

Schools Committee Goals and Objectives

Background Sources: SB52, ODE Guidance, Trevor Project, Step-by-Step Guide, JED Foundation

Source of Recommendations: Schools Committee (Discussion/Jamboard), Alliance membership/affiliates, YAEA, Lived Experience Advisory, LGBTQ Advisory

Proposed Sector: Education

GOAL: Successful implementation of Adi's Act (SB52) in partnership with cross-sector collaboration including state agencies, schools, communities, regional coalitions, crisis response and behavioral health. Measures: School plans include community partners and local coalitions; School Climate Surveys and Student Health Surveys .: Acquisition of Skills, Skills Applied; Penetration within the sector of trainings

Objective 1: Support the development of an infrastructure and sustained investments (financial and human) that fosters schools, students, families, and community working together to prevent suicide and create mutual accountability.

Sample Actions:

- Develop a shared understanding and clear processes for referral and connection with all partners
- In the school suicide prevention infrastructure using “no wrong door” approach that has been initiated by the schools team at Lines for Life and OHA. Formalize the advisory role of the Alliance to ODE regarding Adi's Act implementation.
- Link ODE suicide prevention resource pages on key suicide prevention websites (Lines for Life, Alliance, etc.)
- Increase school superintendent engagement in the ODE/OHA and the Alliance suicide prevention partnership through presentations at COSA and including COSA in the Alliance membership.
- Advocate for local and state Children Systems of Care executive and advisory groups to prioritize suicide prevention by partnering with schools to develop shared goals and approaches to prevent youth suicide.
- Include suicide prevention in schools' MTSS (Tier 1) definitions and encourage program evaluation at the school level.
- Pilot suicide prevention initiatives in selected school districts (urban, suburban and rural), evaluate and share learning at conferences and in resource materials.

Commented [JF1]: Have outcome at the end of the objective followed by the action item like: Ensure schools, students, families, and the community work together to prevent suicide and have accountability by supporting the development of an infrastructure and sustained investments.

Call out administrators

Objective 2: Promote suicide prevention training, including training that addresses access to lethal means, for school staff about recognizing the warning signs for suicide, knowing how to have the conversation and finding the right help at the right time.

Proposed Actions:

- Provide and require QPR and Mental Health First Aid, and ASIST training (and refresher courses) to school staff. Evaluation Outcome:
- ODE and OHA develop and disseminate guidelines to schools (public and private) which outlines training available and appropriate target audience (e.g. QPR or MHFA for clerical, janitorial and teachers; ASIST for counselors and administrators; CALM for social workers, counselors, school based health center staff)
- If a school has a Student Resource Officer, ensure that the SRO is well-trained in suicide assessment and can demonstrate competence in connecting with a wide range of students.
- Big 7 and CALM coordinators develop shared strategic goals focused on schools for their training initiatives.

Commented [JF2]: District employees instead of “school staff” how to include contractors? Folks who work in the context of schools around students - Bus drivers, coaches, janitors, cafeteria workers, crossing guards.

Objective 3: Promote Social and Emotional health education that builds resilience and supports help-seeking and affirming school climate in K-12 schools

Sample Suggested Actions:

- ODE provides a guidance document, with feedback from the Alliance and other partners, which includes existing policies/modules for K-12 schools
- Use evidence-based social / emotional curriculum and programs such as Roots of Empathy, Sources of Strength and the Good Behavior Game at the elementary-school and middle school level to build coping skills.
- Integrate information on mental health and suicide into school curriculum (like health and/or physical education). Evaluation Outcome:
- Invest in programs like Sources of Strength that build resilience, promote help-seeking and help create an affirming school climate
- Support and monitor implementation of [ODE Integrated Model of Mental Health](#)

Commented [JF3]: Moving away from “social / emotional health” towards “mental health” promotion of mental health and well-being
Creating a community in schools; integrating community; Caring Schools Community; culture of care / self-care for teachers and staff; be careful about putting more on teachers

Commented [JF4]: 5 radical minutes not good behavior game; ensure supports are mental health supports not behavioral management supports. To have it be more mental health supports and less behavioral management plans.

Objective 4: Promote positive school climate for all and address issues of equity ,racism and oppression by supporting effective implementation of the population specific strategies, such as ODE’s LGBTQ2SIA African American/Black, Latino/a/x, America Indian/Alaska Native Student Success Plan.

Sample Suggested Actions:

- Suicide prevention subject matter experts work with the advisory groups for each plan on identifying priority areas for action related to suicide.

Commented [JF5]: Use language from ODE’s equity stance “students currently underserved, students experiencing houselessness...

Add in language about youth / student voice. Engaging communities, coalitions.

- ODE/OHA and Alliance collaborate with Advisory groups to develop, identify or promote population specific, interventions and supports to prevent suicide. (See the action items from the Alliance’s LGBTQ Advisory for sample population specific plan.)
- Provide education and supports to school administrators, teachers, coaches and students to promote a school culture of belonging where identities are not just tolerated, but affirmed and celebrated.

Population Specific Plan-LGBTQ2SIA

- Alliance member attends advisory group for LGBTQIA2S SSP
- Increase family and community acceptance of LGBTQ+ students and decrease rejecting behaviors through pilot of Family Acceptance Project posters and training.
- Support training for school staff around school climate, acceptance/rejection and LGBTQ-specific issues related to suicide
 - Address school climate including bullying
 - Find partners who do this training (w/r/t/ LGBTQ) and partner to develop specific content around suicidality
- Coordinate with ODE and Safe Schools and Communities Coalition to analyze & address gaps between existing policies and implementation of policies
- Coordinate with Governor’s School Safety Taskforce to ensure accurate understanding of LGBTQ-specific safety needs are addressed (+at intersections of identity)

Objective 5: School districts in Oregon have received postvention training and have a postvention plan that links to their county postvention plan.

Sample Actions:

- Every school district has received postvention training (Connect)
- School suicide prevention plans include clear postvention planning that aligns with and includes communication paths with their local county plans

Objective 6: Students who return to school after a mental health crisis are supported in the school setting and appropriate school staff are aware of their needs.

Sample Actions:

- School districts collaborate with partners to establish cross system communication processes (MOU’s) for student’s healthy reintegration after a hospitalization or attempt (including mobile crisis services, law enforcement, EMTs, 988 Line) and practitioners.
- ODE (or other?) provide guidance regarding best practices for supporting a student after they have been in the hospital or residential treatment.

Commented [JF6]: Who at the district has gotten postvention training? Do we want a team of folks, all staff? Who is coordinating actual postvention response? Call out administrators in the objective or action steps. Cover postvention across settings. Tuck in goal around workforce at schools. Define postvention in the objective.

Commented [JF7]: Provide support. “ensure students that return to school after a mental health crisis are supported by A, B, C, D, X, Y, Z.”

Youth engagement / leadership. School / general community and voice planning starting with students.

Objective 7: Oregon schools have a mental health provider for schools.

Sample Actions:

- Recruitment / retention of mental health providers and school social workers and school psychologists. QMHP (with an equity lens and culturally responsive practice) for positions not just social workers to cover a wider net of professions. Care coordinators to help families navigate systems.