

Notes: Schools Committee

Date: November 2, 2017

Attending: Ann D. Kirkwood, Bergen Nigro Donna Libemday, Jamie Smith, Jeremy Wells, John Seeley, Kimberlee Jones, Larry Sullivan, Peggy Holstedt, Phaedra Whitty,

Absent: Amy Ruona, Mitch Kruska, Riley Murphy, Heather Johnson, Chris Hawkins (who tried to attend, but was given bad call in number), Bailey Anderson, Shannon Marble

Objectives

- Committee members meet each other and briefly learn about each person's area of interest in Schools and suicide prevention.
- Identify distribution strategies for the Schools Toolkit developed by CAIRNS
- Begin to determine scope of the Schools Committee and potential chair
- Set next meeting

Staff: Annette Marcus

- I. Annette welcomed members and asked committee members to introduce themselves and their organizational affiliation.
 - Bergen Nigro**-Senior at Legos High School, Lines for Life volunteer
 - Jamie Smith**-State schools nurse consultant for Oregon Public Health Division
 - John Seeley**-Professor of Special Education at University of Oregon and lead researcher for the Alliance
 - Kimberlee Jones**-Prevention Supervisor at Best Care
 - Larry Sullivan**-Recently retired Supervisor of Lane ESD
 - Phaedra Whitty**- high school senior, volunteer at Lines for Life
 - Jeremy Wells**, Education Specialist with the Oregon Department of Education
 - Donna Libemday**-Director of Prevention Programs at Lines for Life specializing in both substance abuse and suicide prevention. Is the lead for this year's Suicide Prevention Summit
 - Peggy Holstedt**-Director of Policy Services with the Oregon School Boards Association
 - Ann Kirkwood**-Statewide Suicide Prevention Coordinator, Oregon Health Authority
 - Annette Marcus**-Statewide Suicide Prevention Liaison, Oregon Alliance to Prevent Suicide
- II. Schools Toolkit

Ann shared some history about the Toolkit. OHA Public Health contracted with CAIRN consulting to put together an Oregon specific toolkit for suicide prevention and protocol development in the schools. Alliance members have provided feedback via email and are invited to continue to do so. These comments will be integrated into the next version of the Toolkit as this one is just about to go to press. Ann is especially interested in hearing how you think it would work in your school or community. Kimberlee shared concerns regarding resources and having an adequate response is small, rural communities. Jeremy noted that ODE is in talks with CAIRN to provide some support around distribution of the toolkit. Group members suggested that distribution be closely coordinated with the School Council Association and School Psychologists Association as well as the ESD's. Larry shared that Willamette ESD is developing their own toolkit. Comments regarding the toolkit can still be sent to Annette Marcus who is forwarding them to Meghan Crane.

- III. Briefly discussed defining the scope of the schools committee. Ann suggested that each item in the Youth Suicide Intervention and Prevention Plan that includes schools should be part of the scope of the Schools Committee. Larry, John, Kimberlee and Annette agreed to meet on November 8th to begin to sort through priorities and action items for the Schools group. Committee members can then review the items and determine priorities.
- IV. Discussed meeting times and frequency. Jamie noted the urgency of the mental health needs of students around the state. All agreed that schools are a crucial setting for suicide prevention. John noted the value of having youth voice (Phaedra and Bergen) as part of the discussion and advocated continuing to set meetings when they could attend. The group agreed to, at least initially, meet monthly—time and dates still to be determined.

Schools Subcommittee Meeting – November 8, 2017**Attending: Kimberlee Jones, Larry Sullivan, John Seeley, Annette Marcus**

This meeting was a broad ranging discussion. I've attempted to capture the highlights—

I. SCHOOLS- CONTEXT, NEEDS AND KEY CONNECTIONS (Larry)

- There are 19 ESD across Oregon with a focus on special education, professional development, technology. 70% of Oregon's school districts have fewer than 1,000 kids each
- Key people to engage as partners in the Alliance work include: Sara Drinkwater, ODE, Gary Peterson (503-540-4471), Exec Director of OR ESD's (Dave Novotney may be able to help make this connection), Rob Saxton, NW Regional ESD Superintendant, George Winterscheid, Ex Dir ? (503-614-1351), Mike Moldehill, ESD in Pendleton who has been advocate for ACES, trauma work.
- Larry noted that the committee should identify specific sectors of the schools community for targeted outreach such as: School Counselors Association, School Psychologists Association, Family Resource Centers, School Nurses. Kimberlee added that linking Schools with local Prevention Programs is a key strategy.
- A successful suicide prevention/intervention strategy in the schools needs to address fears and misperceptions held by staff and community and address risk mitigation concerns.
- CONNECT—Kimberlee suggested that we work on getting schools fully engaged with CONNECT. She notes the challenge of finding the right key contact at schools

II. DISCUSSION ABOUT GOALS 6.1A AND 6.1B WHICH ARE:

- 6.1a The Oregon Department of Education will collaborate with schools to identify gaps and opportunities for staff training and protocol development on suicide prevention and intervention
- OHA will collaborate with partners to expand and fund additional in-person and online training opportunities for school staff in best practice programs, such as Applied Suicide Intervention Skills Training (ASIST), Kognito, RESPONSE, QPR (Question, Persuade, Refer) and Mental Health First Aid, and others as the evidence base is established.

Questions: Should the Alliance make a recommendation regarding which of these EBPs schools should use?

How do we introduce EBP's to schools in a way that's accessible to schools—engaging the “right” people at the right time.

What is the current landscape of trainings in schools? Who is using what, when.

Does ODE have a plan for identifying gaps and opportunities for staff training and protocol development?

How do we assess the capacity of schools and school districts to implement any of the EBPs.

What is the KEY set of information and approaches that we want every school in the state to have?

How do we leverage/cross-walk with current efforts around ACES and trauma-informed schools?

POSSIBLE ACTION STEPS:

- 1) Develop better lay of the land in schools—possibly this could be spearheaded by one of the graduate students. This should begin to address the questions of capacity outlined above.
- 2) Develop a plan for how to support schools to use the school kit that is being distributed. John suggests that we attend to what we know about Implementation Science in this work.
- 3) Take one “small” action that has broad impact. Larry suggests that we work on getting the suicide crisis number on all student i.d.'s Annette and Kimberlee will follow up with ODE to discuss this further.
- 4) Develop a “presentation for schools” to use at conferences.

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