



# K-12 Suicide Prevention Plan Policy

By

Human Resources Safety Department

& Title IX Department



## WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

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This table of contents provides an organized overview of the sections contained within the West Contra Costa Unified School District's K-12 Suicide Prevention Plan.



## **West Contra Costa Unified School District Suicide Prevention Policy for K-12**

### **California Suicide Prevention Introduction:**

The West Contra Costa Unified School District (WCCUSD) is committed to fostering a safe and supportive environment for all students, staff, and families. Recognizing the importance of mental health and well-being, the district prioritizes comprehensive suicide prevention strategies to address the needs of K-12 students and Staff. This policy is designed to establish comprehensive suicide prevention, intervention, and postvention strategies aligned with California Education Code (EC) Section 215. It aims to create a safe and supportive environment for students, staff, and families, integrating evidence-based approaches to mitigate the risk of suicidal behaviors.

### **Purpose:**

The purpose of this policy is to establish guidelines, procedures, and resources for the prevention, intervention, and postvention of suicide within the WCCUSD. This policy aims to promote awareness, provide support, and facilitate appropriate responses to prevent suicides, support affected individuals, and create a stigma-free environment for seeking help.

### **Scope:**

This policy applies to all WCCUSD educational facilities, personnel, students, parents/guardians, and community partners involved in the district's educational activities.

### **Acknowledgement of New California Laws Regarding Suicide Prevention:**

The West Contra Costa Unified School District is committed to wholeheartedly embracing and complying with the upcoming California state education laws set to take effect in the new year. As we look ahead, we affirm our dedication to fostering a learning environment that prioritizes the well-being, safety, and educational needs of our students and Staff.

### **In alignment with this commitment, the district will adhere to the following laws:**

#### **I.) AB 2072 – Mental Health Professionals and Natural Disasters:**

Actively participating in collaborative efforts with county offices of education, the State Department of Education, and relevant local agencies to swiftly deploy qualified mental health professionals in the aftermath of natural disasters or traumatic events.

#### **II.) AB 58 and AB 758 – Pupil Suicide Prevention and Pupil Mental Health:**

Ensuring comprehensive training for all teachers on suicide awareness and prevention, starting from the 2024-2025 school year. Conducting a thorough review and update of the



district's policy on pupil suicide prevention, incorporating best practices identified by the state Department of Education.

**III.) AB 748 – Pupil Mental Health Posters:**

Facilitating the creation and prominent display of posters addressing approaches and sharing resources related to pupil mental health at each school site serving grades 6 through 12, prior to the 2023-2024 school year.

**IV.) AB 408 – Supports for Homeless Children and Youth:**

Establishing comprehensive homeless education policies that address the rights of homeless youth and outline the responsibilities of homeless liaisons. Providing annual training for homeless liaisons and encouraging the training of all other school employees.

**V.) AB 452 - Pupil Safety:**

Annually informing parents and guardians of pupils about California's child access prevention laws and laws regarding the safe storage of firearms at the beginning of the first semester or quarter.

**VI.) AB 1016 – Special Education:**

Incorporating "fetal alcohol spectrum disorder" into the definition of "other health impairment" for determining special education eligibility.

**The West Contra Costa Unified School District stands firm in its dedication to nurturing a safe, supportive, and inclusive educational environment, and we commit to adapting our practices to meet the evolving needs and requirements outlined by the state of California.**

**State Encourages Training for School Personnel (12 states):**

Alabama, California, Colorado, Florida, Massachusetts, Michigan, Missouri, Montana, New York, North Dakota, Oregon, and Wisconsin currently have laws in place that encourage suicide prevention training for school personnel. In some states, this means the provision of access to training as an option for professional development. In others, structures are put in place by the legislature to provide for the training, but school personnel are not required to make use of those training options. The state may allow grant funding to be used for suicide prevention training, but not require it, or the state may require training “subject to appropriation” without continually appropriating those funds.



**School Policies & Programs on Suicide Prevention, Intervention, and Postvention (required in 25 states, plus DC):**

Alabama, California, Connecticut, Delaware, DC, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, and Washington currently require school suicide prevention, intervention, and postvention policies and/or suicide prevention programming statewide; six other states (Louisiana, Maryland, New Jersey, Texas, Virginia, and Wisconsin) encourage such policies and or programming.

**Mental Health Education (required in 7 states):**

Arizona, California, Florida, Missouri, New York, South Carolina, and Virginia currently require that student health curricula include: California, subject to appropriation, provides for youth behavioral health training for school employees and related curriculum for pupils in grades 10-12 [adopted 2021]; also requires each school district, county office of education, state special school, and charter school that offers one or more courses in health education to pupils in middle school or high school to include mental health instruction in those courses [adopted 2021].

**Student IDs include 988 Suicide and Crisis Lifeline/Other Crisis Lines (22 states):**

Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, Nebraska, Nevada, New Hampshire, Oklahoma, South Carolina, Tennessee, Texas, Washington, and Wisconsin require that the 988 Suicide and Crisis Lifeline (formerly the National Suicide Prevention Lifeline), the Crisis Text Line (text TALK to 741-741), or other local suicide prevention crisis line numbers be visible on student identification cards for middle schoolers and/or high schoolers.

**Allowance for Excused Mental Health Absences (7 states):**

Arizona, California, Maine, Nebraska, Nevada, Oregon, and Utah currently require schools to excuse absences specifically related to a student's mental health; Kentucky allows school boards to excuse student absences for mental or behavioral health reasons. (In other states, schools may choose to accept notes from mental health providers or excuse absences due to a student's mental health, but there is no law protecting the ability for a student to use ongoing mental health struggles as a reason for missed school.)



**The West Contra Costa Unified School District Suicide Prevention Plan defines the following definitions as followed:**

**Suicide Prevention:**

Measures and strategies aimed at identifying risk factors, intervening appropriately, and fostering a supportive environment to prevent suicides among students.

**Intervention:**

Prompt actions taken to assist students at risk of suicide or those who have attempted suicide.

**Postvention:**

Coordinated responses and support services provided following a suicide in the school community to prevent further crises and support affected individuals.

**Prevention:**

**Training for Staff:**

Implement comprehensive training programs: for all educational staff to identify signs of suicide risk among students.

**Development of Comprehensive Policies:**

Establishment of clear policies and procedures guiding suicide prevention, intervention, and postvention strategies within WCCUSD.

**Intervention:**

**Parental Notification and Involvement:**

Ensure open communication with parents/guardians regarding concerns for their child's mental health, seeking their involvement in intervention and support measures.

**Re-Entry Procedure:**

**In-School Suicide Attempts:**

Protocols to facilitate a student's smooth re-entry into the school environment following an in-school suicide attempt, including necessary support services.

**Out-of-School Suicide Attempts:**

Procedures for providing support and resources to students following out-of-school suicide attempts to facilitate their reintegration into the school community.



**After a Suicide Death:**

Postvention Strategies: Coordinated support systems and interventions for affected students, staff, and families following a suicide death within the school community to mitigate contagion effects and provide necessary resources.

**The West Contra Costa Unified School District acknowledges the comprehensive set of definitions related to suicide prevention and mental health as outlined by the American Foundation for Suicide Prevention (AFSP).**

**These definitions are crucial in understanding various aspects of suicidal behavior, risk assessment, and the necessary interventions and support systems.**

**Below is a summary of the key definitions provided by (AFSP):**

**At-Risk:**

Describes individuals along a continuum of suicide risk, where different levels of risk require varying levels of response and intervention. High-risk individuals may have attempted suicide, shown intent, or displayed significant behavioral changes indicating potential mental health issues.

**Crisis Team:**

A multidisciplinary team comprising administrative staff, mental health professionals, safety professionals, and support staff focused on crisis preparedness, intervention, response, and recovery in schools. They lead crisis plans and provide mental health services during interventions.

**Mental Health:**

Refers to the state of mental, emotional, and cognitive health affecting perceptions, choices, and actions. Mental health conditions can stem from various factors like home and social environment, trauma, physical health, and genetics.

**Risk Assessment:**

An evaluation conducted by designated school staff to assess a student's suicide risk factors, including intent, history of attempts, presence of a plan, support systems, mental status, and other relevant factors.

**Risk Factors for Suicide:**

Characteristics or conditions increasing the likelihood of a suicide attempt, involving biological, psychological, and social factors within the individual, family, and environment.





**Self-Harm:**

Deliberate self-directed behavior causing injury or potential injury to oneself, which can be non-suicidal or suicidal. Those engaging in self-harm should receive mental health care.

**Suicide:**

Death caused by self-directed injurious behavior with intent to die.

**Suicide Attempt:**

Self-injurious behavior where evidence exists of at least some intent to die, irrespective of the outcome.

**Suicidal Behavior:**

Encompasses various actions or thoughts indicating an intent to end one's life, including suicide attempts, planning, gathering means, or related behaviors.

**Suicidal Ideation:**

Thinking about or planning self-injurious behavior that may result in death, regardless of whether there's a specific plan or intent.

**Suicide Contagion:**

The process by which suicidal behavior or a suicide completion influences an increase in suicide risk among others.

**Postvention:**

A crisis intervention strategy aimed at helping individuals cope with grief following a suicide loss, reducing the risk of suicide contagion, addressing stigma, and disseminating factual information to the community.

**I. West Contra Costa Unified School District Suicide Prevention Policy Implementation.**

**Appointment of District Suicide Prevention Coordinator:**

Within the West Contra Costa Unified School District, the Superintendent or their designee shall appoint a District Suicide Prevention Coordinator. This individual will bear the responsibility of overseeing and directing the implementation of suicide prevention strategies and policies across all schools within the district.





**Roles and Responsibilities:**

The District Suicide Prevention Coordinator, in collaboration with building principals, shall strategize and coordinate the implementation of the suicide prevention policy at both district and school levels, respectively.

**Designation of School Suicide Prevention Coordinators:**

Each principal in the West Contra Costa Unified School District shall designate a qualified staff member as the School Suicide Prevention Coordinator. This appointed individual will serve as the primary point of contact within their respective school for matters related to suicide prevention and policy adherence. The coordinator may be an existing staff member with suitable training and expertise in mental health support.

**Reporting Protocol for Staff Members:**

All staff members within the West Contra Costa Unified School District are mandated to promptly report any students they suspect may be at risk of suicide. Concerns regarding a student's mental health should be conveyed to the designated School Suicide Prevention Coordinator. In the event the coordinator is unavailable, staff members should report concerns to the appropriate school-based mental health professional.

**Implementation and Oversight:**

The District Suicide Prevention Coordinator, in conjunction with the designated School Suicide Prevention Coordinators and school mental health professionals, will ensure the effective execution of the suicide prevention policy throughout the district. Regular evaluations and updates will be conducted to enhance the policy's efficacy and responsiveness to emerging needs.

**This revised plan incorporates the West Contra Costa Unified School District into the framework of the previously outlined suicide prevention policy, aligning roles, responsibilities, and reporting mechanisms with the district's specific context and organizational structure.**

**II. West Contra Costa Unified School District is fully committed to upholding the directives outlined in California Education Code 215, as introduced by AB 2246 (Ch. 642, Statutes of 2016), which mandates rigorous measures and strategies for the prevention, intervention, and postvention of student suicides.**

Our administrative regulation centers on the well-being and safety of our students, focusing on a comprehensive approach to suicide prevention that encompasses various vulnerable student groups. These groups include individuals affected by mental illness, substance use



disorders, homelessness, students in out-of-home settings such as foster care, LGBTQ+ students, and other marginalized populations.

**The key points highlighted in this administrative regulation include:**

**Scope:**

The measures and strategies for suicide prevention, intervention, and postvention apply to various groups of at-risk students, such as those affected by mental illness, substance use disorders, homelessness, students in out-of-home settings, LGBTQ+ students, and more.

**Staff Professional Development:**

All staff members, including teachers and other employees in any school or school program, are required to undergo annual professional development on various aspects related to youth suicide prevention. This includes understanding risk factors, recognizing warning signs, knowing protective factors, response procedures, making referrals, implementing postvention strategies, and being aware of available resources.

**Focus on At-Risk Groups:**

The professional development specifically highlights groups of students at elevated risk of suicide, emphasizing the importance of understanding their unique challenges and needs. This includes training on working with students with mental/substance use disorders, self-harm tendencies, those in out-of-home settings like foster care, LGBTQ+ students, those bereaved by suicide, American Indian/Alaska Native students, and those with specific medical conditions or disabilities.

**Specialized Training for Mental Health Professionals and School Nurses:**

School-employed mental health professionals and school nurses receive additional professional development in risk assessment and crisis intervention, acknowledging their crucial role in supporting at-risk students.

**Our administrative regulation underscores our unwavering commitment to a holistic and inclusive approach to suicide prevention within our school community. By ensuring that all staff members are adequately trained and informed, and by providing specialized training for specific personnel, we strive to create a safe and supportive environment for every student in our district.**



### **III. West Contra Costa Unified School District Policy on Youth Suicide Prevention Programming.**

The West Contra Costa Unified School District, our dedication lies in implementing comprehensive measures for youth suicide prevention. This involves the seamless integration of developmentally appropriate and student-centered educational materials into the K-12 health curriculum and, where relevant, into various subject areas across our district. These materials will underscore the importance of informed decision-making, furnish coping strategies to nurture resilience, and educate students about identifying risk factors and warning signs linked to mental health conditions and suicidal inclinations, both within themselves and among their peers. Additionally, these resources will empower students with strategies for seeking help and guidance on efficiently utilizing school resources and referring friends for support. It is recommended that our suicide prevention programs prioritize smaller, more personalized group settings over larger auditorium-style presentations.

#### **Publication and Distribution:**

This policy will be annually distributed and incorporated into all student and teacher handbooks. Furthermore, it will be prominently displayed on the official West Contra Costa Unified School District website. It is crucial for all school staff to acquaint themselves with and adhere to the guidelines delineated in this policy concerning suicide prevention.

Intervention

#### **Assessment and Referral:**

Intervention strategies are crucial. If a student is identified as potentially suicidal reported by peers, educators, or other sources swift intervention is initiated by a school-employed mental health professional. These professionals, encompassing school psychologists, counselors, or social workers, conduct risk assessments and, when necessary, facilitate immediate referrals within the same school day. Educators are also trained to promptly address written expressions or threats related to suicide or death found in student assignments, ensuring these instances are promptly referred to the appropriate school-employed mental health professional. In cases where no mental health professional is available, designated staff members such as school nurses or administrators intervene following district protocol until a mental health professional can be consulted and engaged to address the situation.



**IV. The West Contra Costa Unified School District outlines the following directives for dealing with At-Risk Youth and engaging law enforcement when necessary:**

**For At-Risk Youth:**

Under the jurisdiction of the West Contra Costa Unified School District, continuous supervision by school staff is mandated to ensure the safety of the student until the assessment process concludes.

**The principal and school suicide prevention coordinator within the West Contra Costa Unified School District must be promptly informed of the situation.**

The responsibility of contacting the student's parent or guardian, following the guidelines outlined in the Parental Notification Involvement section and complying with existing state law/district policy (if applicable), lies with the school-employed mental health professional or principal. They are also accountable for assisting the family with urgent referral.

**Urgent referral:**

options encompass setting up outpatient mental health or primary care appointments in collaboration with the parent or guardian and conveying the reasons for referral to the healthcare provider.

**In critical, life-threatening situations, the West Contra Costa Unified School District may need to contact emergency services or arrange for the student's transportation to the local Emergency Department, preferably accompanied by a parent or guardian.**

If parental abuse or neglect is suspected or reported, the West Contra Costa Unified School District mandates contacting the appropriate state protection officials (e.g., local Child Protection Services) in accordance with the law.

Staff within the West Contra Costa Unified School District should seek written permission from the student's parent or guardian, or eligible student, to discuss the student's health with external care providers, if deemed appropriate.

**Engaging Law Enforcement When Necessary for School Personnel:**

The crisis response plan of the West Contra Costa Unified School District must cover scenarios requiring school personnel to involve law enforcement. In instances where a student is actively suicidal, and there is an immediate risk to the safety of the student or others (such as when the student possesses a weapon), school staff within the West Contra Costa Unified School District must immediately call 911. The staff member making the call should provide



as much detail about the situation as possible, including the student's name, any weapons in their possession, and their location. It may be beneficial for school staff within the West Contra Costa Unified School District to inform the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP," to facilitate sending officers trained in crisis de-escalation and mental health issues.

**V. The West Contra Costa Unified School District's Parental Notification and Involvement policy mandates that, upon identification of a student at any level of suicide risk or following a suicide attempt, the principal, their designate, or a school mental health professional shall promptly inform the student's parent or guardian on the same school day or as expeditiously as possible. This notification shall occur unless such action would immediately endanger the student's safety. Subsequent to parental notification and after an initial risk assessment, the principal, designate, or school mental health professional may propose recommendations based on the perceived needs of the student. These recommendations may encompass, among other actions, suggesting an additional evaluation by an external qualified health professional or emergency service provider.**

**Lethal means counseling should encompass discussions on the following:**

**Firearms:**

Inquire with the parent or guardian regarding the presence or accessibility of firearms in the home.

Recommend that parents adhere to state laws by storing all firearms away from home during periods when the student is facing difficulties. Suggested storage options include with a relative, at a gun shop, or with the police.

Engage in discussions with parents about concerns and assist in problem-solving for offsite storage without exhibiting a negative attitude towards firearms. Emphasize the effectiveness of offsite storage in immediately safeguarding the student.

Clarify that in-home locking of firearms is not as secure as offsite storage, as children and adolescents might access keys or bypass locks.

If there are no firearms at home, inquire about firearms in other locations (e.g., joint custody situations, accessibility to firearms in friends' or family members' homes).



If parents are unwilling or unable to store firearms offsite, suggest the next safest option of unloading firearms, storing them in a gun safe, and keeping ammunition locked separately or not at home.

If firearms are already locked, encourage parents to consider changing the combination or relocating keys, as students may be aware of their hiding places.

**Medications:**

Recommend that parents secure all medications (excluding rescue medications like inhalers) by either using a traditional lockbox or a daily pill dispenser.

Advise the disposal of expired or unnecessary medications, particularly prescription pain pills. Encourage parents to retain possession of the student's medication, dispensing only one dose at a time under supervision."

**If a parent is unable or unwilling to secure medication, it's recommended that they prioritize seeking explicit guidance from a doctor or pharmacist concerning the following:**

Prescriptions, particularly those for pain, anxiety, or insomnia.

Over-the-counter pain relievers.

Over-the-counter sleep aids.

**Furthermore, the staff will request parental consent through a Release of Information form to communicate with external mental health care providers about the student's safety plan and their access to potentially harmful means.**

## **VI. Re-Entry Procedure after Mental Health Crisis**

The West Contra Costa Unified School District is dedicated to facilitating a supportive and seamless re-entry process for students returning to school following a mental health crisis, such as a suicide attempt or psychiatric hospitalization. Our policy outlines a structured approach to ensure the well-being and successful reintegration of students back into the school environment.

**Initial Coordination and Planning:**

A designated school-employed mental health professional or assigned designee will collaborate with the student, their parents or guardians, and external healthcare providers to develop a comprehensive re-entry plan. This plan will encompass necessary



accommodations, academic considerations (such as missed work), and establish check-in procedures to ease the transition back to school.

**Assessment of Readiness:**

Although not mandatory for re-entry, the school may engage with hospitals and external mental health providers to evaluate the student's readiness to return to the school setting.

**Ongoing Support and Monitoring:**

A designated staff member will regularly check in with the student to aid their readjustment to the school community and address any lingering concerns, whether social or academic.

**Sustained Support and Communication:**

The school employed mental health professional will maintain periodic contact with the student and their parents or guardians, ensuring support for up to three months or as required. The frequency of check-ins will be adjusted based on the evolving needs of the student.

**Teacher Notification and Support:**

The administration will inform the student's teachers and relevant staff about the student's return following a medically-related absence. Specific details of mental health diagnoses will not be disclosed. Additionally, the school-employed mental health professional will be available to address any concerns teachers may have post-re-entry.

**VII. In-School Suicide Attempts:**

**In cases of in-school suicide attempts, the safety and well-being of the student are of utmost importance. Our district ensures:**

Immediate first aid following district emergency medical procedures until professional medical assistance arrives.

Supervision of the student for their safety.

Removal of other students from the immediate area.

Contact with the student's parent or guardian by the school-employed mental health professional or principal.

Notification of the incident to the principal or school suicide prevention coordinator.





Engagement of the crisis team to assess and ensure the safety and well-being of affected students, considering emotional or physical proximity to the victim.

Requesting a prompt mental health assessment for the student.

Regarding self-harm behaviors, comprehensive mental health assessments aid in determining the most suitable treatment plan and disposition, as not all instances of suicidal ideation or behavior require hospitalization.

### **VIII. Out-of-School Suicide Attempts:**

When a staff member becomes aware of a student's ongoing suicide attempt outside the school premises, the protocol is to:

Immediately call 911 for police and/or emergency medical services.

Inform the student's parent or guardian.

Notify the school suicide prevention coordinator and principal.

**If a student expresses suicidal ideation to a staff member, maintaining contact and seeking immediate assistance from another person to contact the authorities while continuing engagement with the student is paramount.**

### **IX. Post-Suicide Death Response:**

In the unfortunate event of a suicide death within the school community, our crisis response plan includes the following steps:

Fact-finding and confirmation of the death's cause by designated school officials.

Consideration of the impact on students and identification of those likely to be affected.

Information sharing with staff, providing factual details, and offering resources for coping with grief.

Proactive steps to prevent suicide contagion among vulnerable students, including identifying and supporting at-risk individuals.



Initiating support services and long-term counseling for affected students and staff, coordinating with community mental health providers for continuous care.

Developing memorial plans, focusing on prevention, and avoiding actions that may inadvertently sensationalize the death.

It is crucial to note that post-suicide death, schools may review and update existing policies to enhance prevention strategies.

#### **X. External Communication Protocol:**

The district-appointed spokesperson will handle all media inquiries, providing factual information while adhering to safe messaging guidelines to mitigate the risk of suicide contagion. Confidential information or speculative details will not be disclosed.

**The West Contra Costa Unified School District is committed to a comprehensive and empathetic approach in dealing with mental health crises and suicide prevention within our school community. For more detailed guidance and resources, please refer to our tool kit on responding to suicide incidents and their aftermath.**

**The West Contra Costa Unified School District (WCCUSD) policy on suicide prevention is influenced by various key organizations dedicated to mental health, suicide prevention, and the well-being of students. The contributing factors to this policy are informed by the principles, research, and advocacy efforts of the following organizations:**

#### **1.) American Foundation for Suicide Prevention (AFSP):**

**Mission and Vision:** AFSP is dedicated to saving lives and bringing hope to those affected by suicide. The organization's mission is to create a culture that is smart about mental health through education, community programs, research, and advocacy.

**Programs and Initiatives:** AFSP develops and enhances suicide prevention efforts through various programs and initiatives. This includes providing education on mental health and suicide prevention, promoting community involvement, and supporting research to better understand and prevent suicide.

**Support for Affected Individuals:** AFSP offers support to those affected by suicide, ensuring they have access to resources and a community that understands their experiences. The organization's outreach and support services are vital for individuals coping with loss and those at risk.



## **2.) American School Counselor Association (ASCA):**

**Professional Guidance and Support:** ASCA promotes student success by enhancing the role of school counselors in the academic, career, and social/emotional development of students. This holistic approach ensures that students receive the comprehensive support they need.

**Leadership and Advocacy:** ASCA emphasizes the importance of leadership, advocacy, and systemic change in school counseling, helping to create environments where students can thrive academically and emotionally.

**Community and Collaboration:** By fostering a network of school counseling professionals, ASCA enables collaboration and the sharing of best practices, which are critical for effective suicide prevention in schools.

## **3.) National Association of School Psychologists (NASP):**

**Comprehensive Support:** NASP represents school psychologists who work to support students' academic achievement, positive behavior, and mental wellness. Their work includes both individual and system-wide interventions that are essential for effective suicide prevention.

**Best Practices and Policies:** NASP promotes best practices and policies that ensure students have access to necessary mental health, social/emotional, and academic supports. These supports are crucial for preventing suicide and promoting overall well-being.

**Collaboration with Families and Educators:** NASP emphasizes the importance of collaboration between school psychologists, parents, and educators to create a supportive environment for students.

## **4.) The Trevor Project:**

**Focus on LGBTQ Youth:** The Trevor Project is the largest organization dedicated to suicide prevention and crisis intervention for LGBTQ young people. This focus is crucial given the higher risk of suicide among LGBTQ youth due to various societal pressures and discrimination.

**Crisis Intervention Services:** The organization provides 24/7 crisis intervention through phone, chat, text, and social media platforms, ensuring that young people have immediate access to support when they need it most.

**Safe Spaces and Community:** Through Trevor Space, the organization offers a safe social networking site for LGBTQ youth, fostering a sense of community and belonging. The

Trevor Project also engages in education, research, and advocacy to further support and protect LGBTQ youth.



**5.) The combined efforts and insights of these organizations contribute significantly to the WCCUSD policy on suicide prevention, ensuring it is comprehensive, evidence-based, and supportive of all students. The policy aims to create a safe and supportive environment by integrating best practices from leading experts in mental health and education. For more detailed information on these organizations, their initiatives, and resources, you can visit their respective websites:**

American Foundation for Suicide Prevention (AFSP): [afsp.org](http://afsp.org)

American School Counselor Association (ASCA): [schoolcounselor.org](http://schoolcounselor.org)

National Association of School Psychologists (NASP): [nasp.org](http://nasp.org)

The Trevor Project: [TheTrevorProject.org](http://TheTrevorProject.org)



## Suicide Prevention Resources for Students & Staff



Contra Costa County Office Of Education  
<https://www.cccoe.k12.ca.us/departments/studentprograms/WISP/trainings>



Contra Costa Crisis Center Training  
<https://www.crisis-center.org/professional-trainings/>



Contra Costa Crisis Center Helpline  
<https://www.crisis-center.org/>



Trevor Project  
<https://www.thetrevorproject.org/get-help/>



Heard Alliance  
<https://www.heardalliance.org/help-hotlines/>



Take Action for Mental Health  
<https://takeaction4mh.com/>



## Suicide Prevention Resources for Students & Staff



Living Works  
<https://livingworks.net/>



Living Works CA Student & Staff Training  
<https://www.caschoolsstart.livingworks.net/access-training>



NAMI CONTRA COSTA COUNTY  
<https://namica.org/locations/nami-contra-costa-county/>



Boston Children Hospital Break Free from Depression  
<https://www.childrenshospital.org/programs/boston-childrens->



Sandy Hook Promise-Say Something  
<https://www.sandyhookpromise.org/our-programs/say-something/>



DIDI HIRSCH  
<https://didihirsch.org/>



## Support/Crisis Line & Apps



988 Suicide & Crisis Lifeline  
<https://988lifeline.org/>



Crisis Text Line  
<https://www.crisistextline.org/>



California Peer Run-Warmline  
<https://www.mentalhealthsf.org/warm-line/>



The Trevor Crisis Line (LGBTQ) Ages 13-24  
<https://www.thetrevorproject.org/get-help/>



BlackLine  
<https://www.callblackline.com/>



Jason Foundation Friend Ask App  
<https://jasonfoundation.com/get-involved/student/a-friend-asks-app/>





## PARENT EDUCATION/SUPPORT

### 1.) BeSMART for Kids

Each year in the US, almost 600 children aged 17 and under die by suicide with a gun. The BeSmart campaign focuses on education and awareness about secure gun storage and child safety. BeSMART for Kids offers a free 20-minute presentation by trained volunteers in English or Spanish to parent groups.

This program is for gun owners and non-gun owners and is non-political and non-partisan. Contact: [besmartsd1@gmail.com](mailto:besmartsd1@gmail.com) to schedule your presentation.

### 2.) Youth Mental Health First Aid

Youth Mental Health First Aid (YMHFA) is an evidence-based, seven-hour training created upon the medical first aid model. It is designed to provide skills to help a youth who may be experiencing a mental health or addiction challenge or is in crisis.

YMHFA participants learn to recognize signs and symptoms of youth in emotional distress, initiate and offer help, and connect the youth to professional care through a five-step action plan. Participants who complete the course receive a manual and certification for three years.

The following organizations provide training at no cost, based on availability:

- California Department of Education - [ymhfa@cde.ca.gov](mailto:ymhfa@cde.ca.gov)

- ### 3.) Suicide Prevention: A Resource for Parents
- This brochure created in English and Spanish by Each Mind Matters includes key questions parents/guardians can ask themselves to identify warning signs, know what to do, and find at: <https://emmresourcecenter.org/>