



EESD Youth

SUICIDE

PREVENTION

Policy



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EESD Youth Suicide Prevention Policy

The Governing Board of Enterprise Elementary School District (EESD) recognizes that suicide is a leading cause of death among youth. Suicide prevention requires vigilant attention from school communities (all school staff, students, parents) and members of the public. As a result, school communities have a responsibility to provide appropriate and timely response to suicidal ideation, attempts, and deaths. School leaders and staff work to provide campuses that are safe and nurturing environments that mitigate suicidal ideation and behaviors in students and staff and ensure that appropriate procedures, protocols, and supports are accessible to all.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness at school and is characterized by caring staff and harmonious interrelationships among students. Instructional and student support programs shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

In an attempt to reduce suicidal behavior and its impact on students and families, EESD has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including expanded learning staff (afterschool).

Recognizing that early prevention and intervention can drastically reduce the risk of suicide, EESD has developed and implemented preventive strategies and intervention procedures that include the following:

Strategic Plan

EESD consults with school-employed professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention. EESD also regularly convenes these stakeholders to review the policy, at a minimum every five years, and update as necessary as required by *EC* Section 215

Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, EESD created an in-house suicide prevention crisis team consisting of administrators, mental health professionals, and other relevant staff.

The functions of this crisis team are to review mental health related school policies and procedures; provide annual updates on school and district data and trends; review and revise school prevention policies; review and select general and specialized mental health and suicide prevention training; review and oversee staff, parent/guardian, and student trainings; ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites; and general compliance with *EC* Section 215.

This crisis team also collaborates with community mental health organizations, identifies resources and agencies that provide evidence-based or evidence-informed treatment, helps inform and build skills among law enforcement and other relevant partners, and collaborates to build community response. Additionally, each School Site Council may act as a reviewer of the policy as a component of the school's safety plan.

LEA Crisis Team Members: Superintendent/Asst. Superintendent, school mental health counselor, school social worker, ERMHS counselor, district nurse, school resource officer, school site administrator.

Employee Qualifications and Scope of Services

EESD has ensured LEA and school employees adhere to *EC* Section 215, which mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Prevention

Messaging about Suicide Prevention

The manner in which we develop messages about suicide and suicide prevention can impact thoughts and behaviors related to suicide. Research has shown that talking about suicide prevention does not increase risk of suicide as long as those messages are aligned with the National Action Alliance for Suicide Prevention's Framework for Successful Messaging for suicide prevention. The National Action Alliance for Suicide Prevention's Framework for Successful Messaging website can be seen here:

<https://suicidepreventionmessaging.org/>. In fact, positive messages about suicide prevention may have protective effects such as increased help-seeking. However, unsafe messages on the topic of suicide may influence a vulnerable person towards suicidal behavior, such as those that oversimplify the causes of suicide or attribute suicide to identification with a population or group.

Therefore, it is vital that all messaging about suicide prevention be aligned with the *Skills Building: Messaging for Suicide Prevention* as designated by subject matter experts in the suicide prevention field. The Skills Building: Messaging for Suicide Prevention web page can be seen here:

<https://emmresourcecenter.org/resources/skills-building-messaging-suicide-prevention>.

EESD, along with its partners, has thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use	Reasoning
“Died by suicide” or “Took their own life”	“Committed suicide”	Note: Use of the word “commit” can imply crime/sin
“Attempted suicide”	“Successful” or “unsuccessful”	Note: There is no success, or lack of success, when dealing with suicide

Examples of people-first language, include:

- People with (...mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

Tips for Safe and Effective Messaging on Suicide Prevention:

- Provide suicide prevention resources in parent/student handbooks, district or school-issued identification cards for staff and students, on district and school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff. The following are suggested resources to include:
 - National Suicide Prevention Lifeline: 988
 - Crisis Text Line: Text “help” to 741-741
 - Teen Line: Text “TEEN” to 839863
 - Trevor Project 1-866-488-7386 or text “START” to 678678
 - Trans Lifeline 1-877-565-8860
- Include information on warning signs as well as risk and protective factors.
- Avoid discussing details about methods of suicide.
- Explain complexity of suicide and avoid oversimplifying (i.e., identifying singular cause of suicide).
- Focus on prevention and protective factors.
- Avoid sensational language (e.g., using terms as epidemic, skyrocketing, etc.) and graphic images.

Additional crisis line numbers can be found on the CDE’s Help for Students in Crisis web page at:

<https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp>.

Training for School Staff

EESD, along with its partners, has carefully reviewed available staff trainings to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

EC Section 215 mandates LEAs to provide training for staff. EESD has provided professional development for all school staff members (certificated and classified).

- At least biennially, all staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention. The program selected is the Keenan SafeSchools Training entitled *Youth Suicide: Awareness, Prevention and Postvention*.

- Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
- Core components of the general suicide prevention training shall include:
 - How to identify youth who may be at risk for suicide, including suicide warning signs, risk, and protective factors.
 - Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide, including skill building to ask directly about suicide thoughts.
 - District-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - District-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

It is important to recognize that even if a staff member has been through mental health and suicide prevention training, they may not be, for a myriad of reasons, available to support a youth who may be struggling emotionally. In this case, they shall connect the student with another staff member in a “warm hand off.” A warm handoff is a transfer of care between two members of a team, where the handoff occurs immediately and in front of the student or family. Students should not be left to connect with another staff member on their own, but rather should be accompanied to meet the staff to whom they are being transferred.

In addition to the core components of suicide prevention, ongoing professional development for all staff may include the following:

- The impact of traumatic stress on emotional and mental health with an emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide.
- Common misconceptions about suicide.
- School and community mental health and suicide prevention resources.
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- Ways to identify youth who may be at risk for suicide, including suicide warning signs, risk, and protective factors.
- Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide, including skill-building to ask directly about suicide thoughts and warm handoffs.
- District-approved procedures for responding to suicide risk (including MTSS and referrals). Such procedures will emphasize that the student should be constantly supervised and immediately referred for a suicide risk assessment.
- District-approved procedures identifying the role educators play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
- The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:
 - Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
 - Youth with disabilities, mental illness, or substance use disorders.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.

- Youth identifying as LGBTQ.

Specialized Training for LEA-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors. This may include psychologists, administrators, and nurses employed by EESD. Training for these LEA staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted LEA-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, LEA-approved tool such as: [EESD Self-Harm Assessment](#)
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow-up with parents/caregivers.
- Best practices on re-entry.

See Appendix.

Virtual Screenings for Suicide Risk

While much of the nation was already engaging in or exploring telehealth, COVID-19 propelled mental health service providers to pivot from in-person to virtual appointments. The pandemic has allowed us to see mental health from a different perspective and has elevated the need to connect with students using various platforms. As we consider recent natural disasters that have led to school closures, LEAs should develop telehealth protocols and establish telehealth services in an effort to maintain connection with students while campuses are closed.

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental well-being, and those that address mental illness and give specific guidance on suicide prevention.

EESD has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Enterprise Elementary School District has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional well-being and/or safety must be communicated to the appropriate school staff, according to LEA protocols.

EESD has determined a process and protocols for LEA-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as

demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Virtual Prevention Resources:

- National Association of School Psychologists' (NASP's) [Comprehensive School Suicide Prevention in a Time of Distance Learning](#)
- Preparing for Virtual School Suicide Assessment Checklist (which can be accessed here: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/preparing-for-virtual-school-suicide-assessment-checklist>)
- Conducting a Virtual Suicide Assessment Checklist (can be accessed here: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/conducting-virtual-suicide-assessment-checklist>)

Training and Resources for Parents, Guardians, and Caregivers

EESD recognizes the vital role of parents, guardians, and caregivers in suicide prevention. To support families, this policy is linked in the parent/student handbook and prominently posted on the district and school websites, along with national, state, and local crisis hotlines. Prevention resources are shared with families of students in grades 7 and up at least annually via the school messaging platform.

All families have access to information on suicide prevention that includes:

- Warning signs, risk factors, and protective factors
- Guidance on how to talk with children about suicide
- Appropriate responses when a child expresses suicidal thoughts, including constant supervision and the need for immediate referral for mental health support.

EESD also shares resources to support family conversations and mental well-being, such as:

- NASP's Anxiety and Anxiety Disorders in Children and Preventing Youth Suicide (see: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide>)
- *Suicidal Thinking and Threats: Helping Handout for Home* (PDF can be downloaded here: https://www.nasponline.org/Documents/S3H14_Brock_Reeves_Parents_Suicide.pdf).

Parents are encouraged to communicate with school counselors, administrators, nurses, or school-based mental health professionals if they suspect a student is at risk. These professionals are trained to assess and ensure student safety, and may collaborate with outside providers (e.g., physicians, therapists) to develop safety plans.

EESD emphasizes that student privacy is protected. Mental health and academic records are kept separately, and the district adheres to FERPA regulations. Personally identifiable information from student records may only be disclosed in cases of health or safety emergencies, or with written parent/guardian consent (ROI) for students under 18.

Training/Resources for Students

EESD has posted information on the LEA and school websites for students so they know how to access support for themselves or a friend through school, community-based, and crisis services. Posters with similar resources are displayed in areas visible to middle and high school students.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

See Appendix.

Intervention

Intervention and Referral for Suicide Screening or Risk Assessment

EESD ensures that school counselors receive advanced training in suicide prevention, intervention and postvention. School counselors or admin/designee are responsible for immediately establishing contact with the student and, after assessment, shall contact their parents/guardians, if deemed safe. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they are required to promptly notify the appropriate school and LEA staff - school counselor and administrator.

EESD has developed protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol (see "EESD Forms" in Appendix):

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the office for an assessment and never sent alone or without staff supervision.
- Collaboration and communication between the teacher/staff and the mental health professional is critical during the supervision, referral, and assessment processes.
- The crisis team is required to notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community.

[Student Safety Plan](#)

Imminent Danger

EESD recognizes that student safety is a priority. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to request assistance from other LEA staff and call 911. The call shall **NOT** be made in the presence of the student, and the student shall not be left unsupervised. Staff shall **NOT** physically restrain or block an exit.

Parental Notification and Involvement

Each school within the EESD has identified a process for ensuring parent/guardian/caregiver/family notification when a student has been screened or screened/assessed for suicide risk, regardless of outcome (no present risk to high-risk).

Each school within the EESD has identified a process to ensure continuing care for the student identified to have suicidal ideation. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school or LEA staff are required to verify with the parent/guardian/caregiver/family that follow-up treatment has been accessed.
- If parents/guardians/caregivers/families refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school or LEA staff member) will meet with the parents/guardians/caregivers/families to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school or LEA staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

Shasta County Child Abuse Reporting number: (530) 225-5144

Redding Police Department: (530) 225-4200

Action Plan for In-School or During School-Sponsored Activities Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented for a suicide attempt on campus:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator or school counselor.
- Contact SRO, or if active threat or emergency assistance is needed, call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable.
- If needed, provide medical first aid until a medical professional is available.
- Parents/guardians/caregivers/families should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence, as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.
- Students should only be released to parents/guardians/caregivers/families with a documented safety plan or to a person who is qualified and trained to provide help, which may be the SRO.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school or LEA property, the following steps should be implemented (it is critical for the LEA to protect the privacy of the student and maintain a confidential record of the actions taken to support the student, consistent with FERPA):

- Contact the parents/guardians/caregivers/families and offer support.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis are correct. Without permission, share only what is absolutely necessary—and only with individuals whose knowledge is essential—to protect the health or safety of the student, in accordance with FERPA's health and safety exception.
- Provide care and determine appropriate support to affected students.
- Offer to the student and parents/guardians/caregivers/families steps for reintegration to school.

Re-Entry and Supporting Students after a Crisis/Suicide Attempt

Re-Entry to School After a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. EESD has determined the following steps to be implemented after the crisis:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority.
- Listen actively and non-judgmentally to the student. Let the student express their feelings.
- Acknowledge the feelings and do not argue with the student.
- Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality.
- Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and well-being of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

EESD has determined the following steps to be implemented upon the student's re-entry:

- The school or LEA administrator shall seek to obtain a [written release of information](#) signed by parents/guardians/caregivers/families and providers.
- School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
- School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a [safety plan](#).
- School or LEA-based mental health professionals shall inform the student's teachers about possible days of absences.

- Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
- Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
- School or LEA-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- School or LEA-based mental health professionals shall provide parents/guardians/caregivers/families local emergency numbers for after-school and weekend emergency contacts.

[Return to School Information for Parents/Guardians](#)
[Student Re-Entry Guidelines](#)

Postvention: Responding After a Suicide Death

It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, provide additional support to staff to lead conversations in response to suicide deaths.

A death by suicide of a student or staff member can have devastating consequences on the school community. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. To help EESD prepare for postvention, the Crisis Team has reviewed the American Foundation for Suicide Prevention's (AFSP's) [After a Suicide: A Toolkit for Schools](#). This plan incorporates both immediate and long-term steps and objectives, including:

- Identification of a staff member to confirm death and cause (usually school site administrator).
- Identification of a staff member (administrator or school or LEA-based mental health professional) to contact the deceased's family (within 24 hours).
- Conduct an initial meeting of the LEA/school Crisis Team.
- Notification to all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death.
 - Emotional support and resources available to staff.
 - Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce risk of copycat suicide. For example, it is recommended to avoid permanent memorials for any death, but especially in response to suicide due to potential glamorization of the individual.

It is important to incorporate procedures with specific actions ahead of time to respond to suicide incidents.

- Share limited information and ensure that is relevant and for which you have permission to disclose. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Remind and direct staff to respond to needs of students regarding the following:
 - Review signs of emotional distress and suicide ideation.
 - Review of protocols for referring students for support/assessment.

- Develop and provide supports to staff in responding to student reactions.
- Share school, LEA, community-based resources available to students.
- Identify students significantly affected by suicide death and other students that may be considering imitative behavior.
 - Staff shall immediately refer students who they suspect are considering imitative behavior to an LEA or school-based mental health professional.
 - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families.
- Identify students affected by suicide death but not at risk of imitative behavior.
 - Staff shall immediately refer students who are affected by the suicide to an LEA or school-based mental health professional.
 - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families.
- Notification to larger school community about suicide death and the availability of support services.
- Consider, as appropriate, working with the family regarding funeral arrangements for the family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (visit <https://reportingonsuicide.org/> for recommendations on safe messaging). Research has proven that sensationalized media coverage can lead to copycat suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
 - Support siblings, close friends, teachers, and/or students of the deceased.
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and suicidal.

EESD believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.

Appendix A: Resources

EESD Mental Health Crisis Forms:

[Self-Harm Assessment](#)

[Self-Harm Disclosure](#)

[Consent for the Release of Confidential Information](#)

[Return to School Information for Parents/Guardians](#)

[Student Safety Plan](#)

[Student Re-Entry Guidelines](#)

Supporting Students During a Local, Regional, or National Crisis:

- Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. For more information, see the PFA-S web page at <https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>.

General Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. To access the toolkit, please visit <http://www.heardalliance.org/help-toolkit/>.
- Substance Abuse and Mental Health Services Administration's (SAMHSA) Preventing Suicide at: <https://www.samhsa.gov/>.
- Trevor Project Model Suicide Prevention Policy; for more information, please visit The Trevor Project's Public Education web page at: <https://www.thetrevorproject.org/public-education/>.
- Signs of Suicide Depression Screening Program (SOS); for more information, please visit the SOS web page at <https://www.mindwise.org/sos-signs-of-suicide/>.

Suicide Prevention Messaging:

- For information on public messaging on suicide prevention, see the *Framework for Successful Messaging* web page from the National Action Alliance for Suicide Prevention website: <http://suicidepreventionmessaging.org/>.
- Preventing Suicide: A Resource for Media Professionals is a resource booklet addressed to media professionals who play a role particularly relevant to the prevention of suicide. The booklet was written by the World Health Organization and the International Association for Suicide Prevention. See the resource guide at

<https://apps.who.int/iris/bitstream/handle/10665/258814/WHO-MSD-MER-17.5-eng.pdf;jsessionid=6FC6A56E272B0A4A3C2C38379488F1D8?sequence=1>.

- For information on engaging the media regarding suicide prevention visit www.reportingonsuicide.org.
- SAVE (Suicide Awareness Voices of Education); see SAVE's Responsible Media Reporting web page at <https://save.org/about-suicide/preventing-suicide/reporting-on-suicide/>.
- For more information regarding blogging on suicide, please visit <https://www.bloggingonsuicide.org/>.
- Entertainment Industries Council; for more information, you can access the Social Media Guidelines for Mental Health Promotion and Suicide Prevention PDF here: https://www.eiconline.org/_files/ugd/aec3fc_9b403ff020b24489aa7f8a90d058ea07.pdf.

Staff Trainings:

In addition to the LEA-approved training provided by Keenan Safe Schools, the following are other resources for staff:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an eight-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid's YMHFA web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>.
- Free YMHFA Training is available on the CDE Mental Health web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>.
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR website at <http://qprinstitute.com>.
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks' safeTALK web page at <https://legacy.livingworks.net/programs/safetalk/>.
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito's All Solutions for PK-12 web page at <https://kognito.com/pk-12/all-solutions/>.

Specialized Training, Assessment:

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks' ASIST web page at <https://legacy.livingworks.net/programs/asist/>.
- School-based Suicide Risk Screening: This 2.5-hour training is available for free and provides guidance on effective screening for suicide risk and suggestions to increase safety for students utilizing evidence-based tools such as safety planning as well as steps for re-entry. To register or for more information regarding training on suicide risk screening in schools, visit the Mental Health Services Oversight & Accountability Commission website at: <https://mhsoac.ca.gov/initiatives/suicide-prevention/school-suicide-risk-screening/>. Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center's AMSR web page at <http://www.sprc.org/training-events/amr>.

Parent Resources:

- Know the Signs website: This website provides information on recognizing suicide risk, how to have a conversation about suicide and resources to support loved ones. See the Know the Signs website at <https://www.suicideispreventable.org/>.
- Take Action for Mental Health: Take Action for Mental Health is the campaign for California's ongoing mental health movement. It builds upon established approaches and provides resources to support Californians' mental health needs. You can find more information on the Take Action for Mental Health website at: <https://takeaction4mh.com/>.
- Depression: What is Depression? For more information, please visit the NIMH's Depression web page at: <https://www.nimh.nih.gov/health/publications/depression>.
- 12 Things Parents Can Do to Prevent Suicide; guide and video can be accessed here: <https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/ten-things-parents-can-do-to-prevent-suicide.aspx>.
- Teens and Suicide: What Parents Should Know; for more information, visit: <https://afsp.org/teens-and-suicide-what-parents-should-know/>.

Student Training Resources:

- LivingWorks Start; see the LivingWorks Start web page at <https://www.livingworks.net/start>.
- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. You can find more information on the American Foundation for Suicide Prevention's More Than Sad web page at <https://afsp.org/our-work/education/more-than-sad/>.
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital's BFFD program web page at <https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships-program/tap-online-trainings/break-free-depression-program>.

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc.'s CAST program web page at <http://www.reconnectingyouth.com/programs/cast/>.
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See SAVE's LEADS web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>.
- The Youth Aware of Mental health (YAM) program is a program developed for teenagers aged 14–16 that uses interactive dialogue and role-playing to teach adolescents about the risk and protective factors associated with suicide (including knowledge about depression and anxiety) and enhances their problem-solving skills for dealing with adverse life events, stress, school, and other problems. For more information, visit the YAM website at <https://www.y-a-m.org/>.
- CDC's Suicide Prevention Resource for Action; please visit: <https://www.cdc.gov/suicide/resources/prevention.html>.

Postvention:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. This guide can be accessed here: <http://www.sprc.org/comprehensive-approach/postvention>.
- Kognito Resilient Together Coping with Loss at School is an interactive role-play simulation to prepare schools for responding to a death in the school community. Teachers and administrators learn key elements of a crisis response plan, including postvention, and best practices for communicating with students and colleagues impacted by a loss in the school. See the Kognito's Coping with Loss at School web page at <https://kognito.com/solution/resilient-together-coping-with-loss-at-school/>.
- PREPaRE 3rd edition Training helps train the crisis staff who respond to the students and staff in the immediate follow up and over time. It also provides forms for use and documentation. Also, considerations of compassion fatigue with staff providing such services. See the PREPaRE training web page at <https://www.nasponline.org/professional-development/prepare-training-curriculum>.
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol web page at <https://www.mhrbwcc.org/prevention-and-resources/>.