



CHARACTER ● EQUALITY ● EXCELLENCE

RESPONSIBILITY ● TEACHABILITY

2024-2025

Crete Academy- Suicide Prevention Policy

BOARD APPROVED 4/11/24

CRETE ACADEMY
SUICIDE PREVENTION POLICY

The Crete Academy Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Founder or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the school, the School Founder or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Annual staff development on suicide awareness and prevention for all district employees who interact with students.
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention activities, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.
8. Crete Academy consults school-employed professionals, administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention.

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Crete Academy Suicide Prevention Crisis Team

9. Crete Academy's in-house suicide prevention crisis team includes, administrators, mental health professionals and relevant staff who are responsible to ensure the policies regarding suicide prevention are properly adopted, implemented and updated. The overall lead for the Crisis Team is the Director of Wellness. The prevention crisis team will follow the guidelines for Administrators and Crisis Team as outlined here: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/preventing-youth-suicide/preventing-suicide-guidelines-for-administrators-and-crisis-teams>
- The crisis team will review mental health related school policies and procedures
 - Provide annual updates on school wide data and trends (via the student survey and parent/caregiver surveys)
 - Review and select general and specialized mental health and suicide prevention training
 - Review and oversee staff, parent/guardian, and student trainings,
 - Ensuring the suicide prevention policy, protocols and resources posted on the school website; and general compliance with EC Section 215.
 - Collaborates with community mental health organizations, identifies resources and agencies that provide evidence-based or evidence-informed treatment

Crete Academy Employee Qualifications and Scope of Services

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

Messaging about Suicide Prevention

11. Crete Academy has aligned communications about suicide prevention with the Skills Building: Messaging for Suicide Prevention as designated by subject matter experts in the suicide prevention filed. The Skills building: Messaging for suicide Prevention web page can be seen here: <https://emmresourcecenter.org/resources/skills-building-messaging-suicide-prevention>

Suicide Awareness and Prevention Training for School Staff

12. **Crete Academy** along with its partners, will carefully review available staff trainings to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

EC Section 215 mandates LEAs to provide training for staff. Crete Academy will provide professional development for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, classified and certificated, and expanded learning [afterschool] staff).

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Efforts will be made to align staff trainings with county (if applicable) and/or the Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-25.

- At least annually, all staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention. The program(s) or training(s) selected is left at the discretion of the LEA.
- All suicide prevention trainings are to be offered under the direction of school-employed student mental health professionals (e.g., school counselors, psychologists, social workers, nurses, etc.), who have received advanced training specific in suicide prevention. The district will collaborate with (Community Mental Health Agencies and or professionals) to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
- Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
- At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.
- The LEA has ensured training is available for new hires during the school year.
- Previously employed staff members attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - How to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.
 - Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
 - District-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols) Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - District-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention)
- In addition to the core components of suicide prevention, ongoing annual professional development for all staff should include the following:
 - The impact of traumatic stress on emotional and mental health with an emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.

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

Crete Academy's annual Student Survey can be found here:

Virtual Screenings for Suicide Risk

13. **Crete Academy** has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, **Crete Academy** has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to LEA protocols.
14. **Crete Academy** has determined a process and protocols for LEA-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as

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

Parents, Guardians, and Caregivers Participation and Education

15. In an effort to include parents/guardians/caregivers in all suicide prevention efforts, **Crete Academy** has shared this suicide prevention policy and procedures widely and included in the parent/student handbooks.
16. This suicide prevention policy is also prominently displayed on the **Crete Academy** web page and on all schools within the LEA.
17. Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy. Parents/guardians/caregivers are provided crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
18. All parents/guardians/caregivers have access to suicide prevention training that addresses the following:
 - a. Suicide warning signs, risk factors, and protective factors
 - b. How to approach and talk with their children about thoughts of suicide
 - c. How to respond appropriately to the youth who has suicidal thoughts

Communication with Parents, Caregivers, and Families:

Parents, guardians, caregivers, and families play a vital role in the prevention of youth suicide.

Crete Academy will include parents/guardians in the development, review, and implementation of this policy during the monthly parent meeting.

Crete Academy provides various training opportunities for parents, families, and caregivers to help them learn how to recognize and identify suicide risk, protective factors, as well as the LEA's referral processes and how they or their children can reach out for help, etc.

All parents are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and also school and community-based supports. If parents, families, and/or caregivers identify or suspect a suicide risk, they are strongly encouraged to communicate with appropriate school staff (Director of Wellness) to address risk of suicide which may include collaborating with other professionals (primary care doctors, marriage and family therapists, etc.) to develop a course of action and/or safety plan. Parents, caregivers, and families are reminded that mental health and academic records are kept separately to ensure confidentiality and to help protect the privacy of education records.

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Student Participation and Education

Effective suicide prevention efforts must also include student education and engagement. **Crete Academy** and its partners has and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Intervention and Referral for Suicide Screening or Risk Assessment

Crete Academy ensures the LEA suicide prevention crisis team members receive advanced training in suicide prevention, intervention and postvention. The crisis team is responsible for immediately establishing contact with the student and after assessment, shall contact their parents/guardians, if deemed safe. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they are required to promptly notify the appropriate school and LEA staff, as outlined in the protocol.

Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the suicide prevention crisis team through a formal referral process for immediate assessment of the student. **Crete Academy** has developed and disseminated protocols for screening, assessing, and referring students who may be experiencing suicidal thoughts and/or behavior. The following is included in the protocol:

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the office for an assessment and never sent alone or without staff supervision.
- Collaboration and communication between the teacher/staff and the suicide prevention crisis team is critical during the supervision, referral, and assessment processes.
 - A referral process is prominently disseminated to all staff members (classified, certificated, volunteers, interns, etc.) so all know how to respond to a crisis, refer students for further screening/assessment, understand the safety issues of escorting a student, and are knowledgeable about school and community-based resources.
 - The referral process includes steps to properly coordinate, consult and make a referral to the local county mental health plan (MHP) on behalf of any student.
 - The **Crete Academy** has established crisis intervention procedures to ensure student safety and appropriate communications if a suicide death occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.
 - The crisis team is required to notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community.

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- **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 names, titles, and contact information of suicide prevention crisis team members have been distributed to all staff, parents/guardians/caregivers, and students, included in parent/student handbook, and are prominently available on school and LEA websites. Crete Academy's Crisis team is led by our Wellness Director, and includes school principal, contracted Therapist, as well as Harmony Center personnel.

- **Imminent Danger**

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

Parents, Guardians, Caregivers, and Families

Crete Academy has established and widely disseminated a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

Community-based organizations that provide evidence-based suicide-specific treatments are highlighted on the LEA's website with treatment referral options marked accordingly.

Resources are prominently displayed on LEA and school websites. School and LEA staff autoreplies during vacations or absences should include links to resources and phone/text numbers so parents and students have information readily available.

Students

Crete Academy has established and widely disseminated a referral process to all students, so they know how to access support through school, community-based, and crisis services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt. (intervention procedures, including resources such as mental health counseling and other support services).

Parental Notification and Involvement

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

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

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- After a referral is made for a student, school or LEA staff are required to verify with the parent/guardian/caregiver/family that follow-up treatment has been accessed. Parents/guardians/caregivers/families will be required to provide documentation of care to the school.
- If parents/guardians/caregivers/families refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school or LEA staff member) will meet with the parents/guardians/caregivers/families to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school or LEA staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (800-540-4000).

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

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

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

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Action Plan for Out-of-School Suicide Attempts

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

- Contact the parents/guardians/caregivers/families and offer support.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis is correct.
- Provide care and determine appropriate support to affected students.
- Offer to the student and parents/guardians/caregivers/families steps for re-integration to school.

Re-Entry and Supporting Students after Mental Health Crisis

Supporting Students 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. **Crete Academy** has determined the following steps be implemented after the crisis:

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

Re-Entry to School After a Suicide Attempt

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

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provides them with a sense of control, personal responsibility, and empowerment.

Crete Academy has determined the following steps be implemented upon the student's re-entry:

- The school or LEA administrator shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
- School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
- School or LEA-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
- School or LEA-based mental health professionals shall inform the student's teachers about possible days of absences.
- Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
- Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student's actions and mood.
- School or LEA-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- School or LEA-based mental health professionals shall provide parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Responding After a Suicide Death (Postvention)

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

A death by suicide of a student or staff member can have devastating consequences on the school community. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. To help **Crete Academy** prepare for postvention, the Crisis Team has reviewed the American Foundation for Suicide Prevention's (AFSP's) After a Suicide: A Toolkit for Schools (which can be accessed at the After a Suicide: A Toolkit for Schools' web page here: <https://afsp.org/after-a-suicide-a-toolkit-for-schools>) to develop our own suicide postvention response action plan for responding to a suicide death. This plan incorporates both immediate and long-term steps and objectives, including:

- Identification of a staff member to confirm death and cause (usually school site administrator).
- Identification a staff member (administrator or school or LEA-based mental health professional) to contact deceased's family (within 24 hours).

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- Conduct an initial meeting of the LEA/school Crisis Team.
- Notification to all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death.
 - Emotional support and resources available to staff.
 - Notification to students about suicide death and the availability of support services.

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

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

- Share limited information and ensure that is relevant and for which you have permission to disclose. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
- Remind and direct staff to respond to needs of students regarding the following:
 - Review signs of emotional distress and suicide ideation.
 - Review of protocols for referring students for support/assessment.
 - Develop and provide supports to staff in responding to student reactions.
 - Share school, LEA, community-based resources available to students.
- Identify students significantly affected by suicide death and other students that may be considering imitative behavior.
 - Staff shall immediately refer students who they suspect are considering imitative behavior to an LEA or school-based mental health professional.
 - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families.
- Identify students affected by suicide death but not at risk of imitative behavior.
 - Staff shall immediately refer students who are affected by the suicide to an LEA or school-based mental health professional.
 - If deemed safe, staff shall contact the students' parents/guardians/caregivers/families.
- Notification to larger school community about suicide death and the availability of support services.

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- Consider as appropriate working with the family regarding funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered.
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (visit <https://reportingonsuicide.org/> for recommendations on safe messaging). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets.
- Include long-term suicide prevention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
 - Support siblings, close friends, teachers, and/or students of deceased.
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and suicidal.

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

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders;

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students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:

<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>