**Meeting Agenda**

**School Safety and Prevention System (SSPS) Core Advisory Agenda**

**9-23-2021**

**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**

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| --- | --- | --- | --- |
|  | Carmen Xiomara Urbina | ODE | Unable to attend |
| X | Deborah Lange | ODE |  |
| X | Jill Baker | OHA |  |
|  | Winston Cornwall | ODE |  |
| X | Spencer Delbridge | ODE |  |
|  | Amber Eaton | OAESD | Unable to attend |
| X | Annette Marcus | OAPS |  |
| X | Katarina Moseley | ODE |  |
| X | Dave Novotney | WESD |  |
| X | Kara Boulahanis | ODE |  |
| X | Grace Bullock | ODE |  |
| X | Sara Green | ODE |  |
| X | Arden Robinette | ODE |  |

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| **Agenda** | **Notes** |
| **Introduction**  *-Deb  (10 minutes)* | * Introductions & Grounding   + Intro from Deb, Assistant Superintendent of OEDI   + Excited, want to recognize that this is not the success or job of one person, but of many   + Thanks for expertise and brilliance brought to the table to make decisions best for kids   + Don’t want kids to go through a failing system – disrupt that system and make it work better for kids   + Leaving to present for COSA Equity Summit   + Sara Green here to answer questions and provide support on behalf of OEDI, helping with Deb’s transition to asst. superintendent |
| **SSPS Updates**  *- Spencer* and Kara  *(10 minutes)* | * SSPS updates, 2021-22 * Comments from Spencer:   + Personal update: will be out March-May on parental leave   + Work is continuing, looking forward to the first full academic year   + Able to retain 9 out of 11 specialist positions since we hired   + One shifted to a different position in Malheur ESD and remains connected to SSPS   + Continuing to have meetings and connect to statewide partners   + Source of professional collaboration and a home base for us as we look to develop the work statewide   + Focus points for the year:     - Grant agreement asks our specialists to participate in Behavioral Safety Assessment Teams     - Added training requirements (ASIST training)     - Working with specialists to develop systems deliverables for this year       * Many will create a BSAT team and provide MOUs, training, etc.       * Crisis response/flight teams are also being created (notable example is Sandy Mathewson in Clackamas ESD)       * Deliverables will prove to the legislature that we are creating infrastructure       * Nathan Shay in Willamette ESD is building resources like operational guides to promote a crisis response/flight team * Comments from Kara:   + SB52/Adi’s Act   + So excited that we’re continuing our partnership with OHA, supporting the implementation of Adi’s Act   + We expect that all of our constituent districts will certify that they are in compliance   + We are providing technical assistance and will continue to do so as we go through Division 22 compliance this year   + Looking at opportunities across student success plans and OEDI to align our suicide prevention initiatives |
| **BJA Application**  *-Spencer and Kara*  *(25 minutes)* | * [Presentation of ODE Bureau of Justice Assistance (BJA) STOP Violence Grant application](https://docs.google.com/presentation/d/170izGRPZkKFrpQJ8CG5N2GL_OC8GMq0s/edit?usp=sharing&ouid=101544022677665123904&rtpof=true&sd=true) (Spencer)   + Why? Systems support for centering equity and racial equity has been at the forefront for our planning and is a core need in the field     - Recognizing and supporting student identities is core to our work and cannot wait     - ESD staff need support – different levels of resources across the state, need training in behavioral safety assessment and bullying and racial harassment, want additional content expertise and building infrastructure across the state     - Also a fantastic systems development opportunity – the infrastructure bill includes graded funding structure that will help us develop systems     - Whitney Schumacher (High Desert ESD) was able to bring in $1 million through CCSSO to support mental health initiatives for central Oregon students     - Kara is working to bring $100,000 grant to Columbia Gorge ESD for school health centers     - Julie Graves (LBL/Lincoln ESDs) also applied for a BJA grant for her region     - Braided funding is something we should continue to explore     - We also want to solidify a comprehensive model that will support not just BSAT but the breadth of the need in SSPS work and the charge of the legislation * Jill Baker: Amber Ziring at Oregon Pediatric Society is working with a black run organization in the metro area to work on a grant application for the module development. We are also trying to find funding for its development and have our eyes on a Latinx module. * Spencer: opportunity to create a community Systems of Care model, more comprehensive, not entirely based on partnership with law enforcement   + Operationalizing the 9 recommendations from the Safe and Effective Schools task force, the Integrated Model of Mental Health   + Using ESDs as hubs   + These sets of partners are schools and education systems, as well as social and family services, affinity groups, justice system, community-based organizations – all will assure equity, racial equity, and support for families and communities as they do that work   + Looking beyond the traditional school-law enforcement model of school safety * Jill Baker: How do we get coverage for all of the ESDs? And what do we do about the schools that don't participate in an ESD?   + Spencer: We talked to SSPS specialists about this, they reported a need for additional support in BSAT, civil rights, transformative justice, etc.     - Received letters of support from 12 partners   + Dave Novotney: Jill, in our region, we serve all schools whether or not they are officially withdrawn from our ESD.   + Grace Bullock: @Jill, SOC inspired a great deal by Chelsea and her team’s work. * Kati Moseley: the brain development and recognition both of neurodiversity and development stage pieces that you alluded to are really intriguing to me.   + Kara: want to uplift this comment because we really are think about supports for neurodiversity in a threat assessment system (overrepresentation for students with autism and ADHD), excited about the possibility of bringing on content-area experts who can support our constituent districts in bringing in additional anti-oppressive concepts * Kara: 3 proposed positions, proposed each as 1.0 FTE, PA4   + Behavioral Safety Systems Specialist     - Provide training, especially in BSAT and equity     - Provide technical assistance     - Create culturally responsive BSAT guidance that can be used statewide and modified to meet community needs   + Civil Rights & Transformative Justice Specialist     - Provide training and technical assistance     - Support legislation that addresses bullying, cyberbullying, harassment, civil rights     - Create training and guidance for unfunded mandates such as Carson’s Law     - Collaborate with YDD and civil rights to create guidance to center equity and transformative justice and address the conditions that are creating harm   + Student Safety Systems Evaluation Specialist     - Develop system training evaluation tools and internal/external performance measures     - Create a building administrator evaluation structure to increase the capacity of administrators to make decisions grounded in mental health, equity, and racial equity, as well as measure that capacity     - Evaluating how our interventions shift building administrator decisions * Jill: these 3 positions will be specialized in these specific lanes to equip and train the SSPS folks at ESDs?   + Kara: they’re not limited to SSPS specialists – will also be available to train ESDs, school districts, individual schools as appropriate   + Spencer: will also have access to networks created through ESD positions – regional capacity-building approach with outreach to others * Dave: will it be the ODE person that will work with the district on policy development (e.g., Every Student Belongs), or would this be broadening SSPS specialists’ responsibilities?   + Kara: often not appropriate for ODE or SSPS specialists to get involved in school board work, but may be more appropriate for superintendents, administrators – we will continue to respect autonomy of districts and use levers and processes that are appropriate     - We would want to provide support to districts that need help creating and implementing policies   + Spencer: it’s about strengthening the relationships between ODE and SSPS specialists * Spencer: system outcomes   + Bringing on positions for 3 years   + Targeted support for SSPS specialists, but also broader support for ESDs and districts   + Increased access to training opportunities and technical assistance   + Developing culturally responsive guidance that grounds our work in equity and racial equity   + Developing evaluation structure – there is no formal evaluation structure for the Salem-Keizer system, and we have no tool which measures the disproportionate impacts of safety assessments on students of color and students with disabilities   + Building a school-community system of care that brings partners to the table to address challenges |
| **Questions & Feedback**  *-All*  *(10 minutes)* | * From SSPS Core Advisory   + Grace Bullock: should have larger conversation about the evaluation piece – already happening around the agency, especially with the Student Health Survey, the new PA4 on the SIA team, OTLA work, SEED Survey, WESD dashboard – want to simplify process for districts and avoid redundancies   + Dave Novotney: support the direction you’re going in, section 36 of the SSA got us in the door but we’re looking to flesh that out and make that system stronger and more helpful   + Jill Baker: echo what Dave said, OHA’s focus this year is growing roots and this seems relevant, what’s the timeline on this?     - Kara: expecting to hear October 1, but we will need DAS to approve the position descriptions, post the positions, then hire, so likely people won’t come on until June/July   + Grace Bullock: One last thought - it would be good to consider all of the “circles” in the original SOC graphic that we used in the SSPS training. I do think there are some partners there that are important to this work. Thanks all.   + Annette Marcus: how does this group intersect with the Governor’s School Safety Task Group?     - Dave Novotney: I don’t think the members of the task force ever saw themselves as doing the deep implementation, I’d guess they would like semi-regular reports (maybe twice a year) on the status on the work and any new directions/changes in the work, but that will probably be sufficient for them   + Kati Moseley: this is amazing, would like to talk more about intersections with student success plan groups     - Kara: Deb has a vision for deeply integrating the OEDI team’s work, Yostina Meikhail is attending all the advisory meetings and looking for opportunities to integrate our work and tap into that expertise and connection – we’re still in formative stages, looking for existing connections and places to build new connections   + Kati Moseley: thinking about the opportunity to look at success in an equity and racial equity frame – alignment, collaboration, overlap with student success plans |
| **Next Steps**  *-Spencer*  *(5 minutes)* | * Next meeting: October 28, 2021 (12:00-1:00pm) |