

**Alliance**  
**Schools Committee Meeting**  
**Alliance Schools Committee Wednesday, February 18, 2023**  
**FY 2022-2023**  
**Third Wednesday of the month**  
**8:30 AM – 10:00 AM**

Topic: Alliance Committee Meeting: Join Zoom Meeting

<https://us02web.zoom.us/j/89796541408?pwd=OGpPRVArcDhTS1MzWml3YUhaZHV3dz09>

Meeting ID: 897 9654 1408 Passcode: 651946

One tap mobile +16699009128,,89796541408#,,,,\*651946# US (San Jose)

Committee Members: **Co-Chair Claire Kille, Co-Chair Justin Potts, Amy Ruona, Ashley Meilahn, Fran Pearson, Jon Rochelle, Lucina Michaud, Mary Massey, Maryanne Mueller, Mila Rodriguez-Adair, Shanda Hochstetler**

Committee Members not in Attendance: Angie Foster-Lawson, Angi Meyer, Boston Colton, Caitlin Wentz, Cati Adkins, Gabi Colton, Isabella Acevedo, Jamie Gunter, Jill Baker, Lauren Hval, Shelaswau Crier, Spencer Lewis, Sydney Stringer

Staff: Annette Marcus (AOCMHP), Jenn Fraga (AOCMHP), Kait Fredrickson (AOCMHP)

Staff not in Attendance: Kris Bifulco (AOCMHP), Tim Glascock (AOCMHP)

Guests: Alyssa Callender, Gordon Clay, Kaleigh Bronson-Cook, Kelsey Murray, Romy Carver, Vivian Koomson, Aaron Townsend

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Time	Agenda Item	What	Notes
8:30	<b>Welcome Members, Announcements</b> Justin Potts and Claire Kille	Introduction of new members or participants (highlight in chat)	Claire and Justin led the group in introductions. Vivian joined us for the first time
8:40	<b>Proposed Request to ODE Regarding Scan Results and Next Steps</b> Justin Potts	*Time Sensitive *Information needed to fulfill our role and support Adi's Act implementation *Want to be partners and transparency in process is helpful	<p>Justin shared that we have the scan results from the Adi's Act Scan that was previously discussed and Claire shared briefly about with the group. The final version was sent to ODE and they have had this since November 2022 and they would like to provide some input around some language changes and how it is shared with the community. It has not yet been shared with the SSPW Team.</p> <p>Annette shared a concern. The purpose of the scan is for accountability for schools and seeing what they need for support. The scan happened last year and she worries that the delay also delays our ability to monitor. Proposal from Annette: We send a letter to ODE saying that we want to see the results of the scan so we can use it for monitoring and advocacy and that it can be released to the community in a timely manner.</p> <p>Justin reminds us that our role as</p>

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a committee is in an advisory capacity. As of today, ODE has not engaged in rule making around Adi's Act.

Mary shared that the scan was not a fully accurate portrayal of what they have. A provided example is that they have things on the website but aren't forward facing for good reasons. That is something to keep in mind moving forward – not everything can be public facing. Annette said this is good for us to keep in mind moving forward.

Justin said to think about everything schools do as public facing because those documents can be requested. When creating a guide as to what can / may not be public facing, keep in mind that everything can be public through a records request.

Shanda reminded us that the scan was not meant as a evaluation of quality of plans or even school districts. This was more of a snapshot, landscape overview of what is currently on websites.

Claire clarified that Mary and Angi where the only ones that I showed the review to, it was not

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intended to be shared with districts and that exercise solidified that was not helpful. I can happily share how the SSPW DOES prefer to provide feedback on plans (not related to the scan).

Mila and Amy suggested that, if plans are shared with superintendents, to let them know who the reports should be sent to as superintendents are not necessarily able to be “in the weeds” so knowing who they should connect with around information can be helpful.

Annette worries about the delay between a report / scan being complete and sharing the results for people to discuss it as the information becomes irrelevant the longer it’s out and not reviewed.

The group talked about potentially writing a letter to ODE about the report. A concern around the letter is putting time and energy into something that may not be read due to ODE having other pressing responsibilities right now (such as legislative session). Annette said that, over time, sending letters built our relationship with

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OHA. While we aren't currently an official advisory group to ODE, she thinks that we have an advisory role to ODE because of Adi's Act which is the perspective this letter would come from. "We want to advise on implementation and we need to do so in a timely manner."

Mila encouraged us to think about where we are spending our time and energy, not just as a committee but as an Alliance as a whole.

Annette said that a different angle we could take is writing a letter letting them know we want to deepen our relationship with them. Annette is happy to write the letter.

From the OHA perspective, Shanda said that letters from the community are very effective.

Justin asked if the group has any objections to Annette and Justin crafting a letter together and if the group wants to see it before it's sent. Justin says the letter will be sent before our February Committee meeting. No objections were shared. Annette said that she does want the group to look it over and the

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			<p>Executive will need to approve the letter. <i>The draft will need to be completed before February 6<sup>th</sup>, which is the next Executive Committee meeting.</i></p>
<p>8:50</p>	<p><b>Discussion of Concerns re QPR</b> Mila Rodriguez-Adair, Claire Kille</p>		<p>Portland Public Schools Suicide Prevention Policy requires a YouthSAVE training for those providing screenings for students expressing suicidal ideation. This training happens 3x per year. While this happens on half days, it is difficult for staff to attend. Mila has asked Canada Taylor to bring QPR into their schools. She has worked with schools to get individual dates / times to get them trained. The biggest barrier is funding. As a larger district, there are many ideas they can't implement that smaller ones can (such as providing gift cards). Amy met with Jill Baker about the issues they are experiencing. The training is free, trainers are available, but there is not extended funding to give to those attending the trainings.</p> <p>Lucina shared that a lot of gatekeeper trainings that are recommended don't fit a school setting. She has encountered this many times across her districts that she works with. She would like to have a longer conversation around what we</p>

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are doing for trainings and how are we making it fit the audience we are training.

Annette asked if Mary would provide a presentation about how they train their schools / implement their suicide prevention policy.

Mila asked about next steps – what should we do as we wait for things to happen around trainings? What can she tell people right now about the QPR Training issue? She believes there should be a parallel conversation happening outside of this trying to find a solution.

Amy asked if there is a fund / grant that schools could apply for like the Lines for Life Grant. Annette suggested us working with Jill and Shanda around this and asking ODE and OHA if there is a way to create a scholarship for people to access for trainings. The amount that was mentioned was \$1,500 - \$2,000.

It was suggested to have Adi's Act be a funded mandate which would also be a clear demonstration of ODE prioritizing student mental health.

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<p>9:15</p>	<p><b>New Legislation – Comments</b> Justin Potts</p>	<p>Do we want recommend support, opposing or neutral on legislation</p>	<p>Claire suggested that, during the next long legislative session (2025) that we advocate that a certain percentage of PD time be set aside for suicide prevention. She isn't sure if this would work or would be helpful but she put this out as something we may want to consider.</p> <p>Amy said that they would love for staff meeting time to have 1 hour of 'mental health' focus each month if that was legislatively required- schools and the PD dept would have to listen and do it.</p> <p><a href="#">HB 2643</a> some good things in it, way to track students with SI; but as a whole, it's very similar to Adi's Act.</p> <p><a href="#">HB 2646</a></p> <p>Those interested in talking with legislators: Mary Massey (if able to do so as a district staff member), Justin Potts</p>
<p>9:30</p>	<p><b>Update on YSIPP Initiative Assigned to this Committee – begin to set timeline and plan</b> Annette Marcus</p>	<p>Our Initiative: The Alliance will use the Adi's Act scan and other sources to identify and address structural barrier to implementation of Adi's Act and will make recommendations to OHA and ODE</p>	<p>Annette said that a project plan needs to be created for this initiative. This will be on the new Alliance YSIPP Initiative tracker.</p> <p>There are multiple school related initiatives in the YSIPP that the Alliance plays a monitoring role</p>



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		<p>Note: Multiple School Initiatives need to be monitored – schedule presentations through year</p>	<p>in, not as the accountable party. We will be sure to have updates scheduled throughout the year to review these.</p>
	<p><b>Brainstorm topics for Promising Practices Related to Adi’s Act</b> Claire Kille</p>	<p>Do you know of examples of promising/best practices? Do you have specific areas you’d like highlighted at Schools Committee meetings?</p>	<p>Tabled for February meeting.</p>
<p>10:00</p>	<p><b>Adjourn</b></p>		<p>Mary shared a concern regarding transitions of care. When a student goes into a higher level of care, like residential or acute, they are told their school district will continue to provide education. However, when students are outside of their district for 10-days, they are dropped. Parents are told that home districts will take care of students’ educational needs but this is not something that all districts can do for a variety of reasons. The district that the student is in care in (where they are in residential or acute care) is actually going to provide the educational needs.</p> <p>Gordon shared concerns over the transitional age youth (18-24 year-olds). Gordon talked about boys being a large group that leave the K-12 system and the transitional age youth group also has an increased suicide rate.</p>

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