



A Call to Action for Oregon Schools, Spring 2026

Student Exit Points as Critical Moments for Suicide Prevention

This Call to Action urges Oregon education leaders to recognize transitions in school environments as important moments for suicide prevention and supporting student wellbeing. When students are promoted to a new grade or school, transfer programs, experience exclusion or disciplinary removal, or graduate from K–12, they often lose access to trusted adults, routines, and school-based support. These common [“exit points” can increase vulnerability](#) if not paired with intentional continuity of care.

Oregon continues to see [elevated suicide rates among young adults ages 18–24](#), with queer and trans youth disproportionately impacted due to discrimination, service gaps, and reduced access to affirming mental health care once school-based protections end. Risk frequently begins earlier, as students navigate transitions such as placement changes, school transfers, withdrawal, or completion of schooling. These transitions can disrupt connection and belonging.

Schools can reduce risk by treating transition planning as suicide prevention. This includes proactively connecting students to affirming community providers, adult mental health services, postsecondary and workforce supports, and culturally responsive resources before transitions occur, whether expected or abrupt. Supporting students through change should be a shared responsibility across all school staff.

Under Adi’s Act, suicide prevention plans must address the needs of youth at higher risk, including LGBTQ2SIA+ students. This Call to Action offers practical **Checklists and Recommendations** for: School Administrators, Mental Health Professionals, All School Staff, and Students and Families.

Every transition within K–12 is a moment to protect connection, reinforce belonging, and prevent loss.

Together,

Shay Clarke & Craig Leets: *Statewide School Suicide Prevention: YouthLine at Lines for Life*

Nole Kennedy: *Student Wellness & Safety Specialist: Oregon Department of Education*

Jill Baker, Shanda Hochstetler, & Roger Brubaker: *Youth Suicide Prevention: Oregon Health Authority*

Jonathan Rochelle & John Seeley: *Suicide Prevention Lab: University of Oregon*

Previously Released Issues:

Fall 2025: [Supporting students of color & immigrant students](#)

Spring 2025: [Intentional care for LGBTQ2SIA+ students is suicide prevention](#)

Fall 2024: [Equip staff, students, and caregivers in suicide prevention](#)

School Administrators Suicide Prevention Checklist

This spring review your school district [Adi's Act suicide prevention, intervention, and postvention plan](#) and protocol for your building. 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.

- **Supporting Student Transitions of All Kinds:** We know that when students experience a significant change such as graduation, grade promotion, or other transitions in their lives, this time of uncertainty can increase suicide risk.
 - How does your discipline framework align with state guidance and promote equitable, developmentally appropriate responses that minimize exclusion and support student mental health? Resource: [ODE – School Discipline Guidance and Requirements](#)
 - How might student wellness be supported in student discipline protocols? Resource: [Considering Student Wellness in Discipline Protocols](#)
 - How does your building support at-risk students during transitions (grade promotion, graduation, transfers) with age-appropriate emotional support to reduce stress and anxiety? [Resource: 30 Prompts for “Post Graduation Depression”](#)
- **Staff Capacity and Wellness (OHA recommended [trainings for schools by role](#) & [Oregon School Suicide Prevention Training Guidance](#))**
 - 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](#)
 - Resource: [No cost contracted educator well-being services through Oregon Wellbeing Trust.](#)
- **Building-Level Process for Students Demonstrating Risk and/or Warning Signs**
 - What is your building's process for connecting a student to help? Do all 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?
 - How does discrimination affect who is at increased risk in your school site? What protocols are in place to [respond to bias incidents and support those who have been harmed](#)? What is being done to intentionally increase belonging and connection? Resource: [ODE Transformative Social & Emotional Learning](#)
- **Available resources on reaching out for help**
 - Does your district have **visible and accessible resources for mental health support across school sites**, 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).
 - Consider encouraging a school-led or student-led campaign on reaching out to 988. There is specific support for [local Oregon 988 campaigns](#).

School Counselors, Mental Health Staff, & Other Licensed School Health Staff Suicide Prevention Checklist

- **Do teachers and support staff at your school know how and when to refer a student to you? Do staff know when a student needs an immediate check-in for suicide risk or warning signs?**
- **Do you have the appropriate recommended training in 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 Maria at mpos@aocmhp.org.
- **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 demonstrating suicide risk after a screening? Do you know how to access crisis services for a student at imminent risk for suicide?**
- **Have you identified mental health staff to consult for complex situations that require support?**
- **Does your school have visible and accessible resources for mental health support, such as YouthLine or 988 posters, brochures, or stickers?** Consider ordering no-cost materials from [YouthLine](#) (shipping not included) or from [988](#) (free shipping). Consider leading or supporting a school-led or student-led campaign on reaching out to 988. There is specific support for [local Oregon 988 campaigns](#).

Resources

- [Informed Immigrant](#) shares ways to help undocumented students with anxiety.
- [Immigrants Rising](#) provides wellness focused mental health resources for undocumented people.
- [Oregon Toolkit for Suicide Intervention in Schools](#) provides Oregon-specific tools for suicide screenings in schools.
- [OregonLGBTQResources.org](#) provides training and resources for increasing wellness and belonging for LGBTQ2SIA+ young people. Their website has free poster downloads, videos, and resources.
- [Affirming Students through Inclusive Staff Policies: Policies for Trans & Gender Diverse Staff Belonging](#)
- [Rural Educator's Toolkit](#) informs how to best support LGBTQ2SIA+ students at school.
- If your school lacks staff to provide suicide screening and safety planning, please call 988 or your [local crisis hotline](#) for screening and safety planning support.
- For grounding, try this 1 minute visual [breathing exercise](#). For building connection, try these check-in question [ideas](#).
- [Building Belonging](#) and [Finding Balance](#) are two Oregon-created series of tier 2 lessons developed to support students that experience challenges when processing emotions. Available at no cost.
- [Erika's Lighthouse](#) offers free mental health and suicide prevention curriculum including family engagement and schoolwide climate and culture. Available in English and Spanish. (Email sign-up.)
- [Work 2 Be Well](#) is a free mental health curriculum for use by educators. (Email sign-up.)
- [GLSEN's Rainbow Library](#) is a program that sends LGBTQ2SIA+ affirming 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.

All School Staff Suicide Prevention Checklist

- **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 and QPR at no cost, contact Learning@linesforlife.org.
- **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).

Resources

- [Be Sensitive, Be Brave](#) – This culturally infused suicide prevention workshop prepares you to recognize conditions, what to do when students need support, and tools for maintaining good mental health. For access to this training at no cost, contact Learning@linesforlife.org.
- [OregonLGBTQResources.org](#) provides training and resources for increasing wellness and belonging for LGBTQ2SIA+ young people, including free poster downloads and videos.
- [Affirming Students through Inclusive Staff Policies: Policies for Trans & Gender Diverse Staff Belonging](#)
- [Rural Educator's Toolkit](#) informs administrators how to best support LGBTQ2SIA+ students at school.
- If your school lacks staff to provide suicide screening and safety planning, please call 988 or your [local crisis line](#) for screening and safety planning support.
- For grounding, try this 1 minute visual [breathing exercise](#). For building connection, try these check-in question [ideas](#).
- [Building Belonging](#) and [Finding Balance](#) are two Oregon-created series of tier 2 lessons developed to support students that experience challenges when processing emotions. Available at no cost.
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Your wellness matters. Help is available to you as well.

Students and Families Suicide Prevention Resources

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 QPR and BSBB at no cost, contact Learning@linesforlife.org.



988 Suicide and Crisis Lifeline

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

The suicide and crisis lifeline is always open for calls, texts, and chats. It is always free and always confidential. Specific support for Veterans and Spanish-speakers. [Learn more.](#)



YouthLine *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.](#)

Call 877-968-8491, Text 'teen2teen' to 839863, or Chat the youthline.org



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.](#)



Call BlackLine 800-604-5841 (Call or Text)

A space for peer support, counseling, reporting of mistreatment, witnessing and affirming the lived experiences for folks who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. Call BlackLine prioritizes BIPOC (Black, Indigenous, and People of Color). By us for us. [Learn more.](#)

Find a [comprehensive set of resources for undocumented students.](#)