

**Oregon Alliance to Prevent Suicide
Schools Subcommittee Meeting
Wednesday, March 19, 2025
8:30 AM – 10:00 AM**

Join Zoom Meeting:

<https://us02web.zoom.us/j/89796541408?pwd=OGpPRVArcDhTS1MzWml3YUhaZHV3dz09>

Meeting ID: 897 9654 1408

Attendees: Co-Chair Ishawn Ealy, Co-Chair Mary Massey, Alanna Russell, Angie Elstone, Gordon Clay, Jenn Johnson, Justin Potts, Monica Parmley-Frutiger, Nathan Shay, Nole Kennedy, Nusayba Guiro, Shanda Hochstetler, Shay Clarke, Suzie Stadelman

Staff: Jenn Fraga, Lucina Armstrong Michaud

Time	Agenda Item	Notes
8:30	Welcome	<p>Adjust last month's attendance to show that Gordon joined the meeting late last month but was in attendance.</p> <p>Gordon shared concern about last meeting that the line that 'we protect all children' however, in Nole's presentation, it was shared that ODE can only hear concerns around protected classes and complaints. Bullying and other concerns are sent back to school districts and are handled on the local level and not at the state level. Nole confirmed that only protected classes are heard at the state level and other complaints have to happen at the local level with school boards and districts.</p> <p>Joint call to action between OHA, ODE, L4L, and UO Suicide Prevention Lab will go out around April 2nd and will have a focus on supporting LGBTQSIA+ students. There are recommendations for all students but that is the main focus of the call to action. Shanda said this will also go out to this subcommittee in addition to the above listservs. This will look similar to the fall call to action but with a focus on LGBTQSIA+ students and discussing how that is suicide prevention.</p>

**Oregon Alliance to Prevent Suicide
Schools Subcommittee Meeting**

8:35	Explore what these topics mean to the group?	<p>Share what these (three selected) recommendations mean to us in our roles and school communities.</p> <p>Transparency in Communications</p> <ul style="list-style-type: none">• Practical gap in current school plans – Need fairly clear recommendations about what gets shared and in what circumstances. Ex. Having those guidelines who is the primary contact speaking to the parent. Engaging transparently with students. Also overlapped with conflating suicidality and Behavioral Safety Assessment – similar but different. Guidance on how this gets communicated out. Communication samples.• Guidance for communication around attempts. <p>Program Effectiveness</p> <ul style="list-style-type: none">• The state is working on this as a bigger picture.• This committee is needing more information about what the state is doing and how it is going.• More sharing from programs about the metrics they are collecting. Youth Save excited to share their findings.• State level and ground level issue.• Accountability being addressed in the legislature. How we collect data and intentionality around how that data can be used for purposes that it is not what it was intended for.• Big gap between high level and on the ground and need to be very careful around how we use that data and ascribe responsibility. <p>Diversity Initiatives</p> <ul style="list-style-type: none">• From Youth Save how are we making the training more culturally responsive. How are we doubling down on our commitment?• State level our commitment to equity has not changed.• What are the ways to best support that individual or that community – so we should be looking at differences in order to best support students and communities. Research on SP in different cultures.• Talking points for school boards that may start to be pulling back. Using the data. Much needed• Data is very clear (2023) that we are doing something that works in Oregon, but it is not working for kids of color. So clear
------	---	---

**Oregon Alliance to Prevent Suicide
Schools Subcommittee Meeting**

		mandate.
8:50	Break out groups	<p>Brainstorm possible actions/projects this group could take for this recommendation.</p> <ul style="list-style-type: none"> - Break out rooms discussed potential actions, and they will be compiled into a poll for folks to identify their priorities. <p>Padlet Responses are copy / pasted below: How can this group take action on these priorities? What tangible and measurable goals and actions do we have for these recommendations?</p> <ul style="list-style-type: none"> • Transparency in Communications: Develop communication guidelines to clarify what information schools should share publicly and internally, ensuring that parents, students, and staff are kept informed on suicide prevention measures and behavior safety (threat) assessments <ul style="list-style-type: none"> - Create guidelines for how information is shared in a way that maintains confidentiality and promotes safety - Confidentiality Strong guidelines - what can be shared publicly or internally and NOT shared. With training to ALL staff. - Internal communication between ADMIN and counselors to ensure safety in discipline process. - subcommittee, OHA, ODE to develop guidance about what is shared to the school community about what schools are already doing, what staff are trained in, what protocols are in place. Infographic? Collaboration with OEA as well. - Crosswalk with transition of care sub-committee. Communication between ED's/outside placements with districts. - Any communications released from the school should be transcribed in any language. - Communication goes out to school community - reminding folks about Adi's Act, protocols, etc - goes out every year, at the beginning of the year. Also, small reminders throughout the school year - Clear guidelines on what can and can't be shared within the school district, shared outside the school district. Reasons as to the "why" needs to be clearly highlighted.

Oregon Alliance to Prevent Suicide

Schools Subcommittee Meeting

- Program Effectiveness: Establish clear metrics to assess the effectiveness of programs implemented under Adi's Act, ensuring consistent feedback mechanisms are in place.
- Guidance - checklist for districts with Adi's Act.
Recommended/required
- Share data and research findings about the effectiveness of Youth SAVE (written report, committee presentation, etc)
- Creating a more condensed checklist for district administrators.
- Creating section for folks to prioritize what goals they would like to focus on that school year. (1-3 goals).
- When committees are making recommendations to OHA, we need to include ways to measure effectiveness in implementation. How are we held accountable for the outcomes? How are the metrics shared?
- Collaborating with school boards and union leaders to wrap around clear guidelines
- What are some metrics that are gathered consistently across big river programs of similar types so we're not doing all things, but most effective things with our time.

- Diversity Initiatives: Prioritize diversity in the development and execution of policies related to suicide prevention, ensuring programs address the needs of all students.
 - Want to include the intersection of this work with equity in disciplinary practices.
 - ALL Children are safe - but ALL are not. Cannot oversight school boards. Schools boards are left to the safety of the child.
 - Leaning in and revisiting the identified focal populations section outlined in Adi's Act. Most school districts have adopted this policy. Specifically, asking school districts what they are doing to support focal populations in regard to suicide prevention and maybe offering them some tangible options to provide better support.
 - More representation that is apart of diverse community groups for advisory boards/committees.
 - There's a lack of representation and racial diversity in schools and predominantly white people are trying to create programs

Oregon Alliance to Prevent Suicide

Schools Subcommittee Meeting

		<p>that do not include and center diverse voices. Are there more ways that OHA and ODE can support development of more culturally responsive programs?</p> <ul style="list-style-type: none">- Finding routes and content to education school board members, candidates, to understand equity and diversity from a pragmatic standpoint rather than abstract in relation to suicide prevention. Help them understand it in the context of their job/role as board members.
9:50	Wrap Up	<ul style="list-style-type: none">• Need to have solidified recommendations for OHA by June.• Need more clarity on what “work” this subcommittee can do as there is an ask from membership to engage in tangible work if they are going to give their valuable time to the group.
10:00	Adjourn	Future Topics: Data Points, How does this committee share resources?