



## Suicide Prevention Plan

May 2023

### Suicide Prevention Commitment

Sheridan School District is committed to protecting the health and well-being of all students and understands that physical, behavioral and emotional 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 school counselor 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 in need of help.

### Tier 1: Universal Interventions

A tiered approach to suicide prevention has been developed. Tier 1 consists of universal suicide prevention for all students and training for all staff. One way to support suicide prevention in schools is through the lens of a “Competent and Caring School Community” (Underwood, 2010). This type of community calls on all members to play a role in prevention - school board, staff\*, parents, and students. We are all responsible for the care and wellbeing of each other. We can learn to recognize when to ask for help and where to get that help if there is a concern about suicide.

For ease of use in this document, the term “Staff” refers to all persons who work in the school setting.

#### **Staff**

All district staff shall attend annual training. The training shall include, but is not limited to: the identification of risk factors, warning signs, interventions and response procedures, referrals, and postvention strategies.

The Human Resources Director is responsible for planning, coordinating and monitoring the implementation of this policy. The school counselors shall be designated as the school suicide prevention coordinator to act as a point of contact for issues relating to suicide prevention and policy implementation.



## Staff Training Overview

	ASIST	QPR	Youth Mental Health First Aid	CONNECT Postvention	Youth Suicide Awareness Training (Safeschools)
Initial Training	16 hours	1.5 hours	8 hours	4-6 hours	30 minutes
Refresher	Every 3 years	Every 3 years	Every 5 years	Every 5 years	Annually
Gatekeepers	Required	Required		Required	Required
Administrators (non-gatekeepers)		Required			Required
Counselors	Required	Required		Required	Required
Behavior Specialists		Required			Required
Secondary Health Teachers (6-12)		Required	Required		Required
All Other Staff		Required			Required
Parents		Annual opportunities			

### Students

The Sheridan School District recognizes that student suicide prevention education must be multi-faceted and address the whole child. This includes Social Emotional Learning (SEL), school connectedness and climate, mental health literacy, and suicide prevention education.

Research shows that students with these skills are:

- More likely to graduate on time
- More likely to gain and keep full-time employment
- Less likely to use alcohol or drugs
- Less likely to require medication for behavioral and emotional concerns
- More likely to seek help
- Less likely to consider suicide throughout their lifetime

These interventions also lessen the stigma associated with mental health and promote better health outcomes.



Sheridan School District uses evidence-based suicide prevention education that is developmentally appropriate. The following curriculum, strategies, and supports are used to promote student wellbeing.

- Social Emotional Learning includes:
  - Harmony SEL for grades K-6  
<https://www.harmonysel.org/>
  - Characterstrong for grades 7-8  
<https://characterstrong.com/curricula/advisory/middle-school-advisory>
  - Lines for Life Outreach presentations 6-8  
[Lines For Life – Preventing Substance Abuse and Suicide, and ...](#)
  - Ruler training for grades 9-12 using Advisory time  
<https://casel.org/approaches/>
  - Lines for Life Outreach presentations for grades 9-12 using Advisory time  
[Lines For Life – Preventing Substance Abuse and Suicide, and ...](#)
  - Targeted Instruction through 10th grade Health Classes that includes:
    - Managing anxiety and depression
    - Finding help when you need support
- School Connectedness and School Climate
  - Positive Behavior Instructional Support (PBIS) for grades K-8
  - PAX for grades K-8
  - RULER for grades 9-12
  - De-escalation Room K-5
  - Mental Health Awareness Month K-12
  - School Wide assemblies for fun, celebration, and recognition K-12
- Mental Health Literacy
  - Adding mental health instruction to the existing health-based curriculum
  - Partnering with organizations like YouthLine and TeenToTeen
  - Mental Health Awareness Month
  - Small Wallet Cards available as a tool for staff & students throughout building  
<https://www.linesforlife.org/>
  - Crisis Health contact information on back of student I.D. cards

## Tier 2: Targeted Interventions

Tier 2 interventions include strategies targeting groups who may be at higher risk and those experiencing stressful life events that may put them at an elevated risk. In discussing groups that may be at higher risk, it is important to question what it is about that group that might lead



to an increased risk. The help of school health and mental health professionals is advised. Additionally, focusing on ways to handle stressful life events can provide a lens for supporting students - in groups and out - that is actionable by students. Also, recognizing which and when stressful life events can impact students and being prepared to offer support to students is crucial.

Some, but not all groups, that might be at higher risk for suicide are:

- LGBTQ+ (Robinson, 2021)
- Latino/a/x youth (Zayas, 2009)
- Students with depression (AFSP, 2019)
- Students using drugs or alcohol (AFSP, 2019)
- Students with a previous attempt (SPCNY)
- Students with emotional dysregulation (SPCNY)
- Students with a history of self-injury (Klonsi, 2014)
- American Indian or Alaska Native (SPCNY)
- Students with intellectual disabilities (Lundi, 2013)
- Students with health problems and physical disabilities (Jones, 2008)

Stressful life events that may increase risk (AFSP, 2019)

- Family separation
- Death of a friend or family member
- Death of a parent
- Exposure to violence
- Disciplinary Action
- Failure
- Loss of home
- Exposure to the suicide of another
- Engaged in bullying

### **Targeted Interventions**

The Sheridan School District Student Support Teams (SST) meet monthly and use referrals from staff, students, and family members to support students needing additional support through targeted interventions and/or referrals. SST members may include: district administrators, teachers, paraprofessionals, community liaisons, school counselors, mental health counselors, behavior specialists, and the district nurse.

### **Supports for Students and Families**

Students who identify with a higher risk group may be more likely to be vulnerable to suicide. Providing supportive social environments significantly lessens their risk for attempts.

Sheridan School District will engage in this work by:

- Allowing and advocating for clubs or activities that target high risk groups such as:
  - Beyond Differences



- Life is Precious
- No One Eats Alone
- Gay Straight Alliance
- Identifying student and staff leaders from these high-risk groups that can help create positive social environments
- Creating support groups - using a small group model where students feel safe and supported
- Hiring staff that reflect the high risk groups identified in their schools

### **Supports for Students and Families**

When life events occur, having plans and programs already in place to support students and families is critical in getting support out quickly.

Sheridan School District will continue supporting this work by:

- Networking with local agencies and churches for services
- Continuing to build Angels Attic or similar program and including student leadership in the outreach
- Annual Lines for Life presentations for students

## **Tier 3: Individualized Interventions**

Tier 3 intervention are for students identified as exhibiting warning signs and for whom there is some identified concern for suicide. Helping students who are at risk for suicide must be a group effort - a collaborative process. It will involve staff, community partners, parents, and students. Interventions will take into consideration developmental competencies and cultural concerns. The Tier 3 process includes assessment and triage, brief safety planning interventions, collaborative decision-making, referral to community providers, and a plan for the student's safe return to school.

### **Determining Level of Suicide Risk**

Any staff member who reasonably believes that a student is at imminent risk of suicide shall immediately report such belief to the school counselor. Indications that a student is at imminent risk of suicide shall include, but are not limited to: the student verbalizes or writes/draws the desire to die by suicide, evidence of a suicide attempt and/or self-harm. A student may also self-report if they feel at risk of suicide. Students should report to a staff member if they believe another student is at imminent risk of suicide. The school counselor will investigate the report.



Ongoing professional development is key. Suicidal behavior is hard to predict. Safety concerns are high. School health, mental health, and administrative staff will have adequate and ongoing professional development to implement standardized procedures with fidelity.

### **Tools for Determining Level of Suicide Risk**

The school counselor shall complete a Level 1 Suicide Risk assessment. If warranted, the student will be placed under continuous adult supervision during this time. Emergency medical services will be contacted immediately if an in-school suicide attempt occurs. The school counselor shall contact the school nurse and the superintendent. If the school counselor is not available to conduct the Level 1 assessment, an administrator will complete the task. Each school will have two people trained to administer the Level 1 Suicide Risk assessment, counselor and school administrator.

### **Tools for Assessment and Triage**

[WESD Suicide Risk Assessment Level 1 form](#)

[Student Coping Plan](#)

[Protocol for requesting level 2 assessment](#)

Columbia-Suicide Severity Rating Scale:

<https://www.wesd.org/cms/lib/OR01915639/Centricity/Domain/83/Suicide%20Self%20Screening.pdf>

### **Working with Parents**

Parents or guardians will be contacted by the school counselor as soon as possible after a student has been evaluated for being at risk for suicide using the Columbia-Suicide Severity Rating Scale.

Prior to contacting the student's parent/guardian, the principal and school counselor shall determine if there could be further harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or well-being of the student, then local law enforcement and the Department of Human Services/Child Welfare (DHS) shall be contacted. If warranted, a district administrator will accompany the student to the hospital until the proper authorities arrive.

DHS 1-855-503-7233

### **Plan for Safe Return to School**

Prior to a student returning to school. The principal, school counselor, and other appropriate school staff will meet with the student and their parent/guardian to develop [a re-entry plan](#).



A school support team will convene to determine if additional evaluation and/or supports are needed. The team will identify a staff member to periodically meet with the student to monitor their safety and address any problems or concerns with re-entry.

### **Postvention**

Immediately following a student suicide death, the superintendent will contact the WESD crisis team. The crisis team shall meet and develop a postvention plan. At a minimum, the postvention plan shall address the following:

- Contact WESD Crisis Response Team 503-385-4761 <https://www.wesd.org/Page/177>
- Verification of death
- Preparation of school and/or district response, including support services
- Informing staff of a student death
- Informing students that a death has occurred
- Providing counselors to support students and staff at the school
- Providing information on the resources available to students and staff

The crisis team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff will immediately review suicide warning signs and reporting requirements.

\*Tier 3 Interventions are modeled after Mt Angel School District's Suicide Prevention Protocol.

### **Sheridan School District Contact**

Dean Rech 971-261-6970

### **Community Mental Health Resources**

#### Yamhill County

- Yamhill County Mental Health (503) 434-7462
- Yamhill County Crisis Line: 503-434-7462    1-800-842-8200 (after hours)
- Family and Youth  
420 NE 5th Street McMinnville, OR 97128  
503-434-7462

#### Yamhill County EASA



- EASA provides information and support to young people 15-25 who are experiencing symptoms of psychosis for the first time.
- 503-583-5527

### [Polk County](#)

Polk County Mental Health (503) 623-9289

Polk County Crisis Line: 503-623-9289      1-800-842-8200 (after hours)

### [Lines for Life](#)

- Suicide & Crisis Lifeline  
988
- YouthLine  
1-877-969-8491  
Text “teen2teen” to 839863  
Chat OregonYouthLine.org

### [National Alliance on Mental Illness \(NAMI\) Family Support](#)

- 24 hour Crisis line: 1-844-842-8200