

Subject: <i>Suicide Prevention Education in Schools</i>	Legal Reference: • SB 282-FN: RSA 193-J
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*This Technical Advisory continues the New Hampshire Department of Education’s communication regarding new legislation, which was passed during the 2019 legislative session. This new law, which was SB 282 during the legislative session and became RSA 193-J when it was signed into law on August 2, 2019, will become effective next year on **July 1, 2020**. This technical advisory gives a brief overview of the new law, resources and information currently available and access to the text of the law in its entirety.*

During the 2019 legislative session, SB 282 was passed to address the critically important issue of suicide prevention of school-age children in New Hampshire. SB 282 was created out of a recognition that suicide is a complex issues that necessitates resources from schools, families, and the community to all be harnessed in an appropriate and timely fashion in order to prevent suicide. The sole purpose of this new law is to reduce the number of suicides that are occurring in New Hampshire’s school-age population. The bill seeks to accomplish this by ensuring that suicide prevention education and training be available to school personnel, students and their parents by utilizing age-appropriate and evidence-based materials in this subject area. This bill is applicable to all public schools and chartered public schools across the state and becomes effective in July of 2020, which provides districts and chartered schools with ample time to prepare for implementation.

In general terms, the new law is written in two parts. The first part of the bill requires that districts and chartered public schools develop a policy which guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide. The bill provides the basic parameters of what each policy must address, but allows districts and chartered public schools to add in additional areas as they deem appropriate. Each policy must include the following provisions:

- (a) The training of school faculty and staff, to include contracted personnel and designated school volunteers¹, in youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community;
- (b) Educating students in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- (c) Identifying within the school the person or persons who serve as the point of contact when a student is believed to be at an elevated risk for suicide;
- (d) Making referral, crisis intervention, and other related information, both within the school and the community, available for students, parents, faculty, staff, and school volunteers;
- (e) Promoting cooperative efforts between school districts, chartered public schools, and community suicide prevention program personnel.

The second part of the new law requires that each school district and chartered public school mandate that all school faculty and staff, to include contracted personnel, receive a minimum of 2 hours of training in suicide awareness and prevention every year. This requirement may be applicable to some school volunteers in accordance with individual school district policy. The training may include the following topics: youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community. The training requirement may be accomplished within pre-

¹ School districts should have the term “designated school volunteer” defined in the criminal background check requirement policy as this term comes directly from RSA 189:13-a, which governs criminal background checks for employment in schools.

existing, in-service training programs or offered as part of ongoing professional development activities. Districts and chartered public schools must allow the use of self-training materials to fulfill this training requirement and each individual district and chartered public school may determine how to administer and ensure that the annual training requirements are met. This specific provision of the law becomes effective within nine months of the July, 2020, date mentioned above.

Resources and Information

The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. Prevention works best when strategies are part of a comprehensive planning process. There are resources and tools to support comprehensive planning as well as a variety of free trainings offered throughout the state which specifically relate to suicide prevention including; youth suicide risk factors, warning signs, protective factors, response procedures, referrals, and post-intervention. Access to these resources and tools are provided below. These resources can aid districts in the development of the policy and training as required by the new law.

NH Department of Education – OSEW: Free school and/or district-wide trainings available -

- Youth Mental Health First Aid - <https://www.nhstudentwellness.org/ymhfa.html>
- Everyone is an Asset Builder – 40 Developmental Assets
<https://www.nhstudentwellness.org/assetbuilder.html>
- NH Student Wellness Toolkit for Comprehensive Planning
<https://www.nhstudentwellness.org/toolkit.html>
- OSEW full training offerings: <https://www.nhstudentwellness.org/pd.html>

NH Resources and Trainings:

- NAMI-NH – <https://www.naminh.org/education/training-opportunities/> --- NAMI-NH Online Suicide Prevention Training : <https://schoolsafetyresources.nh.gov/wp-content/uploads/2019/05/Connect-Online-School-Personnel.pdf>
- Connor's Climb - <https://www.connorsclimb.org>
- UNH Cooperative Extension - <https://extension.unh.edu/programs/youth-mental-health-wellness>
- American Foundation for Suicide Prevention (AFSP) NH Chapter - <https://afsp.org/chapter/afsp-new-hampshire/>
- NH 24/7 Resources - <https://www.211nh.org/>
- NH Suicide Prevention Plan - <https://www.dhhs.nh.gov/dphs/bchs/spc/documents/2016-suicide-prevention-plan.pdf>
- NH Community Mental Health Centers - <https://www.dhhs.nh.gov/dcbcs/bbh/centers.htm>
- NH Community Behavioral Health Association Emergency Services Resources - <https://nhcbha.org/emergency-key-services/>
- NH School Board Association – Policy Review - <https://www.nhsba.org/servicespolicy.asp>
- NH School District Governance Association – <https://sdganh.org>

National Resources to Support Suicide Prevention and Postvention in Schools:

- American Foundation for Suicide Prevention (AFSP) - <https://afsp.org/>
- Suicide Prevention Resource Center - <http://www.sprc.org/>
- The National Suicide Prevention Lifeline - <https://suicidepreventionlifeline.org/>
- The Connect Program - <http://www.theconnectproject.org/>

- The National Alliance for Suicide Prevention - <https://theactionalliance.org/>
- SAMHSA's Toolkit for Suicide Prevention - <https://www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>
- Center for Disease Control Prevention Package - <https://www.cdc.gov/violenceprevention/pdf/suicideTechnicalPackage.pdf>
- SAMHSA Suicide Prevention Toolkit for High Schools - <https://store.samhsa.gov/system/files/sma12-4669.pdf>
- Suicide Prevention Strategic Planning Course - <https://training.sprc.org/enrol/index.php?id=31>
- The National Council for Behavioral Health - <https://www.thenationalcouncil.org/>

Model School Prevention Policy Online Resources:

- NH School Board Association Model SB 282 Policy-See attached to this document
- Model Suicide Prevention Policy (AFSP) <https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>
- The Trevor Project – Model School Policy on Suicide Prevention - <https://www.thetrevorproject.org/education/model-school-policy/>

Examples of Evidence Informed Suicide Prevention Trainings:

- QPR Gatekeeper Training for Suicide Prevention – <https://qprinstitute.com/>
- SOS Signs of Suicide – <http://www.sprc.org/resources-programs/sos-signs-suicide>
- Kognito At-Risk for High School Educators - <https://kognito.com/products/at-risk-for-high-school-educators>
- More Than Sad - <https://afsp.org/our-work/education/more-than-sad/>
- LEADS for Youth Suicide Prevention - <https://save.org/what-we-do/education/leads-for-youth-program/>
- The Connect Program: Prevention and Postvention: live and online training, protocols and technical assistance - www.theconnectprogram.org
- CALM: Counseling on Access to Lethal Means - <https://training.sprc.org/enrol/index.php?id=20>

Resources and Curriculum to Support Social & Emotional Learning, Resilience and Wellness:

- Collaborative for Academic, Social, & Emotional Learning - <https://casel.org/resources-support/>
- Too Good for Violence - <https://toogoodprograms.org/collections/too-good-for-violence>
- Choose Love - <https://www.jesselewischooselove.org/>

Text of bill:

The text of SB 282, in its entirety, can be accessed at the following link:

http://qencourt.state.nh.us/bill_status/billText.aspx?sy=2019&id=1073&txtFormat=html

For convenience, the entire text of the bill is also provided below:

193-J:2 Suicide Prevention Education.

- I. Each school district and chartered public school shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide. The policy shall include, but shall not be limited to, the following provisions:

(a) Training school faculty and staff, including contracted personnel and designated school volunteers, in youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community consistent with the provisions of paragraph II.

(b) Educating students in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

(c) Identifying within the school the person or persons who serve as the point of contact when a student is believed to be at an elevated risk for suicide.

(d) Making referral, crisis intervention, and other related information, both within the school and the community, available for students, parents, faculty, staff, and school volunteers.

(e) Promoting cooperative efforts between school districts, chartered public schools, and community suicide prevention program personnel.

II. Each school district and chartered public school shall, within 9 months of the effective date of this chapter, require all school faculty and staff, including contracted personnel, to receive at least 2 hours of training in suicide awareness and prevention annually. Such training may include, but not be limited to, youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community. The training may be accomplished within the framework of existing in-service training programs or offered as part of ongoing professional development activities. School districts and chartered public schools shall allow the use of self-training materials in fulfilling the annual training requirements of this paragraph and each school district and chartered public school may determine how to both administer the annual training requirements and ensure that such training requirements are met. This paragraph may apply to all or some school volunteers in accordance with school district policy.

III. School suicide prevention policies required under paragraph I and the training required under paragraph II shall be evidence-informed.

IV. Nothing in this chapter shall require the inclusion of any specific curriculum, textbook, or other material designed to address the topic of suicide in any program or activity conducted by a school district or chartered public school.

193-J:3 Immunity. Nothing in this chapter shall create a private right of action against any school administrative unit, school district, public academy, chartered public school, the state, or any employee, contractor, subcontractor, or agent thereof. A school administrative unit employee, school employee, chartered public school employee, public academy employee, regular school volunteer, pupil, parent, legal guardian, or employee of a company under contract to a school, school district, school administrative unit, or chartered public school, shall be immune from civil liability for conduct arising from or related to the implementation of, or failure to adequately implement, this chapter.

For questions related to this Technical Advisory, please contact:

Michelle Myler, Administrator
Bureau of Student Wellness
Tel. 603-271-4018
Email: michelle.myler@doe.nh.gov

Kelly Untiet, Administrator
Office of Social & Emotional Wellness
Tel. 603-271-2295
Email: kelly.untiet@doe.nh.gov

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SUICIDE PREVENTION AND RESPONSE

Category: *Priority/Required by Law*

ADOPTION NOTES –

This text box, and all highlights within the policy should be removed prior to adoption.

- (a) *This sample policy is required with the 2019 passage of SB 282 (codified as RSA 193-J). Although the new law is not effective until July 1, 2020, there are many provisions which may have budgetary and planning impacts. It is important, therefore, for Districts to carefully review the staffing and programming implications for FY 2021.*
- (b) *The annual training required under section C below, is required under the statute. The first training must occur by March 31, 2021.*
- (c) *This sample policy contemplates the development of a separate District Suicide Prevention Plan, with components as outlined in Section A of the policy. NHSBA recommends that districts use as a template or guide the sample “policy” available through the American Foundation for Suicide Prevention. The coding should connect to the board policy (e.g., JLDBB & JLDBB-R). This sample policy JLDBB was structured to mesh the key elements of RSA 193-J with the AFSP model “policy”. As of October 2019 the AFSP guide and policy can be found at:*
- <https://afsp.org/our-work/education/model-school-policy-suicide-prevention/>
- (d) *This sample policy is structured to apply to districts with more than one school. For single school districts, the duties/positions of District Suicide Prevention Coordinator and School Suicide Prevention Points of Contact (policy sections B.1 & B.2, below) may/should be merged, with additional changes as needed for internal continuity.*
- (e) **{**}** *indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.*
- (f) *General – As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc.*

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

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1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the *{see adoption note (d) above, and B.1 & B.2, below}* _____ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation *[with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons _____ and]* with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. [{The Superintendent shall appoint a } OR {the _____ is designated as the}] District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:

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- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c) developing - or assisting individual teachers with the development – of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The [*name position _____*], or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.
- C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.
- D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

SUICIDE PREVENTION AND RESPONSE**Legal References:**

RSA 193-J: Suicide Prevention Education

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Other Resources:

- The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>

When adopting this sample or variation of the same, a district should not include the NHSBA history or NHSBA policy notes appearing below. The district should, to the extent possible, include its own adoption/revision history, as well as the legal references and disclaimer as indicated above.

NHSBA history: New policy, November 2019.

NHSBA note, November 2019 This sample policy is in response to 2019 N.H. Laws Ch. 315 (SB 282), codified as RSA 193-J, which, among other things, requires that “each school district ... shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide.” The statute then includes several required and discretionary policy components. As with other instances of recent legislation (e.g., 2018’s HB1612 & 2019’s SB 263), SB 282 contemplates Board development of a policy to direct the development of the plan, not the plan itself. This sample policy is intended to assist that process by coordinating the requirements of the statute with the framework with some of the model “policies” created by various suicide prevention/crisis intervention organizations such as the American Foundation for Suicide Prevention.

w/p-update/2019 Fall/ JLDBB Suicide Prevention (d2)

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