

Suicide, Self-Harm, and Threat to Others Prevention Policy

Updates drafted: August 2025

Adopted by the Kavod Charter School Board on 22.10.11.
Adopted from El Dorado Charter SELPA Suicide Prevention Model School Policy and America Foundation of Suicide Prevention Model School Policy

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Introduction

The Governing Board of Kavod Charter School 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). 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." Threat to others has been adopted into this policy as well. Kavod Charter recognizes that threat to others also produces harm to the community and the needis present to have similar procedures for addressing and healing the community, if a situation were to arise.

Protecting the health and well-being of all explorers and the Kavod community is of utmost importance to the teachers and staff at Kavod Charter School. Recognizing that it is the duty of the staff at Kavod Charter School to protect the health, safety, and welfare of its explorers, this policy aims to safeguard explorers and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for explorers, staff, and families affected by suicide attempts and loss. The Governing Board of Kavod Charter School has adopted a suicide prevention policy which is intended to help protect all explorers through the following steps:

- Explorers will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Professional development for all school personnel in all job categories who regularly interact with explorers 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 explorers
- Kavod Charter School will designate two suicide prevention liaison(sto serve as a point of contact for explorers in crisis and to refer explorers to appropriate resources
- When a explorer is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the explorer and help connect the explorer to appropriate local resources
- Explorers will have access to national resources that they can contact for additional support, such as:
    - National Suicide Prevention Lifeline: 1-800-273-TALK (8255) suicidepreventionlifeline.org
    - The Trevor Lifeline: 1-866-488-7386 thetrevorproject.org/get-help-now
    - Trevor Lifeline Text/Chat Services, available 24/7 Text "TREVOR" to 678-678
    - Crisis Text Line: Text TALK to 741-741 crisistextline.org

All school personnel and explorers will be expected to help create a school culture of respect and support, in which explorers feel comfortable seeking help for themselves or friends. Explorers are encouraged to tell any

staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, explorers should know that when there is risk of suicide, safety comes first.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, explorers, parents/guardians, and volunteers. This policy also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Kavod Charter School has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure alignment with best practices for safe messaging about suicide.

Policy Implementation

The School Counselors, who have received advanced training in suicide intervention, as well as the Director of Specialized Services, shall be designated as the suicide prevention liaisons. The suicide prevention liasons shall be responsible for planning and coordinating implementation of this policy for Kavod Charter School. All staff members shall report explorers they believe to be at-risk for suicide to the suicide prevention liasons or appropriate school mental health professional if the liasons are unavailable.

Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additionally, the training shall address:

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any explorer judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any explorer who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- The impact of traumatic stress on emotional and mental health;

- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal.
- Procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;

Youth Suicide Prevention Programming

Developmentally appropriate, explorer-centered education materials shall be integrated into the curriculum of all K-8 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, Kavod Charter School may provide supplemental small-group suicide prevention programming for explorers. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Publication and Distribution

This policy shall be distributed annually and be included in all explorer/parent and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Intervention, Assessment, and Referral

When an explorer is identified by a peer, an educator or other source as potentially suicidal (i.e. verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation) the explorer shall be seen by a suicide prevention liaison(s) within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the suicide prevention liaison(s).

For At-Risk Youth

- School staff shall continuously supervise the explorer to ensure their safety until the assessment process is complete
- The Director of Specialized Services and School Counselor(s) shall be made aware of the situation as soon as reasonably possible
- The Director of Specialized Services or School Counselor(s) shall contact the explorer's parent or guardian, as described in the Parental Notification section and in compliance with existing state law/district policy, and shall assist the family with urgent referral

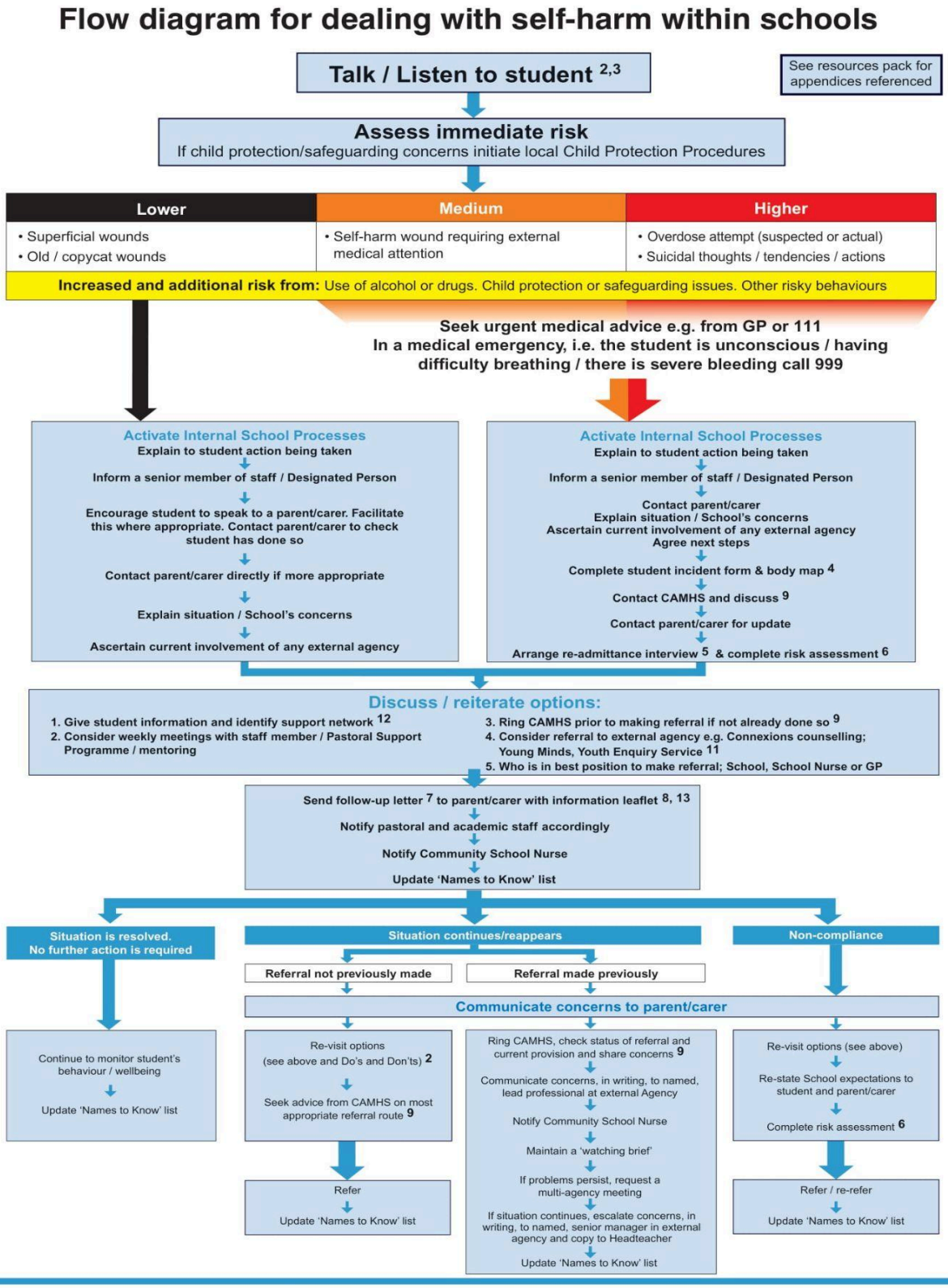
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the explorer to be transported to the local Emergency Department, preferably by a parent or guardian
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., Child Protection Services) shall be contacted in lieu of parents as per law
- Staff will ask the explorer's parent or guardian for written permission to discuss the explorer's health with outside care providers, if appropriate.

Action Plan for In-School 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 explorer and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the explorer is overwhelmed, confused, and emotionally distressed;
- Move all other explorers out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- 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 should be contacted as soon as possible;
- Do not send the explorer away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the explorer to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the explorer will need time to process the situation;
- Provide comfort to the explorer;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Explorer should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Safety Assessment Protocol Flow Chart (can also be accessed via this link)



This guidance is written in the following context: This document was arrived at after careful consideration of the evidence available including but not exclusively NICE, SIGN, EBM data and NHS evidence, as applicable. Professionals are expected to take it into account when exercising their judgement. The guidance does not, however, override the individual responsibility of professionals to make decisions appropriate to the circumstances of the individual.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a explorer is outside of Kavod Charter School property, it is crucial that the LEA protects the privacy of the explorer and maintain a confidential record of the actions taken to intervene, support, and protect the explorer. The following steps should be implemented:

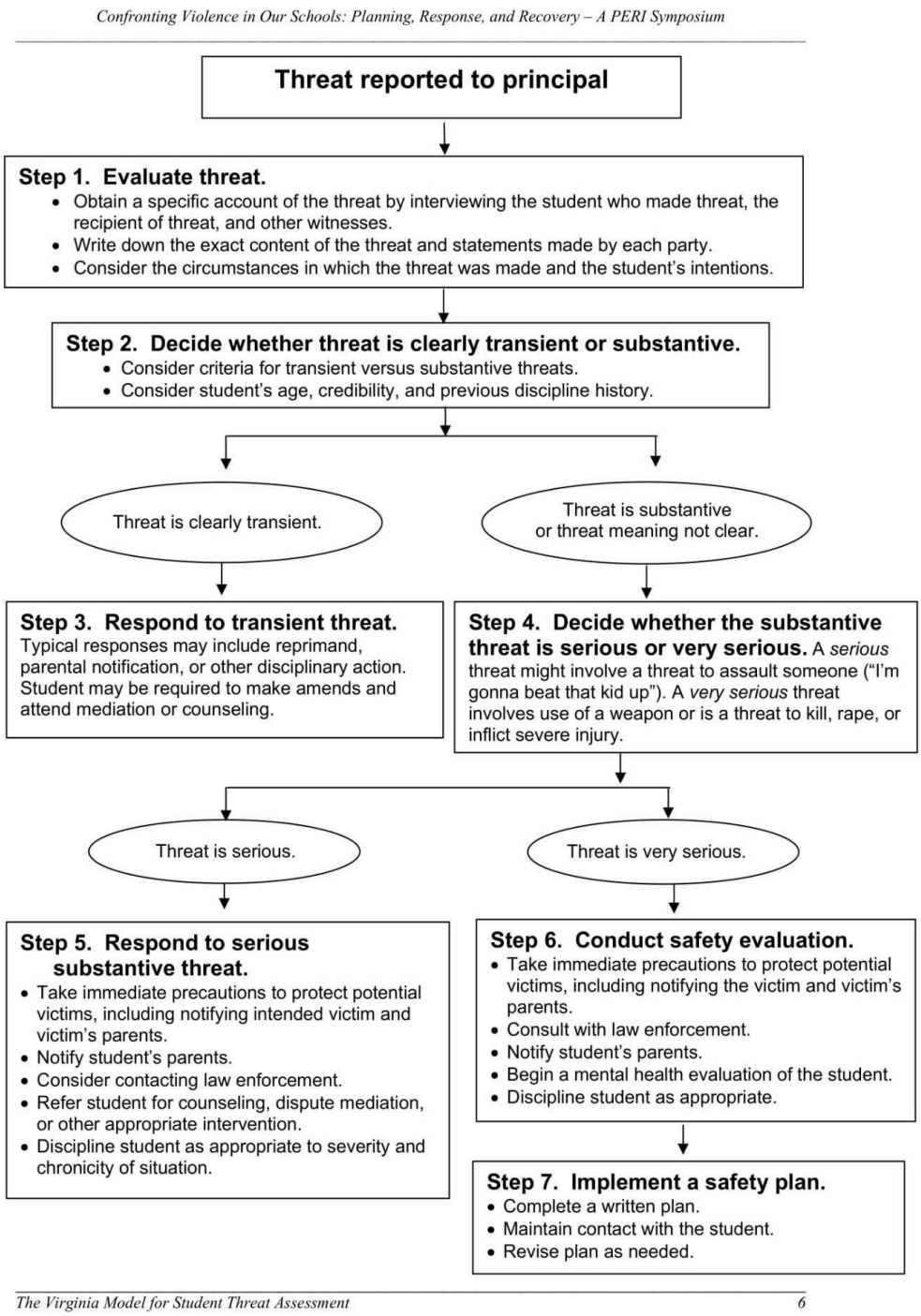
- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and explorers;
- Request/obtain a Release of Information from the family so that select members of the Kavod Staff may connect with mental health professionals and/or mental health facility that is treating the explorer.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests (if any);
- Provide care and determine appropriate support to affected explorers;
- Offer to the explorer and parents/guardians/caregivers steps for reintegration to school.

Action Plan for Threat to Others/Community

If a threat to others is made during the school day on campus, it is important to remember that the safety of the Kavod community is critical. The following steps should be implemented:

- Remain calm, assess the immediate situation (ex. if the explorer has/claims to have a weapon) contact law enforcement, 911, if there is an immediate danger.
- Assess by questioning explorer if the threat is transient (meant for humor, a response to anger/frustration with no real intent to harm). Does the explorer retract the statement, apologize or try to explain, indicating no intent to harm?
- If the answer is no to the above question then respond to the threat as a substantive threat (explorer has intent to harm).
- Remove the explorer from peers and contact the mental health liaison. Do not leave the explorer alone at any time.
- Contacts parents/guardians/caregivers to inform them of the threat and assess for any further insight (weapons at home, experience with weapons).
- Contact/inform any potential victims of threat.
- Serious threat (hit, punch, beat up) Kavod mental health liaison will conduct a risk assessment to determine next steps.
- Very serious threat (rape, kill, cause very serious injury) Kavod mental health liaison will conduct a risk assessment and law enforcement will be contacted.

Risk Assessment Protocol Flow Chart (can also be accessed via this link)



Supporting explorers after a Mental Health Crisis

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

- Treat every threat with seriousness and approach with a calm manner; make the explorer a priority;
- Listen actively and non-judgmental to the student. Let the explorer express their feelings;
- Acknowledge the feelings and do not argue with the explorer;
- Offer hope and let the explorer know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the explorer to Suicide Prevention Liason(s) to further support the explorer;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the explorer.

Parents, Guardians, and Caregivers Notification

Notification

The Suicide Prevention Liasons shall inform the explorer's parent or guardian on the same school day, or as soon as possible, any time an explorer is identified as having any level of risk for suicide or if the explorer has made a suicide attempt (pursuant to state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the suicide prevention liasons may offer recommendations for next steps based on perceived need for the explorer. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

If parents/guardians/caregivers refuse or neglect to access treatment for an explorer who has been identified to be at-risk for suicide or in emotional distress, the suicide revention liasons will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the explorer is still not provided, school staff should consider contacting San Diego Child Welfare Services to report neglect of the youth. San Diego Child Welfare Services - (858)-560-2191

Re-Entry Procedure

Re-Entry to School After a Suicide Attempt

An explorer who threatened 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 wellbeing of explorers 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 explorers in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with explorer and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the explorer's teachers about possible days of absences;
- Allow accommodations for explorer to make up work (be understanding that missed assignments may add stress to explorer);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor explorer's actions and mood;
- Work with parents/guardians/caregivers to involve the explorer in an aftercare plan.

Re-Entry to School After a Threat to Others

Having a consistent and streamline re-entry process will provide comfort for students and staff and ensure the safety of our community. Students might feel threatened and/or unsafe after a threat to others is made, it is important that these situations be handled with compassion and understanding for all stakeholders.

- Staff members will meet to discuss the risk level of threat, suspension (off campus or in-house) or expulsion, restorative conversations with affected explorers and staff, legal obligations and the safety plan for the returning explorer.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a explorer or staff member) can have devastating consequences on the community as a whole. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) shall incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response Plan, include an initial meeting of the Kavod Suicide Postvention Response Team;

- Notify 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 explorers about suicide death and the availability of support services (if this is the protocol that is decided by administration);
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of explorers regarding the following:
- Review of protocols for referring explorers for support/assessment;
- Talking points for staff to notify explorers;
- Resources available to explorers (on and off campus).
- Identify explorers significantly affected by suicide death and other explorers at risk of imitative behavior;
- Identify explorers affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other explorers should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

Include long-term suicide postvention responses:

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or explorers of deceased
- Consider long-term memorials and how they may impact explorers who are emotionally vulnerable and at risk of suicide

Threat Assessment Protocol

- Explorer is identified and referred to the suicide prevention liason(s).
- Do not leave the explorer unsupervised until a threat assessment is completed.
- Contact threat prevention liaison to inform them that a threat assessment needs to be conducted .
- sand verify risk.
- Threat prevention liaisons will create a safety plan with explorer.
- Contact parent/guardian to document assessment of risk.
- Follow recommendations for risk-level.
- Contact Child Welfare Services, as necessary.
- Complete follow up procedure(s)
- If an explorer receives special education services, the special education team members must be informed and should plan to meet as an IEP team to determine follow-up procedures and documentation of the incident.
- Debrief with school staff who work with the explorer.

Risk Screening Questions

(to be completed by suicide prevention liaison)

Current state

How is the explorer presenting (confused, crying, angry, withdrawn, etc.)

_____

_____

_____

Current Situation

1) On a scale of 1 to 10 (1) being as bad as it ever has been, (10) being as good as it ever has been, how would you rate your life right now?_____

2) Why did you give this number? _____

_____

3) Have any recent events occurred that might change this number?_____

_____

Somatic Questions

4) Are you taking any medication now or in the past, if so which medications?_____

Circle one: (Prescription or self-medication?)

5) Have you ever been hospitalized? If so, when and for what? _____

Drug Use

6) Are you using any drugs or alcohol? If so, which type of drugs? How often do you use?

_____

When was the last time you used?_____

Cognition

7) What does it mean to die?_____

_____

8) How, where and when would you complete suicide? _____

_____

9) Can you identify the reasons you want to live? _____

_____

Behavior

10) What are some coping strategies you have used in the past when feeling this way?

_____

11) Who would be sad if you were gone?_____

12) Who/what is your support system?_____

Additional questions for students who threaten to harm others:

13) Do you have access to weapons? _____

14) How much do you know about weapons?_____

15) Have you ever been arrested or convicted of a crime?_____

16) Is there a specific person or persons that you intend to harm?_____

17) Do you understand the consequences for these actions?_____

Other concerns or information:

_____

_____

_____

_____

_____

Risk Levels

(to be accompanied with risk screening questions)

Risk Level 1

Thoughts, suicide ideation, but no previous attempts, no plan, no recent suicides in family or friends, signs of depression, direct or indirect threats, change in personality, evidence of self-harm in written/non written work, death dominant internet websites and chat rooms.

Risk Level 2

Suicide ideation plan but no access to means to harm, destructive behavior, student can commit to safety (ask student to sign no harm contract, but do not use in isolation) previous attempts, or recent suicides among family/friends or high profile suicide in media or community, alcohol/drug use, diagnosed or undiagnosed mental illness, recent traumas, or change in medication.

Risk Level 3

Ideation plan, access to means to harm, cannot commit to being safe, previous suicide attempts, previous hospitalizations for mental health, recent trauma, depression signs, diagnosed or undiagnosed mental illness "i.e. mood disorder", recent suicide in family or friend, recent suicide/goodbye letter, alcohol/drug use, repetitive self-injurer, access to lethal methods (guns), changes in medication, lack of support system.

Notes

- Presence of risk factors may increase risk level: any time there is an indication of previous suicide attempt, suicide in family/friends, recent hospitalizations; alcohol/drug use and change in medication for diagnosed mental illness, lack of support system, and abrupt changes in behavior, recent traumas, recent loss, victimization the explorer will automatically be a moderate risk (2) to high risk level (3).

- Access to lethal means increases the risk level. If an explorer cannot commit to safety and has access to guns, the level is automatically high.

- NEVER LEAVE AN EXPLORER UNSUPERVISED.

- The "No Harm to Self" contract is not designed to be used in isolation, do not rely on it for explorer's safety. It is recommended to be used for the purpose of determining a explorer's willingness to sign.

- The risk levels described are designed to assist you in determining suicide risk, but are not an absolute measure of threat levels.

Risk Level Interventions and Follow-Up

To be complete by Suicide Prevention Liason(s)

Risk Level 1 Action

- Contact parent/guardian and give resources.
- Fill out the Explorer Agreement Plan – identify support systems on campus.
- Document all contacts.
- Contact Child Welfare Services if there is suspected abuse (858-560-2191)

Risk Level 2 Action

- Notify and release explorer to parent or guardian who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative.
- Parent needs to sign Parent Notification Form
- Document explorer and parent contact.
- Complete follow up with explorer and parent when explorer returns to school. Consult with classroom teacher and supporting teachers (day of the explorer's return or the day before their return) if there are going to be any accommodations provided for the explorer.
- Contact Child Welfare Services if there is suspected abuse (858-560-2191)

- **Ideation Plus High-Risk Indicators:** Do the above and include the School Resource Officer to determine the need for mental health assessment.

Risk Level 3 Action

- Contact Psychiatric Emergency Response Team (PERT) (619) 531-2000.
- Contact parent/guardian.
- Complete mental health evaluator letter.
- If a parent transports an explorer to a mental health facility for a 72 hour hold assessment, have parent sign Parent Notification Form.
- Document student and parent contact.
- Complete follow up with explorer and parent when explorer returns to school. Consult with classroom teacher and supporting teachers (day of the explorer's return or the day before their return) if there are going to be any accommodations provided for the explorer.
- Contact Child Welfare Services if there is suspected abuse (858-560-2191)

Letter to Mental Health Professional

CONFIDENTIAL

DATE:_____
TO: Mental Health Professional
FROM (name and title): _____
RE (student's name):_____

The above individual told me the following:

▢ Student said that he/she had been thinking about suicide. The last time he/she thought about suicide was:_____ .
▢ Student said he/she had the following plan:_____
_____
▢ Student indicated that he/she had previously attempted suicide on by means of:_____
_____
▢ Other important Information (such as hallucinations, access to firearms, previous attempts):

This is a recommendation for further psychological evaluation for suicide based on the following:
▢ Suicide Interview
▢ Other:
_____

If you should have any questions, please call

Name: _____
Title: _____
Phone:_____

Upon the student's return to school I would like to meet with him/her and the parent/guardian to determine how the school can assist with a mandatory follow up plan.

Self-Harm/Harm to Others Prevention Parent Notification

I have been informed that the school has serious concerns about my child, _____ , and their needs expressed desire to engage in _____.

I understand that by signing this form I am acknowledging that the school is fulfilling its duty to notify me pursuant to Education Code section 49602 regarding a matter involving my child's safety and that counseling is recommended.

- ☐ Referrals for an emergency evaluation for suicide risk/potential have been given to me and I understand that it has been recommended that I take my child to one of these agencies immediately to help ensure the safety of my child.

- ☐ Referrals to local counseling services have been provided to me and I understand that it is recommended that I contact one of them directly to schedule an appointment to obtain professional psychological services for my child. If you have private insurance, please contact your insurance provider for a Referral for counseling services.

I understand that suicide prevention liason(s) will have a mandatory follow up meeting with me and my child on _____.

_____ _____
Parent/guardian Signature Date

_____ _____
Administrator Signature Date

_____ _____
Suicide Prevention Liason Signature Date

Original to explorer; copy to suicide prevention liason's confidential file. DO NOT include in cumulative file.

Explorer Safety Plan

Explorer Name: _____ Date:_____
Parent/Guardian Name:_____

I will ask _____ to keep a copy.

Warning signs that a crisis is developing:

(Thoughts, images, situations, mood)

1)_____
2)_____
3)_____

Other Information:_____
_____

I can say:

(I will speak to myself with compassion, reminding myself of ways to calm down)

1)_____
2)_____
3)_____

Other Information:_____
_____

Things I can do without contacting another person

(Relaxation strategies, coping skills)

1)_____
2)_____
3)_____
4)_____

My support systems

Name:_____
Phone Number:_____
Name:_____
Phone Number:_____
Name:_____
Phone Number:_____

I will check-in with_____ while I am at school.
How often?_____

When I am not at school I can contact:

- National Help Hotline: 800-273-8255
- San Diego Help Hotline: 888-724-7240
- Text HELLO to 714714
- Call 911

Staff signature:_____ Explorer Signature:_____

Additional comments:

Emergency Evaluation Centers

Emergency Services
For life-threatening emergencies, call **911**

For help with a mental health emergency, you can call your local Police Department or Sheriff Station and ask for a **Psychiatric Emergency Response Team (PERT).**

PERT provides intervention services throughout San Diego County to persons experiencing a mental health emergency. Reponses involve specially trained Police or Sheriff personnel and mental health clinicians.

Emergency Screening Unit

1) 730 Medical Center Court, Chula Vista, CA 91911
   Phone: 619-421-6900
2) 4309 Third Avenue, San Diego, CA 92103
   Phone: (619) 876-4502

Sam and Rose Stein Emergency Care Center
Rady's Children's Hospital 3020 Children's Way, 1st Floor San Diego, CA 92123
Phone: 858-966-8800
Phone: 858-966-7433

Mental Health Resources

Aurora Behavioral Health Care www.sandiego.aurorabehavioral.com 11878 Avenue of Industry San Diego, CA 92128 (858) 487-3200	**Community Assessment Team (CAT)** **Social Advocates for Youth (SAY) San Diego** www.saysandiego.org Counseling and case management for youth ages 8-18 and their families. Includes specific services for at risk youth. (619) 283-9624
Center for Community Counseling (SDSU) (619) 594-4918	**Center for Community Solutions** www.ccssd.org (858) 272-5777 Central Toll free 888-385-4657
Chadwick Center www.chadwickcenter.org For children and their families who have experienced trauma. (858) 966-5980, press 2	**San Diego Youth Services** www.sdyouthservices.org 3255 Wing Street San Diego CA 92110 (619) 221-8600
Jewish Family Services Counseling https://www.jfssd.org/our-services/counseling-support-group/ (858) 637-3210 Mon-Thurs 8:30am-5:00pm	**Mental Health Systems, Inc.** www.mhsinc.org (888) 543-5800 (referral line)
San Diego Access and Crisis Line up2sd.org 888-724-7240 24 hours a day	**YWCA Counseling Center** www.ywcasandiego.org 1012 C Street, San Diego, CA 92101 (619) 239-0355 ext. 221

Resources for Suicide Prevention Liasons and Kavod Charter Staff

Resources for responding to a suicide (social media and responding to the media):

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

Training resources for school 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 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid 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 Web site at http://www.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 Web page at https://www.livingworks.net/programs/safetalk/
- 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 Web page at https://www.livingworks.net/programs/asist/
- 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 Web page at https://www.kognito.com/products/pk12/

- 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 Web page at http://www.sprc.org/training-events/amsr

- 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 at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

Resources for students:

- 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. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/
- 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. Web page at http://www.reconnectingyouth.com/programs/cast/

Resource for Re-Entry:

- 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 explorers 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/

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For more information on AB 1767 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1767