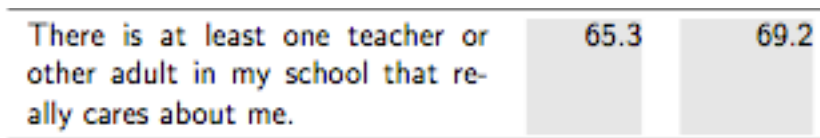


To: Colt Gill, Craig Hawkins, Dave Novotney.
 From: Nancy Willard, Director of Embrace Civility in the Digital Age
 Email: nwillard@embracecivility.org 541-556-1145
 Re: Integrating SB 12, SB 548, and HB 2224
 Date: February 14, 2019

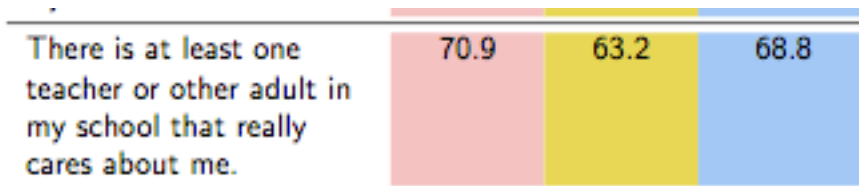
As I have communicated to all of you, I am concerned that there is a lack of integrated thinking in the bills that have been presented to the Oregon State Legislature. It has been suggested to me that you are focusing on different issues in different ways. My respectful suggestion is that you are all “playing in the same sandbox” and Oregon students would be better served if the approaches you are trying to proceed with were better integrated.

In this document, I am going to attempt to outline how you might be able to proceed with an integration of SB 12, SB 584, and HB 2224 -- all of which have components that are very important -- but are lacking a profoundly important component: a process to ensure accountability.

As background to the next statements, this is data from the 2010 SWS - 8th and 11th grades:



This is 2018 - 6th 8th, and 11th grades:



Everything you will read on trauma informed practice will tell you that high quality staff-student relationships are of critical importance. There has been no positive change in this data for 8 years. So we have to focus on how best to ensure a likelihood of success -- not just establish positions and get more money.

The specific concerns I have with each current measure are:

- SB 12 calls for pilot programs and HB 2224 calls for more funding. This needs to be integrated.
- SB 12 calls for student and parent involvement but does not specify what they will do. SB calls for student voice at the ESD level, but this is not integrated with the SB 584 ESD prevention specialists.
- SB 584 is way too “threat and violence” in language -- which reportedly many have tried to fix, to no avail.
- SB 584 calls for 5 suicide prevention specialists at ODE. I do not think this is necessary. See below.
- SB 584 calls for a delivery framework through the ESDs that I think would be very helpful to achieve the objectives HB 2224 is seeking to achieve.

- HB 2224 lacks essential provisions to better ensure effectiveness, which could be facilitated by better involvement by parents and students, but in a more effective manner.

I propose the following more integrated approach:

- Establish an office at ODE that focuses on Positive School Climate. This office will have 3 professional staff, plus support.
 - Director who will provide overall guidance and especially focus on the provision of effective guidance on “protocols” and a website that links to insight and programs and newsletter. HB 2224
 - Person who is responsible for supporting the outreach activities through the ESDs. SB 548
 - Person who is responsible for maintaining close coordination with OHA mental health, with a specific focus on encouraging closer relationships between school districts and community mental health.
- Establish an advisory committee to support this program. HB 2224. Also establish a student voice advisory committee. SB 12.
- Create a number of Positive School Climate “protocols.” These “protocols” will provide the the core guidance on how to address a number of foundation aspects essential to the overall objective of positive school climate. These will all provide guidance in practical implementation terms. (Almost in “recipe” format. These are the ingredients and this is how you can mix these ingredients together.) These could possibly include:
 - A template for a school and a district to create a Positive School Climate Action Plan (below).
 - Trauma informed practices. (Ingredients: positive staff student relations, mindfulness, problem solving, strengths focus, etc.)
 - Risk assessment -- updating the Salem Keizer threat assessment approach (get rid of the term “threat”) and guidance from OHA on suicide risk assessment to facilitate assessment on all critical issues in a way that identifies root causes and recent trigger events.
 - These serious situations should include: violence or threats of violence, suicide ideation or attempts, substantial disruption incidents.
 - At a lower level this assessment should also be integrated into positive discipline efforts.
 - Positive discipline practices -- including a lower level analysis using the risk assessment protocol to identify root causes and triggering events, collaborative problem solving, and restorative practices.
 - Positive student relations -- bullying and harassment and sexual harassment.
 - Cultural inclusion.
 - Suicide prevention and postvention. (Implementing SB 52 and 485)
 - Digital risk -- cyberbullying, sexting, relations with law enforcement and social media. SB 489
 - Community mental health integration -- strategies to achieve greater integration between schools and community mental health.
 - Sexual assault.
- Establish a website that provides links to insight/programs/activities that fit within each of the “protocols.” HB 2224 Also publish a monthly Positive School Climate newsletter.

- Provide “train the trainer” professional development and support for the ESD prevention specialists. Set up communication network between these specialists.
- Assist the ESD prevention specialists in offering or providing information about professional development opportunities for district and school staff.
- Ensure the ESD prevention specialists establish student voice councils. A representative from each council would serve on the ODE student voice council. SB 12
- Establish a data driven continuous improvement approach. Every district and school should be required to establish a Positive School Climate Team, with parents and students as members of the team. SB 12. The tasks of this team would be to utilize the template provided to create a Positive School Climate Action Plan. These are the steps:
 - Evaluate the data.
 - This should include the OHT/SWS data, local data especially on incidents that have been subject to risk assessments (protecting privacy), other local data.
 - For every critical issue identified in the data that is deemed important to address, conduct one or more student focus groups to gain greater insight.
 - The data needs to be evaluated longitudinally -- has there been improvement? Also evaluated in a coordinated way -- what percentage of students who do not feel any staff member cares about them are also not coming to school because they do not feel safe, are suicidal, etc.?
 - Develop objectives to be accomplished.
 - Design programs and activities to meet these objectives.
 - These programs/activities must have a logic model grounded in research that supports a likelihood of success and a program/activity specific evaluation plans.
 - Develop an overall evaluation plan.
 - Present for public feedback.

Following the development of a Positive School Climate Action Plan, identify programs/activities to be submitted to ODE for funding. HB 2224. The funding request will have to be accompanied by the Positive School Climate Action Plan.