

Meeting Notes

School Safety and Prevention System (SSPS) Core Advisory

Agenda

9-24-2020

12:00-1:00 PM



ODE: Safe and Inclusive Schools

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School Safety & Prevention System (Sec. 36 of HB 3427; SB 52)

Members

x	Carmen Xiomara Urbina	ODE	
x	Jill Baker	OHA	
x	Grace Bullock	ODE	
	Winston Cornwall	ODE	
x	Spencer Delbridge	ODE	
x	Amber Eaton	OAESD	
	Shadiin Garcia	ODE	
x	Annette Marcus	OAPS	
x	Katarina Moseley	OHA	
	Dave Novotney	OTFSS	
x	Jeremy Wells	ODE	

Agenda	Notes
<p>Introduction</p> <ul style="list-style-type: none"> • <i>SSPS Update</i> <p>-Spencer (5 minutes)</p>	<p>Jill Baker asked for updates on the hiring process. Spencer and Amber informed that the grant agreements have been signed and are looking at October hiring's for the ESD's.</p>
<p>SSPS Implementation Questions</p> <ul style="list-style-type: none"> • 1) <u>Senate Bill 52</u>: Guidance for integrating methods and supports that address higher risk needs and are culturally and linguistically responsive 	<p>Spencer read out the official language from the Bill and Rule. Currently getting feedback from districts and seeing limited implementation methods. Plans are not integrating methods. Districts are expressing concern over not having the tools to integrate and implement. Spencer acknowledged that this is a new body of work and that there are multiple factors affecting this. Spencer has added language to the draft guidance for short term planning strategies.</p> <p>Annette Marcus thanked Spencer for the summary and acknowledgment of the challenges this work is facing. She expressed that there is more that can be done to help districts in becoming more LGBTQ2SIA+ affirming, and that partnerships could be created between schools and organizations that provide suicide prevention training so districts are not starting from nothing. Kathleen Burns added that she could send out an ODE resource in regards to the LGBTQ2SIA+. Grace Bullock mentioned that there would be a listening session with professionals in this field to help develop language and resources around this.</p> <p>Jill Baker mentioned that districts are having gaps in K-5 planning as well as their suicide prevention plans; this is a struggle that OHA is having. Her lens if she was back in school would be that if a school has looped in general support for minority families that that should count and those people should be cross-trained. She also shared that there are tribal based practices and resources that are mental health centered that should be shared with districts.</p> <p>Kati Moseley made edits to the documents Spencer sent out. Proposed adjusting language in Section 2 to "recommending."</p> <p>Grace Bullock expressed that there is a need to integrate community resources in the work being done by ODE/OHA in order to not miss families. Kathleen Burns shared the need that youth can help youth and a need to integrate peer support.</p>

	<p>Jill Baker shared that some modifications could be made to a set of guiding questions in order for districts to self-evaluate how well their services are doing.</p> <p>Annette Marcus shared that there is an example of a district making the spirit of compliance with the act misguided as they are moving all of that body of work under the threat prevention/school resource officers' body of work. Jeremy expressed that this could be a problem, but encouraged that even with everything going on in our state that districts are looking at the work.</p> <p>Grace Bullock expressed a need to be more direct and explicit in the language being used in guidance in order to limit ambiguity.</p> <p>Carmen Urbina expressed that there is some level of lack of knowledge or feelings of "just get over it" among districts. The increase of micro-aggressions over time can cause lots of damage to students and a lack of knowledge on educators' parts. Carmen is asking what are the foundation pieces that we can provide/control to help districts in doing the best that they can. Grace Bullock echoed the need to educate support services/people.</p> <p>Kathleen Burns reminded of a testimony that some students equated "threat assessment" with "racial profiling." Carmen Urbina seconded that this is something that needs to be addressed and changed as many students feel that "threat assessment" language and labels lead to jail. Jill Baker added that treating a student in mental distress, as a "threat" is also a fundamental problem.</p> <p>Kati Moseley recommended that a useful piece of work might be to map all the different streams of MH, equity, anti-racism, etc. work that ODE has ongoing to the MH model. It would show the inter-relatedness of effort that we talked about earlier. Kathleen Burns gave her support for this idea. Grace Bullock shared that this work has begun, but is not distinctly funded, and she will let everyone know when members can help with this work.</p>
<p>SSPS Implementation Questions</p> <ul style="list-style-type: none"> • 2) <u>SSPS School Culture and Climate Scope</u> (bullying, cyberbullying, harassment prevention, support for 	<p>Spencer shared that the legislation requests cross training on these things. Spencer is asking feedback on whether the specialists could help districts with bully-complaint processes.</p> <p>Amber Eaton shared that supporting it is a possibility. Case-by-case being delegated to these individuals might not be feasible since it could be a large caseload. Jill Baker responded with a need to find a balance between supporting and equipping and working on difficult cases.</p>

<p>All Students Belong implementation)</p> <p>-All (40 minutes)</p>	<p>Jeremy Wells shared that consulting, advising, and being a resource around the grey areas that may be related to the work.</p> <p>Jill Baker shared that all of this loops back to teaching and building empathy (prevention, racial issues, safety, etc.) Kati Moseley expressed her agreement with this.</p> <p>Grace Bullock asked Carmen Urbina how much of what is in the mental health model is written in the State Educational Standards. Kati Moseley says that it is explicit in the legislation and rules; it might not use words like “anti-racist”, but the concepts are codified in ways that can be built on. Carmen shared that they were created through the lens of people who had a racial equity lens; part of ASB (All Students Belong) can help strengthen what is in place and highlight what is missing.</p> <p>Jill Baker brought out that 2 of the suicide prevention trainings, because of COVID, are not available virtually. There are people working on a “patch” for this.</p> <p>Kathleen Burns brought up that there needs to be a discussion regarding students with disabilities and mental health problems. This is something to be addressed in future meetings.</p> <p>Jeremy Wells brought forward a couple of questions for Section 4 of the guidance; asked for inclusion of hyperlink and a change of broad language to more specific.</p> <p>Kati Moseley requested that the passive voice in the recommended section be edited in order to promote accountability and importance among districts.</p>
<p>Next Steps</p> <ul style="list-style-type: none"> • Timeline for 2020-21 work <p>-Spencer (10 minutes)</p>	<p>A Draft of the Guidance will be sent out October 9th.</p>