# OREGON ALLIANCE TO PREVENT SUICIDE ORIENTATION

HOPE, HELP, HEALING JUNE 2022







# AGENDA

- Mission, Vision, Equity Statement
- ✤ History
- Purpose
- Legislative Successes
- Helping Connect the Field
- Thomas Joiner's Interpersonal Psychological Theory of Suicide
- Framing Messages
- Structure and Committees
- Membership, Chairs, Staff
- ✤ How to get Involved

### LET'S TAKE GOOD CARE OF EACH OTHER AND OURSELVES

•Let us know with a private chat if you're having a tough time and need someone to talk with. USE THE CHAT

•Take a break when you need to – get up and stretch, get yourself a cup of tea or a bite to eat. Please mute yourself unless you have a comment.

•Draw, doodles, take notes or pat your cat or dog during the meeting



### MISSION, VISION, EQUITY STATEMENT

### MISSION

The Alliance advocates and works to inform and strengthen Oregon's suicide prevention, intervention and postvention policies, services and supports to prevent youth and young adults from dying by suicide.

### VISION

In Oregon all young people have hope, feel safe asking for help, can find access to the right help at the right time to prevent suicide, and live in communities that foster healing, connection, and wellness.

### **EQUITY STATEMENT**

To achieve our vision, we acknowledge the impact of white supremacy, institutionalized racism, and all forms of oppression. The Alliance endeavors to make Oregon a place where suicide reduction and prevention is achieved for people of all ages, races, ethnicities, abilities, gender identities, sexual orientations, socioeconomic status, nationalities and geographic locations.

### **GROUP AGREEMENTS**

- We value being a community of care. Reach in and reach out.
  - 2. Be in the growth zone. All Teach and All Learn.

What does it mean to

center youth / young

adult voice?

- 3. Challenge oppression and racism.
- 4. Intent does not always equal impact
- 5. Replace judgment with wonder be curious not furious
- 6. Be aware of how much you are speaking. Create space for others.

7. Check for understanding

8. Speak your truth and be aware of the ways you hold privilege experience?

What does it mean

to center lived

9. Strive for suicide-safer messaging and language

# HISTORY

- Established to advise Oregon Health Authority (OHA) on statewide integration and coordination of youth/young adult suicide prevention, intervention and postvention activities.
- Members are appointed by the OHA director. Our members and affiliates: young people, loss survivors, attempt survivors, families, state agencies, subject matter experts, regional coalitions and more
- Passed into statute SB707 in 2019
- Staffed by the Association of Oregon Community Mental Health Programs (AOCMHP)
- Monitor and provide feedback to OHA on the 5-year Youth Suicide Intervention and Prevention Plan (YSIPP) practice and policies

HOW TO GET INVOLVED WITH THE ALLIANCE



### ALLIANCE LEGISLATIVE SUCCESS – A FEW EXAMPLES

Postvention Legislation – leading the nation. CMHP's central to the effort Behavioral Health Emergency Dept. Visit – require caring contact follow up Fund Youth Suicide efforts in Oregon (\$6 million YSIPP and \$4 million school-based services)

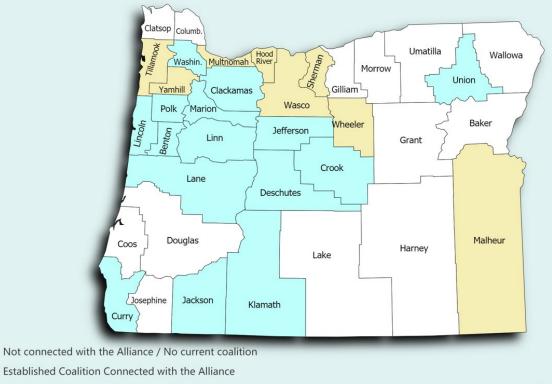
Require suicide assessment and management continuing education for behavioral health workforce

Suicide prevention/postvention plan in every school (Adi's Act)

### HELPING CONNECT THE FIELD

**Regional Suicide Prevention Coalitions** 

Emerging Coalition Connected with the Alliance



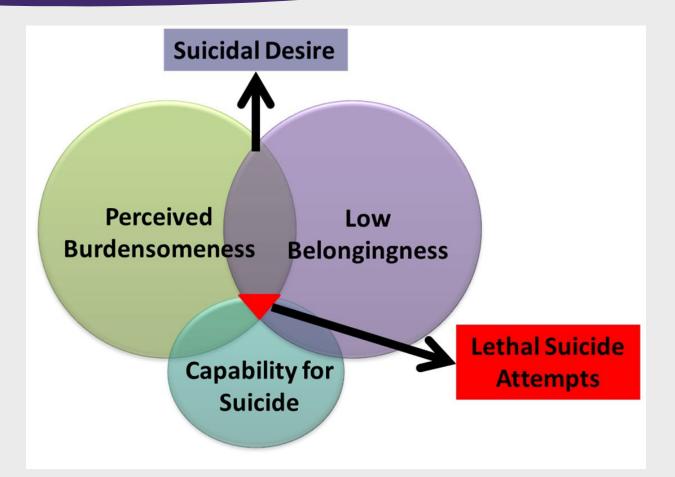
Alliance and Regional Suicide Coalitions – Connecting the Field and Amplifying our Voices

- Promote a sense of hope and highlight and support strategies for resilience
- Support people to ask for help and ensure that the right help is available at the right time.
- Engage individuals and communities in the healing process after an attempt or suicide

Created with paintmaps.com

### THOMAS JOINER'S INTERPERSONAL PSYCHOLOGICAL THEORY OF SUICIDE

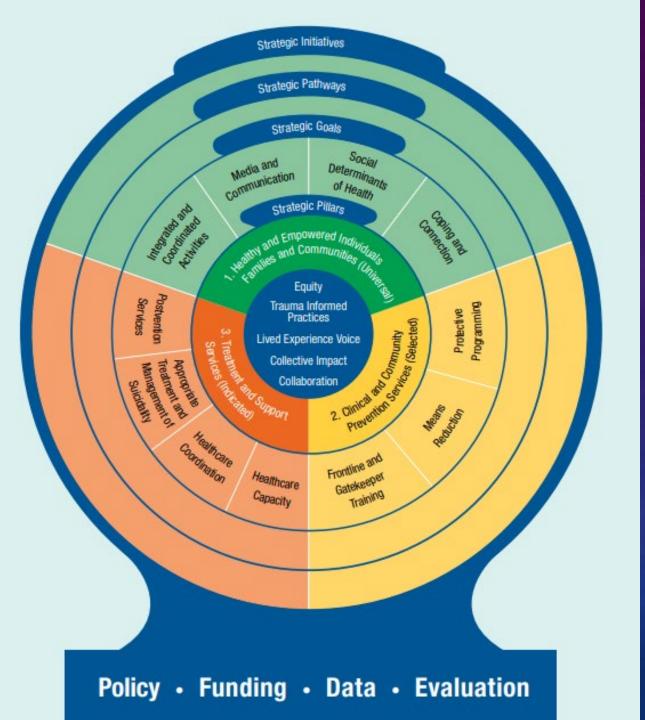
This figure illustrates the circles of Influence that affect suicide risk and must be addressed in suicide prevention activities.



# FRAMING MESSAGES

HOPE - Promote a sense of hope and highlight resilience. HELP - Make it safe to ask for help and ensuring that the right help is available at the right time. HEALING - Work with individuals and communities in the healing process after an attempt or suicide

### T R A N S F O R M A T I O N



### YSIPP FRAMEWORK

### YSIPP OHA Initiatives Smartsheet

Alliance Specific Initiatives

### STRUCTURE AND COMMITTEES

### Committees

- Data and Evaluation (Jenn is the staff)
- Executive (Annette is the staff)
- Transitions of Care (Jenn is the staff)
- Schools (Annette is the staff)
- Workforce Development (Annette is the staff)

### **Advisory Groups**

- Equity Advisory (Annette is the staff)
- LGBTQ+ Advisory (Annette is the staff)
- Lived Experience (Jenn is the staff)
- Firearm Safety & Lethal Means Access Reduction (Jenn is the staff)
- University of Oregon Suicide Prevention Lab - Community Academic Partnership with the Alliance (Annette is the liaison)

### WEBSITE NAVIGATION

### Alliance Website

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### **Executive Committee**

#### What is the Executive Committee?

The Executive Committee oversees all committees, workgroups, and activities of the Alliance. They also organize Alliance business, make decisions on behalf of the Alliance between meetings, and make policy recommendations to OHA.

This Committee currently meets the first Monday of the month from 2:30 PM – 4:00 PM virtually. To join, please go to this link https://us02web.zoom.us/j/89796541408?pwd=OGpPRVArcDhTS1MzWml3YUhaZHV3dz09 and can also be joined by calling 669.900.9128,,89796541408#,,,,\*651946#

Below are the dates that the meetings have been held and when they will be held. Meeting agendas are posted at least seven days before the meeting and meeting minutes will be posted within seven days post meeting. To find previous meeting minutes, please go here.

If you have questions about this Committee, please email Alliance staff Annette Marcus at amarcus@aocmhp.org.

Fiscal Year 2021 – 2022 Current and Past Meetings

### ALLIANCE CHAIRS

- Alliance Chair: Galli Murray, Suicide Prevention Coordinator, Clackamas County
- Alliance Vice-Chair: Ryan Price, American Foundation for Suicide Prevention
- Data & Evaluation Committee Chairs: Elissa Adair and Roger Brubaker
- Schools Committee Chairs: Lon Staub and Kimberlee Jones
- Transitions of Care Committee Chairs: Charlette Lumby and Joseph Stepanenko
- Workforce Committee: Julie Scholz and Don Erickson
- LGBTQ+ Advisory: Aubrey Green and Wren Fulner
- Lethal Means: Jonathan Hankins, Donna-Marie Drucker, and Pam Pearce
- Lived Experience: Laura Rose Misaras

### STAFF AND OHA PARTNERS

- Alliance Staff Suicide Prevention Policy Manager: Annette Marcus
- Alliance Staff Suicide Prevention Program Coordinator: Jennifer Fraga
- AOCMHP Staff Postvention Connect: Kris Bifulco

- OHA Youth Suicide Prevention Coordinators: Jill Baker and Shanda Hochstetler
- OHA Adult Suicide Prevention Coordinator: Deb Darmata
- OHA Zero Suicide in Health Systems Coordinator: Meghan Crane
- OHA Public Health Suicide Prevention Coordinator: Taylor Chambers

### VOTING

- Taking public stand on policy
- Alliance Chair positions
- Updates to Alliance processes

Generally, we attempt to build consensus on most matters and occasionally use a formal voting process.

NOTE: No more than one vote per organization but welcome more than one participant per organization. Also, OHA staff participate but do not vote. Questions? Email Alliance staff – Annette Marcus – <u>amarcus@aocmhp.org</u> Jenn Fraga – <u>jfraga@aocmhp.org</u>

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# September Quarterly Meeting

September 9, 2022

Please share name, pronouns, organization (if applicable) in chat

# Agenda

- Welcome, Introductions, Group Agreements, Agenda Overview, Alliance Business
- Alliance Update from Annette
- Follow-Up from Lived Experience Breakout Groups from March Quarterly
- Update on Coalition Mini-Grant Process
- Annual Alliance Satisfaction Survey Results Review
- YSIPP Update / Next Steps for FY 22-23 Initiatives
- LGBTQ+ Advisory School Board Toolkit Review
- Lines for Life School Suicide Prevention and Wellness (SSPW) Team Presentation
- Update on UO and OHA Partnership on Schools Project
- Sources of Strength Presentation

# **Alliance Equity Statement**

To achieve our vision, we acknowledge the impact of white supremacy, institutionalized racism, and all forms of oppression. The Alliance endeavors to make Oregon a place where suicide reduction and prevention is achieved for people of all ages, races, ethnicities, abilities, gender identities, sexual orientations, socioeconomic status, nationalities and geographic locations.

# **Group Agreements**

- 1. We value being a community of care. Reach in and reach out.
- 2. Be in the growth zone. All Teach and All Learn.
- 3. Challenge oppression and racism.
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- 8. Speak your truth and be aware of the ways you hold privilege
- 9. Strive for suicide-safer messaging and language

# **Breakout Groups**

- Name, pronoun, organization (if applicable)
- Question, concern, or excitement about Adi's Act.

### **Alliance Chair and Co-Chair Vote**

Alliance Chair – Galli Murray

Alliance member since beginning

Previously a Co-Chair for the Transitions of Care Committee and Co-Chair for the Alliance

If elected, this will be her 2<sup>nd</sup> term as Chair for the Alliance



Alliance Co-Chair – Charlette Lumby

Alliance member for past two years

Currently a Co-Chair for the Transitions of Care Committee

If elected, this will be her 1<sup>st</sup> term as Co-Chair for the Alliance



# How to Vote

- Alliance member puts forward a motion to be voted on
- Example, "This is [say name] and I motion to vote for Galli Murray to continue in her role as Chair to the Alliance for another term."
- A different Alliance member will need to second the motion that was put forward
- Example, "This is [say name] and I second the motion."
- The vote then goes to the floor and Alliance members will vote in the chat one of the following options
- Yes
- No
- Abstain
- A majority of Alliance members present means that the vote passes

# **Current Alliance Members**

Aaron Townsend
Amy Ruona
Angela Perry
Cassandra Curry
Charlette Lumby
Christina McMahan
Dan Foster
Don Erickson
Donna-Marie Drucker
Erin Porter
Frankie Pfister
Galli Murray
Gary McConahay
Gordon Clay
Hugo Oscar Sanchez Lopez
Iden Campbell
Jackie Richland
Jacob Dilla
Jamie Gunter
Jesus Nunez-Pineda
John Seeley
Joseph Stepaneko

Judah Largent
Julie Magers
Julie Scholz
Justin Potts
Karli Read
Kimberlee Jones
Kirk Wolfe
Kristin Fettig
Laura Rose Misaras
Leslie Golden
Lon Staub
Lukas Soto
Maria Antonia Botero
Mary Massey
Mike James
Pam Pearce
Rebecca Marshall
Roger Brubaker
Rosanna Jackson
Ryan Price
Sandy Bumpus
Sara Gelser

Shana Lonoz			
Shane Lopez			
Shane Roberts			
Siche Green-Mitchell			
Spencer Delbridge			
Spencer Lewis			
Stephanie Willard			
Suzie Stadelman			
Sydney Stringer			
Tanya Pritt			
Tia Barnes			
Wren Fulner			
Zev Braun			

Alliance Update

# Follow-Up from Lived Experience March Breakouts

# **Update on Coalition Mini-Grant Process**

### **Annual Alliance Satisfaction Survey Results Review**

# YSIPP Update / Next Steps for FY 22-23 Initiatives

### **BREAK – Current Committee Priorities**

### **Data & Evaluation Committee**

A community of researchers that want to stay updated on the landscape of data in the Suicide Prevention world in Oregon with a role to provide input to OHA. Goal is to transition broadly as a committee to provide input on dashboards and data measures.

### **Schools Committee**

Build capacity to monitor implementation of plans for Adi's Act, increase meaningful participation in Adi's Act from school districts, and increase the use of best practices in school districts. Begin by organizing infrastructure and clarifying roles and responsibilities.

### **Transitions of Care Committee**

The Alliance will respond to OHA's HB 3090 Resurvey Project report (due Fall 2021) and develop a work plan to monitor next steps.

### Workforce Committee

HB 2315 Rulemaking process will include recommendations from OHA defining continuing education opportunities that are applicable and relevant to meet the suicide prevention training requirement for relicensure.

### **BREAK – Current Advisory Group Priorities**

### **Equity Advisory**

The Alliance will continue focus on equity work and will continue to make recommendations to OHA.

#### Lethal Means Advisory

COMPLETE: The Alliance will create a workplan for Lethal Means work that includes safe storage, collaboration between stakeholders, and policy recommendations.

### **Coalition Leaders Network**

The Alliance staff hosts a quarterly webinar to provide networking support for regional suicide prevention coalitions and other local suicide prevention champions. The Alliance staff hosts a quarterly learning collaborative for regional suicide prevention coalition leaders.

# LGBTQ+ Advisory School Board Toolkit Review

# **Schools Presentations**

Lines for Life School Suicide Prevention and Wellness (SSPW) Team Presentation

Update on UO and OHA Partnership on Schools Project

Sources of Strength Presentation

# **Upcoming Quarterly Meetings**

Remember to register for our Quarterly Meetings. Registration links are on our website <u>here</u>: <u>https://oregonalliancetopreventsuicide.org/about-us/quarterly-meetings/</u>

Next meeting Friday, December 9<sup>th</sup> Register <u>here</u>: <u>https://us02web.zoom.us/meeting/register/tZckdeGtrTIuGtOxUPzETKA1URVB1jZya8s1</u>



Questions or Concerns? Need to connect with Staff?

Annette Marcus – <u>amarcus@aocmhp.org</u>

Jenn Fraga – jfraga@aocmhp.org

### Thank you all!!



#### Alliance June 10, 2022 Quarterly Meeting Optional Orientation: 8:45 AM – 9:15 AM Meeting: 9:30 AM – 12:30 PM

Join over Zoom:

https://us02web.zoom.us/j/82324465888?pwd=d0pSUGhKalBVa25ZYmN1T2IxWE42QT09

#### +16699009128,82324465888#,,,,\*294424#

#### Attendance

#### Orientation

- 1. Annette Marcus
- 2. Avalon Mason
- 3. Brenda Carnese
- 4. Cassey Curry
- 5. Christina McMahan
- 6. Erin Porter

#### **Quarterly Meeting**

- 1. Abby Warren
- 2. Angela Perry
- 3. Annette Marcus
- 4. Ashley Meilahn
- 5. Ashley Thirstrup
- 6. Avalon Mason
- 7. Boston Colton
- 8. Casey Curry
- 9. Charlette Lumby
- 10. Chelsea Holcomb
- 11. Christina McMahan
- 12. Claire Kille
- 13. Craig Leets
- 14. Daniell Zeigler
- 15. Deb Darmata
- 16. Don Erickson

- 7. Erin Weldon
- 8. Jenn Fraga
- 9. Laura Rose Misaras
- 10. Rosanna Jackson
- 11. Taylor Chambers
- 17. Donna-Marie Drucker
- 18. Erin Weldon
- 19. Galli Murray
- 20. Gordon Clay
- 21. Iden Campbell
- 22. Isabella
- 23. Jacob Dilla
- 24. Janeane Krongos
- 25. Jenn Fraga
- 26. Jenn Scott
- 27. Jesus Nunez-Pineda
- 28. John Seeley
- 29. Jonathan Hankins
- 30. Julie Magers
- 31. Julie Scholz
- 32. Justin Potts
- 33. Kara Boulahanis
- 34. Karen Cellarius

- 35. Kimberlee Jones
- 36. Kirk Wolfe
- 37. Kris Bifulco
- 38. Linda Hockman
- 39. Laura Rose Misaras
- 40. Lon Staub
- 41. Lucina
- 42. Lukas Soto
- 43. Maria Gdontakis Pos
- 44. Mark Hammond
- 45. Mary Massey
- 46. Michele Bangen
- 47. Mike James
- 48. Pam Pearce
- 49. Rosanna Jackson

- 50. Ryan Price
- 51. Sandy Bumpus
- 52. Sandy Mathewson
- 53. Scott Vu
- 54. Shanda Hochstetler
- 55. Shannon Biteng
- 56. Siche Green-Mitchell
- 57. Spencer
- 58. Stephanie Willard
- 59. Taylor Chambers
- 60. Tim Glascock
- 61. Zev Braun
- 62. Unknown number
- 63. Unnamed person

#### **Meeting Minutes**

Meeting agenda, materials and minutes are posted on the Alliance website. https://oregonalliancetopreventsuicide.org

#### **Our Vision**

In Oregon all young people have hope, feel safe asking for help, can find access to the right help at the right time to prevent suicide, and live in communities that foster healing, connection, and wellness.

#### Mission

The Alliance advocates and works to inform and strengthen Oregon's suicide prevention, intervention and postvention policies, services and supports to prevent youth and young adults from dying by suicide.

#### **Equity Statement**

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9:30 – 9:50 Welcome, Introductions, Agenda Review and March Minutes Approval Galli Murray, Alliance Chair

Galli welcomed and thanked everyone for taking time to join our meeting today. Before reviewing the agenda, Galli provided the following:

#### **Big View, Review and Preview**

We've had a very productive year: YSIPP has been created and released, kudos to this group for all the contributions to the new plan. The new funding has been initiated for suicide prevention coalitions, great news for the field; Alliance is preparing for the next legislative session, and today we will be finalizing our policy agenda. I want to give a special callout to all the new members who are joining our amazing team here at the Alliance. We will have a formal welcome later in agenda. Galli reviewed the agenda and called for brief announcements:

- Jenn reminded attendees that the meeting is being recorded.
- Gordon Clay shared Mental Health America Conference is on now, very good and valuable information. For more information, https://www.mhanational.org/2022/annual-conference/agenda
- The Suicide Research Symposium (SRS 22) is scheduled for June 16 and 17th. More information can be found at <a href="https://www.suicideresearchsymposium.com">https://www.suicideresearchsymposium.com</a> This new conference will feature outstanding suicide research with a special emphasis on the work of students, early career investigators, along with senior researchers. The conference is free; here is the registration link: <a href="https://registration.socio.events/e/srs2022">https://registration.socio.events/e/srs2022</a>

#### **March Meeting Minutes**

Galli called for motion to approve the March Quarterly minutes. Don Erickson motioned for approval of the March 2022 meeting minutes. Charlette Lumby, seconded. Galli asked if there were any objections or discussion; hearing none, the minutes were approved by consent

#### **Group Agreements**

Galli introduced Jesus Nunez-Pineda, he will be presenting information on our group agreements.

Jesus led us through group agreements. This is something we've been working on for a while, both in equity group and meetings with staff. It's taken a lot of work, however, the final agreements are strong.

Annette thanked Jesus for her work on this and others for their help as well. She asked her if there were two that stand out for her.

Jesus shared why #4 and #5 stand out for her.

**Small Group Breakout**: Galli provided direction for the small group meet and greet breakout: Introduce yourself (name, pronoun, organization). Review group agreements and identify which one is important to you during a meeting or one that you would like to challenge yourself with today.

#### Videos

After the small group breakout, Galli introduced the videos from Shared Messaging Campaign for May, Mental Health Awareness Month and thanked Zev and everyone involved in their production. The videos were very well received, links to the videos are:

English version: https://youtu.be/K7YOUAgjgtQ Spanish version: https://youtu.be/15vDnfaDRx4

#### **Group Agreements**

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#### Update: LGBTQ+ Letter

Galli commented that a great deal of thought and time went into putting together the Alliance letter to OHA. She referenced the slide and briefly reviewed the purpose was to ask OHA to make a clear public statement regarding the agency's commitment to supporting and affirming LGBTQ+ youth and families given the anti-LGBTQ+ legislation sweeping the country. Galli welcomed Ashley Thirstrup, Interim Director of Health Education and Chelsea Holcomb, Child and Family Behavioral Health Director and thanked them for providing an update on OHA's response.

Ashley acknowledged that several OHA staff worked on the response and thanked the Alliance for submitting the letter. It served as a prompt and pushing forward policy that supports LGBTQ+ youth. There is no place in Oregon for what's happening across the nation particularly for trans youth, it is unacceptable. The response is a press release (see meeting materials or

https://content.govdelivery.com/accounts/ORDHS/bulletins/31b7e59); it was sent out to media to be clear about the state's position and commitment to align with ODE on supporting lesbian, gay, bisexual, trans, queer, two-spirit, intersex and asexual+ (LGBTQ2SIA+) youth and families. Both directors, Pat Allen, OHA and Colt Gill, ODE, coordinated on the response.

Chelsea also thanked the Alliance for submitting letter and echoed that it helped focus on a great need. She acknowledged how organized the Alliance is and the important work that is done by this group. Chelsea shared that the OHA response referenced data collected through surveys conducted by OHA as well as other data. The information in the response will be shared through various newsletters and other communications to broaden the reach.

Galli acknowledge the growing partnerships with various areas of OHA and that is a positive for our work. Thank you for acting on the letters we send and championing our work, suicide prevention is critical to all of us.

Annette has a meeting with Caitlin Ryan and OHA re: family acceptance project. Chelsea suggested engaging youth in that meeting. Galli asked that if you're interested in attending the meeting, let Annette and Jenn know. Galli asked that staff bring back to full Alliance action steps from the meeting.

Galli thanked Chelsea and Ashley for sharing today.

#### 10:22 – 10:24 Welcome New Alliance Members Galli Murray, Alliance Chair

Galli thanked all who applied and while your membership will not be official until you receive a letter from OHA, thank you for joining us today. The 17 new members are:

1. Mike James	ODHS Training & Development
2. Hugo Oscar Sanchez Lopez	Young Adult Community Member
3. Zev Braun	Suicide Prevention Program Coordinator
4. Jamie Gunter	School Counselor
5. Donna-Marie Drucker	Oregon Firearm Safety Coalition
6. Angela Perry	AFSP OR Chapter Board President
7. Aaron Townsend	High School Student Community Member
8. Cassandra Curry	Peer Support Specialist
9. Siche Green-Mitchell	School Counselor

10.Jacob Dilla	CCO Staff
11.Jackie Richland	Suicide Prevention Coalition Staff
12.Erin Porter	CCO Staff
13.Frankie Pfister	College Professor
14.Mary Massey	School Mental Health Coordinator
15.Christina McMahan	Juvenile Justice
16.Rachel Howard	DHS Suicide Prevention Staff
17.Lukas Soto	Owner of local Consulting Group
18.Shane Lopez	Tribal Liaison, NARA

#### 10:24 – 11:00 Update on Alliance Lethal Means Workplan Donna-Marie Drucker, Alliance Firearm Safety and Lethal Means Reduction Advisory Co-Chair and Chair of Oregon Firearm Safety Coalition

Galli introduced Donna-Marie and thanked her for presenting today

Donna-Marie thanked Galli and before starting the presentation, acknowledge co-chairs Jonathan Hankins and Pam Pearce. Today's presentation includes information that can be very unsettling, if you need to take a break or need support, please reach out through the chat to Jenn or Annette. Galli also volunteered to be available.

The presentation was very informative and detailed, a copy of the PowerPoint is included in the meeting materials. The three most lethal means are firearms, hanging/suffocation, and poisoning/overdose, these are the areas of our focus for lethal means reduction. Highlights from the presentation are:

Pam Pearce reported on poisoning/overdose, the third most lethal means. Because we're not sure of the intent, the implication is that we're missing opportunities to help individuals. We're working with OHA to be sure people get the help they need. Intent of overdose is key – we must focus here to better understand and prevent suicide.

#### 3<sup>rd</sup>. Poisoning – Overdose – Opioids

- Difficult to know the internet accidental or suicide?
- What we've been doing: Data collection; presentation by those leading community efforts; and trying to determine the best ways to move forward.
- **Goal:** Understand and coordinate existing efforts at both local county and larger state levels around overdose prevention efforts to ensure we are not duplicating

efforts in helping to introduce Narcan and fentanyl testing strips to schools and local public health authorities

Donna-Maire presented information on hanging/suffocation. She shared that this is a very difficult issue to address because in the home there is ready access to means, while in an institution there are safety measures in place to prevent hanging. Because of the ready access in the home, we must focus on a strength-based approach that increases protective factors and help youth to get the help they need. It is key that we help youth connect to their communities.

#### 2<sup>nd</sup>. Hanging/suffocation

- Very difficult to reduce access to means in the home.
- What we've been doing: Reviewing research, asking for presentations by community experts.
- Take a strength-based/protective factor approach.
- Develop App such as 'Step First' <u>https://www.firststeporegon.org/</u>: Provides resources and support to youth.
- Sources of Strength Training approach.
- We still have a lot to learn we feel we are at the beginning of our learning journey.

Donna-Marie presented information on firearms and reminded us that firearm owners are part of working on safety issues. Firearm owners may not have thought about access and at-risk youth in the home. Getting information out is critical, especially around safe storage. The firearm community is open and wanting gun safety. Trust is a big thing in the firearms community and consistent messaging is critical to building trust.

#### 1<sup>st</sup>. Firearms – 90% lethal

- Alliance focus groups paved the way for connection with the firearm community.
- We are actively working with Gun Clubs/Ranges throughout the state on providing suicide prevention information that includes safe storage and removing firearms from the home.
- Clarify Transfer Law, SB 554 & ORS 166.435 Section (F) Gain clarity around what is legally permissible. <u>Does not change Background Check Law</u>—the group <u>is not</u> working on laws re: background checks.
- Work with DPO GC to create Safe Harbor Law.
- Develop offsite storage for firearms and create online map get them out of the home Data collection to see what already exists.

- Develop FAQ material around OR firearm and firearm storage law (in home and offsite).
- Work with community partners such as Suicide Prevent Coalitions & Local Gun Clubs Develop Statewide consistent messaging.
- Lock Box Data Who has them? How many have been distributed? How can we expand?

#### So much more work to be done:

- Between 2019 and 2020 firearm sales increased by 64%. First time firearm owners represented 40% of those sales.
- Youth firearm suicide increased by 31% between 2019 and 2020
- Past 24 months over 1 million firearms have been sold in Oregon
- Demographics of firearm owners has changed: Women, BIPOC, LatinX, LGBTQ+.
- We are still learning, and we have a lot of hard work ahead.

#### 11:00 - 11:28 **Break and Alliance Annual Survey** Annette Marcus, Alliance Suicide Prevention Policy Manager

The survey is part of our contract with OHA as well as a way to learn from you about how we can improve.

### 11:28 – 11:34Alliance Co-Chair Selection ProcessGalli Murray, Alliance Chair

Galli reviewed that the structure of the Alliance is one of co-leadership, a chair and cochair. After serving for two years, the co-chair becomes the chair. Due to co-chair Ryan Price's super busy schedule, he will not be stepping into the chair position in September. Galli explained that a recommendation for co-chair needs a sponsor from an Executive Committee member and OHA committee members may not sponsor a recommendation. The co-chair position is a 4 -year commitment, 2 years as co-chair and 2 as chair. If you would like to recommend someone, see an Executive Committee member. To date we have one nominee, Charlette Lumby, the current co-chair of the Transitions of Care Committee. Current non-OHA Executive Committee members are Galli Murray, Ryan Price, Lon Staub, Charlette Lumby, Don Erickson, Laura Rose Misaras, Dan Foster, John Seeley, Gordon Clay, Leslie Golden, Kimberlee Jones, Kirk Wolfe, Karli Read

### 11:34 – 12:17Discuss and Determine Policy Agenda for 2022-25Galli Murray, Alliance Chair

Annette reminded the group of the process that has gotten us here today. Staff sent out a request to the full membership and committee chairs for policy recommendations and the Executive Committee reviewed recommendations they received. The proposed agenda was finalized by the Executive Committee. Two policy chat webinars were held and approximately 70 attended. Our policy agenda roles are modeled on the AFSP model which is:

- Lead Issues on which Alliance will play a leadership role by developing the policy position, marshaling support, and generating advocacy activity.
- **Collaborate** Issues on which Alliance will work as part of a coalition or group, providing active support to achieve these important policy objectives.
- **Explore** Issues that are rising in importance and require further exploration or policy research and analysis but have not yet become Alliance active policy proposals.

Annette reviewed the CDC suicide prevention strategies which are consistent with best practices and reflected in the YSIPP construct. She also shared sample approaches and the relationship to Alliance policy work.

Before reviewing the proposed policy agenda, Annette reminded that the following are existing policy commitments voted on in prior meetings. Both significant areas for workload.

#### **Existing Policy Commitments**

Expand existing legislation of HB 2315 (2021) requirement for behavioral health providers to receive continuing education on suicide assessment, treatment, and management to include medical providers.

- The Alliance is currently in process of writing the legislative concept, finding a legislative lead, and garnering support.
- High Impact/High Effort: Extensive staff engagement and committee leadership needed through the legislative session.

Widen Alliance's scope of work to have a lifespan approach, instead of ages 5-24, and provide support to the new Adult Suicide Intervention and Prevention Plan (ASIPP).

- The Alliance has sent written request about expanding Alliance's scope to OHA. There will need to be a legislative concept needed similar to SB707 (2019) to require ASIPP, annual reports, and an advisory body in statute.
- High Impact/High Effort: This has the potential for coordinated lifespan efforts. Analysis is needed regarding alignment, committee, and staff structure

The following proposed policy agenda is what we're voting on today:

#### Lead

Alliance will play a leadership role by developing the policy position, marshaling support, and generating advocacy activity

• DATA: Improve data collection related to suicide deaths and attempts (several proposals were submitted). Needs ongoing work from data committee with OHA staff to determine highest impact asks and assess current landscape. No specific ask this session other than to support OHA POP. POP asks for an OHA position related to suicide data which could facilitate this process.

#### Collaborate

Alliance will play a leadership role by developing the policy position, marshaling support, and generating advocacy activity.

- TRAINING: There should be a requirement that each suicide prevention, intervention, and postvention training must include equity-centered content. Related, it would be important to have some type of requirement or incentive (i.e. certification) for trainers to receive ongoing equity-focused training.
- LETHAL MEANS: With the partnership of the firearm community (and organizations such as the NSSF, etc.), amend the temporary firearm storage law (ORS 166.435) to include a Good Samaritan Clause.
- EQUITY: Strengthen state legal protections for LGBTQIA2S+ youth, especially transgender youth who have been targeted by discriminatory legislation throughout the country.
- PROTECTIVE ENVIRONMENTS: Student ID's have both helpline and crisis text line.

#### Explore

Issues that are rising in importance and require further exploration or policy research and analysis but have not yet become Alliance active policy proposals.

- TRANSITIONS OF CARE: Funding for support/treatment services that bridge the gap between crisis response and longer-term care. A strong and effective children's system of care is the focus of many different groups, including those working on the 988/MRSS (with POP attached) and CSAC and the Children System of Care Advisory and the Children's Alliance. The opportunity here is that we explore, and when appropriate support and align with their efforts.
- TRAINING: Regular youth suicide prevention training in school 6 thru 12th grade.
- TRAINING: Require all levels of hospital staff (from the triage desk to security to nurses and doctors) to receive training in suicide prevention, intervention, assessment, treatment, and management; training should be standard across the state for all emergency departments.

Highlights of the discussion prior to vote:

- Concern about information on student id cards and agencies operating crisis lines do not collect data and geo location information. FCC is looking into privacy issues related to this concern. Some areas have added language that there may be an active response due to making a call.
- The 988-line may generate a phone tax to cover cost
- Suicide prevention training is needed for hospital staff (youth made this request); connect to current work on CEUs
- Need to be clear on what the transitions of care are and how implemented as the 988 related mobile response system rolls out
- Need consistent and best practice raining for youth, need it across the state
- The proposed data work will greatly benefit our understanding

Kimberlee proposed removing the item on student id from collaboration to explore.

Galli called for a vote: based on our discussion – do we pull out the item on id cards? Do we vote on each proposed policy area separately? Do we accept the policy agenda as presented? Galli reviewed the options and ask voting members to choose one, the vote was conducted through the chat option. Options:

- 1) Accept the policy agenda as presented MAJORITY/this options selected by vote
- 2) Pull things out (student id card)
- 3) Vote on each item as separate items

Gordon Clay motioned to vote on the policy agenda as presented; Julie Schultz, seconded Passed; no nay's no abstentions

12:17 – 12:30 Committee and Advisory Group Open House Workforce Development: Don Erickson Schools Committee: Lon Straub Transitions of Care: Charlette Lumby Data and Evaluation: John Seeley Firearm Safety and Lethal Means Reduction: Donna-Marie Drucker

Small group breakouts will be hosted by chairs/co-chairs of committees and advisory groups to share information about current work and future efforts. Choose one room, if you're in one and would like to learn more about another, please do so. Jenn will post the name of the group/rooms.

Annette announced that OHA has provided funding to AOCMHP/Alliance for suicide prevention coalitions. If you want to be part of that process, email Annette.

Galli welcomed everyone who is new to the Alliance and thanked everyone for their role and support in our work, this group brings me tremendous hope. Thank you for all you do. See you in September. The full meeting was adjourned and breakout groups commenced.

12:30 Adjourn – Zoom meeting concluded

# Lived Experience Focus Group

# Review

Alliance March Quarterly Meeting we held 4 breakout groups to discuss how the Alliance can incorporate Lived Experience voice into the work.

- 1. Direct Lived Experience
- 2. Family / Friend Support Person
- 3. Loss Survivor
- 4. Provider / Professional

Lived Experience (past or present) of your own struggles What does centering the voice of people with lived experience look like in our shared work to support the YSIPP?

Not just listening to us, but trusting us that we know what is best for us and centering our voices/needs.	Invite people who have interacted with systems to share their experience and what they wished was different.	Reflect on personal experience and share in a way that can be actively responded to.	Don't just SAY the voices of lived experience are included if you aren't actively listening and deciding for those with LE. Nothing about us, without us.	Explore sharing power.	
DO NOT consider personal experience as an afterthought in the overall conversation! Keep it at the center.	Talk about LE in a helpful, not judgmental viewpoint and allow for learning from all sides.	Not everyone wants to share what they are going through and become a point person for LE.	Everyone is different. Be clear what voices are represented.	Hard to share with a large group!	Mutual recognition and ways to include and receive differing voices even if it doesn't fit with the dominants culture.
LE knows what works and what doesn't for US, even if it is not what works with dominant culture.	Not doing TO US, but WITH US	Acknowledge power and we are all induvial and all experience life differently. All experiences are valid.	Affirm the voices of LE during the conversation. Other aspects of life can affect how much can be safely shared. Allow for safe place.	Peer is not seen as valid on the same level as professionals. Our experience is diminished	LE has survived this and their viewpoint is the one that should be centered.

# Focus Group

- Reviewed answers from March breakout groups
  - Added details, looked for themes, discussed potential action items from the answers provided
- Started on a workable action plan for the Alliance
  - Examples: Create an outreach plan and redistribute lived experience survey that was created to gather recommendations for the current YSIPP



• Hold one more focus group after the Quarterly

- Date and time for this will be sent out after the September Quarterly
- Add more to the action plan
- Begin to craft a shared Lived Experience vision for the Alliance

Lived Experience (past or present) of your own struggles What does centering the voice of people with lived experience look like in our shared work to support the YSIPP?

Not just listening to us, but trusting us that we know what is best for us and centering our voices/needs.	Invite people who have interacted with systems to share their experience and what they wished was different.	Reflect on personal experience and share in a way that can be actively responded to.	Don't just SAY the voices of lived experience are included if you aren't actively listening and deciding for those with LE. Nothing about us, without us.
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### Explore sharing power.

Hard to share with a large group!

**Mutual recognition** and ways to include and receive differing voices even if it doesn't fit with the dominants culture.

Peer is not seen as valid on the same level as professionals. Our experience is diminished

LE has survived this and their viewpoint is the one that should be centered.

Family/Friend Supporting someone (past or present) What does centering the voice of people with lived experience look like in our sh support the YSIPP?

what are the needs of the people who are caring for people with needs?

accessing help may or may not involve a "provider" or "professional"

letting our loved ones lead/guide but be ready support/empower. so that their voice is amplified.

people with lived experience don't all need (or find hope with) the same strategies.

its tremendously scare for our friends and loved ones to name/talk about suicide. fear.

**Empowering those** with lived experience to lead the work on what is helpful for them and what works and doesn't work for them. Work in collaboration with them.

how to get someone who is struggling to WANT to take positive steps - its tricky.

the frustration of being someone well trained and well connected in this area and to still not feel helpful

its exhausting to love/support someone with chronic mental health.

what are 2-3 questions that we might be able to ask as we choose YSIPP initiatives that might help us keep caregivers/family members in mind?

> It is okay to be angry, frustrated and disappointed -that is real and stands alongside not in opposition to the person needing support

### Loss Survivors What does centering the voice of people with lived experience look like in our shared work to support the YSIPP?

Outreach is key--how do we figure out who is a loss survivor and align our goals with theirs. Super hard to overcome the power dynamic between providers/professional s and individual experiences -- how can we look both at population health AND still honor the individuual. Years later -- I still think about how much stigma there was when my family member died by suicide. It is absolutely crucial to address stigma and shame ---acknowledge it in our work

When we do our work, be sure that we bring the people behind the stats. SHOW UP IN THE ROOMS where decisions are made.

Collaborative approach to onboarding people with lived experience. Our experience is tender and at the center of everything -- yet sometimes hard to balance individual needs with population health needs.

There needs to be specialization for this kind of death. Don't just send people to a grief group. We need to be sure we are creating a safe space to be vulnerable

### Provider/Professional What does centering the voice of people with lived experience look like in our shared work to support the YSIPP?

person-center, community-center, family-centered approaches	Allowing voices to be heard	having folks with lived exp at the table	Including the voices in all stages	
Representation and visibility	Leadership; not just consultation	inclusive of all walks of life and culture	paying/reimbu those with live experience. Va them as exper as we value professionals a experts.	d aluing ts just
			Collaboration in statewide work so that	
constant and supported	creating meaningful story-sharing and meaningful direction of the work. not tokenizing. not pulling the voices out to make ourselves feel good.	Inviting others to tell their story not telling it for them.	there isn't redundancy & confusion.	Representing marginalized communities and understanding wh would be culturally specifically helpfu hope that makes

Training for professionals includes voice of lived experience through trainers, videos, exercises that highlight the importance of engagement and collaboration.

> Individuals with lived experience are including on board of directors. advisory boards, governance board in leadership roles with power (not there for tokenism)

ities and nding what e culturally lly helpful (I

sense)

**Providing support** from lived experience trainers to those with lived experience working to tell their story in an authentic and supported way considering trauma informed and safe messaging strategies.

Honoring story while still maintaining privacy.

Breaking down hierarchy.

Dismantling toxic masculinity

identifying and understanding gaps

### Youth Suicide Intervention and Prevention Plan: 2023 Initiatives

Presented to Alliance to Prevent Suicide – September 9, 2022

Jill Baker, OHA Youth Suicide Prevention Policy Coordinator jill.baker@dhsoha.state.or.us

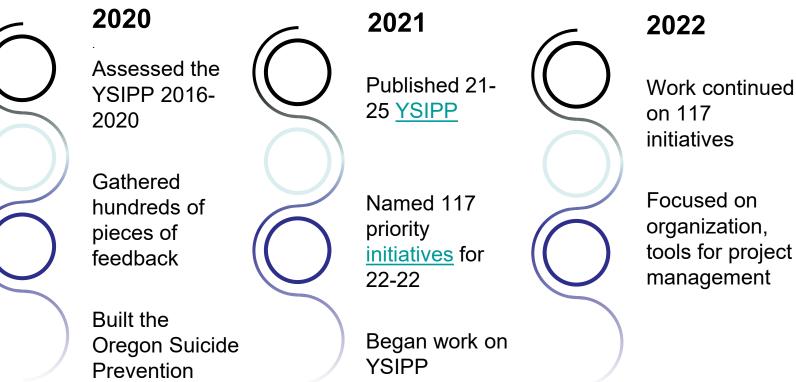


### **Purpose of this presentation**

- To briefly remind us of how we got here, and how its different than previous processes
- To inform the Alliance to Prevent Suicide about how OHA is organizing the process of gathering feedback for the 2023 youth suicide prevention initiatives
  - From Alliance committees
  - From OHA's Suicide Prevention, Intervention and Postvention subgroups
  - From youth
  - From other advisory groups



### How we got here



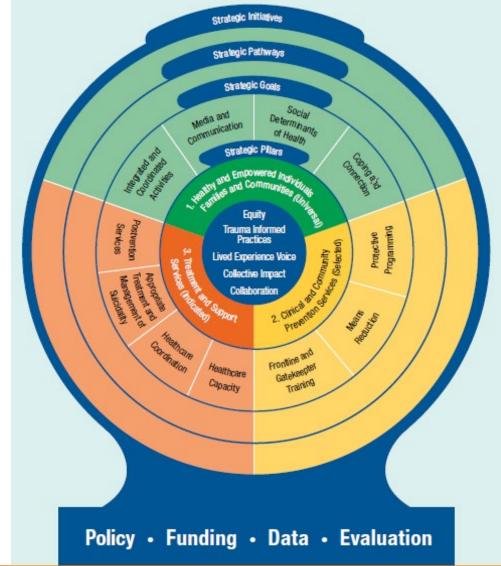
Ease/impact process to prioritize initiatives

Framework

initiatives



### **OHA Suicide Prevention Framework**



Some tools:

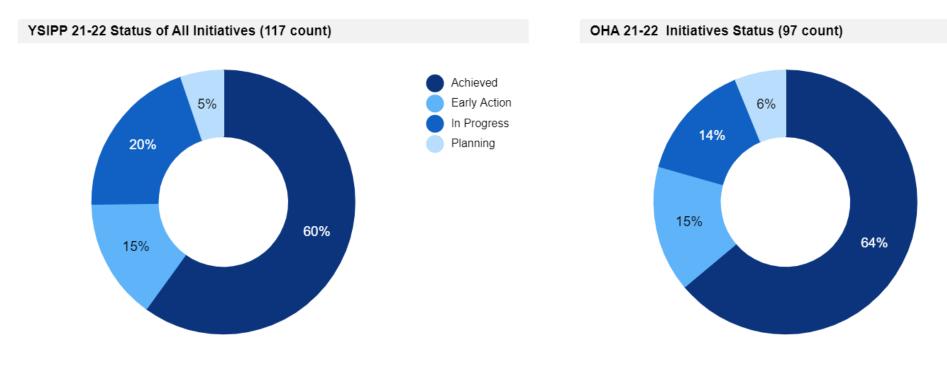
1. Interactive <u>PDF</u> with Pathways

2. 10 min <u>video</u> describing OHA's youth suicide prevention tools



### **YSIPP Initiatives in 2021-2022**

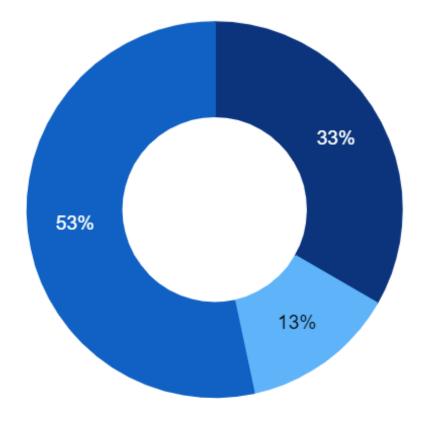
- 2021-2022 we collectively listed 117 projects/initiatives
- Link to initiatives tracker





### Alliance led YSIPP 2021-2022 initiatives

#### Alliance 21-22 Initiatives Status (15 count)





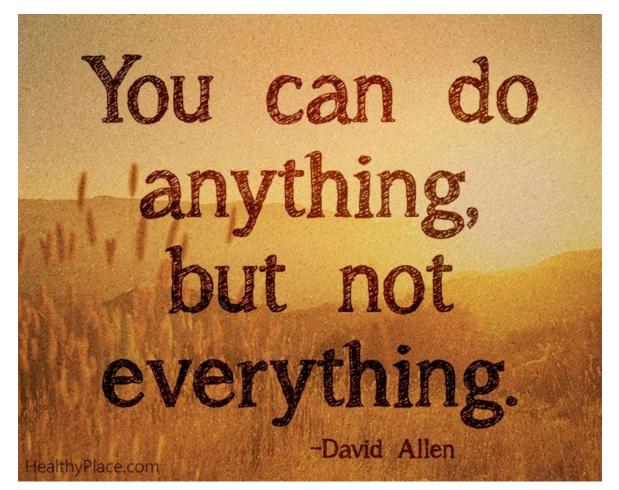


#### How are we doing considering expected progress?





### Start, Stop, Continue





### **YSIPP Annual Update Roadmap**

#### September

Leads update progress on 2022 initiatives

OHA presents at Alliance Qrtly

SPIP x3 being "start, stop, continue" October

Alliance committees begin "start, stop, continue"

Children's System Adv Council Input

Oregon Consumer Advisory Council input

Tribal prevention meeting input

#### November

Youth Think Tanks/Focus Groups

Alliance committees finalize rec's for OHA

SPIP x 3 finalize rec's for OHA



# What am I asking of committees/advisory groups/SPIP teams?:

1. Review of your YSIPP initiative(s) to assess progress. What's left on your plate?

**2.** Thinking of 2023 bandwidth and priorities:

- What do we want to keep working on?
- What do we think we'll have bandwidth for?
- Is there a project/initiative that we want to let go of?
- Are there projects/initiatives that we want to add?
- Are there projects/initiatives we want to recommend that OHA add?











### Alliance Annual Satisfaction Survey Results

June 2022





There is a lot of information and data in this PowerPoint. The next slide has a table of contents for where you can find specific information that you are interested in.



### PowerPoint Table of Contents

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C.	Data	that stood
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D.	Data	separated by length of service with the
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	a.	Data separated by length of service with the Alliance -
		DemographicsSlides 17-21
	b.	Data separated by length of service with the Alliance - Survey
		ResponsesSlides 22-35
	C.	Data separated by length of service with the Alliance - Areas of
		Improvement Slides 36-42

### Survey Limitations

### Completion rates

- Survey was offered to full Alliance, members and affiliates
  - Only people asked not to complete survey are Alliance Staff and OHA Contract Administrators
- Survey was provided to full Alliance 4 times
  - First during June Quarterly meeting during break with time allotted after break for people to complete as well
  - 3 times through emails to the Alliance listserv

### Survey Limitations

Completion rates

- Alliance Listserv currently has 251 recipients
- Throughout the meeting, we had 60 eligible participants
  - At the time the survey was offered, we had 46 eligible participants
- A total of 49 surveys were completed
  - 38 surveys were completed during the June Quarterly Meeting
  - $\circ$  11 surveys were completed outside of the June Quarterly Meeting

While this is a low response rate, it is higher than our last satisfaction survey.

### Longitudinal Study Limitations

- Hope is to have a survey we use each year with little to no changes in order to better measure progress and areas of improvement while understanding there may need to be some adjustments year-to-year depending on any current need areas
- 2022 survey has some of the same questions but is pretty different

### **Current Membership**

## 56

**Voting Members** 

9

### Non-Voting OHA Members

### Membership Prior to June 2022

45

**Voting Members** 

Non-Voting OHA Members

8

### Comparison - 2020 Survey

## 191

28

14.7%

**Listserv Recipients** 

**Completed Surveys** 

**Completion Rate** 

### Comparison - 2022 Survey

## 251

**49** 

19.5%

**Listserv Recipients** 

**Completed Surveys** 

**Completion Rate** 

### Comparison - 2020 & 2022 Survey Questions

### 2020 Survey

- 30 questions, including demographics
- Satisfaction questions on a rating scale of either 1-5, Strongly Dissatisfied to Strongly Satisfied, few open ended questions

### 2022 Survey

- 40 questions, including demographics
- Satisfaction questions on a rating scale of either 1-5, Strongly Dissatisfied to Strongly Satisfied, Strongly Disagree to Strongly Agree, more open ended questions

### Changes to 2022 Survey Questions

- Some questions from 2020 survey removed
- New questions for 2022 included:
  - 6 additional demographic questions
  - 4 questions related to engagement in non-Alliance Advisories / Groups
  - 6 from OHA
  - 5 open-ended questions
  - 2 questions relating to equity

### Data that Stood Out

- 71.4% of respondents work full-time (30+ hours)
  - When thinking about member / affiliate engagement, it's important to remember other time commitments. Not because we are less important to them but because we only have so many hours in a day.
- A higher number of respondents reported being a loss survivor
  - **2022: 61.2%**
  - **2020: 57%**
- A lower number of respondents reported being an attempt survivor / someone with direct, personal lived experience
  - **2022: 55.1%**
  - **2020: 61%**
- Most of the respondents have been involved with the Alliance 1-3 years: 43.7%

### Data that Stood Out

- Higher satisfaction rates were found with those involved with the Alliance 4+ years
- Less reported a 4 or higher when asked if they felt they were engaged in the work of the Alliance this year compared to 2020 (63.8% in 2022, 71.4% in 2020)
- There are higher satisfaction rates with Alliance priority areas and governance in 2022 than in 2020
  - Priority areas: 2022 87.3%; 2020 81.4%
  - Governance: 2022 78.7%; 2020 64.2%
- Decrease in engagement levels between 2022 and 2020
  - **2022: 63.8%**
  - o **2020: 71.4%**
- 83.3% of respondents reported being able to identify way that the Alliance as a whole has made a difference in the field of suicide prevention
- Most believe they get information about committee meetings (89.3%) and quarterly meetings (91.5%) far enough in advance to review materials prior to meetings



# Data Separated by Length of Service





## Demographics



# Demographics: Original Alliance Members, involved since 2016

- 16% of respondents (8 out of 49)
  - 87.5% Cisgender female (7 out of 8)
  - 12.5% Cisgender male (1 out of 8)
  - 100% White
  - 87.5% employed full-time
  - 12.5% employed part-time
  - 75% are voting Alliance members (6 out of 8)
  - 62.5% are Committee / Advisory Group members (5 out of 8)

### Demographics: Those involved for 4-5 years

- 6% of respondents (3 out of 49)
  - 2% Cisgender female (1 out of 3)
  - 2% Cisgender male (1 out of 3)
  - **67% White**
  - 67% employed full-time
  - 33% employed part-time
  - 67% are voting Alliance members (2 out of 3)
  - 67% are Committee / Advisory Group members (2 out of 3)

### Demographics: Those involved for 1-3 years

### • 43% of respondents (21 out of 49)

- 62% Cisgender female (13 out of 21)
- 24% Cisgender male (5 out of 21)
- 14% non-binary (3 out of 21)
- 90% White (19 out of 21)
- 5% Asian (1 out of 21)
- 5% Black or African (1 out of 21)
- 76% employed full-time
- 10% retired
- 5% consumer advocate / volunteer
- 5% working part-time
- 5% college student & working part-time
- 5% college student
- 29% are voting Alliance members (6 out of 21)
- 76% are Committee / Advisory Group members (16 out of 21)

# Demographics: Those involved for 6 months-1 year

- 14% of respondents (7 out of 49)
  - 57% Cisgender female (4 out of 7)
  - 14% Cisgender male (1 out of 7)
  - 29% non-binary (2 out of 7)
  - 57% White (4 out of 7)
  - 29% Hispanic or Latino (2 out of 7)
  - 14% Multiracial (1 out of 7)
  - 71% employed full-time
  - 14% retired
  - 14% consumer advocate / volunteer
  - 14% are voting Alliance members (1 out of 7)
  - 57% are Committee / Advisory Group members (4 out of 7)

# Demographics: Those involved for less than 6 months

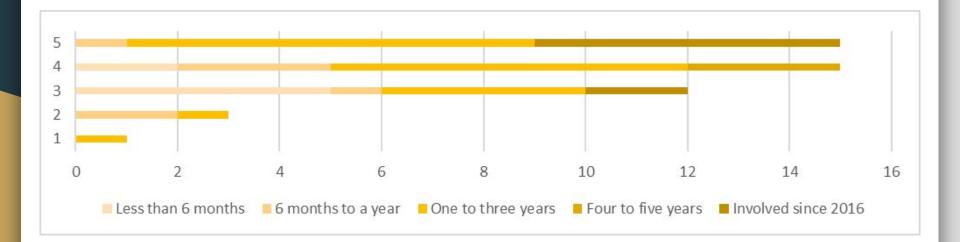
- 18% of respondents (9 out of 49)
  - 56% Cisgender female (5 out of 9)
  - 22% Cisgender male (2 out of 9)
  - 11% non-binary (1 out of 9)
  - 11% Transgender male (1 out of 9)
  - 78% White (7 out of 9)
  - 22% Multiracial (2 out of 9)
  - 89% employed full-time
  - 11% employed part-time
  - 22% are voting Alliance members (2 out of 9)
  - 22% are Committee / Advisory Group members (2 out of 9)



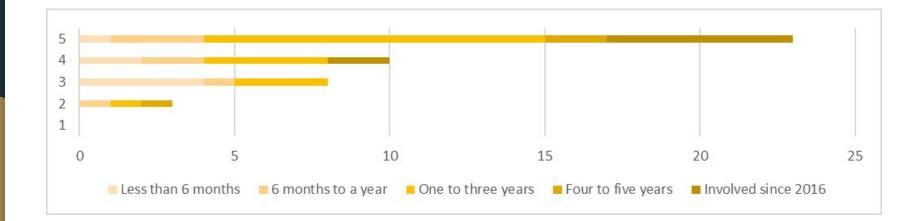
## Survey Responses



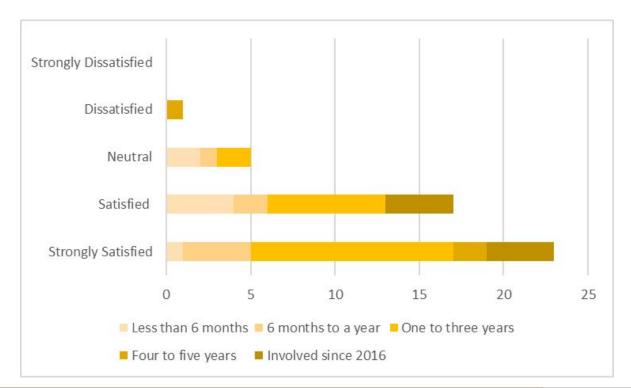
### Do you feel that you are engaged in the work of the Alliance - by Length of Service



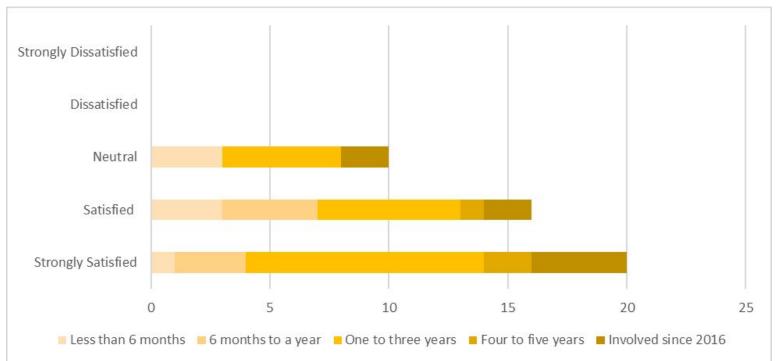
## Do you feel that your contribution to the Alliance is valued - by Length of Service



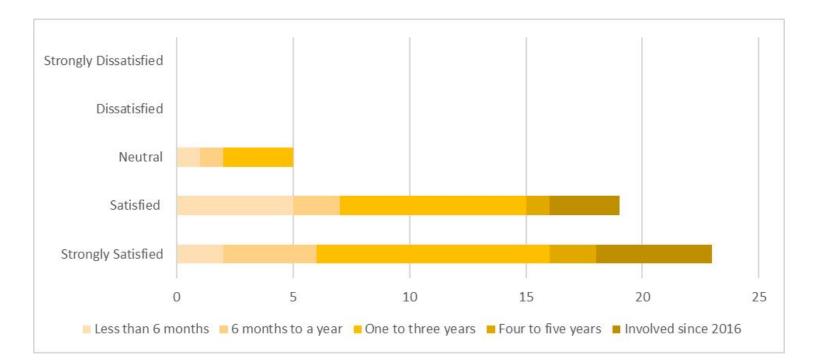
What is your satisfaction with Alliance priority areas. (Advocating for legislation, working on OARs to support effective implementation of existing suicide prevention legislation, working to center lived experience and equity and inclusion). - by Length of Service



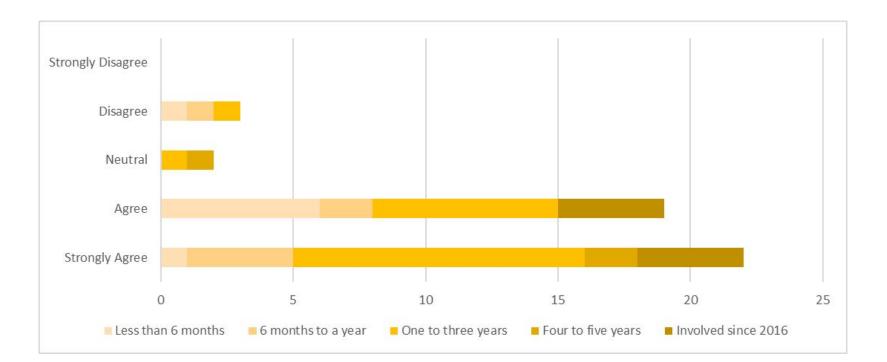
What is your satisfaction with Alliance governance and decision making, committee and advisory group structure (by-laws, voting process, opportunities to contribute ideas and influence work on the Oregon's youth suicide prevention and intervention.) - by Length of Service



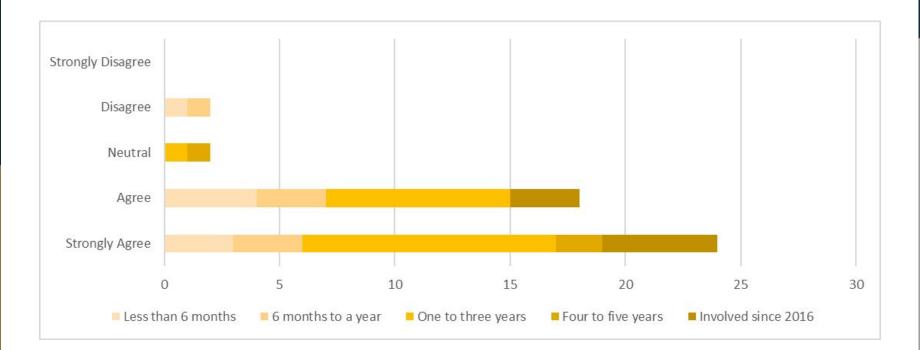
What is your overall satisfaction with communications from The Alliance. (Emails, Webinars, Policy Chats, Website) - by Length of Service



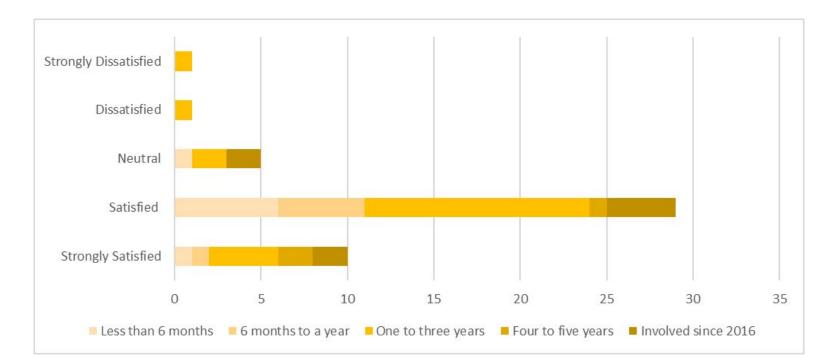
I believe I get information about committee meetings far enough in advance to review materials prior to meetings - by Length of Service



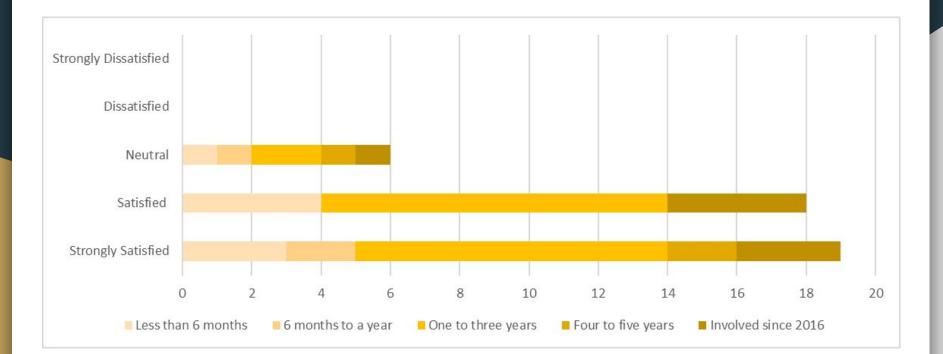
I believe I get information about quarterly meetings far enough in advance to review materials prior to meetings - by Length of Service



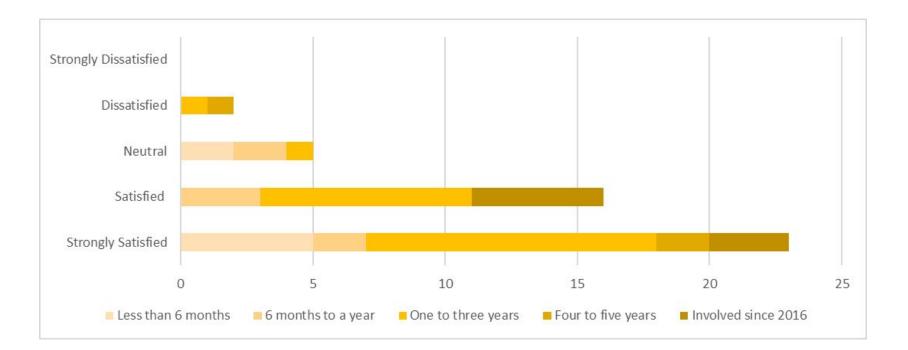
## What is your satisfaction with the Alliance website https://oregonalliancetopreventsuicide.org/ - by Length of Service



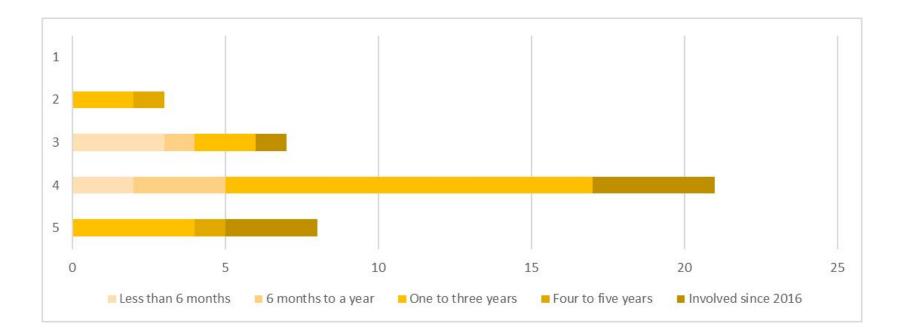
### What is your overall satisfaction with Alliance Quarterly Meetings - by Length of Service



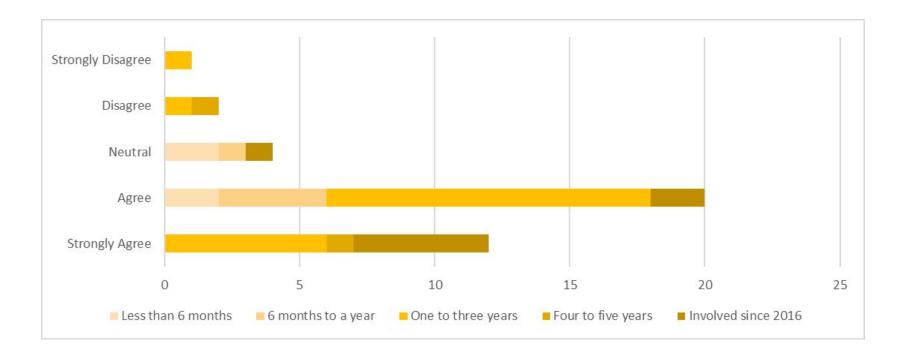
What is your satisfaction with how the Alliance creates space for diverse views and perspectives during Quarterly Meetings - by Length of Service



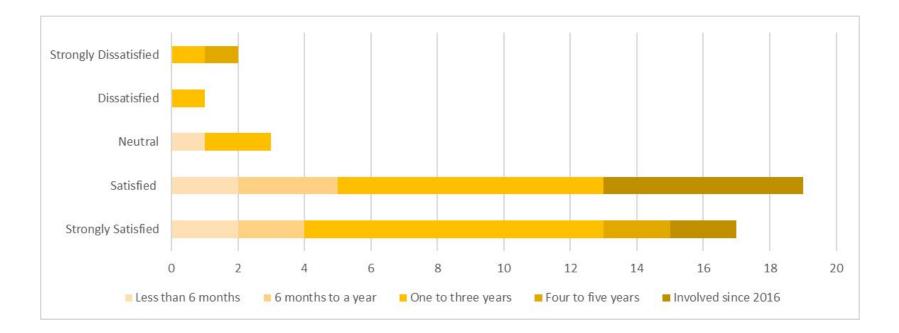
Do you feel the committee, advisory group, or workgroup(s) you attend are making progress on their key goals - by Length of Service



### I believe my committee follows up on action items from meeting to meeting by Length of Service



What is your satisfaction with how the Alliance creates space for diverse views and perspectives at monthly meetings - by Length of Service





## Areas of Improvement



### Areas of Improvement by Length of Service -Less than 6 Months (Comments from non-satisfied response rates)

- Would be nice to see more visible representation of the diversity that exists across the state. I have noted a lack of non-white members and always am in support of more Black, Indigenous, immigrant/refugee, formerly incarcerated, disabled, sex workers, HIV+, and other marginalized identities better represented in the room.
- It is hard to be in a smaller county and not able to compete with larger counties and their resources. I feel like sometimes the small subcommittees get steamrolled by the larger counties when it comes to ideas and group activities.
- I am personally not a fan of content heavy meetings before 10am... I can make it work, but it is definitely not a preference.

## Areas of Improvement by Length of Service -1-3 Years (Comments from non-satisfied response rates)

- Would like better transparency on projects, status and outcomes
- Interaction between committees and advisory groups unclear. Unsure on status of expected guidance on committee structures and roles and responsibilities of chairs, members, etc.
- I think there should be improvement in how to contribute ideas and work together, especially if we are truly statewide and need representation and engagement from everywhere

## Areas of Improvement by Length of Service -1-3 Years (Comments from non-satisfied response rates)

- I think there is lots of room to have a voice. I am not always sure about my committees communication with the larger structure.
- I wish that meeting emails that come up and then get immediately canceled is a problem when a meeting is actually cancelled.
- I would like the website to add more about all legislation bills etc that pertain to suicide

### Areas of Improvement by Length of Service -4-5 Years (Comments from non-satisfied response rates)

• Certain views are allowed but others would not be tolerated.

### Areas of Improvement by Length of Service -Member since 2016 (Comments from non-satisfied response rates)

- The role of the evaluation and data committee is still a bit unclear to me. Do other members come to us with questions? Are we advisors? Are we asked to develop and complete our own projects?
- Website needs to be updated related to its relationship with the ASIPP. Is it expanding to the ASIP? Website says the charge is around YSIP, but ASIP stuff is on the website.
- I don't really engage with the website. Perhaps we need to promote why more?

### Areas of Improvement by Length of Service -Member since 2016 (Comments from non-satisfied response rates)

- I get a bit unsettled when we deviate far from the timelines or don't complete the Alliance agendas. I confess to ascribing to white culture concepts of time, and there is a lot of thought that goes into crafting the agendas so when they get derailed it feels like something is being shortchanged. I recognize this can be difficult with side conversations, and we want to be flexible to the needs of participants and allow organic paths ... but it does feel like some of those questions and discussions are disruptive, especially by those who tend to talk most. Other solutions are to have less on the agenda, build more time into meeting, or allow more sections of "non-linear" exploration in the meetings.
- I'm not sure that there is a clear goal [for committee meetings]. There is little consistency from meeting to meeting. Minutes from other meetings are mixed in with the agenda and new business or follow up on old business can be unclear.



# Full Survey Responses

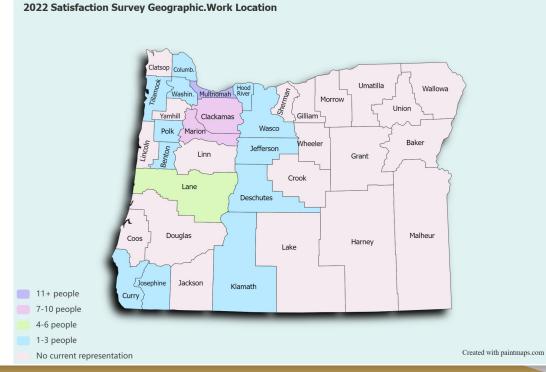




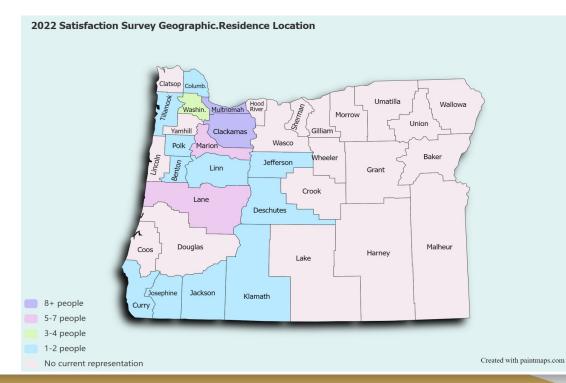
# Member / Affiliate Information



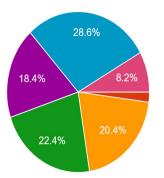
## **Demographics - Work Location**



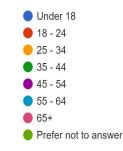
### **Demographics - Residence Location**

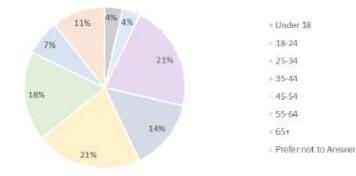


## **Demographics - Age**



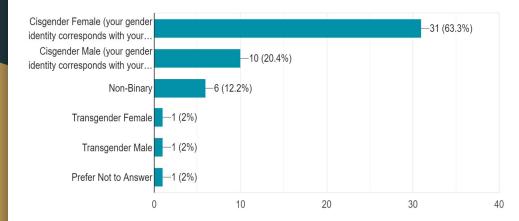
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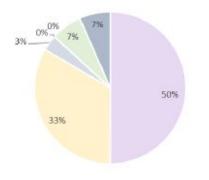


## **Demographics - Gender**

#### 2022

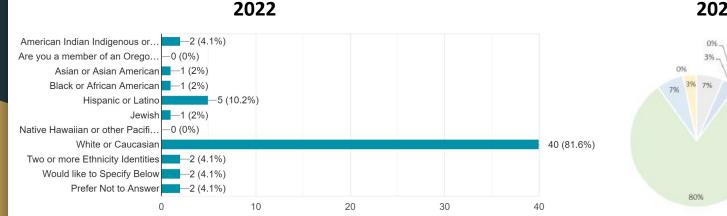


#### 2020



- Cisgender Female
- Cisgender Male
- Non-Binary
- Transgender Female
- Transgender Male
- Prefer to Self-Identify
- = Prefer not to Answer

## **Demographics - Ethnicity**



#### 2020

Ethnicity

0%

American Indian Indigenous or Alaska Native

. Member of an Oregon Tribe

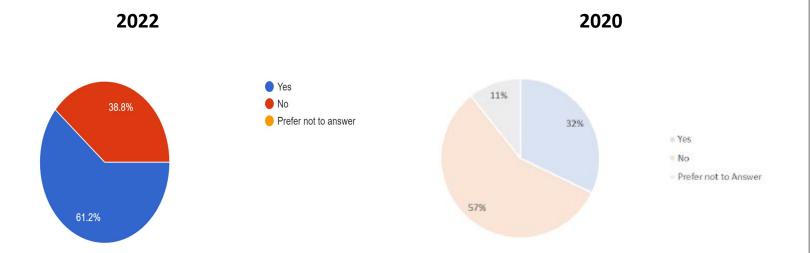
Asian or Asian American

Black or African American

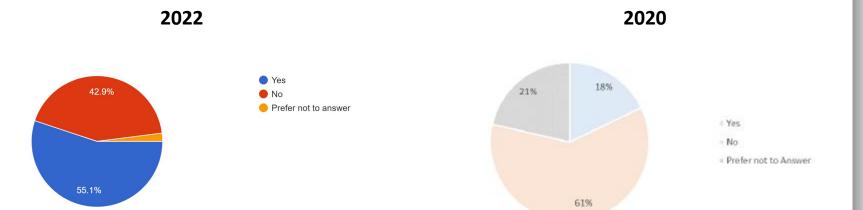
Hispanic or Latino

Native Hawaiian or other Pacific Islander

## **Demographics - Loss Survivor**

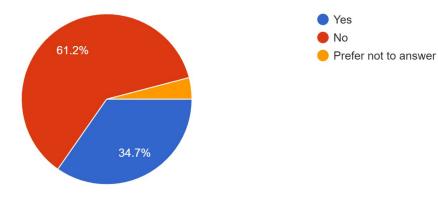


## **Demographics - Attempt Survivor**



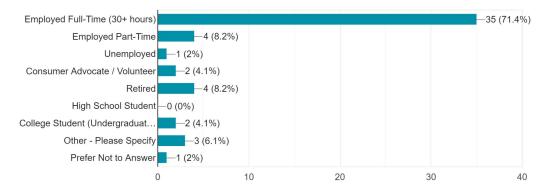
# **Demographics - New**

Do you identify as part of the LGBTQ+ Community? 49 responses



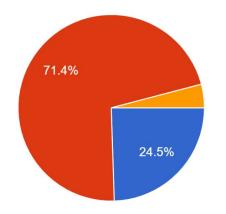
## **Demographics - New**

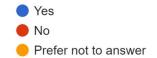
What is your current employment status? (Select all that apply) <sup>49</sup> responses



# **Demographics - New**

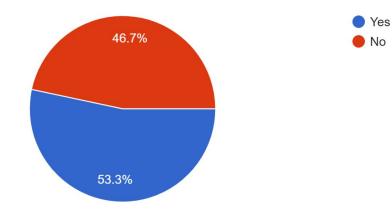
Do you identify as someone with a disability? 49 responses





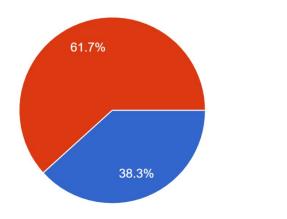
## **Resource Mapping**

Do you participate in a regional suicide prevention coalition? 45 responses



## **Resource Mapping**

Do you participate in other state level advisory groups? 47 responses



- Governor's Behavioral Health Advisory
- OHA SHIP

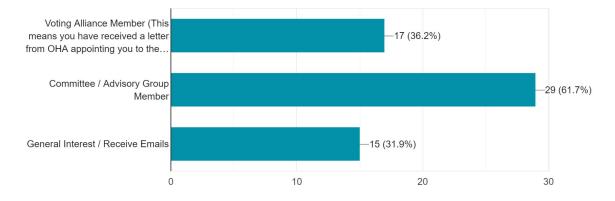
Yes

No

- Systems of care x3
- CSAC x2
- Youth Development Council (staffed by Youth Development Division of ODE)
- OYA LGBTQ+ Advisory Committee
- Zero Suicide Advisory Committee
- ASIPP Work

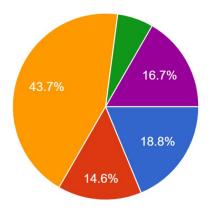
#### Alliance Role

What is your role on the Alliance? (You can choose more than one) 47 responses



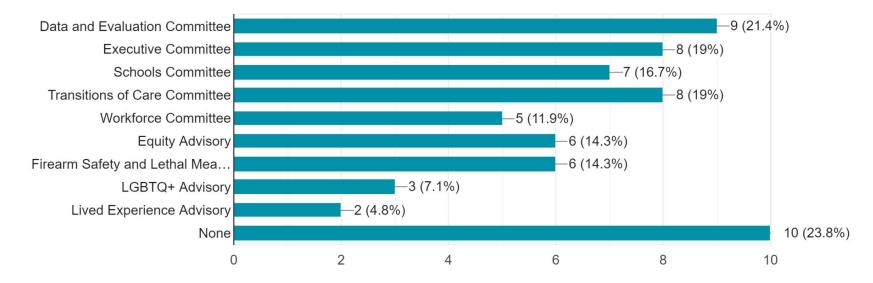
## Alliance Length of Service

How long have you been involved with the Alliance? 48 responses





#### Which committees and/or advisory groups do you attend? 42 responses

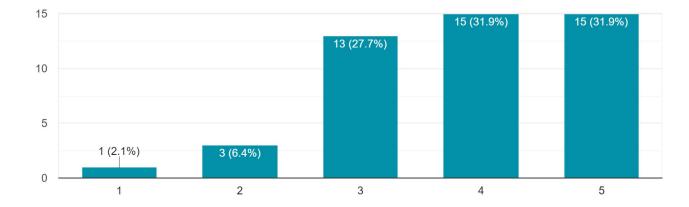




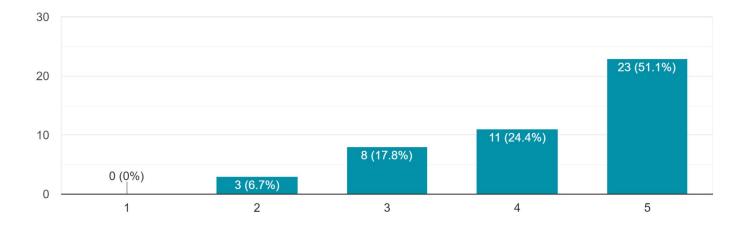
# Engagement and Overall Alliance Questions

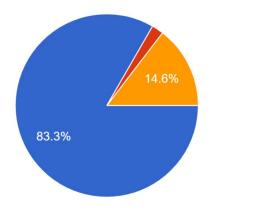


Do you feel that you are engaged in the work of the Alliance. 47 responses



#### Do you feel that your contribution to the Alliance is valued. 45 responses







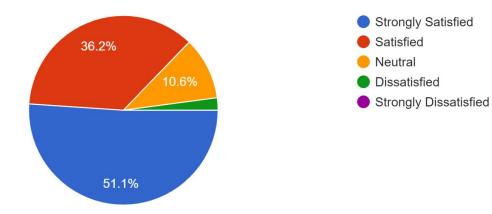
- Passing of several laws
- As a stakeholder group informing agencies on policy and implementation
- Connections between organizations/listening to those with lived experience
- Legislation, information and awareness, suicide education and prevention
- Amazing advocacy for this very important work; building relationship and creating connections
- Policy and advocacy, community of conversation and role modeling
- OHA's Proclamation; Adi's Act
- Implementation of adi's act, legislation
- Implementation of the YSIPP

- The law that stats counselors must have suicide prevention training.
- Lock boxes and awareness campaign
- Work on HB 3090
- Legislation, Recommendations, Collaboration
- Coordination of the work, collaborative opportunities with others across the state, highlighting agencies/orgs. doing great work!
- Statewide Awareness
- Legislation, policy recommendations workgroup initiatives
- YSIPP, postvention processes/protocols
- Legislation
- Bringing a voice to this topic, action in prevention for youth and now the ASSIP as well, decreasing stigma, I could go on and on :)
- Identifying problems and issues with suicide prevention programs in the state

- Education, networking, statewide organization/facilitation
- YSIPP, ASIPP, advocating for important legislation, advocating for LGBTQIA+ and other at risk populations and so much more! Thank you!
- Fostering collaborations especially urban-rural, passing state laws, advising on training needed
- Too new to say at this point. I am hearing what the Alliance says they do and the work they've been involved in, but I'll need more time with the group to actually be able to tangibly see the impact of the work.
- Promotion of legislation. Brining things to OHA's attention.
- The Alliance consistently has an impact on OAR and legislative improvements that help prevent suicide schools, provider training, access, provider collaboration, etc.

- Awareness, means restriction info, advocacy
- Legislation, networking, policy work, voice, collaboration
- Impacted policy decisions at state level (legislation, OHA LGBTQ+ commitment letter). Connecting folks across the state.
- Promoting awareness and decreasing stigma.
- Consistent advocacy from the Alliance has resulted in several bill changes in the legislature prioritizing suicide prevention efforts and increasing system-funding for various suicide prevention initiatives as well as holding system partners accountable in adhering to OAR changes requiring changes related to suicide prevention.
- Assisting in passing legislation
- Information sharing, connecting community stakeholders, providing education and information.
- Provides networking and education

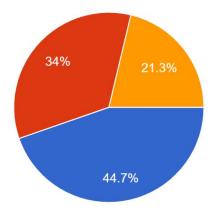
What is your satisfaction with Alliance priority areas. (Advocating for legislation, working on OARs to support effective implementation of existing sui...center lived experience and equity and inclusion). 47 responses



## Comments

- Annette and Jenn are amazing!
- Thank you for all you do!
- Would like better transparency on projects, status and outcomes
- Again, too soon to make any strong opinionated statements about the work the Alliance does. I am always going to be critical of any govt. related work and will note that it would be nice to see more visible representation of the diversity that exists across the state. I have noted a lack of non-white members and always am in support of more Black, Indigenous, immigrant/refugee, formerly incarcerated, disabled, sex workers, HIV+, and other marginalized identities better represented in the room.

What is your satisfaction with Alliance governance and decision making, committee and advisory group structure (by-laws, voting process, opportun...gon's youth suicide prevention and intervention.) <sup>47</sup> responses





## Comments

- I think there should be improvement in how to contribute ideas and work together, especially if we are truly statewide and need representation and engagement from everywhere
- It is hard to be in a smaller county and not able to compete with larger counties and their resources. I feel like sometimes the small subcommittees get steamrolled by the larger counties when it comes to ideas and group activities.
- Thank you for all you do!
- Interaction between committees and advisory groups unclear. Unsure on status of expected guidance on committee structures and roles and responsibilities of chairs, members, etc.
- The role of the evaluation and data committee is still a bit unclear to me. Do other members come to us with questions? Are we advisors? Are we asked to develop and complete our own projects?
- I think there is lots of room to have a voice. I am not always sure about my committees communication with the larger structure.

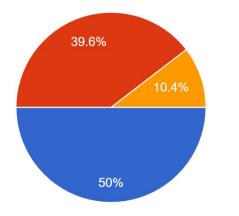


# **Alliance Communications**



What is your overall satisfaction with communications from The Alliance. (Emails, Webinars, Policy Chats, Website)

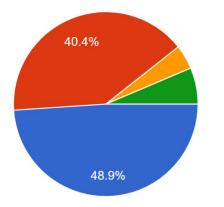
48 responses





I believe I get information about committee meetings far enough in advance to review materials prior to meetings.

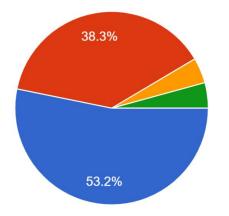
47 responses





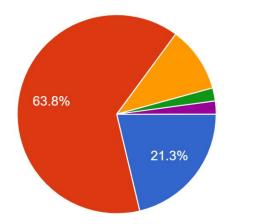
I believe I get information about quarterly meetings far enough in advance to review materials prior to meetings.

47 responses





What is your satisfaction with the Alliance website https://oregonalliancetopreventsuicide.org/ 47 responses





# Comments

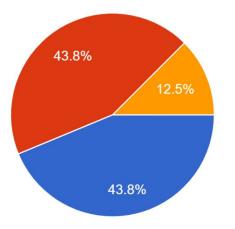
- I would like the website to add more about all legislation bills etc that pertain to suicide
- Nothing re: the Alliance specifically it's just hard to stay on top of all the groups I'm involved in.
- I don't really engage with the website. Perhaps we need to promote why more?
- As I get better familiarized with the work I will be sure to give feedback as it is helpful.
- Website needs to be updated related to its relationship with the ASIPP. Is it expanding to the ASIP? Website says the charge is around YSIP, but ASIP stuff is on the website.
- I wish that meeting emails that come up and then get immediately canceled is a problem when a meeting is actually cancelled.
- Scheduling for meetings can make regular attendance difficult.
- The email announcements and attachments from Annette are wonderful!!!



# Alliance Meetings



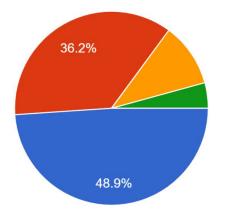
What is your overall satisfaction with Alliance Quarterly Meetings. <sup>48</sup> responses





What is your satisfaction with how the Alliance creates space for diverse views and perspectives during Quarterly Meetings.

47 responses



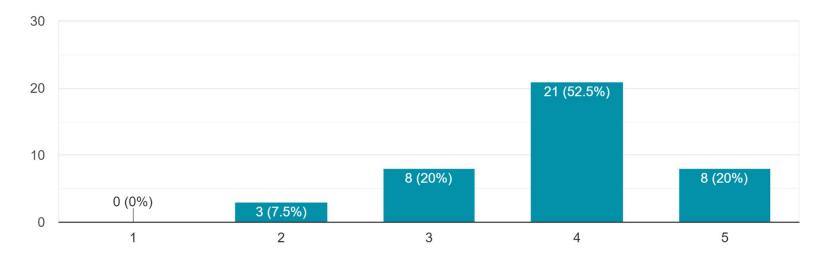


# Comments

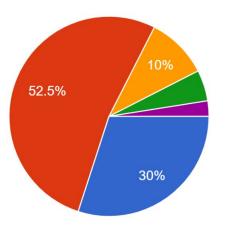
- I get a bit unsettled when we deviate far from the timelines or don't complete the Alliance agendas.
   I confess to ascribing to white culture concepts of time, and there is a lot of thought that goes into crafting the agendas so when they get derailed it feels like something is being shortchanged. I recognize this can be difficult with side conversations, and we want to be flexible to the needs of participants and allow organic paths ... but it does feel like some of those questions and discussions are disruptive, especially by those who tend to talk most. Other solutions are to have less on the agenda, build more time into meeting, or allow more sections of "non-linear" exploration in the meetings.
- I am personally not a fan of content heavy meetings before 10am... I can make it work, but it is definitely not a preference.
- Certain views are allowed but others would not be tolerated.
- Unfortunately they are usually scheduled at the same time as other meetings I have

Do you feel the committee, advisory group, or workgroup(s) you attend are making progress on their key goals?

40 responses



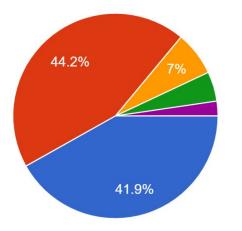
I believe my committee follows up on action items from meeting to meeting. 40 responses





What is your satisfaction with how the Alliance creates space for diverse views and perspectives at monthly meetings.

43 responses





# Comments

- I love our committee. We couldn't do it without Annette.
- Again, better representation of diversity in communities and perspectives. Voices from the Muslim/Islamic Community, Jewish, Sikh and what would be considered other religious minorities in the U.S.; People living with a variety of visible and invisible disabilities, chronic illness, or severely immune compromised; people who have been recently released from an incarceration facility (both adult & youth); people with SPMI, people who have experienced chronic homelessness; COVID-19 long-haulers; and really the list goes on.. There are so many different voices that I think are not well represented in decision-making or in mental health conversations that I think the Alliance can work to fill in those gaps and really uplift the wide variety of people who are impacted by suicide.
- I'm not sure that there is a clear goal. There is little consistency from meeting to meeting. Minutes from other meetings are mixed in with the agenda and new business or follow up on old business can be unclear.
- I am unable to attend at this time



# **Final Comments**



# Comments

- Some of the most committed, passionate, brilliant and kind people I have the pleasure of sharing time with in my very busy life.
- Supporting standing up and sustainability of local coalitions/alliances.
- More transparency on status of projects and plans to achieve
- The group has continued to be an increasingly functional and effective group and agent for change. thank you !!!
- I am unable to be as involved as I would like to at this time but would like to later
- Just here to support, offer feedback and help make connections to frontline communities. Please use me as a resource when it makes sense to.

# Comments not directly tied to the Alliance but related to suicide intervention, prevention, and postvention work

- Concern about QPR Firearms course, this is not supported by the National CALM and QPR tends to hold less fidelity. Important to make sure our messages are unified as identified by the means committee.
- The lack of attention to the role suicide plays in boys and men's lives and assuming boys and men have the same risk factors and warning signs as girls and men. Also assuming that boys are addressed when looking at analysis of bipoc, tribal and maab of gbtq males and can be reaching with prevention techniques (one size fits all). If that were true, the reduction in suicides in the last two years would see both groups reduced equally. Fact: Suicide down 3% from 2019 to 2020 (I think those were the last years, and the fact is that boys went down 3% and girls down 8% This is because the cultural training of what it is to be a man continues not to be addressed with programs created to look at this kind of training through a specific lens that recognizes and reacts to the need the actively change this cultural training. until that happens, suicide, domestic violence, rape, sexual abuse and other violent acts perpetrated by boys and men will, sadly, continue to rise in a culture that is increasingly turning towards white supremacy.

### Resource for Sharing Public Comments LGBTQIA2S+ Youth & Suicide Prevention

#### Goal:

The goal of this resource is to equip suicide prevention advocates with appropriate language and easy-to-access resources for providing public comment to support LGBTQIA2S+ (lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, two-spirit) affirming policies and practices.

### Background:

The Alliance's policy priorities include promoting affirming LGBTQIA2S+ policy and practices as protective factors against suicide and a host of other negative health outcomes. We aim to be intersectional in our approach, recognizing that youth with multiple marginalized identities may be more vulnerable.

Throughout 2020 and 2021, we have seen increasing attacks against LGBTQ+ youth and BIPOC youth at local and state levels here in Oregon and throughout the country. We expect 2022-23 to continue this trend, with increased frequency of harmful policies being introduced and increased frequency and severity of violence against these populations. One key way we can disrupt and mitigate harm is to get involved with policy makers, from school boards through state legislature. We can speak up against harmful policies and practices, advocate for protective policies and practices, and hold organizations accountable.

While this document will focus mainly on public comment at school board and PTA meetings, it may also be applicable for public comment at advisory meetings, city council meetings, county board of commissioners, state legislation, etc.

We recognize that school board members have a complex leadership role in setting the tone for the experiences of both students and teachers in their district. In this time of pandemic and political division, creating a sense of safety, hope and connection for all students is more important than ever. The policy decisions and the tone school boards set at meetings and in public discourse are important to the whole community.

Luckily, we have statewide policies that guide support for priority populations in schools, including LGBTQ+ students. <u>Adi's Act</u> and the LGBTQIA2S+ Student Success Plan. Adi's Act requires all public K-12 school districts to have comprehensive suicide prevention, intervention, and postvention plans, with particular emphasis on higher-risk youth populations such as LGBTQIA2S+ youth, youth of color, youth with disabilities, and youth in foster care. The LGBTQIA2S+ Student Success Plan is supported by Oregon's Student Success Act and works toward safe, equitable, and supportive learning environments for LGBTQIA2S+ students.

This document and the sample statements provided are intended to influence public officials in tone setting/ground rules for discussion, influence people who care about youth and young adults but are challenged by LGBTQIA+ inclusive policies and practices.

Before getting started, it may be helpful for you to review these foundational documents – <u>An Ally's Guide to</u> <u>Terminology: Talking about LGBTQ People & Equality; Talking About Suicide & LGBT Populations; Oregon Safe Schools & Communities Coalition- State of Safe Schools Report; Talking About Anti-LGBTQ School Bills and False "Groomer' <u>Attacks</u></u>

#### In this guide, you will find:

- Information on why public comment is important
- Core components of a public comment
- Examples of public comment

-accompanying executive summary [one-pager]

- Tips for crafting & delivering your own public comment
- Resources for more information
- Examples of other advocacy from the Alliance

### **OUR APPROACH**

We approach this work with some underlying assumptions:

- most people love their children and want to see them do well
- most people can get behind the cause of youth suicide prevention

These assumptions are further supported by our core concepts of equity in suicide prevention:

### CORE CONCEPTS

- The reasons people die by suicide are complex and rooted in a cultural context.
- Suicide prevention is about changing our beliefs, values, practices, and policies from an individual lens on suicide to a culturally contextualized lens.
- Disparities strongly and systematically exist for individuals and groups with certain social identities and/or group characteristics.
- Social identities are gender, race, ethnicity, social class, wealth, educational attainment, religion, sexual orientation, ability, age, language, housing status, immigration status, veteran status, geographical location, and certain professions.
- While high-risk populations may be identified as the groups with the largest represented demographic in suicide, it is not the same as identifying groups that have been impacted by forms of oppression, including racism, sexism, classism, ageism, ableism, homo-and transphobia, and linguicism.
- Most importantly, in an equity lens, we must consider high-risk populations in the context of their social identities and systems that have impacted their risk for suicide, rather than individual characteristics alone.

developed by ASIPP Equity Workgroup

#### Thank You & Acknowledgements

We would like to thank everyone involved in reviewing and supporting this document as well as those who are actively supporting LGBTQIA2S+ youth. We'd particularly like to acknowledge the Oregon Alliance to Prevent Suicide's membership, the LGBTQ+ Advisory Committee, the LGBTQ+ Mini-Grant Community, Rogue Action Center/LGBTQ Listening Project, Citizens for Safe Schools, and the teachers, parents, and community members who shared examples of their own public comment to add to this document. Finally, we would like to thank you, the reader, for your interest in this work.

### WHY PUBLIC COMMENT?

Public comment is a tool we can use to have our voices are heard by decision makers. We may use public comment to raise issues, voice support or disagreement with proposed policies, hold authorities accountable for their words and actions, or even to express gratitude for specific actions taken or policies adopted. It is also a great tool to help communities and movements build power for a cause. <u>Harvard's Center for Health Law and Policy Innovation</u> highlights six reasons why public comment matters:

- Commenting is an opportunity to influence or change things.
- Commenting helps decision makers make sure that legal facts, unintended consequences, or errors are not overlooked.
- Commenting provides a chance to point out issues, offer alternatives, improve language, and help decision makers identify new solutions to issues at hand.
- Commenting is an important way to share expertise on a given issue. Though no qualifications are necessary for giving public comment, we can use facts and established data sources to support our comments.
- Commenting also helps elevate the reality of lived experiences of those who are most affected by an issue, policy, or regulation.
- Commenting helps decision makers gauge public acceptability of their actions.

Public comments are saved for historical records. These records can be used in the future to continue supporting a cause or to further arguments.

### **CRAFTING PUBLIC COMMENT**

### **Components of a Public Comment:**

- Greeting to board
- Who you are and the lens from which your statement is coming from (e.g., "parent and suicide prevention advocate," "concerned community member," "suicide loss survivor," etc.)
- Position statement- share experience if applicable
- Ask or call to action related to practice or policy
- Evidence to support your statement appeal to logic
- Respectful sign-off

### **Considerations for Public Comment:**

Public comment to school boards can be provided in various ways. The most common avenues are via email or live (in person, Zoom, or by phone) spoken comment. **Live comment often has the most impact**. To provide live comment, you may need to sign up 24 hours or more in advance. Please look into your local school board policies for more information on requirements.

School boards can limit the length of public comments to as little as 2 minutes per speaker. As you prepare your statement, it may be helpful to do several timed run-throughs before the meeting to ensure your comment will be heard in full.

Below you will find sample comments provided from different perspectives on different issues. <u>These sample comments</u> are based on true events happening at school board meetings across the state.

### SAMPLE SCHOOL BOARD COMMENTS

#### Oral comment regarding the tone of school board meetings, from a concerned community member:

Good evening [Local School Board], thank you for having me here today. My name is Kris, I live in [Town], and I am here as a concerned community member and youth suicide prevention specialist. I have been following the school board meetings for some time and am troubled by what I have seen. At the last meeting, we heard from various anti-LGBTQ+ activists who used derogatory, harmful, and discriminatory language and homophobic slurs in their public comment. This language went unchecked by school board leadership and was allowed to continue throughout the meeting. I am concerned about what that means for our students. If such hostility is welcome in this meeting, does that mean it is similarly welcome within the schools?

The Oregon Safe Schools and Communities Coalition's State of Safe Schools Report reveals that it is- in 2020, 6 in 10 LGBTQ+ students reported experiencing bullying and harassment in their schools from other students, faculty and staff, and community members. This is double the rate of the general student population.

The well-being of children is important to all of us. Every child needs to be able to learn and thrive in a safe environment free from bullying and harassment. Which is why it's so harmful when anti-LGBTQ+ activists are allowed to attack LGBTQ+ students and the kids of LGBTQ+ parents. This vulnerable population is left isolated, unsupported, and afraid.

In looking at the impacts of pervasive anti-LGBTQ+ social hostility there is an increase in suicidal ideation and attempts by LGBTQ+ youth. The same State of Safe Schools Report found that nearly half of all LGBTQ+ 8th and 11th graders in Oregon seriously considered suicide in 2019. And we must be clear that this population's suicide risk is not because they are LGBTQ+, it is because of how society treats LGBTQ+ people. When LGBTQ+ youth are in affirming and supportive environments, they thrive.

As a school board, you have the responsibility to set the tone for what is and isn't acceptable in our schools and public discourse. I am calling on you to interrupt harmful language when it happens and make it abundantly clear that it is not acceptable in this meeting, in our schools, or in our community. If this issue is left unchecked, we can only expect it to escalate and further harm students. Thank you for your time.

### Oral comment from a teacher/parent regarding anti-LGBTQ+ comments made at school board meetings:

Thank you, [Local School Board], for having me here today. My name is [Name], I live in [Town], and I am here as a concerned public school teacher and parent of a student in the district.

It is vital that the school board stop public comments when they include homophobic and transphobic language. As adults and leaders, you are the example and you show our city what is acceptable and what is not. If we are to be a truly equitable district, where all students can not only learn but thrive, we must not validate the voices of those who wish to erase LGBTQIA+ students, teachers, and staff. This wouldn't be allowed in the classroom, why would we allow in a school board meeting?

As a queer educator, I want to ensure I can continue to serve students, supporting them through their secondary educational career. The rhetoric being used in these meetings is detrimental to the safety and health of our queer educators and staff. Homophobic and transphobic testimony not only affects students but the adults teaching these students.

Queer students and staff are a vital part of our school community. Instead of allowing bullying and intimidation, please stand up for us and ensure we are truly creating an equitable district and city where all students and adults can live healthy and happy lives.

# Written comment from a SPED teacher expressing thanks to some school board members and expressing concern over the reinstatement of teachers who led a discrimination campaign against trans students:

Board Members [name], [name], and [name]:

Thank you for standing with your original decision regarding the termination of [teacher 1] and [teacher 2]. I appreciate you standing with the District Equity policy and standing with LGBTQ+ students in [town].

Unfortunately, the school board's decision to reinstate these educators not only sets a dangerous precedent for future termination decisions, but it also sends a damaging and unsafe message to the LGBTQ+ students attending [town] Schools who may already feel marginalized in their school setting. We need to ensure that school boards stay invested in the health and well-being of all students, not amplify voices of disinformation that cause harm.

With the pandemic far from over, the 2021-22 school year continues to be challenging for many students. Students need to feel a positive connection to their school and know that they are surrounded by adults who will affirm and honor their identities. This school board decision completely negates messages of safety and belonging in school.

As a special educator serving districts throughout [the region], I have multiple students on my caseload who identify as a part of the LGBTQ+ community. Creating safe spaces and modeling affirming practices for students is crucial. A recent study from the University of Cambridge indicates that there is evidence to support that Transgender and Gender Diverse people are 3-6 times more likely to also be diagnosed with autism. As a special educator, my concerns with this school board decision are significant, as it will most likely have multiple impacts on students that already need specific supports to be successful in school. As an educator who also is a member of the LGBTQ+ community, it creates significant concerns as well.

Nationwide, 90% of LGBTQ+ students hear anti-LGBTQ comments at school; according to the Oregon Student Wellness Survey, most students never report the incident, and only 35% said it resulted in effective staff intervention. **When harm happens, it must be addressed so that it does not set an example for others**. Reinstating these teachers does not restore a sense of safety and create an environment where trans students are safe, motivated, and supported to learn. How will you respond to the harm that has been done?

These educators are making an argument that they exercised their freedom of speech. They exercised this freedom with an injustice to others. When you harm others, justice disappears. Rather than trying to repair the harm they caused, they continued to amplify their messages of harm and disinformation. Placing these two educators back with students, or in any type of leadership role could result in additional trauma, and should be heavily considered.

The school board must reflect on the decision they made and reflect on the fact that LGBTQ+ students and educators have been harmed by transphobia in the [town] school system. Sincerely, [NAME]

# Written comment from a local behavioral healthcare provider on concerns about teachers appealing their termination for discriminating against trans students:

To [town] School Board Members:

I understand that [teacher 1] and [teacher 2] have appealed their termination and the [town] School Board is considering their reinstatement. I urge you not to reinstate these two women.

They have caused great harm to an already very vulnerable group of students in the School District. The students were relieved by their termination and felt that the School District was actually listening to their needs and concerns. Reinstating those educators would completely undermine the message that the students have been heard, that they matter, and that they deserve to have a safe welcoming school environment.

Superintendent [name] had no choice but to put [teacher 1] and [teacher 2] on immediate leave as soon as they released their "I Resolve" video. They stated their school affiliation and used their roles as educators to project the appearance of legitimacy. These two women identified themselves as [town] Educators and then asked all of their colleagues to join them in their discrimination campaign against transgender students. They also promoted a political campaign when they urged colleagues and others to contact the ODE Board of Education to try and block passage of Senate Bill 52 that promotes equity for LGBTQ+ students statewide.

Studies in Oregon show that LGBTQ students suffer from twice the rate of bullying and harassment as their peers and they are three times as likely to miss school because they were afraid for their safety at school. This kind of hostile school climate makes it much harder for students to learn and leads to depression, anxiety, self-harm, drug abuse, school dropout, and even suicide attempts. Suicide is now the <u>leading cause of death</u> in 10–24-year-olds in Oregon. Half of all LGBTQ students said they seriously thought about killing themselves and 25% of all LGBTQ students actually attempted suicide. [teacher 1] and [teacher 2] are contributing to that hostile environment rather than creating a safe school climate for all Grants Pass students.

Research shows that training school staff and creating a welcoming school climate reduces bullying, helps build more resilient students, improves academic success, and reduces the risk of negative outcomes including suicide attempts in LGBTQ students. But instead of supporting transgender and gender non-binary students. [teacher 1] and [teacher 2] stated that transgender children should not even exist. They claim that gender is binary and immutable based on their own personal religious beliefs, despite the fact that all reputable science refutes their beliefs based on biological facts.

Under the United States Constitution, teachers do NOT have the right to force their personal religious beliefs on public school students. Yet these teachers not only refused to call students by their name or use their pronouns, they even proposed using "anatomically-male and anatomically-female" designated bathrooms and locker rooms. I have a serious question for the School Board Members: who do you propose stand outside the "anatomically designated bathrooms" checking the genitalia of our students before entrance? If that sounds absurd, it's because it is perverse and a completely unacceptable violation of student privacy. Yet that is exactly what these two teachers propose.

[Town] should be a community where every child knows that they belong, that they matter, and where every teacher has the training and skills to promote the healthy development of every student, regardless of race, ethnicity, country of origin, disability, religion, gender identity, sexual orientation, or gender expression. There is no place in the [town] Schools for teachers like [teacher 1] and [teacher 2] who put their personal interests above the needs of their students. I urge you to protect the students of [town] from their overtly bigoted, hostile, and biased attitudes.

Respectfully,

[name, credentials, organization]

# Written public comment from a former teacher and current community organizer, raising concern for the treatment of LGBTQ+ students and staff:

Dear [District] School Board members,

My name is [name]. I am a former educator at [school 1], [school 2], and [school 3]. I am the lead organizer for the [local nonprofit], and act as an advocate and support for local LGBTQ+ communities. I am also a transgender, queer person. I moved to [County] in 2012.

I have sent this letter before. I realize you are getting substantial emails from parents who are being told that trans students are a threat to their children's safety. I'd like you to imagine the impact of this public campaign against transgender and gender nonconformity on trans students in your schools. I am asking you to stand up to them, and for the Board to take a public stance in defense of the rights of transgender and LGBTQ+ students to a safe school environment.

In case you missed it in my last letter, I will retell my story:

On my first day teaching at [school 1], the principal called me in to his office. "What's your agenda here?" he asked. I said, "I'm here to teach theatre." "Yes, but what's your agenda?" Well.... I'm here to teach theatre. My name is [name] and most people call me "he" or "they." We agreed that the kids would call me Mr. [name] but he and the HR person both said that I couldn't possibly tell the students that I identify as transgender. "That would be like me talking about what I do with my wife!" he said. They also talked about a prior transgender employee who had been fired for telling students she was transgender, as she was transitioning and it was quite obvious, and the kids naturally wanted to know what was up.

This created a lot of challenging situations for me. I'm pretty androgynous, and when kids would be naturally curious and ask "Are you a boy or a girl?" I would say.... "No." Now, five years later, I know that what happened was illegal. I had the right to say who I was, openly, and without shame. Gender identity is not perverse. It is not the same as talking about your sex life. What happened to me was wrong.

Now, as an adult advocate, I help run a local LGBTQ+ youth group for kids in the [Valley]. I have also been working with [District] students over the past 6 months as they have hosted rallies, gatherings, and meetings to share their stories about what it's like to be queer, gay, or trans in [District].

**Things are not all right.** One eight-year-old reported another student telling her she was a psychopath when she expressed curiosity about attraction to other girls. Students repeatedly shared stories of teachers not intervening, not speaking up, and reported a school climate that is fearful, homophobic, transphobic, and unsupportive. Youth reported harassment and abuse on the bus, teachers refusing to call students by their names, teachers explicitly saying that they hate trans people, and students being mercilessly harassed by other students.

I also want to share that we did a survey of LGBTQ+ people in [two counties] in 2020 and heard from over 500 people. 100% of the LGBTQ+ youth in [District's county] who responded reported that they had experienced harassment or discrimination because of their sexuality, gender, or appearance. 100% reported feeling they needed to hide their identity to avoid harassment. And 100% reported feeling like they needed to leave the area to live a good life. I am deeply concerned by these experiences of LGBTQ+ students in your district, and I'm asking you to speak up to defend and support these students.

This community is diverse, strong, and one of the most beautiful places on earth. **Transgender students and teachers are part of our community and we want them to stay here!** It can be hard to understand what it means to be transgender, or what it feels like, if you haven't met a transgender person before. That may be true for many community members, whose discomfort with the idea of transgender people can get framed as a lack of safety, when really transgender people are the ones experiencing harassment and violence. There are 0 recorded cases of cisgender people experiencing violence from transgender people in public bathrooms. **Our schools need to take leadership to speak up**,

# educate the community, interrupt misinformation and fear, and support students to fulfill their promise that students have equal opportunity for learning.

I am grateful for your reiteration of the basic laws we have around nondiscrimination. I know [District] students and educators need you to go farther--to take a strong, clear stance in support of *all* students, which means listening and paying attention to the experiences and needs of transgender and non-binary students. Students have asked clearly for mandatory staff training as well as training for the student body, integration of LGBTQ+ history into the curriculum, female and LGBTQ+-affirming/aware therapists, and a no-tolerance policy for teachers who are intentionally discriminating against or harassing transgender students.

Thank you. I hope to be an ally and support as we work together to make [town]s an awesome place for everyone who lives here, and live up to [District]'s promise of creating a safe, motivating environment for all students. With gratitude, [name]

### TIPS FOR PROVIDING PUBLIC COMMENT

- Encourage others to attend with you and give public comment. There is power in numbers.
  - Share the load use your group to take turns attending different community meetings, providing comment or testimony, etc. Update each other and stay connected.
- Speak to **shared values** safety of our children, freedom, rights, etc.
  - This resource on <u>Trans Youth Messaging Strategies from the Transgender Law Center</u> has some great examples of values-based statements and shares why they are so impactful. **See the embrace/replace language on p. 11**
- Frame your message as a suicide prevention, health, & human rights issue.
  - Ex. "We must be clear that this isn't a party-line, political issue; it is a health and human rights issue. All Oregonians deserve support. The Oregon Alliance to Prevent Suicide's core mission is to reduce Oregon's high rate of youth and young adult suicide. We are deeply concerned that the lives of our youth and young adults are at risk should similar policy pass here." from the Alliance's letter to OHA
- It is helpful to identify your affiliation with respected suicide prevention experts, initiatives, organizations
- Borrow language from respected sources when you can AND use your own words to add strength to your argument.
- Help your audience understand accepting and rejecting behaviors and their relationship to suicide risk for LGBTQIA2S+ youth (Family Acceptance Project's research)
- Include the importance of allies- identify yourself as an ally if applicable and offer ideas for others on how to be an ally.
- Less focus on individuals- make it the responsibility of society-at-large (and schools as a proxy) to create supportive and non-rejecting environments.
- Remember, how we talk about suicide makes a difference.
  - o Do:
    - Emphasize prevention
    - List or acknowledge warning signs
    - Highlight the effectiveness of treatment for underlying mental health issues
    - Talk about suicide as a symptom of larger issues (social climate, access to resources, discrimination, familial rejection, etc.), with multiple intersecting risks
  - o Don't:
    - Normalize suicide by presenting it as a common or expected death for LGBTQIA2S+ individuals
    - Focus on the personal or specific details of a death by suicide
    - Glorify death by suicide
- While this is an important aspect of community care, you must also practice good self-care. As school board meetings become more tense, attending them can take a toll on our bodies and minds. We need you to be well and we support your self-care priorities.

### **QUESTIONS YOU MAY HAVE**

### • Don't we already have protections for LGBTQIA2S+ students? What about Title IX?

Yes, but that doesn't mean everybody supports them or will act accordingly. Some people are advocating against protections and wants them to be removed all together. Negative comments made about LGBTQIA2S+ students and their rights and protections can have profound negative effects on school and social climate and student mental health. Title IX is federal policy that protects against sex-based discrimination of students and is tied to funding for public schools. Guidance from 2016 included sexual orientation and gender identity as protected from sex-based discrimination under Title IX. This was rescinded in 2017 by the presidential administration. The Department of Education is considering updating Title IX to once again include sexual orientation and gender identity. <u>Public comment is open until September 12, 2022.</u>

### Do I need to out myself when providing public comment?

No. Identifying yourself as LGBTQIA2S+ is up to you, what you feel comfortable with, and what will keep you safe. Unfortunately, as we see increased violent language and heated discussions, we see increased physical violence and harassment as well. You can still speak from personal experience, as a witness, or as a "friend" to someone who experienced something. Consider what kind of support, care, and protection you might need if you choose to publicly self-identify. You may choose to only identify in written statements rather than oral statements, in any statement you make, or not at all. We fully support whatever works for you.

### • Where might these discussions pop up?

- School board meetings, particularly those covering social-emotional learning (SEL), sexual education, student success acts, library books and required readings, mental health curricula, equity, anti-racism, and more.
- o In conversations with other parents/students
- At city council meetings, county commission meetings, state legislative sessions
- Local newspapers—covering school board meetings or publishing letters to the editor (you can write those, too!)
- In your coalition meetings
- On local facebook group pages, nextdoor, etc. (especially if LGBTQ+ events are occurring in town or the school board information is highly publicized!)

# • <u>Why is the Family Acceptance Project research important to this conversation when we're not talking about families?</u>

The Family Acceptance Project's groundbreaking research discovered that <u>reducing the amount of familial</u> <u>rejection toward LGBTQ+ youth is greatly protective against suicide</u>. Additional research describes <u>behaviors</u> <u>that are felt as accepting or rejecting to LGBTQ+ youth</u>. School environments often act as proxies to families. Youth generally spend more time in school than at home, and some youth may see school as an escape from a rejecting family environment, and schools-based resources are often provided to help families. We therefore see the Family Acceptance Project research as applicable to more settings than exclusively within family systems.

• Positive content about LGBTQ+ people and issues in classroom curricula to help increase feelings of safety in school and reduce suicide risk for LGBTQ+ students.

### • How can I stay up to date?

In part, whenever Alliance advocates to state agencies via letter, the letter will be shared with permission to send to local school boards or other decision-makers. We encourage you to get involved with your local school board and other public meetings. This is easier with a group of concerned people who can lift each other up and share the work being done.

### • Is extra help available if/when I want to provide public comment?

Assistance requests can be made through the Alliance. While we will do all that we can to help in a timely manner, we cannot guarantee availability for all cases.

### RESOURCES

- Messaging Guides & Strategies
  - Movement Advancement Project- <u>Talking about LGBT Issues Messaging Guide</u> (lots of great language to use and even more tips & tricks!)
  - Trans Youth Messaging Strategies from the Transgender Law Center
- Oregon School Board Association (OSBA) The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership and service to Oregon public school boards.
  - OSBA Resources
  - Notes on Public Meeting Laws
  - o Ask OSBA: Does the public have a right to speak at a public meeting?
  - o Be Your Best on the Board Guide for Board Chairs
- GLSEN <u>Public Policy Agenda</u>
- Family Acceptance Project Research on impacts of family acceptance and rejection on LGBTQ+ youth
  - o Family Acceptance Project Publications
  - o Oregon LGBTQ Resources
- Youth-led advocacy
  - Youth Era youth advocates & leadership training
  - o Oregon School-Based Health Alliance Student Health Advocacy
  - o Youth Mandate for Education and Liberation
  - o Youth Mandate School Board Elections Toolkit
- Native Youth Resources
  - Celebrating Our Magic Toolkit
  - o <u>Allies Pamphlet</u>
  - o Paths Remembered: Trans and Gender-Affirming Care in IHS/Tribal/Urban Facilities
  - Healthy Native Youth Resources Page
- Basic Rights Oregon Legislative Advocacy for LGBTQ+ Issues in Oregon
- Equality Federation Accelerating Advocacy in the LGBTQ+ Community
- <u>Berkeley Media Studies Group Framing 101</u>

#### Attachments/Appendix

- Alliance letter to OSBA
- Alliance letter to OHA

# OAPS Schools Committee

# Adi's Act Implementation Monitoring School Suicide Prevention Projects & Monitoring

# **Active Projects**

School Suicide Prevention and Wellness Program Adi's Act Landscape Scan (SSPW, OHA, ODE) University of Oregon Suicide Prevention Lab Forward Project

ODE

#### PILLARS OF SUPPORT

### MASTER PLAN – SUPPORT ADI'S ACT IMPLEMENTATION



# Selected Committee Tasks and Accomplishments

Committee Functions:

- Projects master plan with subplans; process for monitoring short and long term initiatives aligned with YSIPP
- Break-out groups for work on initiatives tasks

Membership

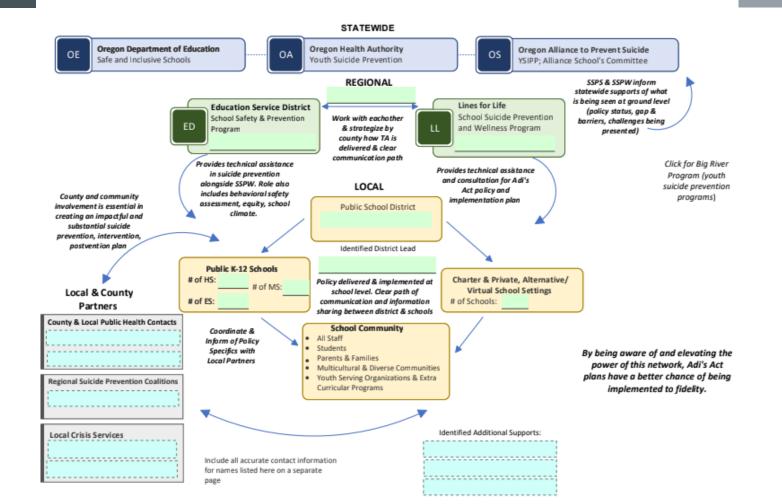
- Identify member pool and analyze gaps in roles, functions and engagement
- Member survey (annual)

Coordinated Activities

Presentations at OSPA and OSBA (Oct and Nov)

Communication

Proposal for internal communication tools and information dissemination.



# School Suicide Prevention & Wellness Program

The School Suicide Prevention and Wellness (SSPW) Program serves as a supporting partner to your local school community, where we ultimately want to harness **connection and commitment** and bring together suicide prevention **champions** and **community**.

In order to help you achieve your suicide prevention, intervention, and postvention goals in your K-12 schools, we want to complement existing community resources with outside support to make your plans the most impactful and sustainable.



## SSPW Support to School Suicide Prevention

What does TA look like?

- Provided to all entities that request service, and this often includes high school and middle schools within larger school districts, and even alternative school settings. Through previous quarterly reports and tracking, it is estimated that about 50% of contacts receiving TA are schools, not school districts.
- Networking, connecting people to one another, and requesting assistance from others regarding trainings available, learning collaboratives, and opportunity for local supports to be given statewide support.
- For active, meaningful TA to be delivered, the team inquires about the district's perspectives on current challenges and priorities.
- Mini grants \$72K 2021 SY (100k+ for mini grants this next SY!)

# Adi's Act Landscape

This was the first statewide scan for school district suicide prevention, intervention, and postvention plans according to Adi's Act requirements

- Plans were found as *posted* on school district websites (as required by Adi's Act) and reviewed for the component parts of Adi's Act and innovative approaches to these parts.
- The data gathered is intended to provide a baseline overview regionally and statewide of what is needed to support school districts to develop and grow their plans. Due to the sensitive nature of suicide prevention work and the challenges facing schools doing this work, ODE, OHA and LFL agree to be thoughtful and collaborative in how we use the data collected.

### Goals:

- 1. To gather examples of how suicide prevention, intervention, and postvention is being planned in school districts, with specific attention to diversity, equity, and inclusion, parent, youth and community input, accessibility and innovation.
- 2. To identify what is needed to support strong suicide prevention, intervention, and postvention programming including what guidance, resources, and tools school districts need to develop and implement their plans.
- 3. To inform the Adi's Act support team at LFL how to best target their work regionally in partnership with SSPS program, identify opportunities for growth, and measure improvement statewide.

## Information Sharing Plan

- Currently gathering information to put into a report
- Regional Dashboard for SSPW & SSPS use (Sept.)
- Report to ODE, OHA, Alliance School's Committee, Governor's School Safety Taskforce (Oct.)
- Presentations at OSPC, OSPA and School Board Conference (Oct.-Nov.)
- # of School Districts with their suicide prevention, intervention, postvention plan posted on their district website
  - Content from those posted
  - What does this tell us? What are opportunities for improvement? Where is great content that can be a model for others?

# • Not posted online

- SSPW insight into their current work on suicide prevention
- What are the barriers, successes, and what do we need to know to continue supporting school districts? How can provide TA in a more specific and deliberate way?

# Oregon Schools Suicide Prevention Project University of Oregon, OHA, LFL

OSSPP is a 3-year research practice partnership with 7 schools across Oregon. Project map of partners can be found <u>here</u>.

OSSPP aims to be a co-design project. Rather than a research team coming in, gathering data, and leaving, we are partnering with schools to identify questions, build knowledge, and find solutions together.

Completed <u>Initial consultation meeting</u>, Work session, and Summary for and with 7 schools in 7 counties– Tillamook, Benton, Curry, Lake, Klamath, Baker, and Jefferson.

Year 2 & 3 will include working on named SP activities, student and staff surveys, network improvement communities (NIC), and focus groups.

## **OSSPP School Partners**



## **OSSPP First Year Takeaways**

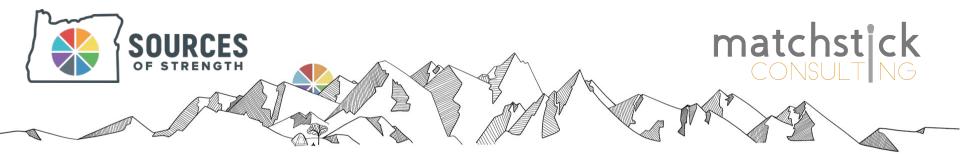
- 1. School teams **care very much** about the topic of student mental health and suicide prevention, and are **highly motivated** to address the issue
- 2. All school teams shared a wide variety of unique and innovative suicide prevention activities in combination with more standard programmatic activities.
- 3. A current gap exists around transferring Adi's Act policy from the district level into effective suicide prevention at the school level. There is a need for acknowledging unique school contexts.

- Two categories of barriers were identified:

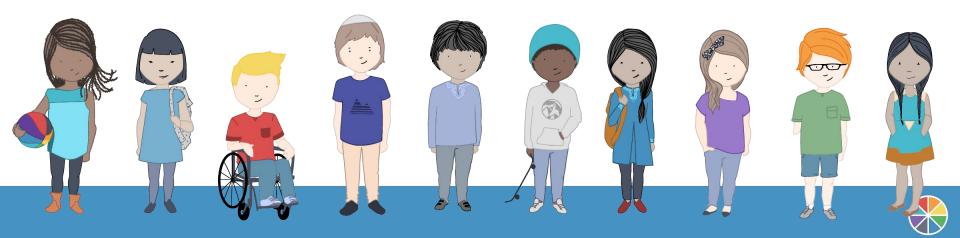
   Solution specific problems: specific gaps in schools exist with clear solutions training, student programming, lack of documentation; and
   Complex "sticky" problems: No specific solution necessarily exists.
- 4. Many schools identified politically driven community **opposition to suicide prevention**, SEL, equity and inclusion, and government/science in general as major obstacle to school changes.
- 5. There is **wide variability** in trainings, programs, protocols and systems are already in place with staff; QPR training being most frequent commonality.

## Sources of Strength in Oregon: Update to Alliance to Prevent Suicide

September 9th, 2022

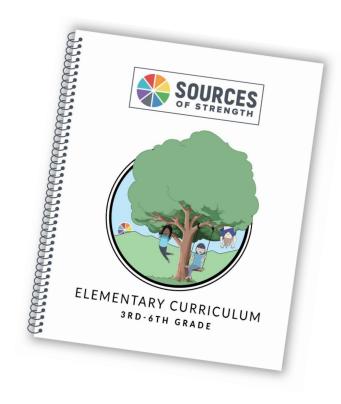


## ELEMENTARY MODEL



## **CURRICULUM OVERVIEW: 3RD - 6TH GRADE**

- Unit 1: Intro. to Sources of Strength
- Unit 2: Brain & Body Science
- Unit 3: Emotional Regulation
- **Unit 4:** Connecting to Help Transitions 1
- Unit 5: Family Support
- Unit 6: Positive Friends
- Unit 7: Mentors
- Unit 8: Healthy Activities
- Unit 9: Generosity
- Unit 10: Spirituality
- **Unit 11:** Physical Health Transitions 2
- Unit 12: Mental Health



## **CURRICULUM OVERVIEW: KINDERGARTEN -2ND GRADE**

- **Unit 1:** Connections & Community
  - Intro. to Sources of Strength
  - Exploration of the Strengths
- **Unit 2:** Engaging Our Strengths
  - Brain & Body Science
  - Emotional Regulation
- Unit 3: We Can Make a Difference
  - Connecting to Help
  - Helping Everyone Belong





### SOURCES OF STRENGTH ELEMENTARY MODEL

**Coaching Groups** Building a Community of Strength & Reflection



Classroom Curriculum

Building a Community of Strength

Together

**Positive Social** Norming



### Staff Wellness Personal Reflection

Social Emotional Skills **Cultural Competencies** Scalability & Sustainability

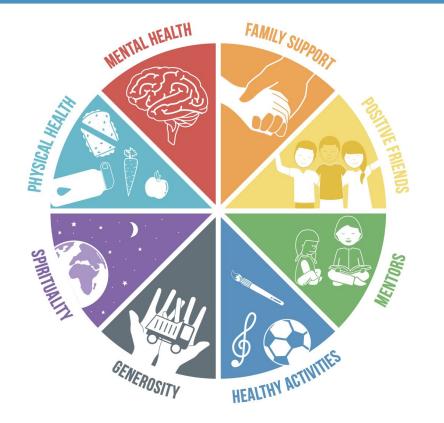
### Engaging, Interactive, Applicable Activities

Internalized Stories of Strength and Resilience Collaborative Community Building **Empowering Youth Voice** Celebrating Diversity and Growth

**Positive Culture** Change



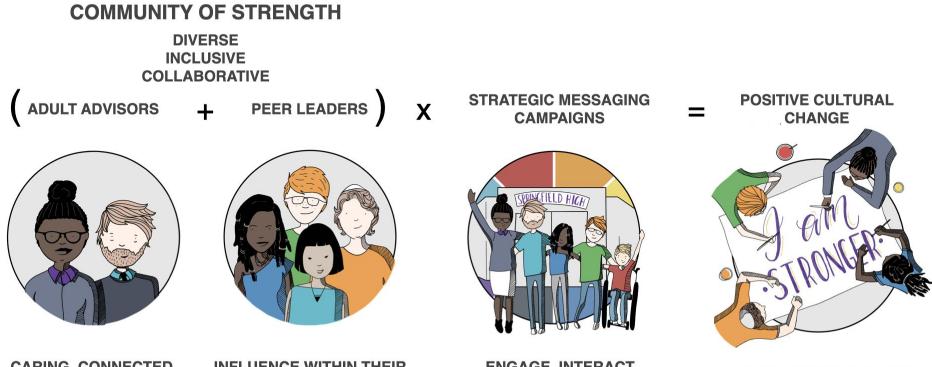
## **PRIMARY WHEELS**







## **Sources of Strength Model**



CARING, CONNECTED, AND POSITIVE INFLUENCE WITHIN THEIR SOCIAL GROUP ENGAGE, INTERACT, AND APPLY

**POSITIVE SOCIAL NORMING** 

## Bringing this work to life







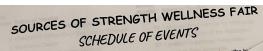
## Bringing this work to life











Crisis Services A

Welcome and we are glad you carnet. We hope you will uncover some new strengths tree find over 80 resources in our community around healthy activities, mentorship, pr family support, spirituality, generosity, mental and physical health.

As you visit the booths, receive a vendor initial coordipassport. Once you have found 8 resources (ar Wheel, return your passport for a prize at a

PRESENTATIONS (in the g) Come listen to our presenters p Most talks are offered twice so ye

4:30pm Steven Frost, Construction 5:00pm Dr. Zipporah Brown, Asst Pr. 5:30pm Kahae Rikeman, Statewide T 6:00pm Steven Frost, Construction Site 6:30pm Kahae Rikeman, Statewide Train

FOOD AREA (in the back) Lebanon Fire Dept serving (1) free hot dog m Ticket given at check in

Grandma's Hometown Cones has ice cream for Popcorn provided free by the Boys & Girls Club Cotton Candy provided free by Be Undivided

Be Undivided, Boys & Girls Club and area Youth Groups

Wellness and Community Resources Community Schools PASSPOR'I' SOURCES OF STRENGTH WELLNESS FAIR VTER :enter Ind PHYSICAL HEALTH C, nd :0 SPIRITUALITY Ces.

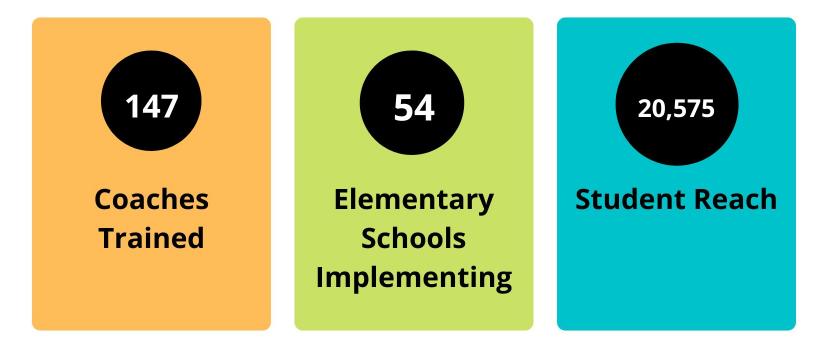








## **Sources Elementary 2021-2022**



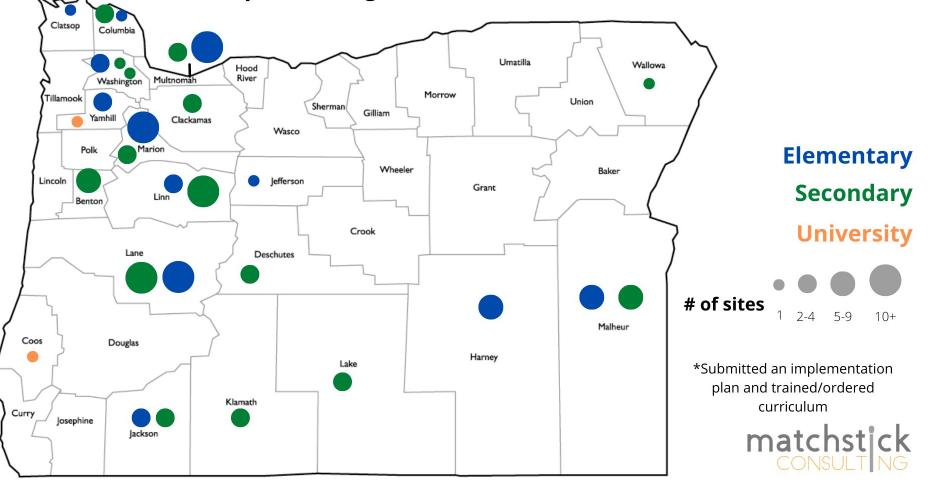
matchstick CONSULTING

# **Sources Secondary 2021-2022**

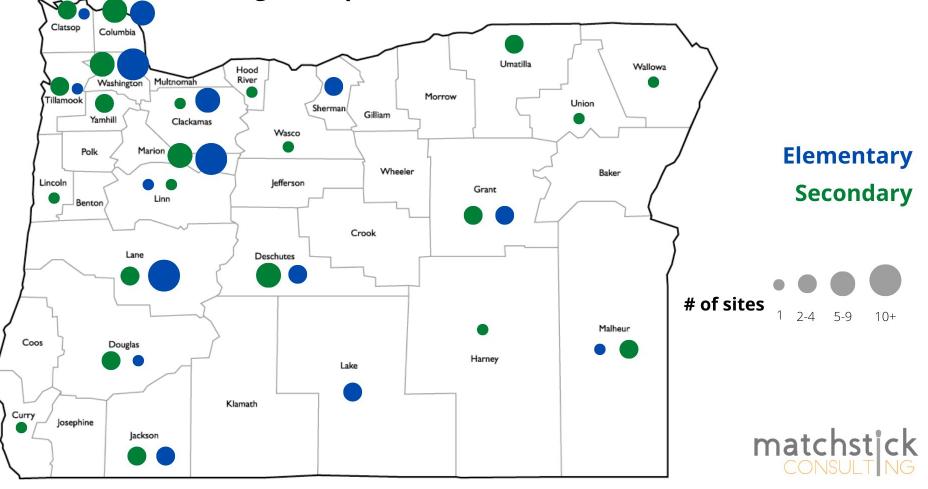


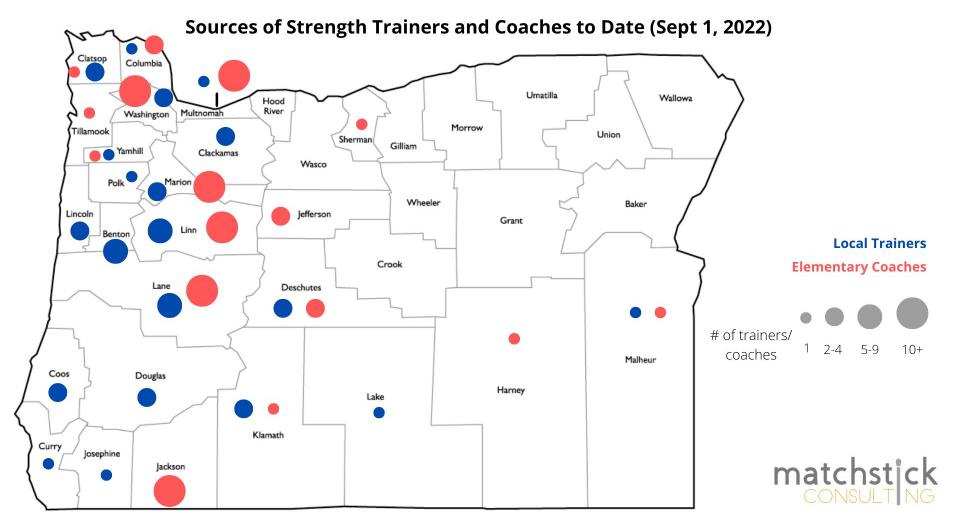


### Implementing\* Sites 21-22 School Year



### Planning for Implementation Next Year (22-23)











"It started conversations...with teachers and students, big, clear, though provoking that make you go 'okay'. Stuff going on around school that has been a shift...we have positive messaging out. I've noticed more clubs and students being able to kind of voice things they care about. There's more encouragement and correct and accurate information going around. Because people feel like that's acceptable to do." - Peer Leader

> SOURCES OF STRENGTH WELLNESS FAIR SCHEDULE OF EVENTS

> > LEBANDA

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FODD AREA (in the back) Lebaron Fire Dept serving (1) were hot dog m • Taket given at check in Grandmark Hometown Cores has bee cream for Popporn provided free by the Boys & Grite Our Course Cardy provided free by Be Undwided

KID ZONE (behind the gym) Be Undwided, Boys & Girls Club and area Yout and an area Yout

## **2022 Oregon Sources Showcase Winners**

#### 2022 Sources Showcase Peer Leader Award Winners

- Sage Pomlee-Solar Sheldon High School in Eugene 4J School District
- Kai Crume 10th grade, Henley High School in Klamath County School District
- Sonja Rae Southwestern Oregon Community College in Coos County
- Ember O'Key 11th grade, Multnomah ESD in Multnomah County
- Clover McAvoy 8th grade, Metropolitan Learning Center in Portland Public School District
- Melina Young 12th grade, South Albany High School in Greater Albany Public School District
- Mystikal Haack 10th grade, Thurston High School in Springfield School District
- Kaylee Pickering 11th grade, Corvallis High School in Corvallis School District
- Bailey Sherwood Senior at George Fox University in Yamhill County
- Mabel (Molly) Bauer Kalapuya High School in Bethel School District

### 2022 Sources Showcase Peer Leader Award Honorable Mentions

• Aiyana Lujan - 6th grade, Siuslaw Middle School in Siuslaw School District

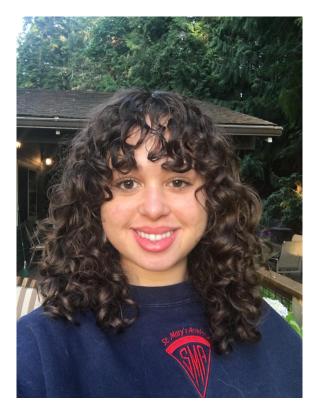
#### 2022 Sources Showcase Adult Advisor Award Winners

- Margo DeYoung Calapooia Middle School, Greater Albany Public School District
- Lorin Reed Corvallis High School, Corvallis School District
- Michael Haines Early Assessment and Support Alliance (EASA)
- Jennifer Canfield Scenic Middle School, Central Point School District
- Kate Tierney Sheldon High School, Eugene 4J School District
- Andy Marohl Siuslaw Middle School, Siuslaw School District
- Joyce Lebengood South Albany High School, Greater Albany Public School District

#### 2022 Sources Showcase Team Initiative Award Winners

- Calapooia MS (Sources) Calapooia Middle School, Greater Albany Public School District
- Lakeview HS & Daly MS (Sources) Lakeview High School & Daly Middle School, Lake County SD
- Vale MS (Sources) Vale Middle School, Vale School District
- Willamette HS (Sources) Willamette High School, Bethel School District

## **Our 2022 Peer Educator Team**



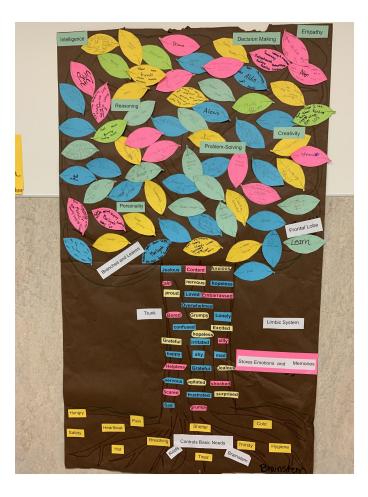




2022-23 Elementary Coaches Trainings

November 10-11 Sunriver April 19-20 Pendleton May 8-9 NW Coast





### Advanced Skills Training: Training for Trainers (T4T)





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