

Alliance
Schools Committee Meeting
Wednesday, March 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, Amy Ruona, Caitlin Wentz, Jon Rochelle, Justin Potts, Kara Boulahanis, Liz Thorne, Lon Staub, Mary Massey, Mila Rodriguez-Adair

Committee Members not in Attendance: Co-Chair Maya Bryant, Chris Hawkins, DeAnna Negrete, Emily Moser, Emilie Spalding, Fran Pearson, Gabi Colton, Jill Baker, Jim Hanson, Kahae Rikeman, Olivia Nilsson, Parker Sczepanik, Shanda Hochstetler, Spencer Delbridge, Spencer Lewis, Sydney Stringer

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

Staff not in Attendance: Kris Bifulco (AOCMHP)

Guest(s): Claire Kille, Gordon Clay, Kela Lynn, Lisette Cervantes, Makenzie Sheets, Shelaswau Crier

Meeting Attachments:

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Time	Agenda Item	What / Update Action Item(s)	Notes
8:30	Welcome Members, Announcements, Consent Agenda	Action Item: Adjust meeting times to allow meeting to be more youth accessible?	-ANNOUNCEMENT: Don't forget – Lines for Life has a Student Suicide Assessment Line is Mon-Fri, 830A-430P, 503-575-3760 -Co-chair: Announcement
	Discuss Action Items from Previous Month	Discuss: <ul style="list-style-type: none"> • Shared folder to become a shared drive • 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. 	
8:35	Group Check-In Jamboard Activity	Temp Check: -How is your school / school system doing with beginning Adi's Act implementation? -As a student, teacher, counselor, how are you coping with the transition to in-person learning?	See attached Jamboard.
8:45	Division 22 Presentation and Overview of Suicide Prevention Teams Kara Boulihanis	School Districts are required to report on Division 22 Standards. Understanding Division 22 is important for us as we think about how to be strategic in incorporating suicide prevention in schools. This will provide context for our recommendations going forward.	See attached PowerPoint presentation or go here . Can the Alliance provide guidance around keeping threat assessments and suicide prevention work separate? And why this is important to do so / what concerns are if they are lumped together. Integrate suicide intervention safety assessments into the school processes.

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		<p>How can we make sure the student is getting the help they need and they aren't being funneled into the criminal justice system when all they need is behavioral health support? ODE wants to help the districts that are looking at punitive measures to move away from this as it isn't helpful.</p> <p>It's easy to lump this work, specifically around suicide prevention, into the punitive measures system and we have to help schools to not do this. Guidance that is produced should be careful to delineate how threat assessments and suicide prevention work is different. When you have equity at the forefront, it can be easier to remember this.</p> <p>No matter what label we place on it, we need to be mindful that a kid who is perceived as "trouble" may fly under the radar as making "empty threats" if a suicide warning sign is displayed. I worry about lumping suicide prevention/intervention into safety assessments; two different skill sets.</p> <p>Amy and Mila often coach folks to address their own biases and/or implicit bias one might apply to Black boys specifically and/or BIPOC students in general. Our 'threat assessment' process is totally separate from discipline and focused on uplifting what is working with students and interventions and supports.</p> <p>Perhaps clarity around this issue</p>
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		<p>should be part of the recommendations for the YSIPP.</p> <p>Separation from discipline is key People have continued concerns about how this gets framed and conveyed or interpreted to districts. Mary has brought this up in the past as well. It presumes at some level that there is some sort of equal "sorting" of threat to self and threat to others.</p> <p>This goes to what Justin brought up and zero tolerance by administration. To do this work, we need to look at discipline policies and need ODE to be open to shifts in those policies.</p> <p>What we are missing is the need to focus on who participates in the school threat assessment meetings. These are typically admin and law enforcement heavy with not so much mental health. It's important to recognize the different mindset and skill sets between the two.</p> <p>We have to mobilize the community as well and not just do a top-down approach. We have to engage youth leaders, youth, parents in our work to have more of a bottom up approach. We have an idea of what we perceive but that is not directly what people are thinking / needing.</p> <p>We need to have checks & balances in the system. We're continuing to see silos in the work. How do we adapt and not become blind sided when we</p>
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		<p>see things aren't running how we thought. This committee needs to be strategic when thinking about how we come aside ODE to think about how we can be supportive, how can we relate to them, how can we provide guidance?</p> <p>The first year of Adi's Act creation has been kind of siloed as people are starting to build relationships with other groups. The hope is ODE will go into schools say, "here is what we see as best practices. How can we work with you on this journey to keep Adi's Act as a living document?"</p> <p>The hope is that ODE will request feedback on tools they are creating. Spencer Delbridge is drafting a lot of tools and training plans and guidance documents. Nothing has been formalized yet but when they have been, Kara's hope is to get more robust feedback on all of these tools before they need to be implemented. There is a value of having resources that come from different sources and target specific groups.</p> <p>Perhaps the Alliance can provide some short "topical" guidance on some of these very specific issues (as opposed to a large comprehensive document for guidance).</p> <p>Annette: A key question I have is how this advisory group can intersect with the SSPS Structure--what can we do to support and advise their work AND</p>
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			<p>also we want to be sure not to duplicate efforts that are already underway.</p> <p>For updates on how to see what schools are and aren't compliant with Adi's Act, go here. It won't be updated now but will in the future.</p> <p>One thought is to do some "statistical" sampling from a range of districts and on-the-ground folks.</p>
	Group Discussion	<p>As we look at this, what are the implications for how we most effectively support Adi's Act?</p> <p>What role our committee plays in providing advice and guidance to ODE and OHA?</p>	This was not discussed this meeting due to the above discussion.
9:55	YSIPP 2.0 Recommendations		Annette prepped the group and let them know they would receive a worksheet before the next meeting to prep for this discussion in the April meeting.
	Discuss Potential Agenda Items for Next Month		<p>-Group Discussion: Five-Year Plan; Committee Vision</p> <p>-How would a constituent know how the rollout of Adi's Act is going?</p>
10:00	Adjourn		

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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	Monitor 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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