

Jordan School District Suicide Prevention Plan

Essential Components

1. Build support and plan suicide prevention strategies appropriate to the school community in collaboration with the [school mental health team](#), MTSS team, BEST Team, or other assigned committee.
2. School mental health providers (school counselors, school psychologists, social workers) and administrators are trained on and regularly review [suicide risk intervention guidelines](#), post-vention procedures & [crisis response procedures](#), and also have opportunities for other relevant training appropriate to the school community (i.e. [CALM training](#)).
3. Students referred for suicide risk receive evidence-based interventions which may include a screening interview ([CSSR-S](#)), [parent contact](#), mental health [recommendations](#)/referrals ([JFEC](#), [MHAP](#), etc.), a [re-entry meeting](#), and regular follow-up.
4. Staff (and students as appropriate) are trained regularly on recognizing warning signs, reporting procedures for individuals identified who may be at risk (including anonymous reporting tools like [SafeUT](#)), and resources available for those who may be at risk. Here are some resources to support your efforts, [AFSP's "It's Real,"](#) [AFSP's "Supporting Those at Risk."](#)
5. Students are given opportunities to learn and practice positive coping skills, identify and regulate emotions, enhance help-seeking behavior, and develop [other social and emotional skills](#).

Additional Strategies for Suicide Prevention

Prevention	Intervention	Awareness
<ul style="list-style-type: none">• School-wide implementation of social & emotional learning and coping skills• Teach mindfulness skills and self-regulation• Develop a wellness center or calm room• Create opportunities to strengthen student's sense of community through clubs and events• Implement restorative, community-building strategies—including circles• Celebrate Suicide Prevention and Awareness Month (September)• Pro-social/ kindness campaigns or clubs• Focus on social and emotional learning skills/ topics school-wide during rotations, advisory periods, assemblies, library read-alouds, music time, or other school activities• Use children's books that build social and emotional skills for reading activities	<ul style="list-style-type: none">• Assign school point-person for follow up on each threat and schedule regular check-ins with the student• Discuss access to lethal means with parent/guardian• Use return to learn procedures for students transitioning back to school from other settings• Train teachers & staff on evidence-based risk intervention and referral resources• Advertise the use of SafeUT app, crisis contacts, and available crisis resources for students• Promote school-wide (teachers, hall monitors, cafeteria workers, etc.) understanding of procedures• Train teachers on evidence-based intervention strategies that foster connectedness & resilience• Connect affected individual to appropriate and available mental health supports/services• Practice strategies to resolve conflict and equip students with communication and advocacy skills	<ul style="list-style-type: none">• Build skills for recognizing and responding to at-risk students in the school community• Train staff and offer training to community members annually in QPR, ASIST, or other Gatekeeper training• Encourage school-home-community partnerships to raise awareness• Engage PTA/ stakeholders in themes/ activities/ events related to suicide prevention• Include wellness topics (mental health, SEL materials, internet safety) in school newsletter or emails home• Host parent events that help parents recognize, report, and prevent suicide• Publish procedures for reporting, responding to, and preventing suicide on school website

Email wellness@jordandistrict.org to arrange a [QPR](#) or other training for your school or community

Suicide Prevention School Planning Tool

1. Our school's team/committee that coordinates suicide prevention is _____
 - When does this team meet? What other perspectives could be included when discussing suicide prevention (i.e. PTA)?

2. How does our school ensure that our school mental health providers and administrators review [suicide risk intervention guidelines](#), post-vention procedures & [crisis response procedures](#)?
 - What other trainings do we have at our school related to suicide prevention (i.e. [CALM training](#) for counselors/admin)?

3. How does our school intervene with students referred for suicide risk? What is our process for ensuring follow-through?

4. How does our school train staff (and students as appropriate) on recognizing warning signs, reporting procedures for individuals identified who may be at risk (including anonymous reporting tools like [SafeUT](#)), and resources available for those who may be at risk?

5. How does our school offer opportunities for students to build social and emotional skills such as positive coping skills, identifying and regulating emotions, and help-seeking behavior when struggling?

Suicide Prevention School Planning Tool

Prevention	Response	Awareness