

EAST STROUDSBURG AREA SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: SUICIDE AWARENESS,
PREVENTION AND RESPONSE

ADOPTED: August 19, 2002

REVISED: August 17, 2015

<p>1. Purpose SC 1526 Pol. 103.1, 248, 249, 806</p> <p>2. Authority Title 22 Sec. 12.12 Pol. 207, 216, 236</p> <p><u>3. Definition</u></p> <p><u>34. Guidelines</u></p> <p>SC 1526</p> <p>SC 1526</p>	<p style="text-align: center;">819. SUICIDE AWARENESS, PREVENTION AND RESPONSE</p> <p>The 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; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.</p> <p>In compliance with state law and regulations, and in support of the district’s suicide prevention measures, information received in confidence from a student may be revealed to the student’s parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.</p> <p><u>Behavioral health – the promotion of emotional health; the prevention of mental illnesses and substance use disorders; and treatment and services for substance abuse, addiction, substance use disorders, mental illnesses and/or mental disorders.</u></p> <p>The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.</p> <p>The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district’s website.</p> <p style="text-align: center;">SUICIDE AWARENESS AND PREVENTION EDUCATION</p> <p><u>Protocols for Administration of Student Education</u></p> <p>Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.</p> <p>Lessons shall:</p> <p><u>1. -eC</u>ontain information on comprehensive health and wellness, including</p>
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<p>SC 1526 Pol. 333</p>	<p>emotional, behavioral and social skills development.</p> <p><u>Protocols for Administration of Employee Education</u></p> <p>All district employees, including but not limited to <u>administrators, teachers, paraprofessionals, student aides,</u> secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide <u>awareness and prevention.</u></p> <p>As part of the district’s professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in <u>a minimum of</u> four (4) hours of youth suicide awareness and prevention training every five (5) years.</p> <p><u>The district’s professional development plan may also include similar training for professional educators in grades K-5.</u></p> <p>Additional professional development in <u>suicide risk screening and/or</u> assessment and crisis intervention shall be provided to <u>specialized staff and school behavioral health professionals such as school crisis response/intervention team members, designated administrators, school</u> guidance counselors, <u>school psychologists,</u> district mental <u>behavioral</u> health professionals, <u>school social workers</u> and school nurses.</p> <p><u>Resources for Parents/Guardians</u></p> <p>The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.</p>
<p>SC 1526</p>	<p style="text-align: center;">METHODS OF PREVENTION</p> <p>The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.</p> <p><u>In support of the district’s suicide prevention mission, information received in confidence from a student may be revealed to the student’s parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy.</u></p> <p><u>Suicide Prevention Coordinators</u></p> <p><i>District-Wide –</i></p>

A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

Building Level –

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Suicide Risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health Issues/Disorders:
 - Depression.
 - Substance abuse or dependence.
 - Previous suicide attempts.
 - Self-injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/isolation/lack of belonging.
 - Poor problem-solving or coping skills.
 - Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:

- Interpersonal difficulties or losses.
- Disciplinary or legal problems.
- Bullying (victim or perpetrator).
- School or work issues.
- Physical, sexual or psychological abuse.
- Exposure to peer suicide.

- Family Characteristics:

- Family history of suicide or suicidal behavior.
- Family ~~mental~~behavioral health problems.
- Divorce/Death of parent/guardian.
- Parental-Child relationship.

Warning signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:

- Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose.
- Recklessness or risky behavior.
- Increased alcohol or drug use.
- Withdrawal from friends, family, or society.
- Dramatic mood changes.

Referral Procedures

Any district employee who observes a student exhibiting a warning sign for suicide or has another identified indication that a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for suicide risk screening and/or further assessment and intervention in accordance with district procedures.

<p>SC 1526</p>	<p><u>In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student should be referred to the school counselor and/or building administrator for support and follow up.</u></p> <p><u>Documentation</u></p> <p>The district shall document the reasons for referral, including specific warning signs and <u>suicide</u> risk factors identified as indications that the student may be at risk.</p> <p style="text-align: center;">METHODS OF INTERVENTION</p> <p>The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide <u>death</u>. Suicide intervention procedures shall address the development of an emotional or <u>mental-behavioral</u> health safety plan for students identified as being at increased risk of suicide.</p> <p><u>Procedures for Students at Risk</u></p> <p>A district-approved suicide <u>risk screening or</u> assessment instrument may be used by trained <u>mental-behavioral</u> health staff such as counselors, psychologists, social workers.</p>
<p>Pol. 806</p>	<p>Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school <u>and informed of crisis and community resources</u>. If the school suspects that the student’s risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.</p> <p>The district shall identify <u>mental-behavioral</u> health service providers to whom students can be referred for further assessment and assistance.</p> <p><u>MentalBehavioral</u> health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community <u>mentalbehavioral</u> health centers, psychiatrists, psychologists, social workers, and primary care providers.</p> <p><u>If the student is identified as being at increased risk of suicide, the district shall create a new, or update a previous, emotional or mentalbehavioral health safety plan to support a student and the student’s family. if the student has been identified as being at increased risk of suicide. The safety plan should be developed collaboratively with input from the student and reviewed with the student’s family.</u></p>

<p>Pol. 103.1, 113, 113.2, 113.3, 114</p> <p>Pol. 103.1, 113, 113.2, 113.3, 114</p>	<p><u>Students With Disabilities</u></p> <p>For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student’s needs in accordance with applicable law, regulations and Board policy.</p> <p>If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director<u>Assistant Superintendent of Pupil Services of Special Education</u> shall be notified and shall take action to address the student’s needs in accordance with applicable law, regulations and Board policy.</p> <p><u>Documentation</u></p> <p>The district shall document observations, recommendations and actions conducted throughout the intervention and <u>suicide risk screening and/or assessment and follow-up process</u> including verbal and written communications with students, parents/guardians and mental<u>behavioral</u> health service providers.</p> <p>The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.</p>
<p>SC 1526</p>	<p style="text-align: center;">METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT</p> <p><u>The district shall maintain a trained school crisis response/crisis intervention team. Team members shall include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, School Resource Officers, members of the Student Assistance Program Team, and others as designated by the district such as community behavioral health agency resources.</u></p> <p>The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Identifying and training the school crisis response/crisis intervention team. 2. Determining the roles and responsibilities of each crisis response team member. 3. Notifying students, employees and parents/guardians. 4. Working with families.

<p>Pol. 103.1, 113, 113.2, 113.3, 117, 204</p> <p>SC 1526</p>	<p>5. Responding appropriately to the media.</p> <p>6. Collaborating with community providers.</p> <p>The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.</p> <p><u>Re-Entry Procedures</u></p> <p>A student’s excusal from school attendance after a <u>mentalbehavioral</u> health crisis and the student’s return to school shall be consistent with state and federal laws and regulations.</p> <p>A district-employed <u>mentalbehavioral</u> health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a <u>mentalbehavioral</u> health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student’s readiness to return to school.</p> <p>When authorized by the student’s parent/guardian, the designated district employee shall coordinate with the appropriate outside <u>mentalbehavioral</u> health care providers, <u>request written documentation from the treating facility and encourage their involvement in the re-entry meeting.</u></p> <p>The designated district employee will periodically check in, as needed, with the student to <u>monitor the student’s progress,</u> facilitate the transition back into the school community and address any concerns.</p> <p><u>Re-entry of a student with a disability requires coordination with the appropriate team to address the student’s needs in accordance with applicable law, regulations and Board policy.</u></p> <p><u>Response to Suicide (Postvention)</u></p> <p><u>Upon confirmation of a suicide death, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at risk youth; and providing resources and supports for students, staff and families. The district will review any requests for memorials in accordance with district procedures.</u></p> <p><u>The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicide death.</u></p> <p style="text-align: center;">REPORT PROCEDURES</p>
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SC 1526	<p>Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental<u>behavioral</u> health service providers.</p> <p>When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.</p> <p>As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.</p> <p>The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to guidance counselors, district mental<u>behavioral</u> health professionals and school nurses.</p> <p style="text-align: center;">SUICIDE AWARENESS AND PREVENTION RESOURCES</p> <p>A listing of resources regarding suicide awareness and prevention shall be attached to this policy.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1526</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.12</p> <p>Board Policy – 103, 103.1, 113, 113.2, 113.3, 114, 117, 146, 204, 207, 216, 236, 248, 249, 333, 805, 806, <u>911</u></p>
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