UCDSB Supports for Wellness: SUICIDE PREVENTION, INTERVENTION, AND RISK REVIEW

Suicide Safety

FEW

Promoting Wellness

At least 2 <u>ASIST-trained staff</u> in every UCDSB school

Accommodations within school Internal & community supports

SOME

Initial training on **SPIRR** protocol

Annual refresher training on **SPIRR**

Training on <u>Supporting Minds</u> re: assisting students with MH concerns

Sharing concerns with families and supporting to seek counselling

ALL

Annual 'awareness training' & 'who to call' for all school staff

<u>Crisis numbers</u> for students available on buses, in schools, on website

Promotion activities consistent with SMH-Decision Support Tool

Evidence-supported <u>wellness programs</u> (boost social-emotional skills)

School-specific and <u>board-wide well-being planning and goals</u>

How does school support at-risk student?

- Concerned adult in the building informs designated staff
- Designated staff meets with student to complete Safe-For-Now plan
- School contacts parents and discuss next steps to get child assistance and keep safe

How do we follow-up with the student?

- Follow-up with students, families and others where there are elevated concerns (within 2 weeks). Identify school and community supports to keep student safe in longer-term.
- When suicide-related deaths in the schools, community or media, plans are followed to monitor at-risk students, enhance accessing coping supports and keep schools a safe place for all learners.

How are we preparing all students for a successful life?

- We have goals and plans to build wellness at the Board level, as well as within each school.
- We base our decisions on programs and techniques proven to work
- We continue collect information to adjust training and supports
- We are listening to our students, families, and community partners on how to improve the UCDSB experience