

**Oregon Alliance to Prevent Suicide
Schools Subcommittee Meeting
Wednesday, September 24, 2025
8:30 AM – 10:00 AM**

Join Zoom Meeting:

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

Meeting ID: 897 9654 1408

Subcommittee Appointed Voting Members: Co-Chair Ishawn Ealy, Co-Chair Mary Massey, Gordon Clay, Justin Potts, Rosanna Jackson

Subcommittee Non-Voting Members: Mila, Donnell, Jim Hanson, Nathan Shay, Nole K, Angie E, Shay C, Monica FP, Miranda T, Justin P, Shanda H, Jenn J, Liz T,

Staff: Jenn Fraga, Lucina Armstrong Michaud, Heather Stewart

Guests:

Time	Agenda Item	Notes
8:30	Welcome	Introductions
8:35	Agenda	Review and approved agenda
8:40	OHA & ODE Updates & Announcements	<u>ODE Updates / Announcements</u> Fall Call to Action for Schools: Supporting Students of Color & Immigrant Students • Link Suicide Prevention, Intervention, Postvention (Adi's Act) • ODE LINK Words That Protect: Why Language Matters in Suicide Prevention (ODE) • LINK ODE School Safety & Prevention Newsletter: August 2025 • https://content.govdelivery.com/accounts/ORED/bulletins/3ef7238 Safeguarding Oregon Schools-Toolkit

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		• https://innovationlawlab.org/media/SafeguardingOregonSchools_Toolkit_InnovationLawLab_Jan2025-1.pdf Division 22 Standards 2023 (August Issue 3) • https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/Division%2022%20News%20August%202023%20ACCESSIBLE.pdf • Division 22 Standards and Assurance of Compliance ○ https://www.oregon.gov/ode/rules-and-policies/staterules/pages/division-22.aspx <u>Community Announcements</u> ICE in schools call out to support our youth and families, especially Latine girls who are left behind to care for families. • https://www.oregon.gov/ode/students-and-family/attendance/Documents/SupportingAllStudentsAttendance.pdf • Should we bring in the Immigrant Refugee Student Success Plan coordinators? • Next meeting we will set aside time to address this. Youth Save Training: • Opportunities for engagement include participation in a Youth SAVE training (\$200 value) and/or focus groups with other members of the Latiné and Spanish-speaking community. If you are interested in attending the training or participating in a focus group, please email youthsave@reapusa.org. Sources of Strength • 25-26 Upstream Suicide Prevention Programming: Sources of Strength Elementary Coaches Training Application ○ LINK
8:50	Subcommittee Work	Brainstorming for Workplan in relation to our three priorities (from the purple paper). <u>Transparency in Communication</u> • Andrea ODE come and speak - Hungerfords? • Movement of students • More guidance on what is a part of our records (what should and should not be in those records).

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- 4J: log the event but not much else. Some sort of metric – monitoring the status of our students mental health
- BSAT should not be in the permanent record – but no matter where you keep it, it is still a FERPA record.
- Currently records with information could impact their future.
- Steps important to track, but the content is confidential and shouldn't be included
- We can keep talking about it but where can we go. Many barriers to changing district policies and practices – has there been any intentional education for families on how to support your child in transferring schools/districts. Consistent force and know their child best.
- How can we give families more agency?
- What are schools doing across the state?

Program Effectiveness

- How are programs collecting info on program effectiveness and reach.
 - Sources of Strength – training and program implementation – end of year reflection survey with fidelity indicators – numbers of trained etc. – post training surveys – new working with Lab on fidelity scoring and health survey data. How is training landing with peer leader students of different backgrounds,
 - Big river coordinators can come and share with group – all partner with the Lab
 - Youth Save – trained over 1900 folks in Oregon (any provider that works with youth and young adults), not just for virtual providers, pre and post training data (knowledge and confidence with skills) and 6-month post evaluation added. Recent report on past participants and trainers to get feedback and deep dive on demographics on the 1900 participants.
 - Is there a universal fidelity check across programs to look across the board at who and when should these trainings
 - <https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le221850b.pdf>
 - Can we add to this graphic how this program is evaluated state wide? How is implementation going in Oregon?
 - https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le8874a_24.pdf
 - Many are national programs that are proven as evidence based – so steered away from the question of does this program work? Trying to get at what OHA thinks are better questions – what is their effectiveness in Oregon.

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		• Hearing what we learned in the Forward and the Lab projects could be helpful. ▪ Where are we getting the most efficiency / effectiveness? ▪ Fidelity checks for our intervention systems – universal way of collecting fidelity data – this could be helpful. • Can we teach people the uncomplicated way to evaluate their own school site and their programs and trainings? – This <u>Diversity Initiatives</u> • Need to be centered in the program effectiveness focus. • Will discuss next month.
10:00	Adjourn	