

Bear River Charter School
Suicide Intervention
Policy/Guidelines

Purpose:

The Board of Bear River Charter in recognition of the need to protect the health, safety, and welfare of its students, to promote healthy development and to safeguard against the threat or attempt of suicide among school aged youth, hereby adopts this policy. This policy corresponds with and supports federal, state and local efforts made to provide youth with the prevention and education for early identification and intervention. Bear River Charter School will continue to bring outside resources to all students to promote health and to prevent personal harm and injury.

Prevention Education:

Students will receive age appropriate lessons in the classroom regarding healthy behaviors and the importance of safe and healthy choices, as well as strategies in seeking help for themselves and others. Lessons will contain health wellness, as well as emotional, behavioral, and social skills development. Lessons will be taught by (health and physical education teachers and community service providers).

Staff Training and Responsibilities:

All staff at Bear River Charter are responsible in safeguarding the health and safety of students. All staff are expected to exercise sound judgement and to demonstrate extreme sensitivity throughout any crisis. All school personnel should attend suicide training and prevention as required by state and local requirements and therefore should be informed of the signs of youth depression/suicide.

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm, that is written, drawn, spoken, or threatened, will immediately notify the principal or school counselor. All threats must be treated seriously and dealt with immediately. No student should be left alone. In cases of life threatening situations, a student's confidentiality will be waived and the following suicide intervention procedure will be followed:

Step 1 – Stabilization

Step 2- Assessment of Risk

Step 3- Use of Appropriate Risk Procedure

Step 4- Communication with Appropriate Parties

Step 5- Follow-up

Throughout any intervention, it is essential that Board policies and school guidelines regarding confidentiality be observed.

SUICIDE INTERVENTION PROCESS

In compliance with the Board of Education policy, any time a staff member encounters a situation in which a student appears to be contemplating suicide; the following process should be followed carefully.

Step 1 – Stabilize the Situation

- A. Under no circumstances is a suicidal student to be left alone.
- B. Immediately speak with student and determine if she/he has any dangerous instrumentalities (weapons, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.
- C. If the student will allow, immediately remove any dangerous instrumentalities from the student. If student is unwilling to remove any dangerous instrumentalities than follow Extreme Risk Procedure as follows:
 - Contact police
 - Keep the student engaged in conversation as well as reassuring him/her until the police arrive.
 - After the police arrive and if a good rapport has been established with the student, remain present to provide support as the police attempt to remove dangerous instrumentality from the student.
 - Contact the student’s parents and inform them of what has transpired and the actions which have been taken.
- D. If student will agree accompany him/her to a pre-arranged, non-threatening place away from other students and people, where there is another adult and a telephone close by. If the supervisor can be notified without leaving the student than do so as quickly as possible. If student does not agree to accompany you than stay calm and remain with him/her until another adult arrives.

Step 2- Assess the Risk

- A. Stay calm and gauge risk level of student by asking questions regarding intent of student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep all questions non-judgmental. Starting point questions should be specific and direct. Use the ColumbiaSuicide severity rating scale questions:
 - **Have you wished you were dead or wished you could go to sleep and not wake up? □ Have you actually had any thoughts of killing yourself?** If the answer to these questions is anything other than a confident “NO”, then the assessment should proceed. Next set of questions should explore more into the extent of planning and at what risk level student is at.
 - **Have you been thinking about how you might do this?**
 - **Have you had these thoughts and had some intention of acting on them?**
 - **Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?**

The Columbia Suicide Severity Rating Scale attached at the end of this policy walks you through the questions and determining risk.

Step 3- Take Appropriate Action

- A. High Risk Procedure. Follow this procedure if student answers yes to all of the questions given from assessment questions (attached at the end of this document). Several key factors are, method is decided, student has possession of means, he/she knows the time, place and steps have been taken to follow through and/or the student has prior attempts at suicide.
1. As mandated by state and local laws determine if student's distress is the result of parental abuse, neglect or exploitation. If so notify Protective Services (DCFS) immediately (435) 787-3400, give them the facts, request them to intervene and follow their instructions. If not, call the USU Community Clinic (435) 797-3401, give them the facts request them to intervene and follow their instructions. If neither agency will intervene before the end of the school day, call the police.
 2. Make sure the student's parents have been met with and the attached "Notification of Emergency Conference Form" is filled out and signed.
- B. Moderate Risk Procedure. Follow this procedure if students answer yes to assessment questions 1, 2, 3 but no to 4 and 5. I.e. The student has thought about killing or harming themselves, has thought of potential methods, but they don't have a specific plan with time, place, or method details worked out.
1. Try to determine any immediate stressors for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.
 - a. Fill out state mandated "Record of Parent Notification of Student Threat or Incident".
Attached at end of document
 2. Assist the parents in contacting an agency or resource person who can provide appropriate intervention.
- C. Low Risk Procedure. Follow this procedure if student answers yes to question 1 and 2 but no to question 3. This includes general and non-specific thoughts of wanting to end one's life or endorses thoughts about a wish to not be alive anymore.
1. Student may go back to class but should have adult supervision i.e. teacher, recess aid etc.
 2. Contact the parents, inform them of the facts.
 - a. Fill out state mandated "Record of Parent Notification of Student Threat or Incident".
Attached at end of document

Step 4- Communicate

- A. Inform the appropriate members of the staff such as the school counselor, the student's teachers and the school director of the facts and the actions being taken. Alert them that they need to observe Bear River Charter's confidentiality requirements.
- B. If the parents request, inform the students close friends of the facts and the actions being taken.

Step 5- Follow-Up

- A. Determine the extent to which procedures were followed and completed properly.
- B. Find out if arrangements were made for long-term clinical and/or supports for the student outside of school.
- C. If neither short-term procedures nor long term services were properly conducted or pursued on behalf of the student, then consult with the Administrator to determine appropriate action.
- D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- E. Remain alert to the possibility of "copy-cat" suicide attempts or ideation by other students.
- F. Review steps A-E to ensure appropriate actions were taken.

If, despite all intervention efforts a suicide should occur, implement Bear River Charter's Crisis Plan. If additional guidance is needed use the SAFEUT app to contact mental health professionals at University of Utah.

COLUMBIA-SUICIDE SEVERITY RATING SCALE

Screen Version - Recent

SUICIDE IDEATION DEFINITIONS AND PROMPTS	Past month	
Ask questions that are bolded and <u>underlined</u>.	YES	NO
Ask Questions 1 and 2		
1) Wish to be Dead: Person endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. <u><i>Have you wished you were dead or wished you could go to sleep and not wake up?</i></u>		
2) Suicidal Thoughts: General non-specific thoughts of wanting to end one's life/die by suicide, " <i>I've thought about killing myself</i> " without general thoughts of ways to kill oneself/associated methods, intent, or plan. <u><i>Have you actually had any thoughts of killing yourself?</i></u>		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) Suicidal Thoughts with Method (without Specific Plan or Intent to Act): Person endorses thoughts of suicide and has thought of a least one method during the assessment period. This is different than a specific plan with time, place or method details worked out. " <i>I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it.</i> " <u><i>Have you been thinking about how you might do this?</i></u>		
4) Suicidal Intent (without Specific Plan): Active suicidal thoughts of killing oneself and patient reports having <u>some intent to act on such thoughts</u> , as opposed to " <i>I have the thoughts but I definitely will not do anything about them.</i> " <u><i>Have you had these thoughts and had some intention of acting on them?</i></u>		
5) Suicide Intent with Specific Plan: Thoughts of killing oneself with details of plan fully or partially worked out and person has some intent to carry it out. <u><i>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</i></u>		
6) Suicide Behavior Question: <u><i>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</i></u> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: <u><i>Were any of these in the past 3 months?</i></u>	Lifetime	
	Past 3 Months	

- Low Risk
- Moderate Risk
- High Risk

Record of Parent Notification of Student Threat or Incident

(Required by 53A-11a-203)

This form is a record required to be maintained securely and confidentially by the school consistent with 53A-11a-203 following parent notification of student suicide threat or involvement (victim or perpetrator) in any incident of bullying, cyber-bullying, harassment, hazing, or retaliation.

THIS FORMS SHOULD NOT BE USED TO NOTIFY PARENT(S) OF THE INCIDENT.

Student's Name:	
Parent's Name(s):	
Parent Contact Information:	

Incident Type: [circle all that apply]	Suicide Threat - Bullying - Self-Harm Cyber-Bullying - Harassment - Hazing - Retaliation
Date of Incident:	

Method of Notification: [circle methods]	Phone - Email - Mail - Other
Date of Notification:	

Notifying Employee Name:	
Notifying Employee Signature:	

Bear River Charter School

Notification of Emergency Conference Form Suicidal Student

I, or we, _____,
the parents(s)/guardian of _____,
were involved in a conference with school personnel on

_____. We have been notified that our child is suicidal. We have been further strongly advised that we should seek some psychological/psychiatric consultation immediately within the community. School personnel have clarified the school's role and will continue to provide educational assistance and other related help to our child to support the treatment services from within the community.

The school will follow up with parents after 48 hours to verify further assistance was sought out e.g., counselor, hospital or other mental health professional. DCFS will be contacted if no action is made by the parents.

Date _____

(Parent or Legal Guardian) (School Personnel/Title)

(Parent or Legal Guardian) (School Personnel/Title)

Date _____

Actions taken:

(Parent or Legal Guardian)

(School Personnel/Title)

(Parent or Legal Guardian)

(School Personnel/Title)

Date _____

Actions taken:

(Parent or Legal Guardian)

(School Personnel/Title)

(Parent or Legal Guardian)

(School Personnel/Title)