

**Oregon Alliance to Prevent Suicide
Schools Subcommittee Meeting
Wednesday, January 21, 2026
8:30 AM – 10:00 AM**

Join Zoom Meeting:

[https://us02web.zoom.us/j/89796541408?pwd=OGpPRVArcDhTS1MzWml3YUh
aZHV3dz09](https://us02web.zoom.us/j/89796541408?pwd=OGpPRVArcDhTS1MzWml3YUh
aZHV3dz09)

Meeting ID: 897 9654 1408

Subcommittee Appointed Voting Members: Co-Chair Ishawn Ealy, Jon Rochelle, Justin Potts, Nole Kennedy,

Subcommittee Non-Voting Members: Gordon Clay, Jenn Johnson, Kinsey Owen, Nathan Shay, Roger Brubaker, Shanda Hochstetler,

Staff: Amanda Ferrat, Heather Stewart, Jenn Fraga, Nicole Vega

Guests: N/A

Time	Agenda Item	Notes
8:30	Welcome & Agenda	<ul style="list-style-type: none">• A brief introduction was provided for new contract staff member Amanda Ferrat, who has worked in the field for the past three years.• All other group members also provided brief introductions, outlining their roles and areas of responsibility.
9:20	OHA/ODE Updates	<ul style="list-style-type: none">• Sources of Strength & Sources of Strength Wheel<ul style="list-style-type: none">➤ The group discussed the <i>Sources of Strength</i> framework, with particular emphasis on the role of mentors.➤ It was noted that mentors are a frequently referenced source of strength and play a critical role in mitigating suicide risk.• Toolkit Background-<ul style="list-style-type: none">➤ In 2021–2022, national conversations began to emerge regarding suicide screening and assessment practices for individuals in school settings.

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		<ul style="list-style-type: none"> ➤ This toolkit represents the first edition, with plans to expand the available tools and revise existing content in future iterations. ➤ In the future they want to have more specific tools for online schools. ➤ From January through June 2025, monthly workgroup meetings were held to support the development of the toolkit. ➤ June-November 2025 they completed edits; so far there has been one round of feedback and incorporating that feedback. ➤ If you would like to provide feedback on the Oregon Toolkit for Suicide Intervention in schools, please click this link: https://forms.office.com/pages/responsepage.aspx?id=6GOOZTmNnEmPSBOtyUUvTAEIvFkhLVRNmBgE2evsDxRUQUJHTVUyODBNlhXVFVVMUFINTk2WlNFSy4u&route=shorturl
9:40	Group Announcements	<ul style="list-style-type: none"> • Calling Home Resource <ul style="list-style-type: none"> ➤ Participants shared several aspects they found valuable, including the use of cultural lenses, extensive live links, and an approach grounded in curiosity rather than assumptions. ➤ The inclusion of self-regulation resources was appreciated, as was guidance on asking students which names and pronouns should be used when contacting home. ➤ The group noted that the resource provides a strong, comprehensive list of considerations for callers to review prior to making contact. ➤ Some concerns were raised regarding the wording of certain scripted examples. In particular, language referencing a “potentially difficult conversation” was

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viewed as possibly placing parents in a defensive mindset or causing unnecessary alarm.

- Participants recommended adding school systems as a cultural consideration, noting that many individuals have had negative past experiences with schools that may influence these interactions.

- **Liability Resource**

- The group expressed appreciation that a liability section was included, noting that liability is often avoided or glossed over in similar resources.
- This section was viewed as helpful guidance aimed at reducing fear and uncertainty around liability, which was identified as the primary focus of the overview.
- While the group responded positively to the formatting and felt it effectively highlighted key information, they expressed interest in expanding the content further.
- A key point raised by the group was that the resource does not explicitly address the importance of not leaving a student alone. It was noted that ensuring students are not left alone is one of the most significant ways to reduce liability and should be clearly stated.
- The group also noted a spelling error in the first sentence of the final paragraph; the word “**suicide**” was misspelled.

- **Tools, Templates, and Protocols**

- The group reviewed and discussed the range of tools and resources included in this section.
- Regarding the elementary safety plans, participants noted that peers or friends are not included as a consideration and suggested this be addressed.

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		<ul style="list-style-type: none">➤ It was suggested that the resource include sample language or examples demonstrating how to ask students questions when they need assistance.➤ Participants also noted the absence of questions related to housing stability or housing conditions, emphasizing that home environments can significantly impact suicide ideation. <ul style="list-style-type: none">• Terms Defined Resource<ul style="list-style-type: none">➤ Participants appreciated that the resource clearly identified the sources from which definitions and information were derived.➤ The group described the document as unique and found the overall structure to be clear and helpful.➤ Some concerns were raised regarding the characterization that only Qualified Mental Health Professionals (QMHPs) are able to conduct behavioral health or mental health assessments.
10:00	Adjourn	