

SUICIDE

The District is committed to protecting the health and well-being of all students by creating and maintaining policies, procedures and plans for the prevention, intervention, and post intervention of suicide.

The District crisis intervention team will be determined annually. Members of the team should include, but are not limited to, a school administrator, school psychologist, school counselor, school social worker, teacher, school nurse and/or District medical director, school safety professional, and any other District staff member who can be of assistance during a crisis.

- The District crisis intervention team will develop a suicide response plan which will be integrated into the existing District-wide school safety plan and will annually review this plan.
 - The suicide response plan will include education and awareness of risk factors for youth suicide, procedures for intervening if a student exhibits risk factors, including referral services, and a post-intervention plan to help the school and community cope with the aftermath of a suicide should it occur.
- Annually, the administration will inform staff of District policies, procedures, and plans for suicide prevention, intervention, and post-intervention.
- The National suicide prevention hotline will be shared with students, employees, and families annually. The number to call or text is 988.

Reporting

- If a staff member learns or suspects that a student or staff member has made a threat or exhibits other warning signs of suicide, the staff member is to report immediately their suspicion to the building administrator or their designee. The building administrator or their designee will then initiate the Threat Assessment Management Team to assess and respond to the suspicion.

Existing Processes, Practices, Resources and Communication

In alignment with the preceding statements the following highlights are District structures (teams), curriculum, professional development, communication, and practices to support students.

- **Structures**
 - **Trauma-Illness-Grief (TIG) Team**
 - **Teams:** These multi-disciplinary building and district teams, the training, and the WICSD TIG manual provide strategies for addressing crisis intervention with the primary purpose of crisis response to help students and staff cope with painful emotions and feelings resulting from a school or community related event. The goal is to assist students and staff with return to normal routines as quickly and calmly as possible following a disruption of the educational process.
 - **Professional Learning/Development:** The professional learning/development includes specific training in Suicide Risk and Intervention, which entails reviewing warning signs and risk factors for suicide in children and adolescents, appropriate assessment and intervention, and prevention strategies. Bi-annual district meetings and building level meetings as needed support ongoing discussion, awareness, prevention and response.

- **Practices and Interventions:** The Trauma-Illness-Grief (TIG) teams, training, processes and manual also account for procedures that include (but not limited to): assisting with assessment of student/staff/building needs, crisis intervention for students and staff, consultation, Critical Incident Stress Management and Debriefing, accessing community contacts and resources, on-site planning and follow-up, and communication.
- **Post-hospitalization re-entry process**
 - While this process broadly supports re-entry from partial or in-patient hospitalization, it does also account for re-entry around suicide attempts or other mental health needs. This intervention and process involves establishing a point of contact during the hospitalization, obtaining releases, reviewing discharge plans and identifying a plan for continued collaboration with outside providers, assessing readiness and creating a transition plan, and scheduling follow-up problem solving meetings, and reviewing the plan with the student, staff and family.
 - The post-hospitalization re-entry process will be distributed to building administration, counselors, social workers and psychologists annually by the Directors of Student Services.
- **Threat Assessment Management**
 - As part of the Threat Assessment Management process and protocol, teams (building and district) also evaluate threats of harm to self and/or others. The associated training and protocol are directed toward utilizing a multi-disciplinary team to investigate potential danger, identifying circumstances and risk factors that may increase risk, evaluating the type of threat, and development management plans to support students and staff.
- **IST-PST-SES Meetings**
 - In addition to aforementioned groups and processes, our instructional support teams, problem-solving teams, and social-emotional support (or executive PST) teams also provide ongoing opportunities to assess, brainstorm, and problem solve around students and their social-emotional functioning (including suicide risk).
- **Counseling Curriculum Plan and Health Curriculum**
 - With respect to implementation of the counseling curriculum plan, our K – 6 counselors provide age and grade level lessons that align with the American School Counselors Association mindsets and behaviors, as well as the CASEL 5-Competencies, including self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Some further examples include administering lessons around in the Fall that address managing stress, coping strategies, and health choices (including the Child Safety Matters curriculum). At the secondary level, the counseling curriculum plan moves more toward college and career readiness; however, counselors also provide Tier-I lessons at 10th grade for all students around mental health, available resources, and Anxiety vs. Stress. Within the health curriculum, one of the first units (3-4 weeks) in the Fall addresses an introduction to wellness, stigma associated with mental health, the role in overall health, the brain-body connection, mental illnesses, and coping strategies. In that unit, 2 – 3 days specifically address suicide prevention, 1 day is about self-harm and how to respond to warning signs to support others.

- **Practices, Professional Development, and Resources**
 - Trauma-Illness-Grief (TIG) ongoing annual trainings
 - Regional Mental Health Conference
 - TRAC (threat, risk, assessment, checklist) and other tools standardized assessment for suicide
 - Safe Zone Training, Child Safety Matters
 - Department meetings and quarterly K – 12 counselor, psychologist, and social worker meetings
 - Substance Abuse Training through Lindsay Snyder
 - Lightspeed Alert System, Genesee Mental Health and Outside Resources, Safe School Helpline, and ASIST training