

**Suicide Prevention
Policy- Bill 52, Adi's
Act**

**Crook County School
District**

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Purpose of Adi's Act 52

Senate Bill 52 (SB 52), also known as Adi's Act (ORS 339.343 OAR 581-022-2510), requires that every school district adopts a Student Suicide Prevention Plan (K-12) by July 1, 2020. Each school district school board shall adopt a policy requiring a Student Suicide Prevention Plan, and SB 52 plans must be made available annually to students and the school district community.

The administrative rule implementing SB 52 (OAR 581-022-2510) is part of Division 22 Standards for Public Elementary and Secondary Schools. School district superintendents are required to report their compliance with all Division 22 standards as part of the annual Division 22 assurances process. The Division 22 assurances is an annual report and is due in the fall of the next school year. While having a plan is required for this school year, it is our hope and goal that these plans continuously improve over time.

Comprehensive school district Student Suicide Prevention Plans compliant with SB 52 provide procedural planning, equity and racial equity-centered supports, and a staff training process that includes when and how students and families will be referred to appropriate mental health and crisis services. Adi's Act operates alongside the Student Success Act to ensure supports for students including LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe gender identities) youth, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students, youth bereaved by suicide, youth in out-of-home settings, youth with disabilities, and historically and currently underserved youth.

What Schools Need to Know

- School staff members are frequently the first line of contact in reaching suicidal students.
- While most school personnel are neither qualified nor expected to provide in-depth assessment or counseling necessary for treating a suicidal student, they are responsible for taking reasonable and prudent actions to help at-risk students, such as notifying parents, making appropriate referrals, and securing outside assistance when needed.
- All school personnel need to know that protocols exist to refer at-risk students to trained gatekeepers so that the student can be screened and referred if needed.
- Research has shown that talking about suicide or asking someone if they are feeling suicidal will not put the idea in their head or cause them to kill themselves.
- School personnel, parents/guardians, and students need to be confident that help is available if/when they raise concerns regarding suicidal behavior. Studies show students often know, but do not tell adults, about suicidal peers because they do not know how adults will respond, or they think adults cannot help.
- Regardless of how comprehensive suicide prevention and intervention may be in a community, not all suicidal behavior can be prevented.
- Planning is critical to providing an effective crisis response. Internal and external resources must be in place to address student issues.

The following is Crook County School District's Student Suicide Prevention Board Policy adopted 9/14/2020. Each section of the policy will be addressed individually to ensure compliance with Adi's Act/Senate Bill 52.

Crook County School District

Code: JHH

Adopted: 9/14/20

Orig. Code: JHH

Student Suicide Prevention

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and

b. Programs that can be completed through self-review of suitable suicide prevention materials.

6. Supports that are culturally and linguistically responsive;

7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis; and

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses. The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.343

OAR 581-022-2510

Cross Reference(s):

JH - Student Welfare

JHC - Student Health Services and Requirements

Crook County School District Student Suicide Prevention Board Policy

Section 1 - Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;

Staff

All staff will receive training on the policies, procedures and best practices for intervening with students at risk for suicide. Staff will receive appropriate training yearly.

Year 1

Training includes;

- Safe Schools Online Program - Youth Suicide: Awareness, Prevention and Postvention (60-minutes) This training is provided to all staff through SafeSchools Training. <https://crookcounty-or.safeschools.com/login>
 - 6/14/2021 training for certified staff
 - Staff train in their building

- Youth Mental Health First Aid - (school counselors, administrators, nurses, school psychologists)
 - 6/15/2021 (all day training) - school counselors, nurses and school psychologists
 - 6/17/2021 (all day training) - administrators
 - Location for 6/15/21: High School Library at 8:30 to 3:00 p.m.
 - Location for 6/17/21: High School Library at 8:30 to 3:00 p.m.

- Applied Suicide Intervention Skills Training (ASIST) - TBA/when available (school counselors)

Youth Mental Health First Aid - designed to teach people how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge, or who is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use/abuse, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.

Safe Schools Training- Youth Suicide: Awareness, Prevention and Postvention - This course provides information to staff that will help reduce the likelihood of suicide among students. This course covers the scope of the problem of youth suicide, common risk factors

related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide ("postvention").

Applied Suicide Intervention Skills Training (ASIST) - Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up, and become involved in suicide-safer community networks. The learning process is based on adult learning principles and is highly participatory. Graduated skills development occurs through mini-lectures, facilitated discussions, group simulations, and role plays.

Suicide Intervention Protocol: All Staff

What you are looking for:

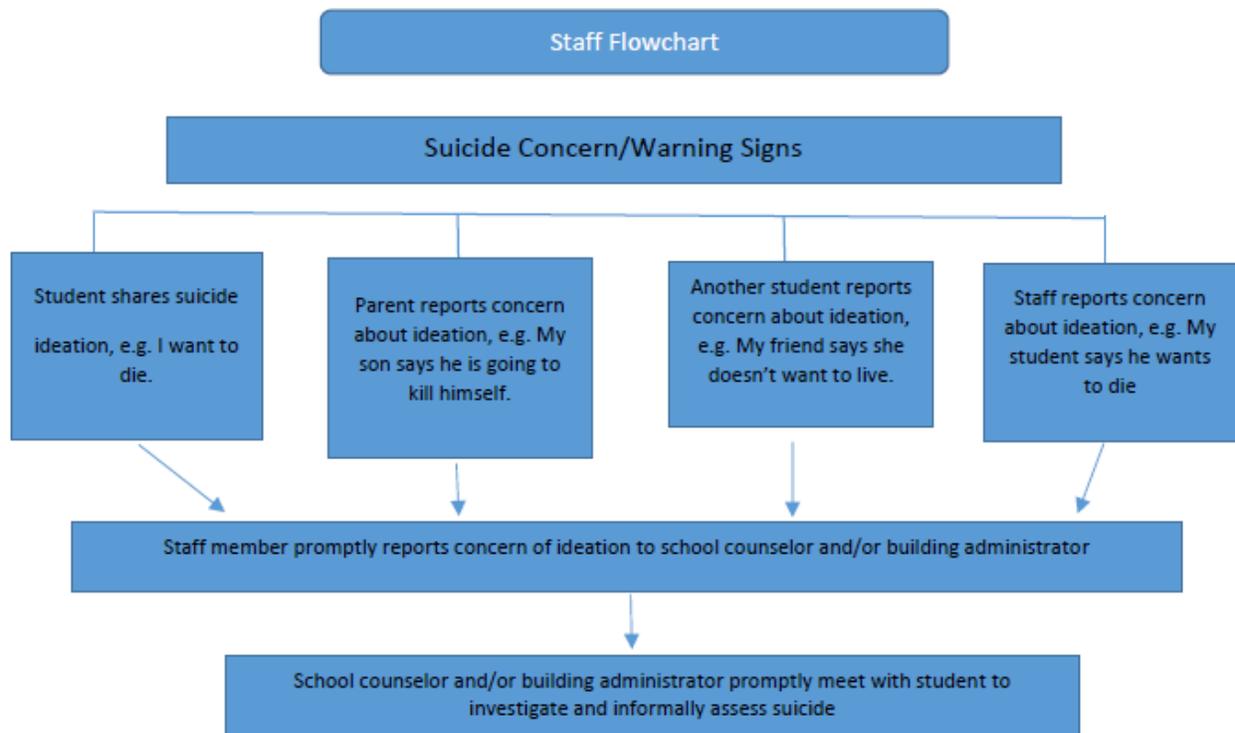
Warning signs are the changes in a person's behavior, feelings, and/or beliefs about oneself that indicate risk. Many signs are similar to the signs of depression. Usually, these signs last for a period of two weeks or longer, but some youth behave impulsively and may choose suicide as a solution to their problems very quickly, especially if they have access to firearms.

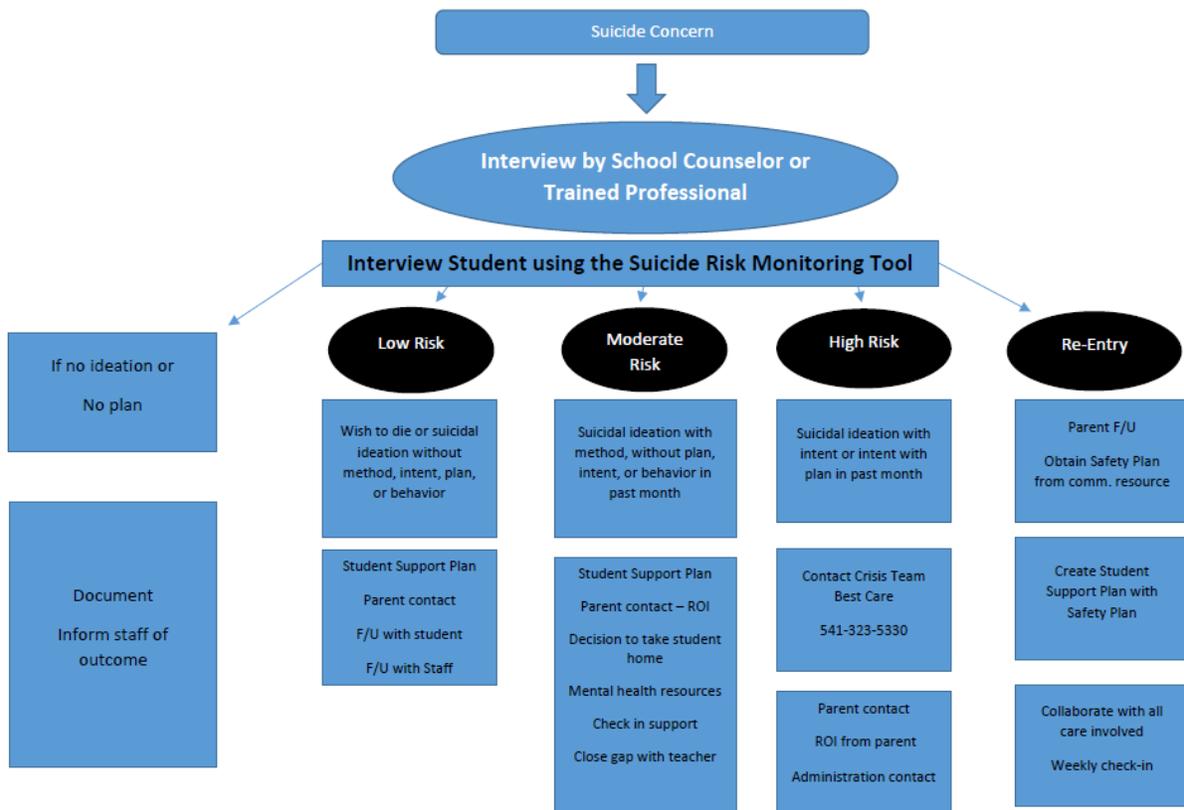
Warning signs that indicate an immediate danger or threat:

- Someone threatening to hurt or kill themselves
- Someone looking for ways to kill themselves (seeking access to pills, weapons, or other means)
- Someone talking or writing about death, dying, or suicide

Warning signs that should be reported to a trained gatekeeper for further assessment:

- Hopelessness or feeling no sense of purpose
- Rage, anger, seeking revenge
- Acting recklessly or engaging in abnormal risky behaviors
- Feeling trapped – like there is no way out
- Increasing use of alcohol or drugs
- Lack of interest in activities that were previous interests
- Withdrawal from family and/or friends
- Changes in appetite or sleep patterns (too much or too little)
- Anxiety, agitation
- Talking or writing about death and/or suicide
- Giving away belongings. All student reports or concerns should be directed to the gatekeepers (school counselors, and administrators).





Students

The following insert describes the programs/curriculums used by Crook County School District to educate K-12 students.

Grade Level	Curriculum
K-2nd	Kelso's Choices, Zones of Regulation, Second Step, and Mind Up
3rd - 5th	Kelso's Choices, Zones of Regulation, Second Step and Mind Up
6th - 8th	6th Look, Listen, Link 7th Red Flags 8th- Signs of Suicide (SoS) for Middle School All Grades - Character Strong
9th	RESPONSE Character Strong
10th	Signs of Suicide (SoS) for High School Character Strong
11th-12th	Signs of Suicide (SoS) Second ACT Character Strong

Parent/Community

Parents can access informational materials such as the community resources, crisis information, among other resources as requested. We will also partner with community resources to support students or others in the community that may be at risk for suicide.

The Crook County Suicide Prevention Policy will be available at the Crook County School District's webpage: <https://www.crookcountyschools.org/>, under "Resources".

POSTVENTION

Postvention is an organized response in the aftermath of a suicide in order to facilitate the healing of individuals impacted by the loss, mitigate further negative effects of exposure to suicide, and to prevent suicide among people who are at higher risk after an exposure to suicide. *Postvention procedures are addressed in the [Crook County Health Department's Postvention Policy](#). The complete policy is available by clicking the link above or visiting <https://co.crook.or.us/health/page/mental-health>. CCHD can provide oversight of the process for coordination of the community response for suicides and postvention best practice for persons of any age.*

Regardless of how comprehensive suicide prevention and intervention may be in a school community, not all suicidal behavior can be prevented. It is equally important to be prepared for prevention and intervention of suicide as it is to be prepared in the event of an attempt or death of suicide.

The school district will work with the Crook County Health Department following a death by suicide, but will collaborate with school district personnel to discuss suicide postvention guidelines including; community memorial services, vigils, school newspapers, yearbooks, events, graduation, and messages.

Tool 21: Checklist for Postvention Steps After a Suicide

- ✓ Contact the police to confirm the death and the facts surrounding it.
- ✓ Notify district superintendent or suicide-prevention designee.
- ✓ Call neighboring schools for extra counseling support for students and staff; for example, the elementary school or middle school the deceased attended and/or the high school the deceased was scheduled to attend.
- ✓ Activate phone tree, including Crisis Response Team, school staff, transportation administrator (if student rode the bus), and coach (if student was an athlete). Notify other school principals that may be impacted where siblings of deceased or friends of deceased attend.
- ✓ Contact family of deceased student in person to offer condolences and assistance. Obtain permission from parent to release cause of death. Respect wishes if they refuse to provide information.
- ✓ Schedule a faculty meeting as soon as possible: before school if incident happened the day before, or at the end of school in preparation for the next day if notification of incident came during the school day.
 - Dispel rumors by providing only the facts.
 - Allow staff to ask questions and express feelings.
 - Review process for students who want to leave the campus due to the incident.
 - Remind staff to not speak to media and provide them with a prepared statement that can be used for any unexpected calls from the community or concerned parents. Staff is to refer to the principal or principal's designee for any media requests.
 - Provide teachers with permission to allow students to express their feelings in class should the need arise. Review the need to stick to the facts, to refrain from speculating, and to preserve the deceased student's dignity and his/her parents' privacy.
 - Compile list of students close to the deceased.
 - Compile list of staff members who had contact with the deceased.
 - Compile list of students who may be at risk of suicide.
 - Remind staff about risk factors and warning signs of youth suicide.
 - Provide staff with counseling opportunities and support services.

Recommended source: www.sprc.org/resources-programs/after-suicide-toolkit-schools

<https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf> (insert pg. 66)

Suicide Postvention Guidelines

Memorialization

Students often wish to memorialize a student who has died, reflecting a basic human desire to remember those we have lost. However, it can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students and appropriately memorializing the student who died without risking suicide contagion among other students who may themselves be at risk.

Key Considerations

It is very important that schools follow the district policy and protocols on memorialization before a suicide death occurs and is included in this document. Schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces prejudice associated with suicide and may be deeply painful to the student's family and friends.

Nevertheless, because adolescents are especially vulnerable to the risk of suicide contagion, it is equally important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Focus on how the student lived, rather than how he or she died. If the student had underlying mental health problems, seek opportunities to emphasize the connection between suicide and those problems, such as depression or anxiety, that may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

Wherever possible, schools should meet with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the students and the family.

Funerals and Memorial Services

It is strongly advised not to hold funeral and memorial services on school grounds. The school should instead focus on maintaining its regular schedule, structure, and routine. Using a room or an area of the school for a funeral service can inextricably connect that space to the death, making it difficult for students to return there for regular classes or activities.

It is also strongly advised that the service be held outside of school hours. If the family does hold the service during school hours, it is recommended that the school remain open and that school buses not be used to transport students to and from the service. Students should be permitted to leave school to attend the service only with appropriate parental permission. Regular school protocols should be followed for dismissing students over the age of majority.

If possible, the school should coordinate with the family to arrange for mental health professionals to attend the service. If appropriate and welcomed by the family, the principal or another school administrator should attend the funeral.

If a child expresses interest in attending the funeral, schools should strongly encourage parents/guardians to attend with their child(ren). This provides not only emotional support but also an opportunity for parents to monitor their children's response, to open a discussion with their children, and to remind them that help is available if they or a friend are in need.

Spontaneous Memorials

It is not unusual for students to create a spontaneous memorial by leaving flowers, cards, poems, pictures, stuffed animals, or other items in a place closely associated with the student, such as their locker or classroom seat, or at the site where the student died. Students may even come to school wearing T-shirts or buttons bearing photographs of the deceased student.

The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. If spontaneous memorials are created on school grounds, school staff should monitor them for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may themselves be at risk.

A combination of time limits and straightforward communication regarding the memorials can help to restore equilibrium. Crook County School District strongly recommends a 5-day limit to spontaneous memorials. When setting time limits for students, it is important to do so with compassion and sensitivity, offering creative suggestions whenever possible. For example, schools may wish to make poster boards and markers available so that students can gather and write messages. It is advisable to set up the posters in an area that may be avoided by those who don't wish to participate (i.e., not in the cafeteria or at the front entrance) and have them monitored by school staff.

Memorials may be left in place until after the funeral (or for up to approximately five days), after which the tribute objects may be offered to the family. Find a way to let the school community know that the posters are going to the family so that people do not think they were disrespectfully removed. For example, post a statement near the memorial on the day it will be taken down

Crook County School District discourages requests to create and distribute images of the deceased, such as on T-shirts, buttons, etc. Although these items may be comforting to some students, they may be quite upsetting to others. Repeatedly bringing images of the deceased student into the school can also be disruptive and inadvertently glamorize suicide. Crook County School District prioritizes protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student. If students come to school wearing such items, it is recommended that they be allowed to wear the items only for that day, and that staff explain to students the rationale for the school's policy. Some schools have found a middle ground with students, for example, by allowing them to wear wristbands that portray a positive message (i.e., Faith, Hope, Love) as a way to honor and remember the deceased.

Since the emptiness of the deceased student's chair can be unsettling and evocative, after approximately five days (or after the funeral), seat assignments may be rearranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honoring the student who has died, while at the same time returning

the focus back to the classroom curriculum. Students may be involved in planning how to respectfully move or remove the desk; for example, they could read a statement that emphasizes their love for their friend and their commitment to work to eradicate suicide in their memory.

When a spontaneous memorial occurs off school grounds, the school's ability to exert influence is limited. It can, nevertheless, encourage a responsible approach among the students by explaining that it is recommended that memorials be time-limited (again, approximately five days, or until after the funeral), at which point the memorial would be disassembled, and the items offered to the family. The school may also suggest that students participate in a (supervised) ceremony to disassemble the memorial, during which music could be played, and students permitted to take part of the memorial home. The rest of the items would then be offered to the family.

Crook County School District discourages gatherings that are large and unsupervised. When necessary, administrators may consider enlisting the cooperation of local police to monitor off-campus sites for safety. Counselors can also be enlisted to attend these gatherings to offer support, guidance, and supervision.

It is not recommended that flags be flown at half-staff (a decision generally made by local government authorities rather than the school administration, in any event).

Online Memorial Pages

Crook County School District does not memorialize any student death with an online memorial page. For some families and friends, posting online memorial pages and messaging sites has become common practice in the aftermath of a death. It is vital that memorial pages use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time-limited. For more information on what's involved in safe messaging, see the Framework for Successful Messaging: <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>

If the student's friends create a memorial page of their own, school staff should communicate with the students to ensure the page includes safe messaging and accurate information. School staff should join any student-initiated memorial pages so that they can monitor and respond as appropriate.

School Newspapers/Newsletters

Coverage of the student's death in a school newspaper or newsletter may be seen as a kind of memorial. Articles may also be used to educate students about suicide warning signs and available resources. Having some focus on healthy coping, resilience, and recovery is also helpful.

Events

The student's classmates may wish to dedicate an event, such as a dance performance, poetry reading, or sporting event, to the memory of their friend. End-of-the-year activities may raise questions of whether to award a posthumous degree or prize or to include a video tribute to the

deceased student during graduation. The guiding principle is that all deaths should be treated the same way. Schools may also wish to encourage the student's friends to consider creative suggestions, as noted below, such as organizing a suicide prevention awareness or fundraising event.

Crook County School District does not allow holding assemblies as a memorialization of a student suicide death. Assemblies related to suicide death can increase risk of suicide for vulnerable students. Crook County School District prioritizes protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student.

While it is understandable that bereaved parents would wish to prevent another suicide death, schools are strongly advised to explain that both presenting this content and holding assemblies or other large events for students is not an effective approach to suicide prevention and may actually be risky. Students suffering from depression or other mental health issues may hear the messaging very differently from the way it is intended, and they may be even more likely to act on their suicidal thoughts. In addition, students are very reluctant to speak in an assembly and may be more trusting in a small group or classroom. A more helpful option is to encourage parents to work with the school to bring an appropriate educational program to the school.

Yearbooks

The staff member in charge of the yearbook should work with the principal and school counselors on these decisions.

Graduation

Many times parents of deceased children would like an empty chair for their child placed amongst the graduation class, or a portrait placed, or a jersey, or some kind of tribute. The recommendation is to include the name of the deceased in the graduation program, along with the dates of his/her life. During the opening remarks by the administrator, a brief statement can be made acknowledging students who have died. Again, all deaths should be treated the same way. Empty chairs and portraits and tributes should not be part of the graduation ceremony. If it is customary to hang student collages during a celebratory event it is acceptable to have one of a deceased student as long as no reference to suicide or cause of death.

Permanent Memorials and Scholarships

Some communities wish to establish a permanent memorial: sometimes physical, such as planting a tree or installing a bench or plaque, and sometimes commemorative, such as a scholarship.

While there is no research to suggest that permanent memorials create a risk of contagion, they can be upsetting reminders to bereaved students. Crook County School District recommends that a permanent memorial be established off school grounds.

Creative Suggestions

Simply prohibiting any and all memorialization is problematic in its own right. It is deeply hurtful to the student's family and friends and can generate intense negative reactions.

Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to contagion.

Schools may proactively suggest a meeting with the student's close friends to talk about the type and timing of any memorialization. This can provide an important opportunity for the students to be heard and for the school to sensitively explain its rationale for permitting certain kinds of activities and not others. Schools may even wish to establish a standing committee composed of students, school administrators, and family members that can be convened on an as-needed basis.

Schools may also suggest specific types of safe memorialization for students, such as the following:

- Hold a day of community service or create a school-based community service program in honor of the deceased.
- Put together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations, or hold a fund-raising event to support a local crisis hotline or other suicide prevention program.
- Sponsor a mental health awareness day.
- Purchase books on mental health for the school or local library.
- Work with the administration to develop and implement a curriculum focused on enhancing social and emotional development and help-seeking behaviors.
- Volunteer at a community crisis hotline.
- Raise funds to help the family defray their funeral expenses.
- Make a book or note cards available in the school office for several weeks, in which students can write messages to the family, share memories of the deceased, or offer condolences. The book or notecards can then be presented to the family on behalf of the school community. All notes should be reviewed by a school counselor prior to being presented to the family. Families must consent to this activity.

Section 2 - Identification of the school officials responsible for responding to reports of suicidal risk;

Each Crook County School site has Gatekeepers which are responsible for responding to reports of suicidality. The staff below are responsible for addressing reports at each school.

Crook County High School

1st - Darin Kessi and Ann Kasberger, Brittney Haddon, School Counselors

2nd - Administration- Vice Principal - Jake Huffman

Pioneer Alternative High School

1st- Darla Fletcher, School Counselor

2nd- Administration- Pete Goodrich, Principal

Crook County Middle School

1st- Patty Schmitz, School Counselor

2nd- Administration-Vice Principal - Marques Hase

Crooked River Elementary

1st- Collin Hester, School Counselor

2nd- Administration- Vice Principal - Adam Stefanek

Barnes Butte Elementary

1st-Caleb Ringhand, School Counselor

2nd- Administration- Vice Principal, Michelle Zistel

Steins Pillar Elementary

1st- School Counselor - Darla Fletcher

2nd- Administration- Jim Bates, Principal

Brothers Elementary School

1st-Darla Fletcher, Patty Schmitz, and Darin Kessi

2nd- Administration- Jim Bates, Principal

Paulina Elementary School

Darla Fletcher, Patty Schmitz, and/or Darin Kessi

2nd- Administration - Jim Bates - Principal

All school counselors work collaboratively to provide best practice intervention protocols. School counselors take a comprehensive and best practice approach to suicide prevention. Staff can contact any of the school counselors for assistance, but it is recommended that the assigned school counselor be contacted first.

Section 3 - A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;

If a person wishes to request the school district to review the actions of a school in response to a suicidal risk, they should contact the district's Curriculum Director, Stacy Smith, either in-person at the District Office (471 NE Ochoco Plaza Dr., Prineville, Oregon) or by phone (541-446-5664).

Section 4 (a-d) - Methods to address the needs of high-risk groups, including:

This policy provides support for students including LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe gender identities) youth, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students, youth bereaved by suicide, youth in out-of-home settings, youth with disabilities, and historically and currently underserved youth.

To further support the school district offer translation/interpretation services through the Welcome Center. At the high school, a Gay Straight Alliance (GSA) has been established.

Crook County School District provides foundational training every year. The current training provides foundational training to all staff.

Bullying: Recognition and Response

Child Abuse- Mandatory Reporting

FERPA-Confidentiality of Records

Sexual Harassment- Student Issues and Response

Students Experiencing Homeless- Awareness and Understanding

This training is provided through SafeSchools.

a. Youth bereaved by suicide;

School Counselors provide small group instruction addressing grief/loss throughout the school year.

St. Charles offers Grief Support Groups for Crook County students. Once Covid restrictions are lifted we will resume the partnership.

Redmond Hospice offers Sunrise Camps every summer. Once Covid restrictions are lifted we will resume the partnership.

School counselors will provide student(s)/parent(s)/guardian(s) with a community resource list.

b. Youth with disabilities, mental illness or substance abuse disorders;

This comprehensive school district Student Suicide Prevention Plan is compliant with Adi's Act/Senate Bill 52, providing procedural planning, equity and racial equity-centered supports, and services to all students with disabilities, mental illness and/or substance abuse disorders. Staff training processes through Safe Schools include when and how students and families will be referred to appropriate mental health and crisis services.

c. Youth experiencing homelessness or out of home settings, such as foster care;

Each year, staff is trained on how to detect and refer students and families who may be experiencing homelessness through a video titled Students Experiencing Homeless- Awareness and Understanding. Crook County has a Homeless Liaison to support students and families.

Homeless Liaison, Malea Horn is committed to assisting and rendering appropriate services when students are identified. School Counselors collaborate with Mrs. Horn when students are referred.

Crook County also offers Family Access Network (FAN) services.

Vanessa Noland provides services to K-5 students and families and Traci Peterson services 6th - 12th grade students and families.

d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.

This policy provides supports for students including LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe gender identities) youth, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students, youth bereaved by suicide, youth in out-of-home settings, youth with disabilities, and historically and currently underserved youth. Additionally, the resource below will also be made available through the community resource list.

The Trevor Project – All Levels (specifically for the LGBTQ population). There are many other resources as well at this website. www.thetrevorproject.org . There is a 24/7 helpline for gay and questioning youth. The phone number is (866) 488-7386.

The hotlines listed below provide services to callers across the country. <https://pflag.org/hotlines>

National Suicide Prevention Lifeline: (800) 273-8255 (online chat available)

The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Crisis Text Line: Text START to 741-741- Crisis Text Line is free, 24/7 support for those in crisis. Text from anywhere in the USA to text with a trained Crisis Counselor.

Section 5 - A description of, and materials for, any training to be provided to employees as part of the plan, which must include:

All staff will receive training on the policies and procedures and best practices for intervening with students at risk for suicide. Training will include;

- Safe Schools Online Program - Youth Suicide: Awareness, Prevention and Postvention
- Youth Mental Health First Aid

Section 5 (a-b) - When and how to refer youth and their families to appropriate mental health services;

CCSD will follow all approved plans, policies and procedures in identifying students in need of further mental health services and community support.

Parent(s)/guardian(s) will be contacted when a student is identified as Moderate Risk for suicide, and a list of the mental health resources will be provided to parent(s)/guardian(s).

Students identified as High Risk for suicide will immediately be referred to Crook County BestCare Crisis for further support and evaluation. Parent(s)/guardian(s) will be contacted immediately.

- Low Risk for Suicide - Action - student support plan, parent(s)/guardian(s) contact, follow up with referring staff, follow up with all pertinent school staff, follow up with student, community mental health resources provided.
- Moderate Risk for Suicide - Action - Student support plan, parent(s)/guardian(s) contact (obtain Release of Information), decision to take student home, community mental health resources provided, student check in/follow up plan, close gap with teacher(s).

- High Risk for Suicide - Action - Immediately contact BestCare Crisis for formal student evaluation, parent(s)/guardian(s) contact, Release of Information from parent(s)/guardian(s), administration contact. Follow BestCare evaluation recommendations, follow up with parent(s)/guardian(s) regarding mental health community resources.

b. Programs that can be completed through self-review of suitable suicide prevention materials.

SafeSchools Training- Youth Suicide: Awareness, Prevention, and Postvention. This training is a self-paced online compliance system that allows school districts across the state of Oregon to easily train staff members on school-related safety issues to demonstrate state and federal compliance with safety mandates.

Section 6 - Supports that are culturally and linguistically responsive;

This comprehensive school district Student Suicide Prevention Plan will provide a continuum of supports ranging from safety-based crisis intervention to curriculum-based universal prevention programs. These supports include equity and racial equity-centered, evidence-based, trauma-informed, and strengths-focused suicide prevention efforts, behavioral safety assessment, access to the Safe Oregon Tip Line, and positive school culture and climate (including bullying, cyberbullying, harassment, and intimidation prevention, social-emotional learning (SEL) supports to promote mental health and well-being in all CCSD schools.

CCSD Welcome Center coordinator will work with Gatekeepers in coordinating intervention services and providing support for limited English-speaking students and families. This includes access to the translation of CCSD Suicide Prevention Policy and supports for any language. The CCSD Welcome Center will also serve the CCSD Suicide Prevention Gatekeepers by being available for consultation regarding all matters in support of culturally and linguistically responsive materials and actions. Actions will include;

- All CCSD Suicide Prevention Policies available for publication in families' native language;
- Interpretation services available at the primary and secondary levels;
- Additional interpretation services partnered with High Desert ESD for services if needed;
- Consultation for CCSD Gatekeepers.

Section 7 - Procedures for re-entry into a school environment following a hospitalization or behavioral health crisis and;

CCSD students who have made a suicide attempt will be monitored by parent(s)/guardian(s), mental health professionals, and designated school professionals. A meeting is required and a copy of the Safety Plan must be provided before the student re-enters school. The school counselor will create a support plan for the student using the Safety Plan created by a mental health provider.

The transition back to school after a suicide attempt and/or psychiatric hospitalization will include standard procedures:

- Connect the student with their school counselor.
- Student support plan developed in partnership with student, parent(s)/guardian(s), assigned counselor, community mental health provider, teachers and administration.
- Emotional/social supports will be created and implemented along with academic supports as part of this plan may include;
 1. Regular check-ins with school staff.
 2. Have the student/parent(s)/guardian(s) sign a Release of Information form with their mental health counselor and or agency.
 3. Establish communication with all parties involved.