

Schools Recommendation Discussion Process

How we will approach today and next month

- Today - identify high level themes from feedback
- Today – Focus in on role of Alliance Schools Committee in providing guidance and monitoring of Adi's Act Implementation
- Next Meeting – Focus on other school related initiatives (such as Sources of Strength, YouthSave trainings)
- Identify one or two members of committee who are willing to work w Annette and Jenn on crafting recommendations between this meeting and next

What else did you notice

- We will take a pause now for you to review the YSIPP recommendations we collected.
- Does anything stand out for you or surprise you?
- Do you notice any additional themes?
- Is there anything essential that is missing?
- Record Answers on Jam Board

We Identified Four Key Feedback Themes from Committee

- Focus of Schools Committee should be on monitoring and supporting implementation of Adi's Act.
- Suicide prevention requires schools to partner with community, parents and local behavioral health systems.
- Addressing school culture is essential – including building more trust between teachers, students and parents
- Suicide prevention should be both universal and targeted – that is there should be prevention information for everyone but targeted efforts to identify and support the most vulnerable



Let's Focus on Adi's Act Today

Key Questions:

What does effective implementation of Adi's Act look like?

How do we influence implementation and ongoing improvement?

Example goals:

- Establish more formal relationship to ODE, School Safety Task Force (get more specific)
- Partner with ODE/OHA to develop key indicators to assess such as number of plans submitted, staff trained (other indicators to consider?)
- What else? Use Jam Board for brainstorm of ideas

Schools Advisory Group
Recommendations for YSIPP

Draft April 21, 2021

Top Areas of Focus:

1. School Climate
2. State & School Policy
3. Culturally Responsive or Population Specific
4. Assessment or Intervention
5. Training (staff and or students)
5. Postvention

Priority areas for collaboration:

1. Peer Support Organizations (Youth and family)
2. Community Mental Health Programs
3. Child Welfare
4. Hospitals
5. Regional Suicide Prevention Coalitions
6. Coordinated Care Organizations
7. System of Care Governance
8. Other parts of healthcare system
9. Law Enforcement

**Schools Advisory Group
Recommendations for YSIPP**

Draft April 21, 2021

Adi's Act	State and School Policy; Assessment, Intervention, Postvention	School Climate	Culturally Responsive or Population Specific	Training (staff and/or students)
<p>Provide input to the School Safety Task Force and ODE on guidelines for SB52.</p> <p>-Legislation is not enough. Implementation is key. -Would like to see a stronger emphasis on trust-building between families, students, and schools.</p>	<p>Learning from districts and data what is needed and effective-- then using resources to coordinate those items.</p>	<p>Sources of Strength does a good job addressing this topic.</p>	<p>There is a lot of focus on certain populations right now, which is good, but we want to make sure we aren't overlooking other vulnerable populations.</p>	<p>If there is something that is effective, yes, but just a training requirement or ineffective training would not be helpful.</p>
<p>Identify, highlight, or develop other elements of guidance documents for school districts - especially related to school transitions and culturally relevant approaches.</p> <p>-Schools are likely best equipped to make their approaches culturally relevant - the more</p>	<p>Work with ODE/OHA to identify key areas for strategic partnering around culturally responsive, trauma-informed work and promoting school-community partnerships.</p>	<p>Focusing on those that are most at-risk of dying by suicide and improving the climate for them (and identifying issues for all students).</p>	<p>Could we partner with Tribes, local/regional partnerships and System of Care Councils?</p>	<p>I would like to see a comprehensive training for all school staff, not just QPR. I would also like to see a more comprehensive and evidence-based training implemented than SOS. Is there a way to vet out some effective and safe curriculum for</p>

**Schools Advisory Group
Recommendations for YSIPP**

Draft April 21, 2021

<p>local the better in that regard. However, support might be necessary in schools where the staff does not represent their constituency.</p> <p>-This really depends on what other organizations (ODE) are making available. We don't want to duplicate and confuse districts, but they do need guidance documents.</p> <p>-Identify and develop culturally responsive, trauma-informed approaches to school districts.</p> <p>-This would strongly feed into trust-building between families, students and schools.</p>				<p>acceptance, compassion?</p>
<p>Meet with Lines for Life and ESD's staff working to support 52 to better understand emerging needs and provide</p>	<p>Making postvention resources and best practices available.</p>	<p>Connect with ESD's, superintendents to promote school safety, inclusivity of all students; how can we partner to</p>	<p>Engage Tribal members and members of the Latinx population.</p>	

**Schools Advisory Group
Recommendations for YSIPP**

Draft April 21, 2021

<p>subject matter expertise from the Alliance.</p> <p>-Our work should be focused on the specific needs of districts and students.</p> <p>-Connecting with Lines for Life & ESD's seems key to this work.</p> <p>-Would also like to see local engagement, not just Lines for Life and ESDs.</p>		<p>better promote health/mental health/suicide prevention in education?</p>		
<p>Disseminate resource materials by posting on ODE and Alliance websites, share with regional coalitions, and / or at conferences.</p> <p>-I think ODE can distribute materials on their own, but it depends on the target audience. If the target is someone other than</p>	<p>Must end silos and focus more on partnering with community-based providers.</p>		<p>Focus on race and suicide prevention. And how to reach populations of color when talking about suicide prevention</p>	

**Schools Advisory Group
Recommendations for YSIPP**

Draft April 21, 2021

<p>a district, the alliance may have a role.</p> <p>-Also solicit resources and information from local coalitions.</p>				
<p>Monitor or Support ongoing implementation of SB52 and as determined by committee members, provide feedback to policy makers regarding opportunities, successes and areas for improvement.</p> <p>-Is our role evaluation? Is someone else doing this?</p> <p>-Solicit feedback from groups that work with marginalized populations.</p>	<p>I would like to examine how the Schools Committee could elevate the work of school-community partnerships. I see schools & community mental health orgs collaboration as crucial now, as more schools reopen, and in a post-pandemic world. Add topics such as educator care, transformative SEL, school staff/educator suicide prevention training to meeting agendas for discussion. I see many school employed professionals at these meetings, which is crucial, but I would also like to encourage some representation from CMHP's and other</p>			

Schools Advisory Group
Recommendations for YSIPP
Draft April 21, 2021

	student/family serving agencies that provide school-based mental health services.			
--	---	--	--	--

YSIPP Recommendations: SMART Goals Activity (*how can we make these specific, measurable, attainable, relevant, and time-based?*)

1. YSIPP ACTIVITY: State & School Policy

Description:

Suggested Actions:

- Target Area: Media & Communication Campaigns (YSIPP 2.0 Pillar 1 Strategic Objective)
 - Increase access to and prominence of suicide policies and resources at school locations and on school websites and student portals. Evaluation Outcome: Validation through audit or school district survey)
 - Who does this? Coordinated campaign w ESD's/ODE
 - and increase access by xx%
- Target Area: Protective Programming (YSIPP 2.0 Pillar 2 Strategic Objective):
 - Provide early intervention services for school age children. [What early intervention services?](#) Evaluation Outcome: Number of programs with participation rates and performance feedback
 - Provide or link to services that address early childhood trauma. Evaluation Outcome: Evidence of supporting media, website, and call line.

2. YSIPP ACTIVITY: School Climate

Description:

Suggested Actions:

- Target Area: Outreach for Coping & Connection (YSIPP 2.0 Pillar 1 Strategic Objective)

Schools Advisory Group
Recommendations for YSIPP

Draft April 21, 2021

- Foster a culture of caring in schools, in which everyone is assumed to need help. Evaluation Outcome: Documentation of detailed actions that collectively constitute cultural-change initiatives (and Adi's Act implementation / compliance)
- Link parents with experienced people to help them navigate a situation with their own child. Evaluation Outcome: Documentation on incidence of parent communication, validated against an at-risk student roster.
- Provide access to adult and peer mentors for youth. Evaluation Outcome: Evidence of school-level mentor program, with participation rates.
- Target Area: Protective Programming (YSIPP 2.0 Pillar 2 Strategic Objective):
 - Host school assembly events that foster empathy and awareness through speakers that share real-life experiences (suicide loss, attempt survivors, at-risk home environments, bullying, etc.). Evaluation Outcome: Documentation of assembly agendas with student and teacher performance feedback.*Outreach to potential systems partners, seek involvement with Alliance and Advisory group
 - Highlight and amplify examples across systems of good work (ex. Juvenile Justice Pride)

3. YSIPP ACTIVITY: Culturally Responsive or Population Specific

Description:

Suggested Actions:

- Target Area: Outreach for Coping & Connectedness (YSIPP 2.0 Pillar 1 Strategic Objective):
- Develop spaces for youth- and LGBTQ-focused support services that are welcoming and inclusive. Evaluation Outcome: Supporting media and website information, with documentation of participation rates.
- Expand peer connections and services for at-risk populations. Help youth who are struggling with depression and acceptance to find a "buddy" (someone they trust and to whom they can reach out). Evaluation Outcome: Supporting media and website information, with documentation of participation rates.

Schools Advisory Group
Recommendations for YSIPP

Draft April 21, 2021

- Utilize volunteers to make unsolicited calls to validate safety of at-risk youth. Evaluation Outcome: Documentation of call log with matrix to identify volunteer assignments for at-risk students.
- Target Area: Protective Programming (YSIPP 2.0 Pillar 2 Strategic Objective):
- Develop spaces for youth- and LGBTQ-focused support services that are welcoming and inclusive. Evaluation Outcome: Documentation of spaces, programs, communication, and participation rates.

4. YSIPP ACTIVITY: Training (staff and/or students)

Description:

Suggested Actions:

- Target Area: Outreach for Coping & Connectedness (YSIPP 2.0 Pillar 1 Strategic Objective):
- Use evidence-based social / emotional curriculum at the elementary-school level to build coping skills. Evaluation Outcome: Validation and independent review of curriculum content (and Adi's Act implementation / compliance?)
- Target Area: Protective Programming (YSIPP 2.0 Pillar 2 Strategic Objective):
- Integrate mental health as part of school curriculum (like health and/or physical education). Evaluation Outcome: Validation and independent review of curriculum content (and Adi's Act implementation / compliance).
- Provide and require QPR and Mental Health First Aid, and ASIST training (and refresher courses) to school staff. Evaluation Outcome: Documentation of training dates, with participant attendance certifications (and Adi's Act implementation / compliance)*

5. YSIPP ACTIVITY: Postvention

Description:

Suggested Actions:

- Target Area: Postvention (YSIPP 2.0 Pillar 3 Strategic Objective)
- Host school assembly events that foster empathy and awareness through speakers that share real-life experiences (suicide loss, attempt survivors, at-risk home environments, bullying, etc.).

Schools Advisory Group
Recommendations for YSIPP

Draft April 21, 2021

Evaluation Outcome: Documentation of assembly agendas, with student and teacher performance feedback.*

6. YSIPP ACTIVITY: Assessment / Intervention

Description:

Suggested Actions:

- Target Area: Protective Programming (YSIPP 2.0 Pillar 2 Strategic Objective):
- Provide and require QPR and Mental Health First Aid, and ASIST training (and refresher courses) to school staff. Evaluation Outcome: Documentation of training dates, with participant attendance certifications (and Adi's Act implementation / compliance)*

Does anything stand out for you or surprise you?

I hadn't thought about this but this is a great idea: Expand peer connections and services for at-risk populations.

We need to engage community members in systems advocacy; not the systems themselves.

Anything that you had not thought of before?

I think we can't forget to name inclusion of family / parent / caregivers.

Transparent process

This one stood out because the lived experience advisory group had this same recommendation: Use evidence-based social / emotional curriculum at the elementary-school level to build coping skills.

School climate must include anti-racism/anti-oppression and cultural responsiveness or it will reinforce dominant white culture in a harmful way

Would like to build out #3 (culturally specific) naming race explicitly.

Explicit connection with community based orgs to support racial/ethnic, gender, sexuality and disability diversity is needed

Including suicide prevention in a school's defined MTSS (Tier One) and encouraging program evaluation at the school level as well as the district level.

No surprises with any of the themes you summarized.

No, that seems about right.

No surprises, seems right to me.

Flexibility to adapt;
cross-systems engagement

I think trust is important between community & school professionals.

Do you notice any additional themes?

education: people don't know what to look for or how to correctly respond. some see it as attention seeking and label them as bad kids. educating people, all levels of staff and students.

How this committee can remain unique and support specific suicide prevention, yet at the same time support schools' other efforts in Social/Emotional Learning at all MTSS tiers.

<-- Idea to this question: I think helping to support the idea of defining roles for school-employed professionals + community based professionals, so teaming can be effective at all tiers in supporting students.

students not for them. having them engaged in the process from the beginning instead of saying "no this is what you need" or going to them after everything is decided. They know what they need more than we do because they are

The power of peer connection

build on existing programs / resources in schools. like live to tell in Salem.

I believe themes are appropriately broad and inclusive.

Really explicitly naming what is means to 'build trust' amongst students, teachers, and families. e.g. teachers seeing students for all of their identities and interests

Collaboration, communication is key.

We say at risk a lot. I think all youth are really at risk. We see plenty of students who you think come from a happy home, do well in school. You would think everything is fine but no it's not always the case

A theme in the school climate section that **MUST** be added- "anti-racism/anti-oppression and cultural responsiveness or it will reinforce a dominant white culture in a harmful way"

Culture and belonging. Schools where identities are not just tolerated but affirmed and celebrated with explicit anti-racism / anti-oppression focus

Is there anything essential that is missing?

I saw evidence-based social / emotional curriculum at the elementary-school level to build coping skills. Some version of this should be available at the middle and high school grades as well.

including low SES in at risk groups

and houseless youth / transient youth / foster care youth / youth house or couch hopping

Assure prevention efforts at the local level support school efforts to prepare young adults for transitioning. Some of these ideas at outside the scope of the education system.

(perhaps in cooperation with ODE) of the people at each district and building level who are the point people for suicide prevention/intervention/postvention. One of the greatest needs is to know who is in charge so that the

the connector between schools and districts like we are trying to be with suicide prevention coalitions? not to the degree that ODE is but as a way to help share what schools are doing for suicide prevention with one

don't expect schools to be the savior / end all. it's not their job to do everything. they are a vital place but not everything needs to or should fall on their shoulders.

graduated students who don't go on to college. Keeping school MH supports available to them through transition

working with higher ed (trade schools, community college, university, and others). they don't have many resources and this is the age when a lot of diagnoses pop up for folks

^^ Private and charter schools too!

Supporting all secondary schools using Oregon School Health Survey as a measure of school climate.

partnering with GED programs and alternative schools

I think much of school culture can be supported by principals, superintendents. I wonder if there is a concerted effort to support them being trained in suicide prevention?

In addition to adding explicit language around race, adding explicit language around being student and family centered- "nothing about them, without them" to really de-center any kind of white saviorism that might emerge.

the YSIPP covers ages 10-24. how can we help with middle schools?

Recognize that the Connect Prevention Curricula is evidence-based :)

Focus on "no wrong door" systems planning - the silos in schools mean that often times our best planning requires accessing a specific individual/office and that will be not be good enough

Would love some language about advocating for further changes in our state's laws

universal evaluation method?

finding a way to encourage more schools to participate in the student health survey so we can get clearer data on a more regular basis

School capacity? Even with funding, it's competitive out there in rural communities. Thus, the need for ancillary resources of support.

advocate to divert funding from systems to schools, like from law enforcement. investing in good, competent, culturally relevant education and supports at schools is an ultimate prevention step and puts help where it's needed.

Naming that school staff should be aware of crisis services available at a local, statewide, and national level AND how those services work (ex mandatory reporting rules)

Something about ensuring sustained support (financial and human) for suicide prevention, intervention and postvention in schools. How does this become sustainable beyond biennial budget cycles?

Agreed on the evaluation. How are we tracking impact of efforts statewide and elevating innovative and emerging efforts in communities

this!^^^

What does effective implementation of Adi's Act look like?

Continued self-evaluation

Partnerships and collaborations.

Transparency and involving students and families to give feedback on these plans

community approach. plans written that involve community resources and organizations.

administration naming that they have a part to play in this. it's not just on teachers / counselors.

Having student and family voice at the table

not just initial training but ways that they can have ongoing support to learn and stay updated with suicide prevention

something that involves student voice and student connection / partnership in the process

show what the "shifts" in schools are because of Adi's Act. Elevate those as well as the road blocks

Credit to Lon for naming this frequently: Accountability measures so it is not a 'check the box' policy.

Everyone in a school community has a role to play in suicide prevention. This is not just the role of school based mental health/counselors and students.

Different identities and intersectional lens' at every table as decision are being made.

Effective communication with the community - an email and a flyer will not do. Communication plans should include a plan for connecting with different constituencies.

not part of SRO duties (student resource officers) UNLESS they are trained and competent to do so. even then probably not.

how they will evaluate their progress. using outside evaluators if possible so there can be an objective look at how they are doing. like outside auditors.

is being implemented. every level of staff should have basic gatekeeper training. this includes bus drivers, janitorial staff, cafeteria workers. everyone who interacts with students has an opportunity to notice

For us to continue to shift our own perspectives away from siloed work and territorial attitudes towards this work. This all works best when we work together.

implementation includes a scaled risk-based approach that addresses all policy requirements (including culture and community partnership) and utilizes all appropriate methods (universal, indicated, and

Recognizing that oppression is a contributor to suicidality and that plans need to address this

Suicide prevention and intervention explicitly included in MTSS. Suicide prevention programs at the site level, as SEL, being evaluated yearly with metrics and lines of evidence from both school climate surveys and local data.

How do we influence implementation and ongoing improvement?

with ODE and U of O as they go about establishing their systems (from OAR/ORS to recommendations for district policy and procedures). ODE might be the carrier of lists of district/site point people, program

Show the shifts that are happening in schools as a result of Adi's Act. Elevate what seems to be working and share/elevate that.

prevention is not limited to a curriculum- that it is a community responsibility and when people feel seen, heard, and valued that is also suicide prevention- and there are a multitude of ways for

I see the theme of school-community connection & collaboration throughout. I think that needs to be highlighted/elevated in the YSIPP.

Community engagement; authenticity; transparency and accountability.

staying connected with our schools / communities to hear their needs and how to help them

climate contribution to adverse mental health experiences for students. What I mean is schools start with a policy of do no harm and we take a true in-depth look at which school policies may be causing or contributing to the increase in student

prevention is not limited to a curriculum- that it is a community responsibility and when people feel seen, heard, and valued that is also suicide prevention- and there are a multitude of ways for

Collaborate with the Tribes whose youth attend non-tribal school.

Some districts are overwhelmed. An easier to follow checklist of required and recommended to do's.

Simplify with a checklist is a great idea.

**Life Skills
&
Resilience**

**Care
Treatment
&
Linkages**

**Increase
Help
Seeking
Behaviors**

Does anything stand out
for you or surprise you?

I hadn't thought
about this but this is
a great idea: Expand
peer connections
and services for
at-risk populations.

Connectedness

**Transparent
process**

**Would like to
build out #3
(culturally
specific)
naming race
explicitly.**

School climate must
include
anti-racism/anti-oppre
ssion and cultural
responsiveness or it
will reinforce
dominant white
culture in a harmful
way

**No, that
seems
about
right.**

No surprises
with any of
the themes
you
summarized.

No surprises,
seems right to
me.

**I think we
can't forget to
name
inclusion of
family / parent
/ caregivers.**

We need to engage
community
members in systems
advocacy; not the
systems themselves.

**Partnerships &
Collaborations**

Explicit connection
with community
based orgs to
support
racial/ethnic,
gender, sexuality
and disability
diversity is needed

Including suicide
prevention in a
school's defined
MTSS (Tier One) and
encouraging
program evaluation
at the school level
as well as the
district level.

This one stood out
because the lived
experience advisory
group had this same
recommendation: Use
evidence-based social
/ emotional
curriculum at the
elementary-school
level to build coping
skills.

**Effective
Care &
Treatment**

**Reduce
Access to
Lethal
Means**

**ID
Persons at
risk**

**Respond
to Crisis**

Postvent

Do you notice any additional themes?

Partnerships & Collaboration

I think trust is important between community & school professionals.

Flexibility to adapt; cross-systems engagement

How this committee can remain unique and support specific suicide prevention, yet at the same time support schools' other efforts in Social/Emotional Learning at all MTSS tiers.

<-- Idea to this question: I think helping to support the idea of defining roles for school-employed professionals + community based professionals, so teaming can be effective at all tiers in supporting students.

students not for them. having them engaged in the process from the beginning instead of saying "no this is what you need" or going to them after everything is decided. They know what they need more than we do because they are

Respond to Crisis

I believe themes are appropriately broad and inclusive.

ID Persons at Risk

We say at risk a lot. I think all youth are really at risk. We see plenty of students who you think come from a happy home, do well in school. You would think everything is fine but no it's not always the case

build on existing programs / resources in schools. like live to tell in Salem.

Effective Care & treatment

education: people don't know what to look for or how to correctly respond. some see it as attention seeking and label them as bad kids. educating people, all levels of staff and students.

Reduce Access to Lethal Means

Care treatment & linkages

Life Skills & Resilience

Increase Help Seeking Behaviors

The power of peer connection

Collaboration, communication is key.

Really explicitly naming what is means to 'build trust' amongst students, teachers, and families. e.g. teachers seeing students for all of their identities and interests

A theme in the school climate section that MUST be added- "anti-racism/anti-oppression and cultural responsiveness or it will reinforce a dominant white culture in a harmful way"

Connectedness

Culture and belonging. Schools where identities are not just tolerated but affirmed and celebrated with explicit anti-racism / anti-oppression focus

Postvention

Effective Care & Treatment

Assure prevention efforts at the local level support school efforts to prepare young adults for transitioning. Some of these ideas at outside the scope of the education system.

I saw evidence-based social / emotional curriculum at the elementary-school level to build coping skills. Some version of this should be available at the middle and high school grades as well.

finding a way to encourage more schools to participate in the student health survey so we can get clearer data on a more regular basis

School capacity? Even with funding, it's competitive out there in rural communities. Thus, the need for ancillary resources of support.

devote to effort funding from systems to schools, like from law enforcement. investing in good, competent, culturally relevant education and supports at schools is an ultimate prevention step and puts help where it's needed.

Respond to Crisis

Naming that school staff should be aware of crisis services available at a local, statewide, and national level AND how those services work (ex mandatory reporting rules)

ID Persons at risk

including low SES in at risk groups and houseless youth / transient youth / foster care youth / youth house or couch hopping

In addition to adding explicit language around race, adding explicit language around being student and family centered- "nothing about them, without them" to really de-center any kind of white saviorism that might emerge.

Is there anything essential that is missing?

Postvention

Recognize that the Connect Prevention Curricula is evidence-based :)

Care Treatment & Linkages

universal evaluation method?

Something about ensuring sustained support (financial and human) for suicide prevention, intervention and postvention in schools. How does this become sustainable beyond biennial budget cycles?

Agreed on the evaluation. How are we tracking impact of efforts statewide and elevating innovative and emerging efforts in communities

Would love some language about advocating for further changes in our state's laws

don't expect schools to be the savior / end all. it's not their job to do everything. they are a vital place but not everything needs to or should fall on their shoulders.

working with higher ed (trade schools, community college, university, and others). they don't have many resources and this is the age when a lot of diagnoses pop up for folks

Partnerships & Collaborations

the connector between schools and districts like we are trying to be with suicide prevention coalitions? not to the degree that ODE is but as a way to help share what schools are doing for suicide prevention with one

^^ Private and charter schools too!

Supporting all secondary schools using Oregon School Health Survey as a measure of school climate.

graduated students who don't go on to college. Keeping school MH supports available to them through transition (perhaps in cooperation with ODE) of the people at each district and building level who are the point people for suicide prevention / intervention / postvention. One of the greatest needs is to know who is in charge, so that the

partnering with GED programs and alternative schools

Focus on "no wrong door" systems planning - the silos in schools mean that often times our best planning requires accessing a specific individual/office and that will be not be good enough

I think much of school culture can be supported by principals, superintendents. I wonder if there is a concerted effort to support them being trained in suicide prevention?

the YSIPP covers ages 10-24. how can we help with middle schools?

Reduce Access to Lethal Means

Connectedness

Increase Help Seeking Behaviors

Life Skills & Resilience

What does effective implementation of Adi's Act look like?

effective care & treatment

Continued self-evaluation

Effective communication with the community - an email and a flyer will not do. Communication plans should include a plan for connecting with different constituencies.

show what the "shifts" in schools are because of Adi's Act. Elevate those as well as the road blocks

care treatment and linkages

Having student and family voice at the table

is being implemented. every level of staff should have basic gatekeeper training. this includes bus drivers, janitorial staff, cafeteria workers. everyone who interacts with students has an opportunity to notice

suicide prevention and intervention explicitly included in ITSS. Suicide prevention programs at the site level, as EL, being evaluated early with metrics and lines of evidence from both school climate surveys and local data.

not just initial training but ways that they can have ongoing support to learn and stay updated with suicide prevention

connectedness

something that involves student voice and student connection / partnership in the process

how they will evaluate their progress. using outside evaluators if possible so there can be an objective look at how they are doing. like outside auditors.

implementation includes a scaled risk-based approach that addresses all policy requirements (including culture and community partnership) and utilizes all appropriate methods (universal, indicated, and

Different identities and intersectional lenses' at every table as decision are being made.

ID and assist persons at risk

Recognizing that oppression is a contributor to suicidality and that plans need to address this

Partnerships and collaborations.

Everyone in a school community has a role to play in suicide prevention. This is not just the role of school based mental health/counselors and students.

community approach. plans written that involve community resources and organizations.

respond to crisis

Transparency and involving students and families to give feedback on these plans

For us to continue to shift our own perspectives away from siloed work and territorial attitudes towards this work. This all works best when we work together.

administration naming that they have a part to play in this. it's not just on teachers / counselors.

increase help seeking behaviors

reduce access to lethal means

life skills & resilience

postvention

not part of SRO duties (student resource officers) UNLESS they are trained and competent to do so. even then probably not.

How do we influence implementation and ongoing improvement?

Effective Care & Treatment

Show the shifts that are happening in schools as a result of Adi's Act. Elevate what seems to be working and share/elevate that.

Some districts are overwhelmed. An easier to follow checklist of required and recommended to do's.

Simplify with a checklist is a great idea.

Care Treatment & Linkages

Climate contribution to adverse mental health experiences for students. What I mean is schools start with a policy of do no harm and we take a true in-depth look at which school policies may be causing or contributing to the increase in student

Partnerships & Collaborations

prevention is not limited to a curriculum- that it is a community responsibility and when people feel seen, heard, and valued that is also suicide prevention- and there are a multitude of ways for

with ODE and U of O as they go about establishing their systems (from OAR/ORS to recommendations for district policy and procedures). ODE might be the carrier of lists of district/site point people, program

Community engagement; authenticity; transparency and accountability.

Collaborate with the Tribes whose youth attend non-tribal school.

I see the theme of school-community connection & collaboration throughout. I think that needs to be highlighted/elevated in the YSIPP.

staying connected with our schools / communities to hear their needs and how to help them

Life Skills & Resilience

Postvention

Connectedness

Reduce Access to Lethal Means

ID & Assist Persons at risk

Respond to Crisis

Increase Help Seeking Behaviors