GOALS

At the end of this presentation, participants will:

● Get an overview of San Francisco Unified School District’s (SFUSD) data landscape and student support services
● Understand SFUSD’s protocol for addressing suicide and self-harm, ACT-PRO
● Learn how ACT-PRO is being implemented and used by different SFUSD staff members
### Schools

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>136 Total Schools</td>
<td></td>
</tr>
<tr>
<td>64 Elementary (TK-5th)</td>
<td></td>
</tr>
<tr>
<td>8  Alt. Configured (TK-8th)</td>
<td></td>
</tr>
<tr>
<td>12 Early Education</td>
<td></td>
</tr>
<tr>
<td>8  County and Court</td>
<td></td>
</tr>
<tr>
<td>13 Middle (6th-8th)</td>
<td></td>
</tr>
<tr>
<td>14 High (9th-12th)</td>
<td></td>
</tr>
<tr>
<td>14 Charter</td>
<td></td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK*</td>
<td>2,225</td>
</tr>
<tr>
<td>Transitional Kindergarten</td>
<td>416</td>
</tr>
<tr>
<td>K-5th</td>
<td>23,021</td>
</tr>
<tr>
<td>6th-8th</td>
<td>9,661</td>
</tr>
<tr>
<td>9th-12th</td>
<td>15,891</td>
</tr>
<tr>
<td>Alt. Grade Span</td>
<td>4,399</td>
</tr>
</tbody>
</table>
School Health Programs

- Foster Youth Services (FYS)
- Health and Nutrition Education
- Healthy Choices AmeriCorps
- LGBTQ Youth Support Services
- Mental Health Internships
- Mentoring for Success
- Nurse of the Day
- Nutrition Education
- Refugee Immigrant Supports in Education (RISE)-SF
- School Social Workers
- Wellness Initiative
- 504 Coordination
- More.....
# Student Support Services Available

<table>
<thead>
<tr>
<th>Pre-K Through 8th Grade</th>
<th>High School Wellness Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Support Staff:</strong></td>
<td><strong>Core Support Staff:</strong></td>
</tr>
<tr>
<td>● School Social Worker (SSW)</td>
<td>● Wellness Coordinator (WC)</td>
</tr>
<tr>
<td>● School District Nurse (SDN)</td>
<td>● School District Nurse (SDN)</td>
</tr>
<tr>
<td>● Mental Health Intern(s)</td>
<td>● Community Health Outreach Worker (CHOW)</td>
</tr>
<tr>
<td>● Foster Youth Services Intern</td>
<td>● Mental Health Therapist through Community Based Organization</td>
</tr>
<tr>
<td>● AmeriCorps Members</td>
<td>● Foster Youth Services Intern</td>
</tr>
</tbody>
</table>

*(School District Counselors at Middle and High Schools)*
<table>
<thead>
<tr>
<th>Supports Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitation of Student Assistance Programs (COST, CARE, SAP)</td>
</tr>
<tr>
<td>• Individual and Group Counseling</td>
</tr>
<tr>
<td>• Referrals</td>
</tr>
<tr>
<td>• Social Emotional Learning Supports</td>
</tr>
<tr>
<td>• PBIS Team supports</td>
</tr>
<tr>
<td>• Consultation with Teacher &amp; Parent/Guardian</td>
</tr>
<tr>
<td>• Mentoring Programs</td>
</tr>
<tr>
<td>• Restorative Practices</td>
</tr>
<tr>
<td>• CRISIS SUPPORT</td>
</tr>
</tbody>
</table>
How are we funded?

- Public Education and Enrichment Fund: PEEF
  - Voter approved parcel tax: one-third funds Student Support Services
- Department of Children, Youth and Families (DCYF)
- State and federal grants: Project Prevent
- General school district budget from unrestricted general funds
- School Sites: Prioritize School Social Workers
Starting 2017-2018 school year, all California public & charter schools must have a suicide prevention policy in place.

The policy must address high risk students, suicide prevention training for teachers/staff & actions school staff must make if they are worried about a student who may be suicidal or who has reported suicidal ideation or intent.

In Spring 2017, SFUSD formed a Suicide Prevention Policy Committee to create a board policy and a training for all school staff.
SFUSD STATISTICS
% of SFUSD Students Who Seriously Thought About Committing Suicide

Ever - MS YRBS 2017 (N=1,627)

- All Students: 19.8%
- Heterosexual: 19.5%
- Lesbian, Gay, or Bisexual: 57.0%
- Male: 14.8%
- Female: 24.4%
- Transgender: 22.1%

In the Past Year - HS YRBS (N=2,554)

- All Students: 12.8%
- Heterosexual: 10.1%
- Lesbian, Gay, or Bisexual: 30.7%
- Male: 11.2%
- Female: 14.4%
- Transgender: 44.1%

Please note that the sample size for transgender youth is very small and may not accurately represent the behaviors of all middle school transgender students.
% of SFUSD Students Who Ever Attempted Suicide

**Ever - MS YRBS 2017 (N=1,627)**

- All Students: 6.3%
- Heterosexual: 5.9%
- Lesbian, Gay, or Bisexual: 18.4%
- Male: 4.4%
- Female: 8.4%
- Transgender: 6.3%

**In the Past Year - HS YRBS (N=2,554)**

- All Students: 8.1%
- Heterosexual: 6.5%
- Lesbian, Gay, or Bisexual: 15.0%
- Male: 8.4%
- Female: 7.1%
- Transgender: 39.9%

*Please note that the sample size for transgender youth is very small and may not accurately represent the behaviors of all middle school transgender students.*
% MS students who ever seriously thought about committing suicide YRBS 2017 (N=1,627)
% of HS students who have seriously thought about committing suicide in the past year (N=2,544)

<table>
<thead>
<tr>
<th>Category</th>
<th>MS %</th>
<th>HS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD (All)</td>
<td>12.8%</td>
<td>19.4%</td>
</tr>
<tr>
<td>African American</td>
<td>13.2%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Chinese</td>
<td>9.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>15.6%</td>
<td></td>
</tr>
<tr>
<td>Other Asian</td>
<td></td>
<td>18.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>23.1%</td>
</tr>
<tr>
<td>White</td>
<td>17.1%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Multiracial (Hispanic)</td>
<td>14.8%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Multiracial (non-Hispanic)</td>
<td>14.6%</td>
<td>21.4%</td>
</tr>
</tbody>
</table>
SFUSD PROTOCOL
SFUSD PROTOCOL FOR ADDRESSING SUICIDALITY AND/OR SELF-HARM

(ACT PRO)

1. **ASSESS**
2. **CONSULT**
3. **TELL TEAM, ADMINISTRATORS, PARENTS/GUARDIANS**
4. **PLAN OF SAFETY AND SUPPORT**
5. **RECORD/DOCUMENT**
6. **ONGOING SUPPORT AND FOLLOW UP**
1. ASSESS
ONLY School Social Workers, Wellness Coordinators, or Counselors should assess. They will determine:

- Severity
- Frequency of thoughts & behaviors
- Underlying feelings
- Prevalence of suicide ideation or intent

Use [SFUSD Suicide Risk Assessment Tool K-8](https://www.sfusd.edu/schools/safety/health-and-wellness/suicide-prevention-tools) or [SFUSD Suicide Risk Assessment Tool HS](https://www.sfusd.edu/schools/safety/health-and-wellness/suicide-prevention-tools)
2. CONSULT
CONSULT, CONSULT, CONSULT!!

SSW/WC/CHOW ONSITE/DEPARTMENT

- Colleagues (Nurse, Counseling staff, Clinical Supervisor, etc.)
- School Health Programs
  - Mentors
  - SSW Admin
  - Nurse of the Day
  - Director of Safety and Wellness
  - Clinical Supervisors
CONSULT, CONSULT, CONSULT!!

OFFSITE

Comprehensive Crisis Services (aka: Child Crisis)

- Phone #: (415) 970-3800
Child Crisis is open 24/7

Before Reporting SI to Child Crisis
Know:
- Student’s contact information
- Language of the student/family?
- Medical insurance?
3. TELL
TELL: School Site Team & Administrators

Support Staff/SDN/Counselors
- Consult with at least one person on your team (as available)
- Strategize accordingly
- What is communication plan?

Administrators
- Share what are you doing
- Solicit support
- Inform them of next steps/follow up plan

How do you let staff know that there is a crisis and you need support now and/or are unavailable?
TELL: Parents and Guardians

Parents/Guardians

- Adults should ALWAYS be contacted for ES & MS aged students. For HS students: consult with Wellness Coordinator or Wellness Coordinator Mentor or Admin to determine if parent needs to be contacted.
- Decide who will contact parent/guardian
- Risk level determines how and what should be shared and level of urgency
- Express urgency to return call (if they do not answer)
  - “Concerns about safety”
  - “Share important info before they return home this evening”
  - “Engaging in unsafe behavior today, want to get your support”
4. PLAN of Safety and Support
● Report to crisis: Place on alert or consider evaluation
● Make a Safety Plan and make sure you share with grownups
  ○ Younger Students or Older Students
● Make a plan for student departure from school
● Plan for student return to school
  ○ Short term interventions
  ○ Check-ins (sample 1, sample 2)
  ○ Referrals
● Communication with staff
Post Critical Incident Debriefing

➔ **Convey** relevant information
  ◆ “An incident happened last night”
  ◆ “Student may be pulled out to be visited by a provider”
  ◆ “Student may be absent for......”

➔ **Consult** with teachers on what to expect, how he or she can support, what interventions may take place

➔ **Consider** and schedule meetings that should occur (provider, support team, sst, CFT (TDM), etc)
5. RECORD/Document
WHERE TO RECORD/DOCUMENT?

- **Complete SFUSD Risk Assessment**
  - Keep one hard copy in “MH Assessment” file in office (same place as CPS reports) --for ES & MS only
  - Keep one hard copy in *personal records*

- **Safety Plans**
  - Give a copy to youth, if appropriate (*ex. ES students may not need a copy of safety plan depending*)
  - Give copy to parent/guardian, if appropriate
6. ONGOING Support and Follow-up
For student requiring ongoing supports:

➔ Determine interventions: what, when, where, by whom, how often, for how long, what are the goals,

➔ What can you do while you are waiting for student to get linked to services

➔ Outside Referrals:
  ◆ Mental health, Family therapy
  ◆ Medical
  ◆ Other (PATH, etc)

➔ Higher level accommodations: SST/504/SPED

➔ CPS
Training of Trainers (TOT)

- Policy and district specific data
- Psycho-education on Suicide and Self-Harm
  - Definitions, behavior patterns, contributing factors
- Teachers and staff responsibility
  - Communication, dos and don’ts, how and when to reporting, participating in the plan
- Communication Flow chart
- Teacher resources
  - Self care
  - Employee Assistance Program
  - NCTSN
IMPLEMENTING ACT PRO
- Formed a Suicide Prevention Policy Committee
  - Reviewed policy AB 2246
  - Reviewed school district policy for dealing with suicide and self-harm in schools
  - Researched sample suicide policies and protocol
  - Created board policy and revised current suicide and self-harm protocol
● Drafted resources and compiled tools
● Created Training of Trainers for SSW/WC to present to school staff
● Scheduled trainings for
  ○ Administrators,
  ○ School Social Workers, Wellness Initiative Teams and Mental Health Interns
  ○ AmeriCorps Members
  ○ School Psychologists and Counselors
  ○ Pupil Services Workers
● **ONGOING**: Committee meets regularly to review protocol and trainings; revise as needed
CONSIDERATIONS FOR YOUR SCHOOL SITE

● What is your school site/district’s crisis response protocol?
  ○ *If your school site/district doesn’t have a crisis response protocol, who should be part of the work group to create the protocol?*

● What resources and support services does your school/district have access to in-house and in the community? How can these resources be utilized in your crisis response protocol?

● Who will train faculty/staff in the crisis response protocol? How often will this occur?

● What is your timeline in rolling out the crisis response protocol and training?

● Any other considerations?
RESOURCES

● CA Department of Education - Youth Suicide Prevention: https://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

● HEARD Alliance K-12 Toolkit for Mental Health Promotion and Suicide Prevention: http://www.heardalliance.org/help-toolkit/

● National Center for School Crisis and Bereavement: https://www.schoolcrisiscenter.org/

● National Child Trauma Stress Network: http://www.nctsn.org/


● SFUSD - Student, Family and Community Support Department: www.healthiersf.org
 QUESTIONS?

For more information contact:

● SFUSD, School Health Programs Office: 415-242-2615

● Erika Rubinstein Irby, MSW, PPS, Mentor School Social Worker
  RubinsteinE@sfusd.edu

● Michelle Fortunado-Kewin, LCSW, PPS, Clinical Supervisor
  FortunadoM@sfusd.edu
REFERENCES


