

Spring Call to Action for Schools:

Intentional Care for LGBTQ2SIA+ Students is Suicide Prevention

Connection and belonging are suicide prevention. Now more than ever, LGBTQ2SIA+ students and staff need to feel support, connectedness and belonging in their school community. We urge school leaders to intentionally foster supportive environments for every student in elementary, middle, and high schools across Oregon. **This Call to Action is a timely request to schools to implement programs and initiatives that support all students and specifically support LGBTQ2SIA+ students as a part of their suicide prevention plans.**

According to research by [The Trevor Project](#), following this past election cycle, [a majority of LGBTQ2SIA+ young people report that their wellbeing has been negatively impacted by recent national politics](#).

In Oregon, suicide prevention efforts, particularly the prevention work of schools, has created increased safety for more young people. Yet Oregon youth suicide rates continue to be above the national average, and while youth suicide deaths since 2018 have decreased for non-Hispanic white youth, they have remained similar or increased for Oregon youth of color. ([More about Oregon youth suicide data and programming can be found in the Annual Report here.](#))

As required in [Adi's Act](#), school suicide prevention efforts must be culturally and linguistically responsive and address the needs of youth at higher risk for suicide, which includes students who identify as LGBTQ2SIA+, students of color, and students from communities that are currently and have been historically underserved. **Training and intervention procedures, as well as efforts that build belonging, should intentionally center the experiences, strengths, and needs of these students.**

In this Call to Action, please find specific **Checklists and Recommendations** [for Administrators](#), [for School Counselors and Mental Health Staff](#), [for All School Staff](#), and [for Students and Families](#). **This Call is to intentionally review and share these and to act on identified areas of need for your school.**

Suicide prevention is everyone's responsibility. Thank you for finding ways to make it yours.

Together,

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Statewide School Suicide
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Suicide Prevention Checklist & Recommendations For Administrators

This spring, review your school district [Adi's Act](#) suicide prevention, intervention, and postvention plan and the plan and protocol for your building. Connected to and aligned with Adi's Act work, Oregon's [student success plans](#) highlight strategies for districts, families, and community partners to increase student safety, belonging, and success. If your district needs training or support with Adi's Act, contact your regional [School Safety and Prevention Specialist](#) or the [Safe and Inclusive Schools team](#) at ODE.

- ☐ **LGBTQ2SIA+ student support ([LGBTQ2SIA+ Student Success Plan](#) & [Supporting Gender Expansive Students Guidance](#))**
 - What [actions](#) are you taking to ensure LGBTQ2SIA+ youth, families, and staff are safe, supported, and seen?
 - How do you ensure students and families understand their [ability to request support](#) and [file complaints](#) when needs are not being met?
- ☐ **Staff training (OHA recommended [training options for school staff by role](#) & [Oregon School Suicide Prevention Training Guidance](#) document)**
 - What suicide prevention training do faculty and staff receive? When is that training scheduled? (See the above list for training that recognize and address equity including specific care for queer students.)
 - What suicide prevention training do school counselors and other mental health staff receive? Do any of your staff need renewed training? Does the training equip staff to provide culturally responsive and culturally specific support to students?
- ☐ **Building-level process for referring students demonstrating risk or warning signs**
 - What is your school process for connecting a student to help? Do your teachers and support staff know where and how to refer a student? If not, what resources can you create or provide so staff have that information?
 - In the event of risk for suicide, is there a backup plan in case trained staff are unavailable?
 - Who in your building experiences increased risk, and what is being done to intentionally increase belonging and connection, particularly for [LGBTQ2SIA+](#) students and [students of color](#)?
- ☐ **Staff wellness support**
 - How are you building in [wellness](#) supports for you and your [staff](#) (especially staff of color and LGBTQ2SIA+ staff), both on a regular basis and in times of crisis (such as after responding to risk for suicide)? Option: [Educator Self-care Card](#)
 - Do you support staff to convene or join affinity spaces to increase wellbeing and belonging? Are you providing LGBTQ2SIA+ mental health resources and education to district staff? (Some ESDs have prioritized regional LGBTQ2SIA+ staff affinity and Gender and Sexualities Alliance (GSA) advisor spaces to reduce isolation and provide support). Resource: [Out & Equal Workplace Resources](#)
- ☐ **School community that knows where to find resources maybe reaching out for help**
 - Does your school have **visible and accessible resources for mental health support**, such as YouthLine or 988 posters, brochures, stickers, and wristbands? Consider ordering no-cost materials from [YouthLine](#) (shipping not included) or from [988](#) (free shipping).

Suicide Prevention Checklist & Recommendations

For Mental Health Staff & Other Licensed School Health Staff

- ☐ Do teachers and support staff at your school know how and when to refer a student to you? Do staff at your school know how to identify when a student needs an immediate check-in with you because of heightened suicide risk or warning signs?
- ☐ Do you have the appropriate state-recommended training in brief suicide screening and basic safety planning? If not, consider taking [ASIST](#), [Youth SAVE](#), and [Suicide Prevention 201: Advancing Suicide Prevention & Management for Diverse Populations](#). For access to SP201 at no cost, contact Roger.Brubaker@oha.oregon.gov.
- ☐ Do you know what forms to fill out if you receive a referral from staff about a student who may be at risk for suicide? Do you know where to submit or store the forms?
- ☐ Do you know where to refer a student who demonstrates risk of suicide after you've screened them? Do you know how to access crisis services or supports for a student that you identify as having imminent risk for suicide?
- ☐ Do you have another school counselor or mental health staff that you can consult with if you have a complex situation and require support?
- ☐ Does your school have visible and accessible resources for mental health support, such as YouthLine or 988 posters, brochures, stickers, and wristbands? Consider ordering no-cost materials from [YouthLine](#) (shipping not included) or from [988](#) (free shipping).

Resources

- [GLSEN's Rainbow Library](#) is a program that sends LGBTQ2SIA+ affirming K-12 text sets to schools at no cost.
- The [Family Acceptance Project](#) provides training and resources for increasing wellness and belonging for LGBTQ2SIA+ young people. Their website has free poster downloads, videos, and resources.
- [Be Sensitive, Be Brave](#) – This culturally infused mental health and suicide prevention workshop prepares community members to help friends and loved ones during times of distress. Learn how to recognize mental health conditions, what to do when students need support, and tools for maintaining good mental health. For access to this training at no cost, contact Roger.Brubaker@oha.oregon.gov.
- OHA support for [changing a birth record to support gender identity](#) can be found here.
- [Rural Educators Toolkit](#) – This toolkit, written from the student's point of view, informs teachers and administrators how to best support 2SLGBTQIA+ students at school. The toolkit provides definitions, points of view, and advice on real-world situations.
- If your school lacks staff to provide suicide screening and safety planning, please call 988 or your [local crisis hotline](#) or screening and safety planing support.
- For grounding, try this 1 minute visual [breathing exercise](#) for stress and anxiety. For building connection, try these [Ideas](#) for check-in questions.
- [Work 2 Be Well](#) – Resources for educators around topics related to mental health. (Free curriculum accessed by entering an email address.)

Suicide Prevention Checklist & Recommendations For All School Staff

- ☐ Do you know how and when to refer a student to a school counselor or other school mental health staff? Do you know how to identify when a student needs an immediate check-in because of heightened suicide risk or warning signs?
- ☐ Do you have the recommended training to understand basic suicide prevention warning signs and how to refer to help? If not, consider taking [Be Sensitive, Be Brave \(BSBB\)](#) or [Question, Persuade, Refer \(QPR\)](#). For access to BSBB at no cost, contact Roger.Brubaker@oha.oregon.gov.
- ☐ Do you have a school counselor or mental health staff that you can consult with if you have a complex situation and require support?
- ☐ Does your classroom or school space have visible and accessible resources for mental health support, such as YouthLine or 988 posters, brochures, stickers, and wristbands? Consider ordering no-cost materials from [YouthLine](#) (shipping not included) or from [988](#) (free shipping).

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Your wellness matters. Help is available to you as well.

Suicide Prevention Checklist & Recommendations For Students and Families

Have you been trained to understand basic suicide prevention warning signs and how to refer a loved one to help? If not, consider taking [Be Sensitive, Be Brave \(BSBB\)](#) (ages 14+) or [Question, Persuade, Refer \(QPR\)](#) (ages 16+). Young people as well as family members can take these community helper trainings. For access to BSBB at no cost, contact Roger.Brubaker@oha.oregon.gov.



988 Suicide and Crisis Lifeline

For 24/7 support in English, Spanish, and ASL

The suicide and crisis lifeline never closes. It is always open for calls, texts, and chats. Specific support for people who are LGBTQ2SIA+ and Veterans. [Learn more.](#)



YouthLine 877-968-8491 (or Text 'teen2teen' to 839863)

For older elementary, middle, or high school students

Youthline, a teen-to-teen help, support, and crisis line is open daily from 4-10 pm PT via call, text, and chat. Adults answer phone calls at all other times for support 24/7. [Learn more.](#)



Trevor Project 866-488-7386 (or Text 'START' to 678678)

For 24/7 support for LGBTQ2SIA+ students under 25

The Trevor Project offers support from trained counselors who understand the challenges LGBTQ+ young people face and are available 24/7. [Learn more.](#)



Safe and Strong Helpline 800-923-4357

For students and families

If you need mental and emotional support, the Safe + Strong Helpline is here for you 24/7. Connect to care, learn how to make sense of what a person is going through, and get tips for being a supporter to a loved one who is struggling. [Learn more.](#)



SafeOregon Tip Line 844-472-3367 (Call or Text)

For students, families, staff, and community members

SafeOregon was created to report and respond to student safety threats (including suicide risk). Note: This tip line is not for immediate emergency response. For Crisis situations call 911 or 988. [Learn more.](#)