



Suicide Prevention, Intervention, Postvention
STEP BY STEP

Section 1: Prioritizing Your Suicide Prevention Efforts



► Prioritizing Your Suicide Prevention Efforts

Why? Suicide rates, mental health issues, and crisis are a prominent concern in schools. In the state of Oregon, suicide is the second leading cause of death for young people aged 10-24. These numbers are devastating, but we can turn the tide. As a strong team of teachers, administrators, and school staff who know how to recognize, handle, and care for students in crisis, you can make a difference. This guide will help you sort through your options and build manageable suicide prevention efforts in your school.

Many barriers get in the way of good suicide prevention in schools:

1. **Stigma about mental health makes talking about these issues challenging.**
2. **Prevention efforts can be difficult to prioritize.**
3. **Getting started on a new suicide prevention policy and protocol is a big task or reviewing and revising an existing plan can take time in already busy schedules.**

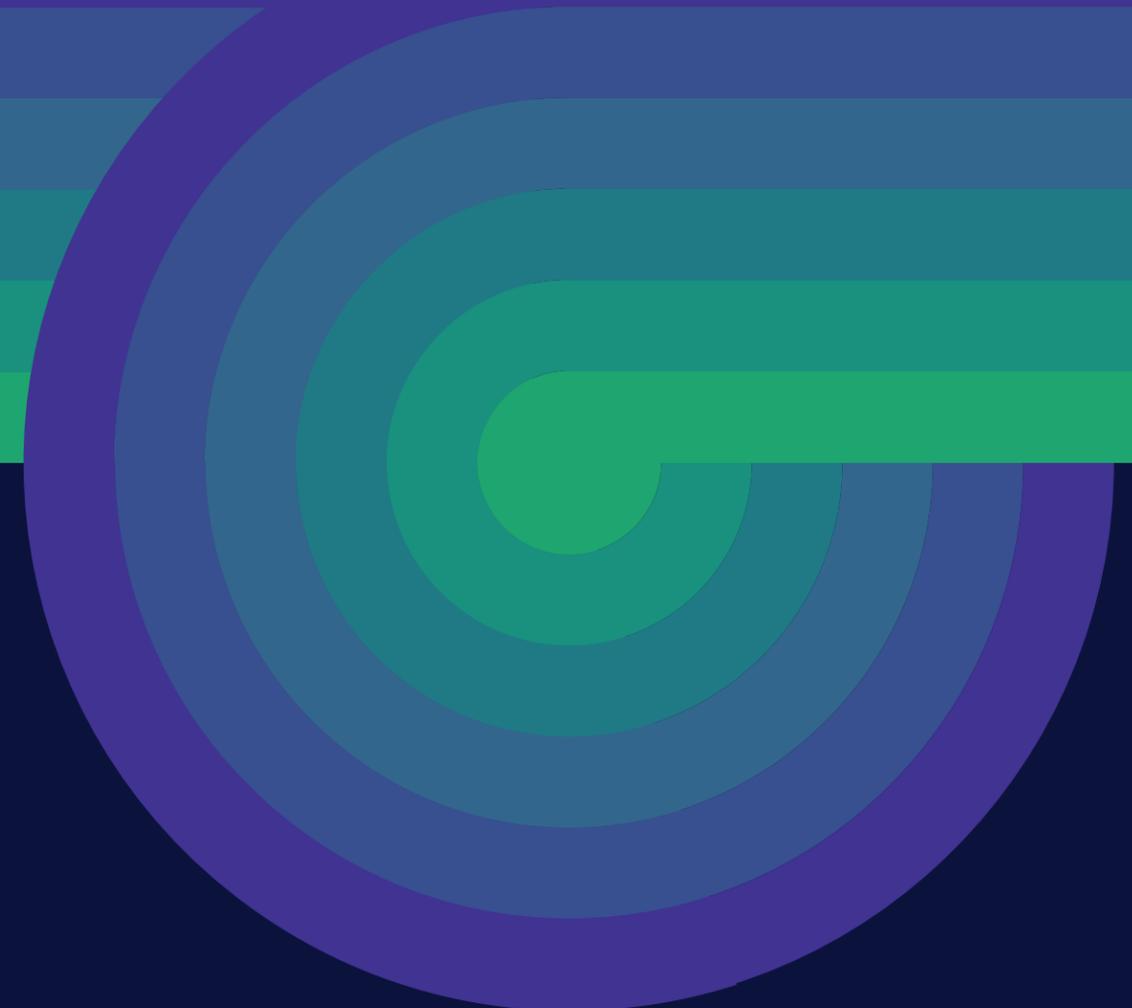
What? The task and strategies laid out in this section will help you prioritize what's most important to your school and take action toward creating or enhancing your school's suicide prevention policy and procedures. You may also discover that you currently have some great work started. The intention of this guide is to notice what needs improvement and to notice what you are already doing well.

- How?**
1. Use **Step 1: Primary Self-Study Checklist** to quickly review seven suicide prevention areas that represent the minimum of what can be done. Indicate whether the area is currently being addressed in your school. Then, determine one or two priority areas your school will focus on. Priority areas are color coded — just follow your color to the Advanced Self-Study.
 2. Use **Step 2: Advanced Self-Study Checklist** to take a closer look at the areas you ranked priority #1 in the Primary Checklist. Review in-depth ways to bring your school up to date on suicide prevention best practices and determine what tasks you'll tackle first.
 3. If you already have a plan for your school or district, use **Suicide Prevention Plan Continuous Improvement: School District Advanced Self-Study Checklist** to consider ways to update and enhance your existing suicide prevention efforts.
 4. Use the resources found in the "Further Info" column to put your priority 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.



Step 1: Primary Self-Study Checklist



School Prevention UPSTREAM

Prevention

Suicide Prevention is the intentional steps your school takes to create a school culture that encourages positive coping skills, reaching out for help with mental health, and talking about suicide in a safe and healthy way.

Prevention includes:

- Mental health education for students.
- Suicide prevention training for faculty and staff.
- Mental health awareness campaigns.

Intervention

Suicide/Crisis Intervention is the intentional steps your school and its staff take in the event of a student mental health crisis.

Intervention includes:

- Safety planning.
- Parental involvement.
- Suicide screenings.
- Emergency services.

Postvention

Suicide Postvention is the intentional steps your school and its staff take after a suicide in the school community. Best practices in postvention are designed to reduce the rate of suicide contagion.

Postvention includes:

- Communication with students and parents.
- Promoting healing in your community.
- Encouraging help-seeking behaviors with students.
- Communication with the media.



Suicide Prevention, Intervention, Postvention STEP BY STEP

Step 1

- ▶ **Step 1 will help identify the areas you want to work on right away and those you'll tackle later, either in creating a plan or updating an existing plan.**

Create a small interdisciplinary workgroup to assess your school. This group should include: counselors, teachers, district and building administration, student leaders, parents, and classified staff.

Instructions

- ▶ Review seven areas that represent best practice components for suicide procedures in schools.
- ▶ Indicate whether the area is currently being addressed in your school or identified in your existing suicide prevention plan.
- ▶ Use the priority ranking system to determine immediate priority areas for your school and which priorities you want to address later.

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 1, you'll get more in-depth information about your Priority 1 areas to further prioritize your next action steps.

▶ A Reminder:

In Oregon, Adi's Act requires a suicide prevention policy in every school district in Oregon. If you do not have a policy in place, adopting a policy and drafting the prevention section of your plan are recommended first priorities.

Please see www.theyouthline.org/step-by-step/ to download a PDF of this document and to utilize active links to resources and further prioritize your next action steps. **Follow the color of the highest priority section to the "Advanced Checklist."**

School Suicide Prevention Checklist: Step 1

Priority Levels: ▶ 1 (Do now) ▶ 2 (Do this year) ▶ 3 (Do next year) ▶ N/A (Already addressed)				
	Yes/No/Unsure			Further Info.
PREVENTION ▶ Does your school currently have a suicide prevention policy and plan in place?	Yes	No	Unsure	Required by Senate Bill 52 in Oregon
INTERVENTION ▶ Do school procedures and protocols identify key people within each building who should be contacted when students have thoughts of suicide? ▶ Do staff or students know who these people are?	Yes	No	Unsure	
POSTVENTION ▶ Do you have a policy, plan with procedures, or training in place for how to handle the loss of a student to suicide?	Yes	No	Unsure	
STAFF TRAINING AND EDUCATION ▶ Have all professional and support staff received training and information on suicide prevention?	Yes	No	Unsure	Visit Section 2: Finding the Right Training - pg 34-39
STUDENT TRAINING AND EDUCATION ▶ Has a suicide prevention curriculum been chosen and implemented for students each year?	Yes	No	Unsure	Visit Section 2: Finding the Right Training - pg 40-51
FAMILY INVOLVEMENT ▶ Are procedures in place to provide information annually to parents about youth mental health and suicide?	Yes	No	Unsure	
RESOURCES ▶ Does your school have a list of community agencies and resources that could provide help and assistance to a student at risk for suicide or who is having thoughts of suicide?	Yes	No	Unsure	

Choose a section that you want to address now.

Follow the color to the Advanced Checklist section of this workbook.



Step 2: Advanced Self-Study Checklist



Suicide Prevention, Intervention, Postvention STEP BY STEP

Step 2

- ▶ **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.

PREVENTION 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. 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		<i>Finding the Right Training</i> - pg 34-39
3. Is there suicide prevention classroom training/curriculum in place for students?	Yes No Unsure		<i>Finding the Right Training</i> - 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/

PREVENTION 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.*
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.

INTERVENTION 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 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/

INTERVENTION 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. 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 HIPAA.

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.

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?	<table border="1"> <thead> <tr> <th></th> <th>Y</th> <th>N</th> <th>?</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Administration</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Paraprofessionals</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student Resource Officers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Librarians</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Office staff</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Activities and Athletics Personnel</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bus Drivers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Maintenance Staff</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Janitorial Staff</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cafeteria workers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Adult Volunteers</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		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
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3. What suicide prevention training do faculty and staff receive? Circle all that apply:	<p>QPR</p> <p>ASIST</p> <p>safeTALK</p> <p>Be Sensitive, Be Brave</p> <p>YouthSAVE</p> <p>Other</p>		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? <input type="checkbox"/> Emails <input type="checkbox"/> Phone calls <input type="checkbox"/> Texts <input type="checkbox"/> Newsletters <input type="checkbox"/> Meetings <input type="checkbox"/> Social Media <input type="checkbox"/> 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

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 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/



Step 3:

Suicide Prevention Plan Continuous Improvement: School District Advanced Self-Study Checklist



Suicide Prevention, Intervention, Postvention **STEP BY STEP**

Step 3

- ▶ **Identify your priority areas to set specific next action steps for enhancing your suicide prevention plan.**

You already have a plan in place. Now it is time to review your plan and determine how you can enhance it to be more responsive and impactful for your community. You can use this list annually as you review and update your plan. Remember to invite faculty and staff, students, and families to help review your plan each year.

Instructions

- ▶ Answer all of the questions.
- ▶ Determine their priority.
- ▶ Develop an action plan for implementing changes over the coming school year.

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.

SUICIDE PREVENTION PLAN CONTINUOUS IMPROVEMENT: SCHOOL DISTRICT ADVANCED SELF-STUDY

Priority Levels:

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

	Yes/No/ Unsure	Priority	Further Info.*
1. Which position(s) at your school or district could hold primary responsibility for annual updates to your suicide prevention plan if this task is not already assigned?	Yes No Unsure		
2. Has a request to update the school's or district's suicide prevention plan been added to the superintendent's or Board of Education's agenda? ▶ If so, is there an approved timeline and action plan? _____	Yes No Unsure		
3. Have you established a committee to gather feedback on suicide prevention efforts and update your plan? ▶ Who is involved with this committee? ▶ Are student and family voices represented? ▶ Are teachers, counselors, administrators, and staff represented? ▶ Are communities at higher risk for suicide represented? (i.e., students of color, LGBTQ+ students, etc.)	Yes No Unsure		
4. Are there visible, specific, and detailed strategies in place for students from high risk student communities, such as those identified in Adi's Act, who will benefit from additional cultural supports?	Yes No Unsure		ORS Language OAR Language
5. What adjustments can be made to enhance suicide prevention and mental health promotion activities? Are relevant, timely, age appropriate suicide prevention initiatives occurring across campus and the district for all grade levels?	Yes No Unsure		

SUICIDE PREVENTION PLAN CONTINUOUS IMPROVEMENT: SCHOOL DISTRICT ADVANCED SELF-STUDY (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. Have suicide risk screening protocols been adapted to be evidence-based?	Yes No Unsure		Oregon Toolkit for Suicide Intervention in Schools
8. What adaptations to your suicide intervention plan can directly address the challenges schools are currently facing with intervention?	Yes No Unsure		
9. Have you analyzed student data collected by the district, county, state, or other entities to determine priority areas for suicide prevention plan updates?	Yes No Unsure		Oregon examples include the Student Health Survey, discipline data, data from the Safe Oregon Tip Line.
10. What emerging issues have had the greatest impact on schools during the past academic year, and have suicide prevention, intervention, or postvention strategies been adapted in response?	Yes No Unsure		
11. How will you distribute state and federal guidance on suicide prevention, intervention, and postvention to all employees?	Yes No Unsure		
12. Has the postvention section of the school district's plan been reviewed to ensure it is current? Have any recent student suicides highlighted the need to update or expand parts of the postvention plan?	Yes No Unsure		After a Suicide: Postvention from Know the Signs
13. How will the suicide prevention plan be distributed after it has been updated, ensuring all relevant personnel are aware of any changes to the plan?	Yes No Unsure		

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

SUICIDE PREVENTION PLAN CONTINUOUS IMPROVEMENT: SCHOOL DISTRICT ADVANCED SELF-STUDY (continued)

Priority Levels:

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

	Yes/No/ Unsure	Priority	Further Info.*
14. If no changes are made to the suicide prevention plan, what strategies will be employed to send the plan to relevant personnel across the school and district to remind them of their roles related to suicide prevention, intervention, and postvention on campus?	Yes No Unsure		
15. What mechanisms can you put in place to collect information, data, and experiences throughout the year to inform the annual update to your plan?	Yes No Unsure		

Notes:

Notes area (shaded gray)

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