

**Alliance  
Schools Committee Meeting**  
Wednesday, October 21, 2020

**Attachments**

**Attachment 1**

New SMART Goals

STRATEGIC PRIORITY: Support implementation of SB 52 by providing input during rules making and developing guidance tools for schools

**Commented [JF1]:** My only suggestion is a smart goal around community outreach and student engagement – Justin Potts

**Commented [JF2]:** Do we want this to be a broad view or really narrowed down on SB 52? Justin says “Dynamic and interaction between the work of school “safety” and “suicide prevention”

**Commented [JF3]:** Annette sits on this as a regular member. Do we want to be responsive to their requests or are there directions we want to suggest they move in?

STATUS	YSIPP Objective*	DEADLINE	TASK #	ACTION STEP
In Progress - On Track	4.2.d. & 6.1.a.	10.01.20 and ongoing	Task 1	Provide input to the School Safety Task Force, <u>School Safety and Prevention System Core Advisory</u> , and ODE on guidelines for SB52
In Progress - On Track	4.2.d. & 6.1.a.	6.30.21 and ongoing	Task 2	Identify, highlight, or develop other elements of guidance documents for school districts - especially related to school transitions and culturally relevant approaches
In Progress - On Track	4.2.d. & 6.1.a.	11.01.20 and ongoing	Task 3	Meet with Lines for Life and ESD's staff working to support 52 to better understand emerging needs and provide subject matter expertise from the Alliance

In Progress - On Track	4.2.d. & 6.1.a.	Ongoing work	Task 4	Disseminate resource materials by posting on ODE and Alliance websites, share with regional coalitions, and / or at conferences
In Progress - On Track	4.2.d. & 6.1.a.	Ongoing	Task 5	Monitor ongoing implementation of SB52 and, as determined by committee members, provide feedback to policy makers regarding opportunities, successes and areas for improvement.

Old SMART Goals

**YSIPP Objective:** Objective 4.2d Develop a plan to expand universal, evidence-based practices to prevent suicide behaviors. (Increase protective factors/Mitigate risk factors.); Objective 6.1a ODE will collaborate with schools to identify gaps and opportunities for staff training and protocol development on suicide prevention and postvention.

**Strategic Priority:** Support implementation of SB52, also known as Adi's Act, by providing input during rules making and developing guidance tools for schools.

Action Steps	Who (Specific names will be added as tasks assigned)	Completed By	Measurable	Progress Notes
Provide input to Oregon Administrative Rules for SB52	School Committee Members and Alliance	Begin Sept. 2019 until rule making completed	Documentation of participation in Rules Committees and communication with ODE	Alliance submitted recommendation to Rules Committee and members are participating in the Rules process.
Develop a list of key elements that all school district suicide prevention plans should contain.	AOCMHP/School Committee Members	Dec. 31, 2019	List of Suicide Prevention Plan Key Elements	Not complete as of 1/14/20; source materials gathered; meeting to work on this is set for 1/21/20.

<p>Identify, highlight or develop other elements of guidance documents for school districts (such as sample transition of care agreements between schools and hospitals.)</p>	<p>AOCMHP/School Committee Members</p>	<p>May 30, 2020</p>	<p>Guidance documents on website(s).</p>	<p>In process</p>
<p>Identify clear process to refer at risk youth to appropriate resources and a follow-up process after referral is made (see Wilamette ESD/Step-by-step)</p>	<p>AOCMHP/School Committee Members</p>	<p>March 30, 2020</p>		<p>In Process—needs attention at future schools meeting.</p>
<p>Disseminate resource materials by posting on ODE and Alliance websites, sharing</p>	<p>AOCMHP</p>	<p>March 30, 2020</p>	<p>Materials posted on website. Attendance at presentations.</p>	<p>In process</p>

with regional coalitions and/or at conferences.				
Develop and provide recommendations to ODE, and others as appropriate, regarding the type of training and ta needed to support implementation of Adi's Act.	Schools Committee/AOCMHP	June 30, 2020	Recommendations Developed. Record of distribution of recommendations.	More discussion needed

## Attachment 2

### Small Group Letter Notes

#### **Adi's Act Statement**

Present: Kahae Rikeman, Justin Potts, Kimberlee Jones, James Hanson, Spencer Delbridge

- Student Threat assessment might not have the capacity to deal with suicide assessments – mental health clinicians might not be involved in that process
- **Emphasizing a whole systems approach with Adi's Act – not putting all of this work with one department**
  - **Emphasizing that this is NOT a checklist**
- Suicide is a complex issue that requires a complex response from our schools -especially now (COVID, distance learning, racial justice movement, wildfires)
- Building safe relationships and rapport with our youth – involving law enforcement in prevention work might discourage relationship building or increase fear of punishment
  - This is particularly important when speaking about marginalized populations – such as BIPOC youth or LGBTQ+ youth
- Adi's Act is an ongoing process – this is about building our system to have lasting change
- What terms we use matter – using terms like “wellness,” “mental health and suicide,” this work is **separate but connected to threat assessment**. The word “threat” might be counterproductive to kids reaching out for help
- Suicide assessments tend to be more individual than threat assessments – ie, not involving huge teams of folks to protect the student body – rather than a staff member recognizing that a student could be struggling and connecting them to resources/care
  - Suicide, threat, and sexual assault assessments are separate entities

- Threat assessments are often complex and involving multiple systems over multiple hours, as opposed to a counselor connecting with a young person between classes, more immediate response
  - Importance of considering ROIs and overlaps in student support
- The vast majority of people with thoughts of suicide never experience thoughts of harming others. Folks with mental illness are far more likely to be the victims of violent crime than the perpetrators of violent crime.
  - Youth who die by suicide are often not referred to behavioral issues (**can we get numbers from OHTS or YSIPP?**) – **OHTS 2019 11<sup>th</sup> graders 37% sad/hopeless for every two weeks, SI 19%, attempts 8%**
    - Behavioral referrals almost always include disciplinary action
- HB 2191 – student MH absences – are we tracking this as a risk indicator?
  - Lincoln HS is the only school in PPS universal screenings with students – within Naviance
  - This could also be an argument for forming relationships with local MH authority – that means that the weight of this doesn't have to be fully supported by the school
- Ending this statement with a collection of resources and guidance
  - LFL School Suicide Prevention program
    - Consultation
    - Mini-Grants
    - Regional coordinators
  - ODE/OHA guidance + resources
  - Sample plans + OSBA guidance
  - Alliance
  - Etc
- Youth voice is incredibly important in this conversation
  - Empowering youth to share their stories and ideas without tokenizing or traumatizing them

