



Woodburn School District Suicide Prevention and Intervention Plan: 2023-2024 **(SB 52 “Adi’s Act)**

Woodburn School district is committed to protecting the health and well-being of all students and understands that physical, behavioral, emotional and mental health are integral components of student achievement. All staff are expected to be proactive in maintaining a safe and supportive learning environment and to immediately report to the building principal (or designee) any indications that a student may be in danger of harming themselves or others. Students are strongly encouraged to report if they, or another student, are feeling suicidal or are in need of help. A summary of available resources for students, families and staff can be found on the Student Services section of the district website located at www.woodburnsd.org.

District Policy Implementation

Policy [JHH](#)

The Student Services Director is designated as the district-level suicide prevention coordinator. The district-level suicide prevention coordinator will be responsible for planning and coordinating implementation of the Suicide Prevention and Intervention Policies and Procedures. This plan will be reviewed annually by the Student Services Director and an appointed team.

School counselors and school social workers are designated as the school-level suicide prevention coordinator to act as a point of contact for issues relating to suicide prevention and policy implementation. School counselors are responsible for providing this plan and suicide prevention training to staff at each individual school.

Prevention

Staff Professional Development

- School Counselors and Social Workers will attend Youth Save or ASIST once every two years
- All staff will complete QPR (Questions, Persuade, Refer) training on campus, at least one time per year
- All staff will receive a yearly presentation on school protocol for responding to student disclosures of suicidality or self harm.
- Selected staff will participate in team meetings to identify tier 1-3 students and make appropriate support plans and/or referrals to higher levels of care

Youth Suicide Prevention

- All students: Developmentally appropriate, student-centered educational materials will be integrated into the K-12 curriculum. The content of these materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk

factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

- All students will have access to school social workers for meeting basic needs and accessing additional resources
- All students will be given information about Safe Oregon tip line for reporting safety concerns
- All students will have access to their school's Title IX coordinator to report incidents of harassment, bullying, or discrimination

Publication and Distribution

The policy and plan will be distributed annually and included in all student and teacher handbooks and on the district websites.

Intervention

School counselors, social workers and administrators often become aware of a student who poses a risk for suicide through concerns brought to them by staff, other students, parents, or from direct referral by the student. A suicide risk screening needs to be completed for every student who demonstrates risk for suicide.

Assessment and Referral

- Any employee who reasonably believes that a student is at risk of suicide shall report any concerns to the administrator or designated staff personnel (counselor/social worker). Indications that a student is at risk of suicide could include, but are not limited to: the student verbalizing the desire to kill themselves, evidence of a suicide attempt and/or self-harm. A student may also complete a student self-referral if he or she feels at risk of suicide. A student should report to a staff member if he/she believes another student is at imminent risk of suicide. This report should be investigated by the administrator or designated staff personnel (counselor/social worker).
 - Upon notification, designated staff personnel shall complete a Level 1 Suicide Risk Assessment. When the assessment is complete, file in the student's confidential envelope and email a copy to jscott@woodburnsd.org.
- For youth at imminent risk of suicide or self-harm:
 - School staff will continuously supervise the student to ensure their safety
 - The administrator and designated staff personnel will be made aware of the situation as soon as reasonably possible.
 - The designated staff personnel or administrator will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
 - The parent/guardian interview form will be completed, and the family will be assisted with safety planning based on the suicide risk assessment. When appropriate, this may include calling emergency services, bringing the student to the local emergency department, or utilizing partnerships with county mental health agencies to complete a Level 2 suicide risk assessment onsite.

- Staff will ask the student's parent or guardian for written permission (ROI) to discuss the student's health with outside care, if appropriate.
- If the student is under the age of 14 and the parent/guardian refuses to seek appropriate assistance, contact DHS. If the student is 14 years of age or over and refuses to seek appropriate assistance, contact DHS.

FERPA (Family Education Rights and Privacy Act)

School employees, with the exception of nurses who are bound by HIPAA, are bound by the Family Rights and Privacy Act of 1974, commonly known as FERPA.

There are situations when confidentiality must not be maintained; if at any time, a student has shared information that indicates the student is in imminent risk of harm/danger to self or others, that information MUST be shared. The details regarding the student can be discussed with those who need to intervene to keep the student safe. This is in compliance with the spirit of FERPA and HIPAA known as "minimum necessary disclosure."

Parent Notification and Involvement

- In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practical by the administrator or school designee.
- If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt.
- Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.
- Through discussion with the student, the administrator or designated staff will assess whether there is further risk of harm due to parent or guardian notification. If the administrator or designee believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. IF the contact is delayed, the reasons for the delay should be documented.

Exceptions to Sharing Information with Parents/Guardians

In most cases, school staff are required to share information about a student's risk for suicide with their parents/guardians. However, in cases of child abuse or neglect, the protocols for reporting abuse to DHS are followed. This may mean that in lieu of contacting parents/guardians, a phone call to DHS is warranted along with additional planning for safety with the student and other relevant adults

Re-Entry Procedure after Mental Health Crisis

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization),

- Prior to the student returning to school, the Administrator, Designated school staff and other appropriate school personnel shall meet with the student and their parent/guardian

in order to develop a safety plan. The school staff will seek authorization to coordinate with any outside mental healthcare providers.

- A school support team shall convene to determine if additional evaluation and/or supports are needed. The team will identify an employee to periodically meet with the student to monitor their safety, to help the student readjust to the school community and address ongoing concerns.
- Students bereaved by suicide attempts will be supported by the school's administrator and/or counseling staff.

Postvention

Immediately following a student death by suicide, the Superintendent or Designated District-staff will contact the regional crisis team. The crisis team shall meet and develop a postvention plan.

At a minimum, the postvention plan shall address the following:

- Verification of death;
- Preparation of school and/or district response, including support services;
- Informing staff of student death;
- Informing students that a death has occurred;
- Providing qualified staff to support students and staff at the school;
- Providing information on the resources available to students and staff.

Review of Suicide Intervention Actions

Persons may request the district to review the actions of a school in responding to suicidal risk by contacting the Superintendent's office. Any review would be reflective of a student's state and federal rights including those under HIPAA and FERPA as well as employee confidentiality laws.

Student/Staff/Family Outreach

Curriculum and Lessons

- **PAX Good Behavior Game (grades K-1):** The PAX Good Behavior Game builds self-regulation in young people by creating shared relational frames with adults and peers. By reinforcing desirable behaviors and inhibiting unwanted behaviors, children develop agency and command to delay gratification and reduce impulsivity. This increase in pro-social behavior and self-regulation paves the way for remarkably better academic, behavioral, and lifetime outcomes. PAX also develops and strengthens peer networks to improve relationships now and in the future. PAX adheres to SAMHSA's six key principles of a trauma-informed approach and model for a trauma-informed classroom. Research for PAX GBG shows the following: decreased bullying rates, decreased suicide ideation and fewer attempts, reduced risk for mental, emotional, & behavioral disorders, and fewer symptoms of depression.
- **Sanford Harmony (grades K-5):** Sanford Harmony is a CASEL SElect social and emotional learning program that fosters knowledge, skills and attitudes needed to develop healthy identities, create meaningful relationships and to engage productively. The Harmony program is built on two pillars. The first pillar is weekly lessons that

emphasize the five focus themes: community and inclusivity, empathy, critical thinking, communication, problem solving and peer relationships, in order to build supportive relationships that help prevent bullying. The second pillar is Everyday Practices that are designed to create a sense of community and to build relationships. Harmony creates opportunities for young people, as well as adults, to practice skills that build healthy relationships, increase emotional regulation, and improve communication with others.

- **Wayfinder (grades 6-8)** Wayfinder focuses on strategies that develop a student's sense of meaning, purpose, and belonging. Wayfinder's goal is to support students to live meaningful lives. It seeks to help young people find purpose, a powerful antidote to the mental health epidemic plaguing our students.
- **Character Strong (grades 6-8):** CS's overall goal is to teach each student the importance of strengthening one's own character in order to improve relationships, increase academic achievement and overall improve the climate and culture of their schools. CS does this through teaching character traits that are directly linked to the CASEL anchor standards (self-awareness, self-management, social awareness, relationship skills, responsible decision making).
- **Oregon Youth Line (grades 6-12):** Oregon Youth Line and Lines for Life teach 45 minute lessons promoting mental wellness, help-seeking behavior and coping skills via adult educators and experienced youth peer leaders. Lessons include: coping with stress, suicide prevention, under pressure, understanding bullying and teen decision making.
 - Response (Grades 9-12): Response is a comprehensive high school based suicide prevention program designed to increase awareness, heighten sensitivity to depression and suicidal ideation, change attitudes, and offer response procedures to refer a student at risk for suicide.
 - Question, Persuade, Refer (QPR): The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.
 - Staff, Community/Parent components

Resources for immediate assistance call 911/Para asistencia inmediata: call 911

Crisis Hotlines / Estado de Crisis

- National Suicide Prevention Lifeline: 1-800-273-TALK (8255) or Red Nacional de Prevencion del suicidio: 1-888-628-9454
- Polk County Mental Health: 503-623-9289 or 503-581-5535
- Marion County Youth & Family Crisis Services: 503-578-4673 and Psychiatric Crisis Center (PCC): 503-585-4949
- Lines for Life-Suicide Hotline: 800-273-8255 or 877-968-8491

- Oregon Youth Line: 877-968-849; Text: “teen2teen” to 839863; Email: YouthL@LinesforLife.org; Chat at oregonyouthline.org
- The Trevor Project: 1-866-488-7386; Text START to 678-678; or start an online instant message on thetrevorproject.com – provides crisis intervention and suicide prevention to LGBTQ+ youth.
- Trans Lifeline: 877-565-8860 or visit translifeline.org – a hotline staffed by transgender people for transgender people. Trans Lifeline volunteers are ready to respond to whatever support needs community members might have.
- Veterans Crisis Line: veterans and their loved ones can call 1-800-273-8255 and Press 1, chat online, or send a text message to 838255 to receive confidential support 24 hours a day, 7 days a week, 365 days a year. Support for deaf and hard of hearing individuals is available.

Publication and Distribution of the Policy

This policy will be distributed annually in the following ways:

- Student Handbooks
- Staff Personnel Handbooks
- District Website
- Presented Annually at WSD Board Meeting

Intensive Support

Student placed in continuous adult supervision
Student's parent/guardian contacted, or referred to DHS if needed
Parent/Guardian Interview form will be completed
Utilize community partnerships to determine student's needed supports
Tier 2 Suicide Risk Assessment
Safety plan created
Re-Entry meeting scheduled

Intervention

Targeted staff trained in QPR Advanced or ASIST: Counselors, School Psychs, Social Workers, Nurses)
Staff report concern about students directly to counselor or admin
Counselor reviews staff report and conducts Level 1 Suicide Risk Assessment
Responses to Risk Assessment indicate further intervention or documentation and follow up

Prevention

All staff trained in QPR to recognize signs
Students explicitly taught: safe and healthy choices and coping strategies, how to recognize risk factors and warning signs of mental disorders, help seeking strategies for oneself or others, including how to engage school resources and refer friends for help
Easily accessible published resources

