this 18-24 year old age range? OR is there a group of folks that would be okay responding to something from OCUSPP?        Liz Thorne, Fran Pearson, Caitlin Wentz. Also invite Elliott Hinkle and Lev Schneidman.</p> <p>Justin recommended Rebecca Smallwood and / or Mike Harmon for DD / ODDS voice / lens.</p> <p>Jenn can connect with Elliott Hinkle from Healthy Transitions to see if they are interested and will set-up a meeting with interested folks.</p> <p><a href="#">OCCA</a></p> <p><a href="#">OSA</a></p>
9:20	<p>Group Discussion: How do we connect with ESDs and work on threat assessment?        Kimberlee Jones</p>	<p>Important to note the distinction between a safety assessment and a threat assessment and keep the same language across the state.</p>

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		<p>How can we implement this into the existing multi-tiered systems of support so we aren't putting one more unfunded mandate on folks?</p> <p>A threat assessment has become an element of the school to prison pipeline with disproportionate numbers of students with disabilities and students of color.</p> <p>Kahae's team is a bridge to other services and a connector to things they need. If people need help in starting the conversation around Adi's Act, Kahae's team does a good job in helping them. Annette asked if there was there is a possibility for Kahae and her team to provide monthly updates during this committee meeting going forward. Shanda asked if, in June / July, something could be on the agenda for this committee to talk about what has been done in the year since the program has been around. Kahae said this could also be a good time to hear what districts they haven't hear from.</p> <p>Space between prevention general knowledge and postvention is safety planning, how do you deal in the moment, how do you stabilize – this is where districts are struggling in their planning in knowing where to put it all.</p>
9:35	Report: SB52 Re: LGBTQSIA curriculum	<p>Progress is being made on this.</p> <p>Go here for more information and</p>

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9:45	<p>Ask: Lived Experience Advisory asks this committee if they could either create a guidance document for schools on responding to suicidal crises over virtual learning OR ask ODE/OHA to create this document. Lived Experience Advisory would review before it is sent out.          Laura Rose Misaras or Jenn Fraga</p>		<p>Shanda said something like this exists and guidance exists in responding to crises and teachers have received guidance in this area. There are some on ODE and OHA website and guidance exists in other areas.</p> <p>Jenn will take this back to the advisory and talk about next steps.</p> <p>Kimberlee talked about making sure people on the local level know about this and have access to it.</p> <p>Kahae shared the Student Suicide Assessment Line.</p>
9:55	<p>Discuss Potential Agenda Items for Next Month</p>		<p>-Presentation on Division 22 for a future meeting (30 minutes). After this, we can discuss how we provide guidance</p> <p>-Mapping the areas we need to be engaged with from the perspective of this committee</p>
10:00	<p>Adjourn</p>		<p>-Don't forget – Lines for Life has a Student Suicide Assessment Line is Mon-Fri, 830A-430P, 503-575-3760</p>



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Update on Previous Action Items:

- Shared folder to become a shared drive
  - Send items you want uploaded to this to Jenn and she'll organize.
- Mila asked for this group to define what we mean by advise and provide guidance so we can all come to the table with one understanding of what we are doing? This will be added to the next agenda to dig deeper into this question.
- LGBTQSIA+ Guidance Deep Dive
- Justin (and maybe Kimberlee) will work on a graphic for elements of work going on in districts. Context: Justin met with their supervisor and noted that there is difficulty figuring out where different things fit – mental health wellness, etc. this it would be helpful to clarify where suicide prevention lives in the context to threat assessment, and other areas.
  - Graphic itself isn't complete but the pieces are there. Just have to work together to create something.
- Mapping out how we blend and braid, schools, and role of each player. Context: Justin met with their supervisor and noted that there is difficulty figuring out where different things fit – mental health wellness, etc. this it would be helpful to clarify where suicide prevention lives in the context to threat assessment, and other areas.
  - Annette noted that this will be a longer process and take group think to complete.
- Small Group Adi's Act Letter
  - Justin, "I still think a summary letter that is generic enough to be helpful to all districts would be good, but also as part of the guidance for the rollout of the sample plans."

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Alliance Schools Committee SMART Goals

SMART Goals

STRATEGIC PRIORITY: Support implementation of SB 52 by providing input during rules making and developing guidance tools for schools

**Commented [JF1]:** Add something about having a shared understanding about our role and providing guidance / advising

STATUS	YSIPP Objective*	DEADLINE	TASK #	ACTION STEP
In Progress - On Track	4.2.d. & 6.1.a.	10.01.20 and ongoing	Task 1	Provide input to the School Safety Task Force and ODE on guidelines for SB52
In Progress - On Track	4.2.d. & 6.1.a.	6.30.21 and ongoing	Task 2	Identify, highlight, or develop other elements of guidance documents for school districts - especially related to school transitions and culturally relevant approaches
In Progress - On Track	4.2.d. & 6.1.a.	11.01.20 and ongoing	Task 3	Meet with Lines for Life and ESD's staff working to support 52 to better understand emerging needs and provide subject matter expertise from the Alliance
In Progress - On Track	4.2.d. & 6.1.a.	Ongoing work	Task 4	Disseminate resource materials by posting on ODE and Alliance websites, share with regional coalitions, and / or at conferences
In Progress - On Track	4.2.d. & 6.1.a.	Ongoing	Task 5	<del>Monitor</del> Support ongoing implementation of SB52 and, as

**Commented [JF2]:** Connecting with groups to see how things are going, connecting the field

**Commented [JF3]:** Providing guidance and also keeping an eye to see if the policy is actually working or do we need additional legislation / change the policy

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				determined by committee members, provide feedback to policy makers regarding opportunities, successes and areas for improvement.
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