

## CT Suicide Advisory Board Meeting Minutes

**Meeting Date:** December 11, 2025

**Location:** Zoom Virtual Meeting

**Present:** Dani Amaral (SERAC), Gillian Anderson (My Friend Abby), Megan Avery (DMHAS), Jeanette Baker (United Way CT), Scott Barton (SPRC), Rebekah Behan (CHDI), Nicole Bengtson (Amplify), Amery Bernhardt (CT Ctr for School Safety), Kate Bohannon (CSDE), Kevin Borrup (CT Children’s), Dana Bossio (CES), Bill Brassard (NSSF), Ally Brundige (Highville Charter School), Brendan Burke (OCA), Kevin Burns (CT DOT), Jessica Casella (VA CT), Kali Cavanaugh (JBCSSD), Kathleen Chapman (CT Psychological Assn.), Christiana Cipriano (Yale Education Collaboratory), Jennifer Clarke-Lofters (Milford Health Dept), Heather Clinger (Wheeler), Ann Irr Dagle (Brian Dagle Foundation), Julie DeMarco (Fairfield Social Services), Alice DeMeo (DCF), Andrea Duarte (DMHAS), Angela Duhaime (DMHAS), Cara During, Erika Echevarria (DMHAS), Kelley Edwards (DMHAS), Amy Evison (CHR), Taylor Gainey (APW), Lisa Girard (DCF), Megan Gohn (TEEG), Brianna Herrera (Norwalk Health Dept.), Russ Iger (Coventry PD), Mark Irons (SERAC), Angela Jimenez (DPH), Caitlyn Koripsky (Catalyst CT), Amanda Kriz (Carelton Behavioral Health), Valerie Lepoutre (NAMI CT), Elisha Logan (HAS Wellness Consultants), Gabriel Lomas (CT Ctr for School Safety), Steve MacHattie (Charter Oak Family Ctr), Mike Makowski (DPH), Abby Wood Maldonado (Western CT Coalition), Lesley Mara (CSCU), Stacey Mayer (CAGV), Cristin McCarthy-Vahey (CGA), Brittney Medders, Krystal Medley (New Haven Health Dept), Amanda Mihaly (UConn SSW/DMHAS), Michael Monterosso (DPH), Isabel O'Donnell, Lucy Orellano (OCA), Natasha Randolph (VA CT), Stephanie Schillat (ESDHD), Kara Sepulveda-Fonseca (Alliance for Prevention & Wellness), Richard Siddall (SMART Recovery), Rebecca Sorornejad, Gloria Tardif (Bloomfield High School), Alyeska Tilly (United Way CT), Nadine Tulloch (DPH), Laura Vandermeulen (DMHAS), Kristen Volz- Spessard (CT Children’s), Jennifer Waldo (Windsor Health Dept.), Emmalyn Walenda (SERAC), Shebrieka Warburton (CCPG), Marissa White (CHQIS), Brittney Wilcox (The Village for Families & Children) and LoriBeth Young (DSS).

AGENDA ITEM/TOPIC	SUMMARY OF DISCUSSION	OUTCOME/ACTION /RESPONSIBLE
<b>I. Welcome and Introductions</b>	CTSAB Tri-Chairs Andrea Duarte, Stephanie Bozak, and Ann Irr Dagle introduced themselves and welcomed everyone at 9:03 AM to the December meeting.	
<b>II. Presentation :</b>  <i>Social Emotional Learning and Intersectionality</i>  Christina Cipriano, Ph.D., Ed.M. Yale Child Study Center Director, the Education Collaboratory at Yale	<ul style="list-style-type: none"> <li>- <b>Chris’s Why:</b></li> <li>- Mom to 4 children, two with disabilities.</li> <li>- Is a “mom-ademic” – academically understood issues of socioemotional learning and development in academics before having children</li> <li>- Goal to advance science and emotional development to make sure all students feel seen, served, and safe to learn in schools</li> <li>- <b>Evidence – Synthesis and translation</b> - Provides real time evidence to allow educational decision makers to make best decisions possible with the science we have</li> <li>- <b>Inclusion</b> –center the experiences of students with learning differences to advance the impact of social and emotional learning instruction, evidence, and measurement. Systemically identify barriers in their environment and opportunities to do things differently</li> </ul>	

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<p><a href="mailto:Christina.cipriano@yale.edu">Christina.cipriano@yale.edu</a></p> <p>Bio:  <a href="https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/Dec_2025_CTSAB_Presenter_Bio.pdf">https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/Dec_2025_CTSAB_Presenter_Bio.pdf</a></p>	<ul style="list-style-type: none"> <li>- <b>Measurement</b> – school-based assessment methodology – support students to be agents of change, retain items that promote differentiation, and are co-constructed.               <ul style="list-style-type: none"> <li>o Work in a way of differentiation - who are the 15% of students in school who do not feel safe and how can we support them to feel better in the school setting</li> </ul> </li> <li>- There is an unprecedented mental health crisis in America – 70% of teens report struggling with mental health</li> <li>- Schools are unprepared as 76% of teens want more mental health resources in school and 44% of schools are not confident in their abilities to meet these demands               <ul style="list-style-type: none"> <li>o Unequal mental health crisis in America: more reports in multiracial, female, and LGBTQ+ youth reporting sadness and hopelessness</li> </ul> </li> <li>- Socioemotional learning (SEL) – interrelated set of cognitive, affective, and behavioral skills that underscore the capacity to learn, develop and maintain mutually supportive relationships and have health, physically and psychologically – “learning how to be human”.</li> <li>- Research shows SEL supports all students to thrive in school: they do better in school (academic achievement, homework completion, attendance, on task behaviors, engagement in learning, SEL skills and attitudes), have healthier behaviors at school (prosocial skills, civic attitudes and behaviors), feel better (less anxiety, stress, depressive symptoms, suicidality), feel safer (more connected, more included, less bullying and victimization, better school climate, better relationships with peers and teachers)</li> <li>- Politicians and media suggest SEL is something other than what it is, which leads to reduction in schools offering SEL programming               <ul style="list-style-type: none"> <li>o Not teaching adolescents how to navigate a range of increasingly complex emotions - unpleasant and pleasant- leaves them powerless as they move through adolescence</li> </ul> </li> <li>- Chris’s Book - <i>Be Unapologetically Impatient – the mindset required to change the way we do things</i></li> <li>- Provides free resources at end of slide-show; All assessments used are free and available if you contact Chris</li> <li>- #BeUnapologeticallyImpatient, <a href="http://www.drchriscip.com">www.drchriscip.com</a> @DrChrisCip</li> <li>- Questions</li> <li>- Dana Bossio – in terms of support provided and availability in schools, what does that look like?</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Answer- In SEL programming, there are multi-tiered systems for training of mental health and support staff and family to build sustainability and infrastructure so all adults around the adolescents are supporting young people</li> <li>- Dana Bossio - Are there different programs that they are using? It is a financial barrier with districts.               <ul style="list-style-type: none"> <li>○ Chris’s lab is an independent science lab so everything they provide is free.</li> <li>○ Tier 1 programs are cost affective, low-cost, high reward – but when invest in training and teachers leave their job, and turnover, the knowledge and intervention (investment) moves with them</li> </ul> </li> <li>- Kate Bohannan – Question –When you talk about the effect of SEL, is that talking about standard SEL programs?               <ul style="list-style-type: none"> <li>○ Our systemic reviews include district implemented programs but need the experimental evaluation component to be included. It doesn’t include case studies, but if someone may have done a dissertation, those programs are present in data. For the assessment piece, how can you use what you have to see if it is evidence based and effective.</li> </ul> </li> <li>- Kate’s Question 2: Is there data about the implementation of SEL and how it is used within the school? It can make people nervous in school systems so some use videos to make sure it is all consistent.               <ul style="list-style-type: none"> <li>○ Answer – Evidence is lagged. We are just seeing all tech delivery programs and how it was delivered and how it relates to COVID effects (hybrid instruction etc). Devoting a dedicated class time is the most evidence based way to teach a skill. In research we include all evidence available rather than just high quality implementation and we still find significant effects.</li> </ul> </li> <li>- Kathleen Chapman – Question - What are your thoughts about the role of stigma for kids who have been identified as needing extra support in school, could stigma interfere with implementing and benefiting from SEL?               <ul style="list-style-type: none"> <li>○ Answer – Yes, it can. It often occurs when students who would benefit are not there and that includes an exclusionary environment. If SEL program is not attuned to the diversity of students with more increasing challenges, that could position the child as being “othered”. It starts with the recognition of the facilitator to know the affective experiences, like behavior, is not a sign of noncompliance but a range of regulatory processes from young people.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>- Jennifer Clarke – Lofters - Question - Parents often do not know what SEL is happening in the school. How can schools share what they are doing to parents so the work can continue outside of school?               <ul style="list-style-type: none"> <li>o Answer – Ideally, you have brought in families who position themselves outside the school first, like those in the disability community. If you want to grow sustainability, start with families and not end with them which may require a shift in how we do things, especially for the children in need.</li> </ul> </li> <li>- Gabriel Lomas – All SEL programs should be suicide prevention, is there evidence that show one is more effective in suicide prevention than others?               <ul style="list-style-type: none"> <li>o Answer – Identify if the program has indicators of suicide as part of outcomes collected in program reviews. Look at bodies of evidence that have that as one indicator. We also can think about it from the intervention level like program component, Are there specific components that involve mental health and explicit instruction regarding progression of suicidal ideation and suicide?</li> <li>o Improvingstudentoutcomes.org launching this month – clearing house of data and data visuals for U.S. to understand programs for SEL- may move to a knowledge broker who you can chat with online and with AI support provides that knowledge.</li> </ul> </li> </ul> <p>To view the presentation, visit: <a href="https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/SHARING_Cipriano_CTSuicideAdvBoard_December_2025.pdf">https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/SHARING_Cipriano_CTSuicideAdvBoard_December_2025.pdf</a></p>	
<b>III. CTSAB Business Reports (Minutes approval)</b>	<p>Amery Bernhardt moved to approve the December 11, 2025, minutes. Lesley Mara seconded. Minutes approved.</p> <p><b>Statewide News/Updates from Tri-Chairs - State Plan</b></p> <ul style="list-style-type: none"> <li>- Plan is almost done and almost ready for formatting</li> <li>- In contact with UConn who has put together an Epi profile related to suicide prevention</li> <li>- Special populations section was completed by Dr. May – we have 3 components almost ready to go</li> <li>- Plan is becoming clearer, more concise and digestible to share with various stakeholders and for a variety of people for the plan to be understood and utilized</li> </ul> <p><b>Suicide-related Grant Initiative Updates – Garrett Lee Smith-Partnerships for Hope and Healing</b></p>	

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	<ul style="list-style-type: none"> <li>- <b>Presented by Alyeska Tilly:</b></li> <li>- Acknowledgement of grant being funded through SAMHSA and Garrett Lee Smith Grant</li> <li>- Two goals – state-wide and regional               <ul style="list-style-type: none"> <li>o <b>State level objectives</b> <ul style="list-style-type: none"> <li>▪ Moving forward with state plan</li> <li>▪ Creating data dashboard with DPH in partnership with the Data to Action committee</li> <li>▪ Develop a training collaborative with additional funding to expand at the state level</li> <li>▪ Promoting 988 line with the One Word, One Voice, One Life campaign and Gizmo 988 materials</li> </ul> </li> <li>o <b>Local-level objectives</b> <ul style="list-style-type: none"> <li>▪ Working with school systems and communities through education development centers and community led suicide prevention programs</li> <li>▪ Working with 4 school systems (Darien, Wallingford, Thompson and Vernon) utilizing EDC’s Multi-Tiered Suicide Prevention (MTSP) program. Helps to advise various trainings like QPR, CALM, and C-SSRS training for staff</li> <li>▪ For SEL curriculums: Elementary schools use <i>Gizmo’s Pawesome Guide to Mental Health</i> and middle and high schools use the Signs of Suicide curriculum</li> <li>▪ Gizmo is having an extensive, multi-phased evaluation and plan to submit it to Suicide Prevention Resource Centers Best Practice Registry with the outcomes.</li> </ul> </li> </ul> </li> <li>- EDC asked Alyeska and Andrea to be part of a panel to discuss two presentations with the EDC on work and partnership with them. Offered to speak on success of the program and will present on how our partnership with them was reflected in the grant work so other states have an idea of how we are supporting schools in suicide prevention.               <ul style="list-style-type: none"> <li>o Presentations at the American Foundation for Suicide Prevention Research Summit, online, and American Association of Suicidology Conference</li> </ul> </li> <li>- MTSP program is 3 tiered program; administrative level programs for students, then giving students individual and specific interventions</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Program is giving action plans for academic year and some start SEL programs in spring semester</li> <li>○ Attending Community of Practices to learn different core content and evidence based best practices</li> <li>○ PH2 coordinators at RBHAOs and school systems are doing a lot of ground work in supporting this prevention grant               <ul style="list-style-type: none"> <li>▪ 28 suicide prevention training sessions - 866 individuals trained since March, 2025</li> <li>▪ Survey results show 88% or higher on the following – learning objectives met, training increased knowledge of topic, expect to use what was learned, trainer was knowledgeable, trainer explained concepts clearly, etc.</li> </ul> </li> <li>○ Gizmo evaluation – Implementation will happen in 2026               <ul style="list-style-type: none"> <li>▪ Initial evaluation will be focused on adults and observation of children in 3<sup>rd</sup> grade classrooms. Following year will be additional evaluation with the children, with parental permission.</li> <li>▪ Screening referral service access activities – screening referral, and follow up for kids who test positive for Suicidal Ideation Behaviors                   <ul style="list-style-type: none"> <li>• Gizmo books are free in English and Spanish</li> <li>• If you have testimonials, you can share on the website</li> </ul> </li> </ul> </li> </ul> <p>To view the presentation, visit: <a href="https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/GLS-PH2_Overview_PPT_12_11_25.pdf">https://www.ctclearinghouse.org/Customer-Content/www/files/PDFs/GLS-PH2_Overview_PPT_12_11_25.pdf</a></p> <p><b>Statewide Announcements of Upcoming Events/Trainings to highlight from Regional Suicide Advisory Boards (RSABs), Committees and Foundations</b></p> <ul style="list-style-type: none"> <li>- Amanda Mihaly – UConn school of Social Work and DMHAS research division           <ul style="list-style-type: none"> <li>○ Doing survey on 988 to understand awareness, perceptions, and experience people are having with 988</li> <li>○ Survey did launch about 2 months ago and was attacked by bots</li> <li>○ Working on putting safeguards in place to relaunch survey again, in meantime, will do in-person recruitment for the survey</li> <li>○ Looking to attend as many community events as possible. – events, fairs, wellness events, etc. If hosting any events in next few months, we would love to join you, to help us recruit participants. Reach out to <a href="mailto:Amanda.mihaly@ct.gov">Amanda.mihaly@ct.gov</a></li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>- Easter seals received Sergeant Fox Grant for service members. Extending to Windsor location for case management services for veterans, service members and families.</li> <li>- Chris Cipriano speaking at spring conference in April for school safety and disability to improve protocol and practices working with students with disabilities- parent event (<a href="#">Flyer - April 27, 2026 (2).png - Google Drive</a>) with dinner and professional event (<a href="#">Flyer - April 28, 2026 (4).png - Google Drive</a>)</li> <li>- If you know someone who experienced a loss of someone to suicide who was out of state               <ul style="list-style-type: none"> <li>o There is a link on the website to suicide prevention resource center state webpages</li> <li>o American Foundation Suicide Prevention chapters have links for out of state grief support groups some being virtual</li> </ul> </li> </ul>	
<p><b>IV. Review of Activities since last report out</b></p>	<p><b><u>Committees</u></b></p> <ul style="list-style-type: none"> <li>- <b>Intervention / Postvention Response</b> <ul style="list-style-type: none"> <li>o Meetings continue to be rich with conversations about postvention and how to support survivors of suicide loss</li> <li>o Continuing outreach to those who want to join group</li> <li>o Goal to increase groups of survivor programs available based on State Plan</li> <li>o More outreach to funeral homes and medical examiner office to provide postvention resources for families</li> <li>o Mobile crisis – all adult mobile crisis have received grief and loss training</li> <li>o Trying to solidify an MOA for postvention support</li> <li>o Increase in the number of suicide loss survivors, child loss and spouse or partners attending groups from all over the state</li> <li>o We have young adult grief support groups (25 to early 40s)               <ul style="list-style-type: none"> <li>▪ My Friend Abby and the IOL also have support groups - which is 2x a month, virtually</li> </ul> </li> <li>o Group meets 3<sup>rd</sup> Thurs. of the month at 9am</li> </ul> </li> <li>- <b>Attempt Survivor / Lived Experience</b> <ul style="list-style-type: none"> <li>o Continuing to provide CIT training</li> <li>o Met at a church in Newington for “Why We Didn’t Tell” presentation</li> <li>o Got into the NASW Massachusetts Chapter conference in January (virtual)               <ul style="list-style-type: none"> <li>▪ Overall goal is to get into NASW national conference</li> </ul> </li> </ul> </li> </ul>	

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	<p><b><u>RSABs</u></b></p> <ul style="list-style-type: none"> <li>- <b>North Central – Region 4 – Amplify</b> <ul style="list-style-type: none"> <li>- Presented in Oct. to regional crisis team about trainings we provide – got a lot of outreach and interest in trainings for this year and for 2026</li> <li>- Trained freshman class on CALM and SOS in Enfield- saw 10% increase in knowledge on suicide prevention</li> <li>- CT technical high school system also trained school nurses                             <ul style="list-style-type: none"> <li>o Nurses feel left out of trainings and siloed – important to identify those who are not at the table and who we need to call in</li> </ul> </li> <li>- Last RSAB meeting, Mary’s place and The Cove presented                             <ul style="list-style-type: none"> <li>o Open book drive for Cove and Mary’s Place if you want to donate material on suicide loss grief books</li> </ul> </li> <li>- Created a brochure on grief loss for suicide for tabling events - can be ordered online</li> </ul> </li> <li>- <b>Western – Region 5 – Western CT Coalition</b> <ul style="list-style-type: none"> <li>- Guided conversation with leadership and management at Wellmore Behavioral Health and provided two QPR trainings for interested staff</li> <li>- Planning CALM (Counseling on Access to Lethal Means) and Connect Postvention training in the new year</li> <li>- Tabled at Fresh Check Day at Naugatuck Community College and invited back for another tabling</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>- Last RSAB meeting was an overview of postvention. Also discussed what it looks like when a community is prepared for loss and how does it vary from community to community or school to school</li> <li>- December newsletter had good feedback – making it shorter and succinct but meaningful</li> <li>- “‘Tis the season for checking in” billboard on the Mixmaster in Waterbury</li> <li>- Emma Hollis and Abby Maldonado will do counseling on access to lethal means training for Ability Beyond</li> <li>- Next RSAB meeting on Jan. 28<sup>th</sup></li> </ul>																															
<b>V. Updates from Awareness Campaign / Website / Outreach efforts</b>	<ul style="list-style-type: none"> <li>- Website had 5000 views last month</li> <li>- Making updates and adding new materials for different projects to the website</li> <li>- If there is new content for support groups send to Jeanette Baker to add to website</li> </ul>																															
<b>VI. Close of Coalition Meeting</b>	Coalition meeting ended at 10:44 am																															
<b>VII. Board Meeting</b>	<p>Board meeting began at 10:44 am with the following voting members in attendance:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Scott</td> <td style="width: 33%;">Barton</td> <td style="width: 33%;">Suicide Prevention Resource Center and Mashantucket Pequot Tribal Nation</td> </tr> <tr> <td>Amery</td> <td>Bernhardt</td> <td>CT Center for School Safety and Crisis Preparation</td> </tr> <tr> <td>Kate</td> <td>Bohannan</td> <td>CT State Dept. of Education</td> </tr> <tr> <td>Kevin</td> <td>Borrupt</td> <td>Connecticut Children’s</td> </tr> <tr> <td>Bill</td> <td>Brassard</td> <td>National Shooting Sports Foundation</td> </tr> <tr> <td>Kevin</td> <td>Burns</td> <td>CT Dept. of Transportation</td> </tr> <tr> <td>Ann</td> <td>Dagle</td> <td>Brian Dagle Foundation</td> </tr> <tr> <td>Andrea</td> <td>Duarte</td> <td>CT Dept. of Mental Health and Addiction Services</td> </tr> <tr> <td>Amy</td> <td>Evison</td> <td>Community Health Resources</td> </tr> <tr> <td>Russ</td> <td>Iger</td> <td>Coventry Police Department</td> </tr> </table>	Scott	Barton	Suicide Prevention Resource Center and Mashantucket Pequot Tribal Nation	Amery	Bernhardt	CT Center for School Safety and Crisis Preparation	Kate	Bohannan	CT State Dept. of Education	Kevin	Borrupt	Connecticut Children’s	Bill	Brassard	National Shooting Sports Foundation	Kevin	Burns	CT Dept. of Transportation	Ann	Dagle	Brian Dagle Foundation	Andrea	Duarte	CT Dept. of Mental Health and Addiction Services	Amy	Evison	Community Health Resources	Russ	Iger	Coventry Police Department	
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	<p>Cathy Ludlum Second Thoughts Connecticut            Steve MacHattie Charter Oak Family Center            Abby Maldonado Western CT Coalition            Lesley Mara CT State Colleges and Universities            Allyson Nadeau Amplify, Inc.            Marissa White Correctional Healthcare Quality Improvement Solutions            LoriBeth Young CT Dept. of Social Services</p> <p>Coalition members in attendance (non-voting):            Alice DeMeo (DCF), Alyeska Tilly (United Way of CT), Kristen Volz-Spessard (CT Children’s)</p> <ul style="list-style-type: none"> <li>- Lethal means committee has been working on flyer for the board to look at</li> <li>- “Guide to Preventing Firearm Suicide” – related to lethal means work group broader committee               <ul style="list-style-type: none"> <li>o Language comes from materials developed at work group for firearm instructors and educational materials for instructors, retailers, and shooting ranges</li> <li>o Intent of flyer is to be shared at different events such as gun buyback events</li> </ul> </li> <li>- Feedback:               <ul style="list-style-type: none"> <li>o Amy Evison - People who have firearms can protect themselves by turning them in; also want to ensure the flyer emphasizes whether it is you, or someone who has access to the weapon. Wish there was a line that said anyone can be at suicidal risk who has access. Make sure your safe storage includes family members. Sometimes it is hard to convince parents that safe storage includes hiding the key so kids do not have access to the weapon or the key for storage. Safe storage, even within own family</li> <li>o Kate Bohannon – Youth who die by suicide with firearm typically get it from a family member so it needs to outline members of family rather than just protecting self from risk</li> <li>o Maybe personalize “Limit access to any lethal means, including firearms, to save lives” section – to include the responsibility to protect others who may try to use your gun or know where the key is</li> <li>o Russ Iger – Create the awareness of the strict criminal liability if people access weapon and harm themselves. If someone accesses your firearm, you</li> </ul> </li> </ul>	

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	<p>are subject to criminal arrest for unsafe storage for firearm, then the second charge would be civil liability if someone harmed themselves due to unsafe storage.</p> <ul style="list-style-type: none"> <li>○ Bill Brassard – maybe statement or second headline at top saying the responsibility of firearm owners to prevent access to others. “Prevent unauthorized access. Be a responsible gun owner” then a couple sentences expressing this.</li> <li>○ Amery Bernhardt – Being a responsible gun owner can help save lives and avoid criminal and civil liability</li> </ul> <p>- Will share feedback with Colleen from DPH and Cathy Sisco from Wheeler to make change. Once updated will send to board for approval</p>	
	Board meeting adjourned at 11:01am	
<p><b>2026 Meeting Schedule</b></p> <p>Meetings are the second Thursday of the month</p> <p>Coalition meeting: 9:00am—10:30am</p> <p>Board meeting: 10:30am-11:00am</p> <p><b>Meetings are currently scheduled virtually. Please refer to the monthly meeting announcement for meeting information.</b></p>	<p><b>2026 Meeting Dates/Presentations (2nd Th. monthly):</b></p> <ul style="list-style-type: none"> <li>- 1/8: Nicole MacHattie, <i>Lived Experience Story: Overcoming Trauma and the Strength to Keep Going</i></li> <li>- 2/12 (state holiday, no meeting)</li> <li>- 3/12: Dena Miccinello-Barbarula, <i>The Intersectionality of Suicide Prevention and Problem Gambling</i></li> <li>- 4/9: Megan Avery and Laura Vandermeulen, DMHAS MSW Interns, <i>Research on AI and Youth Mental Health</i></li> <li>- 5/14: State Conference (<i>Registration required</i>)</li> <li>- 6/11: Christine Cha, Ph.D., Yale Child Study Center, <i>New Research in the Field of Suicide and Capturing the Youth Perspective</i></li> <li>- 7/9: TBD</li> <li>- 8/13: James Geisler, Ph.D., JG Consulting, <i>Joiner Theory and New Research</i></li> <li>- 9/10 (World Suicide Prevention Day): Paula Gill-Lopes, <i>Self Care and Wellness Practices for Suicide Prevention and Mental Health Specialists</i></li> <li>- 10/8: Lisette Rimer, Author, <i>Back From Suicide: Personal Story of Suicide Loss</i></li> <li>- 11/12: Elisha Logan, <i>Suicide prevention and use of the Columbia Suicide Severity Rating Scale (C-SSRS) in the veteran population</i></li> <li>- 12/10: Year End Committee Summaries</li> </ul>	

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	<b>Subcommittee meetings are listed in the monthly meeting announcement sent on the CTSAB listserv.</b>	