Step 2:
Advanced Self-Study Checklist

▶ **Develop your priority areas to set specific next action steps for suicide prevention in your school.**

Whether you are just starting your journey or you have an established plan that was posted and implemented years ago, the following checklist can be used by schools and districts for their suicide prevention, intervention, and postvention activities. Use this checklist to ensure a new plan has all of the components for a robust plan. If you have an existing plan, use this list to ensure your plan has all of the important components for prevention, intervention, and postvention with your school community. You can use this list annually as you review and update your plan.

Remember to invite students and families to help review your plan each year.

Instructions

▸ Find the areas that are high priority.

▸ Follow the color theme on the following pages. For example: If you chose to focus on prevention, just stay within the red section.

▸ Bring your school up to date on suicide prevention best practices and use the priority ranking system to determine immediate priority areas for your school.

Ranking Your Priorities

▸ **Priority 1:** address within a few months.

▸ **Priority 2:** address within this school year.

▸ **Priority 3:** address next school year.

▸ **N/A:** Not a priority for your school at this time or already addressed.

Then what? After you complete Step 2, use the resources in this guide to help you put your priorities areas into action.

Please see **www.theyouthline.org/step-by-step/** to download a PDF of this document and to utilize active links to resources and further information to guide your assessment process.

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/ Unsure	Priority	Further Info.*
1. Does your school currently have a suicide prevention policy and plan in place?	Yes No Unsure		*AFSP/ The Trevor Project's Model School Policy on Suicide Prevention*
*If no or unsure, this should be your first priority due to Senate Bill 52 for Oregon school districts.			
2. Is there suicide prevention and awareness training for all faculty and staff? ▸ If yes, what training does your school provide? _____ ▸ All staff should be (re)trained every _____ year(s). ▸ If all faculty and staff do not receive training, which key personnel receive training and how often? _____	Yes No Unsure		*Finding the Right Training* - pg 34-39
3. Is there suicide prevention classroom training/curriculum in place for students?	Yes No Unsure		*Finding the Right Training* - pg 40-51
4. Have all faculty and staff members been provided with the school protocol for suicide prevention? ▸ If yes, how is this protocol disseminated? (i.e., staff meetings, in-services, emails) _____ ▸ Is there a method for acknowledging receipt of these protocols and a point of contact for questions and concerns? _____ ▸ Is there a plan for providing new staff with protocols? If yes, who implements that plan? _____	Yes No Unsure		*AFSP/ The Trevor Project's Model School Policy on Suicide Prevention* - pg 6

*Further information available: www.theyouthline.org/step-by-step/

	Yes/No/ Unsure	Priority	Further Info.*
5. Is there a person within your school, such as a guidance counselor or school psychologist, who is assigned the responsibility of maintaining and reviewing student mental health information? ▸ If yes, who? _____ ▸ Does this maintenance include tracking progress of students? _____	Yes No Unsure		
6. Is there a person within your school, such as a guidance counselor or school psychologist, who is assigned the responsibility of maintaining and reviewing suicide prevention efforts at school? ▸ If yes, who? _____	Yes No Unsure		*AFSP/ The Trevor Project's Model School Policy on Suicide Prevention - Best Practice: Suicide Prevention Task Force* - pg 20

Notes:

With funding from the Oregon Health Authority (OHA), school districts or local suicide prevention champions in Oregon can offer various trainings to students, staff, school counselors, parents, and other adults. This initiative includes Youth Mental Health First Aid (YMHFA), Applied Suicide Intervention Skills Training (ASIST), safeTALK, Question Persuade Refer (QPR), Sources of Strength, and Connect: Postvention. These trainings are offered at low to no costs through OHA's Big River initiative.

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/ Unsure	Priority	Further Info.*
1. Do faculty and staff know what to do in the event that they come upon or hear about suicidal ideation?	Yes No Unsure		CAIRN's Toolkit for Oregon Schools - Sample Suicide Intervention Process – pg 15-17
2. Do school procedures/protocols identify key people within each building as contacts to help when suicidal behavior occurs? ▸ If yes, who are these people? _____ ▸ If yes, where can faculty and staff access this protocol? _____ ▸ Do the protocols inform staff about what to do if there is any reason to suspect access to lethal means? _____	Yes No Unsure		AFSP/ The Trevor Project's Model School Policy on Suicide Prevention – Suicide Prevention Task Force – pg 20
3. Is there a suicide screening tool(s) being used by the school? ▸ If yes, which one?_____	Yes No Unsure		Sample Risk Assessments - pg 62
4. Do school procedures designate someone to contact the parent/guardian when suicide risk is suspected? ▸ If yes, who? _____	Yes No Unsure		AFSP/The Trevor Project's Model School Policy on Suicide Prevention – Parental Notification and Involvement - pg 7-8
5. Does the school have procedures for when a parent/guardian is unreachable or unable to help (i.e., financial stress, unwilling, or currently in crisis themselves)?	Yes No Unsure		CAIRN's Toolkit for Oregon Schools – Involving Parents in the Referral – pg 30-31
6. Does the school provide information to parents about the importance of removing lethal means and access to appropriate support and resources?	Yes No Unsure		CAIRN's Toolkit for Oregon Schools – Counseling on Access to Lethal Means – pg 14

*Further information available: www.theyouthline.org/step-by-step/

	Yes/No/ Unsure	Priority	Further Info.*
7. Does the school have a system to alert staff of an emergency while school is in session? ▸ Have volunteers and substitutes been informed of this system? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools – "Crisis Response" – pg 5-6
8. Are there systems/teams in place to address the needs of students who are exhibiting high risk behaviors (i.e., substance abuse, self-injury, isolation, sudden change in behavior)?	Yes No Unsure		AFSP/The Trevor Project's Model School Policy on Suicide Prevention – "Assessment and Referral" – pg 6 -7
9. Are there supports provided to students who might be at higher risk for suicide (i.e., students who are bullied, students who live with mental illness, students who are LGBTQ+, students who are Black, Indigenous, or people of color, survivors of suicide loss, etc.)?	Yes No Unsure		AFSP/The Trevor Project's Model School Policy on Suicide Prevention – "Risk and Protective Factors" – pg 17-18
10. Is there a written protocol for responding to students who attempt suicide at school? ▸ If yes, who is involved? _____	Yes No Unsure		AFSP/The Trevor Project's Model School Policy on Suicide Prevention – "In School Suicide Attempts" – pg 10

Notes:

FERPA and/or HIPAA Confidentiality
You are required to have a procedure in place to secure confidentiality of students under FERPA (Family Educational Rights and Privacy Act) and/or HIPAA (Health Insurance Portability and Accountability Act).

Here are some examples of school district policy in Oregon (examples from the CAIRN Toolkit for Oregon Schools):

▸ Bend LaPine School District places a sealed envelope with suicide assessments in a students cumulative file for additional protections.

▸ Washington County Schools note to not place assessments within a student's cumulative file.

Please consult with your school's legal representation to find out about your responsibilities under FERPA and HIPPA.

POSTVENTION TOOLS

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/ Unsure	Priority	Further Info.*
1. Do you have a policy or training in place for how to handle the loss of a student to suicide? ▶ If yes, where can you access this protocol? _____	Yes No Unsure		AFSP/The Trevor Project's Model School Policy for Suicide Prevention "Other Key Activities" - pg 10-12
2. Are there protocols concerning how to help a student re-enter school after an absence or hospitalization for suicidal behavior?	Yes No Unsure		CAIRN's Toolkit for Oregon Schools – Reentry Procedures after a Suicide Attempt - pg 38-40
3. Are faculty and staff who will implement the suicide response protocol familiar with this protocol and the tools that will help them fulfill their responsibilities? ▶ If yes, who are the staff involved? _____	Yes No Unsure		Go to pg 38 for information about Postvention Connect Training
4. In the event of a suicide of a student, do the protocols include a section about working with the media? ▶ If yes, has a spokesperson been designated? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools – Working with the Media – pg 24
5. In the event of a suicide, are there established protocols for identifying close friends/other vulnerable students and plans to support them in the grief process? ▶ If yes, who is the point person for this protocol? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools – Helping Students Cope – pg 14-16
6. Have protocols been developed that explicitly detail what to do following a suicide to avoid contagion? ▶ Do all faculty and staff know what contagion is? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools – Suicide Contagion – pg 38-39

*Further information available: www.theyouthline.org/step-by-step/

POSTVENTION TOOLS (continued)

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/ Unsure	Priority	Further Info.*
7. Do the protocols recommend that all staff and student deaths should be treated the same, regardless of how they died? ▶ If yes, what does that treatment look like? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools – Memorialization – pg 26-31
8. Do the protocols take into account the role the school will play in the event of any and all death(s)? ▶ If yes, where can that protocol be found? _____	Yes No Unsure		AFSP's After a Suicide: A Toolkit for Schools– Introduction – pg 2-3
9. Have plans been developed for supporting students should a suicide occur during vacation or summer break? ▶ If yes, who will implement this? _____	Yes No Unsure		CAIRN's Toolkit for Oregon Schools – Sample Procedures – pg 46

Notes:

Did you know that Suicide Rapid Response is a resource all schools in Oregon can access? Provided by Oregon Health Authority and Lines for Life, the Suicide Rapid Response program offers support and services to school-based communities that have been impacted by a loss to suicide of students age 10-24. See page 75 for more information.

lines for life | Willamette EDUCATION SERVICE DISTRICT

STAFF TRAINING AND EDUCATION

Priority Levels:
▸ **1** (Do now) ▸ **2** (Do this year) ▸ **3** (Do next year) ▸ **N/A** (Already addressed)

	Yes/No/Unsure	Priority	Further Info.*
1. Have all faculty and staff received information about the importance of school-based suicide prevention efforts?	Yes No Unsure		
2. Are the following faculty and staff provided with training regarding suicide warning signs and risk factors and what to do if approached by a student who may be at risk for suicide?	**Y N ?** Teachers Administration Paraprofessionals Student Resource Officers Librarians Office staff Activities and Athletics Personnel Bus Drivers Maintenance Staff Janitorial Staff Cafeteria workers Adult Volunteers		Go to pg 34-39 for information about trainings available
3. What suicide prevention training do faculty and staff receive? Circle all that apply:	QPR ASIST safeTALK Be Sensitive, Be Brave YouthSAVE Other		Visit Section 2: Finding the Right Training – pg 34-39
4. In the event of risk for suicide, is there a backup plan in case trained faculty and staff are unavailable?	Yes No Unsure		

*Further information available: www.theyouthline.org/step-by-step/

STAFF TRAINING AND EDUCATION (continued)

Priority Levels:
▸ **1** (Do now) ▸ **2** (Do this year) ▸ **3** (Do next year) ▸ **N/A** (Already addressed)

	Yes/No/Unsure	Priority	Further Info.*
5. Is there a plan in place to provide suicide prevention training to current and new faculty and staff? ▸ If yes, who ensures these trainings occur? _____	Yes No Unsure		Visit Section 2: Finding the Right Training – pg 34-39
6. Do staff communicate to students that they are willing to talk about mental health and suicide? In what ways (i.e., sign on a door, bracelet they wear)?	Yes No Unsure		Explore ideas in this guide's Promoting Mental Health section, see pg 77
7. Does your school intentionally provide support and resources to faculty and staff as they work with students who are at risk for suicide?	Yes No Unsure		

Notes:

STUDENT TRAINING AND EDUCATION

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/ Unsure	Priority	Further Info.*
1. Has an effective student suicide prevention education program been incorporated? ▸ If yes, which one?_____	Yes No Unsure		See student curriculum options in this guide - pg 40-51
2. Is suicide prevention integrated into student health/mental health courses and initiatives? ▸ If yes, in what ways?_____ _____	Yes No Unsure		AFSP/The Trevor Project's Model School Policy for Suicide Prevention – Youth Suicide Prevention Programs – pg 6
3. Do students know who to go to at school if they are worried about a suicidal friend or struggling themselves?	Yes No Unsure		
4. Do students know who is trained and who is willing to have hard conversations about mental health and suicide? ▸ If yes, how is this communicated to students?_____	Yes No Unsure		

Notes:

*Further information available: www.theyouthline.org/step-by-step/

FAMILY INVOLVEMENT

Priority Levels:
▶ **1** (Do now) ▶ **2** (Do this year) ▶ **3** (Do next year) ▶ **N/A** (Already addressed)

	Yes/No/Unsure	Priority	Further Info.*
1. Are there procedures in place that provide information to parents/guardians about youth suicide and supports available to families?	Yes No Unsure		Information can be found on WESD website.
2. Are parents/guardians of students educated about suicide and related mental health issues? ▸ If yes, how is this communicated? ☐ Emails ☐ Phone calls ☐ Texts ☐ Newsletters ☐ Meetings ☐ Social Media ☐ Other	Yes No Unsure		Go to School Notification Systems on pg 83-84
3. Are opportunities provided for parents/guardians to learn about suicide prevention? ▸ If yes, are trainings offered? Circle all that apply:	QPR ASIST safeTALK Be Sensitive, Be Brave Other		
4. Have parents/guardians been told what the school is doing to prevent and address the issue of suicide and what steps will be taken if their child is at risk to ensure safety? ▸ If yes, how are parents/guardians involved?	Yes No Unsure		Go to School Notification Systems on pg 83-84

Notes:

*Further information available: www.theyouthline.org/step-by-step/

RESOURCES

	Yes/No/Unsure	Priority	Further Info.*
1. Does your school have a current list of community agencies and resources that could provide help and assistance to a student at risk for suicide? ▸ If yes, how can this be accessed? _____	Yes No Unsure		
2. Are behavioral health services readily available to youth? In school? In the local community? ▸ If yes, how do students, parents, and staff learn about and access them? _____ _____ ▸ If yes, is there a cost associated? Is there financial assistance for these costs? _____ _____	Yes No Unsure		
3. Are there established agreements with outside agencies to provide effective and timely mental health services to students? ▸ If yes, which agencies does your school work with? _____ ▸ If yes, how do students become aware of these services? _____	Yes No Unsure		
4. Are there identified community partners to help in the event of a suicide? ▸ If yes, who? _____	Yes No Unsure		See information about the Oregon Health Authority Suicide Rapid Response program on pg 75
5. Are parents/guardians provided with a list of community resources and agencies to contact if they are concerned about their child having thoughts of suicide or after their child engages in suicide behavior? ▸ If yes, how is this communicated? _____	Yes No Unsure		

RESOURCES (continued)

Notes:

*Further information available: www.theyouthline.org/step-by-step/