

CAPITAL AREA SCHOOL FOR THE ARTS CHARTER SCHOOL

SECTION: OPERATIONS

TITLE: SUICIDE AWARENESS,
PREVENTION AND RESPONSE

ADOPTED: August 10, 2015

REVISED:

<p>1. Purpose SC 1526 Pol. 103.1, 248, 249, 806</p> <p>2. Authority Title 22 Sec. 12.12 Pol. 207, 216</p> <p>3. Guidelines</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. 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 school’s suicide prevention measures, information received in confidence from a student may be revealed to the student’s parents/guardians, a supervisor, building administrator 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>The school shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.</p> <p>The school shall notify employees, students and parents/guardians of this policy and shall post the policy on the school’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 contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.</p>
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<p>SC 1526 Pol. 333</p> <p>SC 1526</p>	<p><u>Protocols for Administration of Employee Education</u></p> <p>All employees, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.</p> <p>As part of the school’s professional development plan, professional educators shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.</p> <p>Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors.</p> <p><u>Resources for Parents/Guardians</u></p> <p>The school 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 style="text-align: center;">METHODS OF PREVENTION</p> <p>The methods of prevention utilized by the school 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>Suicide Prevention Coordinators</u></p> <p>A school level suicide prevention coordinator shall be designated by the Principal. The school suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.</p> <p><u>Early Identification Procedures</u></p> <p>Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs is crucial to the school’s suicide prevention efforts. To promote awareness, school employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.</p>
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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 health problems.
 - Divorce/Death of parent/guardian.
 - Parental-Child relationship.

Warning signs are indications 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.

<p>Pol. 103.1, 113, 113.2, 113.3, 114</p> <p>Pol. 103.1, 113, 113.2, 113.3, 114</p>	<p>Mental health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.</p> <p>The Intermediate Unit shall create an emotional or mental 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.</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 Principal 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 school shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.</p> <p>The Principal or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.</p> <p style="text-align: center;">METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT</p> <p>The methods of response to a suicide or a suicide attempt utilized by the school include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Identifying and training school’s staff, school counselor, nurse, and Principal. 2. Determining the roles and responsibilities of each staff member. 3. Notifying students, employees and parents/guardians. 4. Working with families. 5. Responding appropriately to the media. 6. Collaborating with community providers.
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<p>Pol. 103.1, 113, 113.2, 113.3, 117, 204</p>	<p>The Principal or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during school-sponsored event or program.</p> <p><u>Re-Entry Procedures</u></p> <p>A student’s excusal from school attendance after a mental health crisis and the student’s return to school shall be consistent with state and federal laws and regulations.</p> <p>A mental health professional, school counselor, building administrator or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental 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 school employee shall coordinate with the appropriate outside mental health care providers.</p> <p>The designated school employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.</p>
<p>SC1526</p>	<p style="text-align: center;">REPORT PROCEDURES</p> <p>Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.</p> <p>When a school 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, school employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.</p> <p>The suicide prevention coordinator shall provide the Principal with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to mental health professionals and school nurses.</p>

<p>SC 1526</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 – 103.1, 113, 113.2, 113.3, 114, 117, 204, 207, 216, 248, 249, 333, 805, 806</p>
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