

Hamilton R-2 Schools Website
Youth Suicide Awareness and Prevention Policy

Suicide and Crisis Lifeline Missouri - 988

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Strategies that can help identify students who are at possible risk of suicide.

Prevention is a collection of efforts to reduce factors that increase the risk of suicide and increase factors that promote resilience. It requires a combination of efforts that work together to address different aspects of the problem for youth and young adults. Suicide is rarely caused by a single circumstance or event. Instead, a range of factors – at the individual relationship, community, and societal levels – can increase risk. To help understand how to prevent suicide for students, it is important to look at warning signs, risk factors, and protective factors.

Warnings signs are behaviors that may indicate that a person is at immediate risk for suicide.

1. Talking about being a burden
2. Being isolated
3. Increased anxiety
4. Talking about feeling trapped or in unbearable pain
5. Increased substance abuse
6. Looking for a way to access lethal means
7. Increased anger or rage
8. Extreme mood swings
9. Expressing hopelessness
10. Sleeping too little or too much
11. Talking or posting about wanting to die
12. Making plans for suicide

Risk Factors are situations or problems that can increase the possibility that a person will attempt suicide.

Protective Factors are a range of factors that can protect people from suicide.

Category	Protective Factors	Risk Factors
Individual	<ul style="list-style-type: none"> -Reasons for living (e.g., family friends, pets) -Effective coping and problem-solving skills -Strong cultural identity 	<ul style="list-style-type: none"> -Previous suicide attempt -History of depression and other mental illnesses -Serious illness such as chronic pain -Criminal/legal problems -Job/financial problems or loss -Impulsive or aggressive tendencies -Substance abuse -Current or prior history of adverse childhood experiences -Sense of hopelessness -Violence victimization and/or perpetration
Relationship	<ul style="list-style-type: none"> -Support from partners, friends, and family -Feeling connected to others 	<ul style="list-style-type: none"> -Bullying -Family/loved one's history of suicide -Loss of relationships -High conflict or violent relationships -Social isolation
Community	<ul style="list-style-type: none"> -Feeling connected school, community, and other social institutions -Availability of high-quality and consistent behavioral healthcare 	<ul style="list-style-type: none"> -Lack of access to healthcare -Suicide cluster in the community -Stress of acculturation -Community violence -Historical trauma -Discrimination
Societal	<ul style="list-style-type: none"> -Reduced access to lethal means -Cultural, religious, or moral objections to suicide 	<ul style="list-style-type: none"> -Stigma associated with help-seeking and mental illness -Easy access to lethal means of suicide among people at risk -Unsafe media portrayals of suicide

Strategies and protocols for helping students at possible risk of suicide.

1. Hamilton R-2 Schools will develop district-level and building-wide crisis response teams. Crisis response team members will include administrators, school counselors, school nurses and may also include school social workers, school resource officers, and teachers.

2. District employees will respond immediately in situations where they have a reasonable belief that a student may be at risk of suicide or may be having a suicide crisis.

Confidentiality- Employees are required to share with the crisis response team and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis, or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect- If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and board policy.

Accommodating a Disability- If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

Response to Incidents Impacting the School- When the school community is affected by the attempted suicide or death by suicide of a student, staff member, or other person in the school community, the superintendent or designee will confer with the district-level crisis response team and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The crisis response team and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and other resources.

3. Procedures for Parent Involvement

A member of the crisis response team and the building administrator or designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to

consult with them about the concern regarding their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety. Parents are always to be notified regarding any type of risk for their child. If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline. Contact with a parent concerning the risk of suicide will be documented in writing.

4. School and Community Resources

Copies of or links to resources will be available to all students and families on the district's website and in all district schools. The district will request permission from the parent/guardian to consult with the students outside medical provider to assist in determining what interventions the district should use. A crisis response team member will follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance. The crisis response team will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance.

5. **Protocols for responding to a suicide death.**

Students Who May Be at Risk of Suicide- Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a crisis response team member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the crisis response team members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a crisis response team member or the building administrator or designee receives notification that a student may be at risk of suicide, the crisis response team member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.
2. If the student has been located, use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, appropriate members of the crisis response team will meet with the student and his or her parents/guardians to

discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis- If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately. One of the employees must stay with the student.

2. Immediately report the situation to a crisis response team member or the building administrator or designee. If the employee cannot reach the building administrator, designee, or any of the crisis response team members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the 988 Suicide & Crisis Lifeline by calling or texting 988 or chatting at 988lifeline.org/chat for assistance. As soon as practical, the employee will notify the building administrator or designee. When a crisis response team member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the crisis response team member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a crisis response team member or the building administrator or designee will contact the parent/guardian to explain the district's concern.

2. If the student has been located, the crisis response team member and the building administrator or designee will, based on their training and assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response. If the crisis response team member would like additional guidance on what to do in a given situation, they can contact the 988 Suicide & Crisis Lifeline to speak to a trained crisis specialist.

3. At an appropriate time after the crisis has passed, appropriate members of the crisis response team will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student.

Return to School Following a Suicide Attempt- Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt. The case manager will

- Meet with the student and family prior to the return date;
 - Study the student's records, including the events that precipitated the attempt if available;
 - Provide information about the student to teachers and other staff members to the extent necessary to support the student's return;
 - Meet with the student regularly; and
 - Assist the student and family in finding supportive services outside of the school.
- importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures and will include

- Strategies that can help identify students who are at possible risk of suicide;
- Strategies and protocols for helping students at possible risk or suicide;
- Protocols for responding to a suicide death. The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or local organizations or health professionals.

References for Referrals

Suicide and Crisis Lifeline Missouri – dial 988

References for Referrals

Name	Address	E-mail	Phone Number
Monica Wolf	871 Fairway Chillicothe, MO		660-240-5024
North Central MO Mental Health	1601 E.28 th St Trenton, MO		660-659-4487
Preferred Family Health Care	900 E. LaHarpe Kirksville, MO	Moprevention@pfh.org	660-627-7404
Trinity Counseling Services Amy Taft, LPC	318 N. Pine Cameron, MO 64429	info@trinityprocounseling.com	816-425-1382
Clay Poplin, LCSW, LLC	607 Lana Drive, Suite C Cameron, MO		816-284-2029
Kearney Counseling Services	101 S. Jefferson Kearney, MO	www.kearneycounselingservices.com	816-615-9610
Sarah Ehler, LCWS	1170 W. Kansas Street, Liberty, MO	www.counseling4kc.com	816-200-1738
Fisher Counseling Services	501 S. 36 th Street, Ste.102 St. Joseph, MO 64506	www.drefisher.org	816-369-6002