Agenda: Alliance – Schools Committee Deep Dive on Adi's Act Plans – November 16, 2020 10 a.m. – 11:30 a.m.

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Attendees: Cassie Kenney, Chris Hawkins, James Gesicki, Justin Potts, Kahae Rikeman, Kimberlee Jones, Leann Gallien, Lindsay Pratt, Liz Thorne, Lon Staub, Mary Massey, Shanda Hochstetler, Spencer Delbridge, Tony Martins

Staff in Attendance: Annette Marcus, Jenn Fraga

Time	Agenda Item	What/Who	Materials/Meeting Minutes
10:00	Welcome	**Annette** -Is this helpful and clear as packaged? -Are there strengths you see in plans that aren't already highlighted that should be? -Are there gaps that you see in the plans or in the package of plans? -Any other feedback on use, ability, clarity, and content. -Parking Lot	Annette provided an overview of this process and how we have gotten to where we are now. Links provided: -I noticed the link to the OHA/Cairn toolkit was broken in the doc, that can be found here -Lines for Life Step-by-Step Guide -Consolidated Terminology from Justin Potts -Report on Black Youth Suicide in America -Presentation on Response-3 by Jim Hanson

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10:10	OHA/ODE Overview	**Shanda/Kahae/Spencer** ODE is sending out examples of school plans (Aim is by Nov 30) Feedback welcomed. Additional Tools Needed: -One pagers on specific topics in SP such as Rural considerations and Cultural adaptations, work Postvention SSAL and SSPWS -Grid/Rubric -Evaluation tool (s) -Monitoring tool(s) -Other sample/exemplar documents	Shanda stated that we are no longer referring to plan(s) as a *gold standard plan*. ODE is eager to have plans sent out with a goal of November 30th. If this group feels that the sample plan(s) is not up to par, then this will be taken into consideration and that specific plan won't be sent out in the packet. Notes will be sent out with the nationwide plans for why those were selected. Shanda expressed trying to find a balance between wanting to support schools and also knowing that plans are not plug and play. How do we provide the help schools are asking for and also make sure that the plans they create will meet the need they were created for. Today, looking for feedback on what you see in the plans. If you already emailed it but want to restate that it's fine. Also want feedback on the process / delivery.

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10:20		Feedback Session	**Concerns:** -There is no urban plan available. Here is one that could be referenced. Sample plans from urban districts have their own challenges: there is a difference between the district level procedures and how those procedures are operationalized in schools. - Worry that sending things out in small pieces to schools as a lot would get lost -The monitoring and evaluation are both areas that need to be sharpened within the example plan(s). -Need to clarify that the OHA sponsored programs are not the only programs available. -Needs to be accountability written into the plan -Kahae wonders how she and her team can work into the accountability part of this. Asks if schools can be redirected back to Kahae's program as a door to provide feedback -Recommend, program evaluation and accountability to wrap in the active implementation frameworks -Ownership – assign a name / title to a specific duty

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			-Districts will be self-reporting with administrators saying whether or not they have plans. OHA / ODE won't be going district to district to check to see if this is done. This is how it was written into legislation. -If there is a plan in place, how do we know that things are being done? -School nurses, SW, psychologists need to be named and written into the plan as it is a team approach -A lot of districts don't hire specific school social workers but do have QMHPs working in the schools so don't want to get too exacting with how mental health professionals are labeled in schools so we don't miss folks -I'm concerned about not naming specific mental health professionals at buildings. That lets the Oregon State Legislature off the hook for actually funding school mental health and the ODE off the hook for not establishing mechanisms for MH support personnel to work together in a coordinated fashion. It also lets school districts off the hook for not staffing people according to national ratio recommendations.

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			Suggested layout for plans:
			-Name a part of the lines for life step-by-step guide / rubric and have an example of how a school addressed that under it; Go section by section with this process; Disaggregating plans and breaking it down into finer details
			-Define process within MTSS
			If accountability can be coordinated with all MTSS programs, that would help. That way it's not a stand-alone. For an example, see the SEL program evaluations here
			-Document structure – have a bit of a dynamic table of contents (framework of implementation from L4L with an example along with that item (here is an example of what that content area might be and here is where you may find this in the exemplar plan). In the front of the exemplar plans, you have the demographics of the plan embedded into the plans and not in the cover letter).
			-Conducting level 1 suicide risk – procedures are there specific individuals being trained. Specific individuals have a tier 2 training that say you know how to do the CSSR-S. link from that into the plan

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			for where that is described. If principals and administrators are trained for suicide prevention, (addressed at routine meetings) here is an example plan. Linkage between accountability and part of the plan. Is it in the plan and is accountability listed? - Tier Two and Tier Three need to have Mental Health EBPs in them. -Concern: deliverable that we will end up creating another step-by-step guide. If the goal of what is being released through ODE, if we go into different kinds of checklist models, it may add to the list of resources that is overwhelming -Linking from lines for life guide to example plan -It's not a cut/paste plan, but a PROCESS for how we (Kahae's team) helps support districts to develop **Cover Letter Feedback:** -Top paragraph including list of things people may be experiencing; plans currently acknowledge some things but doesn't say HOW the plans acknowledge different experiences. Example: high schools should have GSAs (gay, straight alliance). Should have something that specifically addresses Native

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			populations should be added as this a high-risk group, above whites. Acknowledging not all organizations have something like this. -Wonders if whites should be mentioned? Doesn't need to be done in every context but in this specific context with whites being at a higher risk, with Native Americans higher than whites, this may be included -Include students with disabilities -Inclusive especially with high risk groups, want more guidance that districts could / should be doing. Need more ideas with how to do this. Somethings can't be forced if they aren't asked for so how can we integrate different things? - More guidance around high risk groups is needed, especially for smaller districts. Is the general SEL programs and Health class trainings appropriate where we discuss high risk, or do we need specific (something) for high risk groups? -I want to voice here that student voice is essential in this work as well; how can this be included in creation of plans?

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			-Values statement at the beginning? Suicide prevention is a complex issue. We know there is pressure to have a plan right now and we see this as a developmental process for your school to have as an incremental process. With a timeframe for when different parts of the plan should be complete? -Start with intervention part of the plan, the immediate intervention activity; what do people need to know right now to help; parent engagement part of plan; logistics of plans (where are they kept, FERPA / HIPAA) -Calling it an aspirational plan of what we are working towards and acknowledging that it has to built into the existing systems into schools (what are you currently doing for students) and how the prevention, postvention flowchart fits into the different areas of the plans; naming the human supports to help schools get towards this plan -Cover letter – themes of a strong plan; themes of responsible postvention; these are our thematic goals of a plan that will be multi-tiered and all the things

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			-Re: postvention, I often point to the AFSP's postvention guide - I think it's really strong. **Step-by-Step Guide Feedback:** -Fill in some of the details to help schools but the readiness parts of the guide are really useful **Potential Additions:** -Specify places where schools can plugin their own information; what are some things that they are already doing in their district that they can add to the plans; this can be added to the cover letter? -Highlight the minimal structural elements that should be identified in any every plan and can be scaled for different settings -How does culture get built? You have to have an intentional plan that builds into this over time; including this into job descriptions, integrate it into staff meetings, regularly go back to how this is working at quarterly meetings so that suicide prevention is built into the culture of everyone's job -Send out postvention plan from CONNECT with the packet to address the postvention need

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			Plan Elements: - -Integrate methods and support (culturally and linguistically responsive) -Identify school officials responsible -Provide re-entry procedures -Communicate plans to folks - -Optional: engage community organizations **Other Feedback:** -There needs to be a standard rubric for grading different plans. How do you link and say how you accomplished a requirement in the plan. This is where additional guidance is needed from ODE -Need a toolkit that Kahae's team could use when looking at plans to provide support, feedback -Need a place for tools for schools to live so that they can get them when they need them -Website development forthcoming in partnership w/ OHA & L4L SB 52 team

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			- I'm wondering if we might add language towards the end (if not already there) of whatever we send out to send this over to the SSPW program at Lines for Life so that someone will get a chance to review it and provide feedback?
			- Lines for Life works is incredible, and still, they miss many of the nuances of the work in schools, and we still need to make sure that we can sustain the work within without relying on outside agencies, grants, or other mechanisms.
			-Also, suicide coalitions are responding locally to requests for help from school districts
			-We also need to look upstream and show that suicide prevention really means paying attention to systemic racism and to economic parity.
			-Themes of a strong plan? I.e. - "integrates all parts of a school district system, holds accountability" etc.
			-Plan "scaffold". "First draft plan." "Example Plan".
			-The link between hospitals and schools is essential
			-Think about the regional meetings to help districts develop their SSA/SIA plans
			-Wonder about future work together that we break this project more into three sections: Prevention,

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			intervention and postvention. This is so big and I think when breaking into sections we can focus at each one at a time.

Feedback:

Culture and Ownership Issues

- o Culture is addressed at the "building-level" on p. 2. The bullet-point items in this section describe well the values (empathy, kindness, inclusion, etc.) that would collectively represent the culture within a school. However, an organization's culture and tone at the top doesn't just happen and is the result of a relentless commitment and recommitment to its core values over a long period of time. I suggest providing guidance on the specific actions that would be needed to consistently demonstrate these values and achieve the desired culture. Some examples of measures that might be recommended:
  - holding principal-hosted school-wide presentations that discuss, illustrate and reward core values in action,
  - including values and suicide-prevention responsibilities in teacher / staff job descriptions and performance reviews, and/or
  - developing specific inclusion and/or leadership plans for new students, racially and culturally diverse students, and disconnected students.
- o Ownership assignment to a specific person only appears to be required for the "district level" person who maintains the district's suicide prevention plan. Although the "district technology department" is also identified as being responsible for some good IT-related controls, the plan does not require assignment of these controls to a specific IT person. Except for these two instances, the plan does not require any other specific ownership assignments, including those related to training, screening, intervention, etc. For these plans to be effective, there should be no ambiguity as to who owns each actionable item.
  - Monitoring Issues
    - o Monitoring is not addressed. As a result, the plan does not specify how the school or district would validate that each action item is completed or whether the plan is effectively implemented. A well-designed plan is meaningless if not effectively executed. This is a significant issue that probably warrants additional discussion on roles of ODE, schools, OHA and others.