



## **Youth Suicide and Prevention Policy**

### **A. Introduction**

The Governing Board of AIMS College Prep Charter District (“Charter School” or “AIMS K-12”) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of all charter school staff to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 and educational stakeholders. AIMS K-12 must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

In an attempt to reduce suicidal behavior and its impact on students and families, the Charter School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel 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 substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as tutors, and coaches.



To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, AIMS K-12 shall appoint an individual (or team) to serve as the suicide prevention point of contact for AIMS K-12. The suicide prevention point of contact for AIMS K-12 and the Superintendent shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the educational stakeholders.

AIMS K-12's Suicide Prevention Liason is:

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The Charter School shall develop and implement preventive strategies and intervention procedures that include the following:

**B. Overall Strategic Plan for Suicide Prevention and Messaging about Suicide Prevention**

In compliance with Education Code section 215, this policy has been developed in consultation with AIMS K-12 College Prep Charter District and educational stakeholders, in planning, implementing, and evaluating the charter school's strategies for suicide prevention and intervention. Charter schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned educational stakeholders.

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, AIMS K-12 College Prep Charter District, along with its partners, has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

**C. Suicide Prevention Training and Education**



AIMS K-12 College Prep Charter Districts, along with its partners, has carefully reviewed available staff training techniques and materials to ensure they promote the mental health model of suicide prevention and do not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

## **1. Training**

At least annually, all AIMS K-12 College Prep Charter District staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of charter school-employed mental health professionals (e.g., charter school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training.

## **2. Initial Orientations: Core Components**

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
- b. How to talk with a student about thoughts of suicide;
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member; and



- e. Emphasis on reducing stigma associated with mental illness, and that early prevention and intervention can drastically reduce the risk of suicide.

Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from school climate surveys will also be analyzed to identify charter school climate deficits and drive program development.

### **3. Ongoing Staff Professional Development**

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

- a. The impact of traumatic stress on emotional and mental health;
- b. Common misconceptions about suicide;
- c. Charter school and community suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on charter school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on charter school guidelines;
- h. Board-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Board--approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;



- I. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- n. The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - i. Youth affected by suicide;
  - ii. Youth with a history of suicide ideation or attempts;
  - iii. Youth with disabilities, mental illness, or substance abuse disorders;
  - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
  - v. Youth experiencing homelessness or in out-of-home settings, such as foster care; and
  - vi. Youth who have suffered traumatic experiences.

#### **D. Employee Qualifications, Scope of Services, and Staff Training**

Employees of AIMS K-12 College Prep Charter District must act only within the authorization and scope of their credential or license. While it is expected that charter school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what charter schools are able to provide.

#### **E. Parents, Guardians, and Caregivers Participation and Education**

To the extent possible, parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This suicide prevention policy shall be prominently displayed on the AIMS K-12 College Prep Charter District Web page and included in the parent handbook.



Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

1. Suicide risk factors, warning signs, and protective factors;
2. How to talk with a student about thoughts of suicide;
3. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

#### **F. Student Participation and Education**

AIMS K-12 College Prep Charter District along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention. AIMS K-12' instructional and student support program 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. The instruction shall not use the stress model to explain suicide.

Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- a. Coping strategies for dealing with stress and trauma;
- b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;



- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, homeroom classes, freshman orientation, science, and physical education).

AIMS K-12 College Prep Charter District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, and National Alliance on Mental Illness on Campus High School Clubs).

### **G. Intervention and Emergency Procedures**

AIMS K-12 designates the following administrators to act as the primary and secondary suicide prevention liaisons. AIMS K-12 College Prep Charter District

- Lead Counselor
- Site Administrators
- Director of Special Education

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director of Schools or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:



- Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
  4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians 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 prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Director of Schools or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws





governing confidentiality of student record information, the Director of Schools or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Director of Schools or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **H. Supporting Students during or 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. The following steps should be implemented after the crisis has happened:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority;
2. Listen actively and non-judgmental to the student. Let the student express his or her feelings;



3. Acknowledge the feelings and do not argue with the student;
4. Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
5. Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
6. Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.
7. Monitor the student closely in the months following the crisis by creating a streamlined and well planned re-entry process to ensure the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt.
8. Work with parents/guardians/caregivers to involve the student in an aftercare plan that may include:
  - Obtaining a written release of information signed by parents/guardians/caregivers and providers;
  - Conferring with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;
  - Informing the student's teachers about possible days of absences;
  - Allowing accommodations for the student to make up work (be understanding that missed assignments may add stress to the student);
  - Monitoring student actions/moods by Mental health professionals or trusted staff members.

## **I. Responding After a Suicide Death**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. AIMS K-12 shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The primary prevention liaison shall:

1. Identify a staff member to confirm death and cause;
2. Identify a staff member to contact deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response Plan;



4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
5. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
6. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
7. Notification to parents and families of the larger community about the suicide death and the availability of support services
8. Share information that is relevant and that which you have permission to disclose.
9. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students (on and off campus).
  - d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
  - e. Identify students affected by suicide death but not at risk of imitative behavior;
10. Communicate with the larger school community about the suicide death;
11. Consider funeral arrangements for family and school community;
12. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
13. Identify media spokesperson skilled if needed.;
14. Include long-term suicide postvention response
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed



- b. Support siblings, close friends, teachers, and/or students of deceased
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

## J. Resources

### Resources

#### 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: A Toolkit for High Schools; to access the toolkit, please visit the product’s web page at: <https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>.
- 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/>.

### **Safe and Effective Messaging for Suicide Prevention:**

- 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-en-g.pdf;jsessionid=6FC6A56E272B0A4A3C2C38379488F1D8?sequence=1>.
- For information on engaging the media regarding suicide prevention visit [www.reportingonsuicide.org](http://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](https://www.eiconline.org/_files/ugd/aec3fc_9b403ff020b24489aa7f8a90d058ea07.pdf).

### **Staff Trainings:**

- 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/amsr>.

- For the SAMHSA's Suicide Safe application for suicide assessment, visit the application's product web page at: <https://store.samhsa.gov/product/suicide-safe>.

### Parent Resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be suicidal. It is available from Suicide Awareness Voices of Education (SAVE) website here: <https://www.save.org/product/parents-as-partners/>.
- What I Wish My Parents Knew: This toolkit provides step-by-step instructions on how to implement activities to engage parents/guardians on topics related to mental health; access this toolkit here: <https://www.directingchange.ca.org/wp-content/uploads/What-I-Wish-My-Parents-Knew-Toolkit.pdf>.
- 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/>.
  - To embed the website on your district page, use this code or contact [info@suicideispreventable.org](mailto:info@suicideispreventable.org):

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<iframe style="border: 0;"src="http://www.suicideispreventable.org/"frameborder="0" scrolling="no"width="1100" height="750"></iframe>
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  - 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/>.
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best





fits their school's needs. See SAVE's SMART Schools web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>.

- 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>.

### **Re-entry After an Attempt or Leave of Absence for Mental Health:**

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)
- Virtual Hope Box; the product web page can be accessed here: <https://apps.apple.com/us/app/virtual-hope-box/id825099621>.
- A Friend Asks from Jason Foundation; the product web page can be accessed here: <https://jasonfoundation.com/get-involved/student/a-friend-asks-app/>.

### **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>.
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide; this guide can be accessed here: <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>.
- 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 3<sup>rd</sup> 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/>.
- Information on school climate and school safety is available on the CDE Safe Schools Planning web page at <https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.
- Collaborative for Academic, Social, and Emotional Learning (CASEL); see the CASEL program guide web page at <https://casel.org/guide/programs/>.



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