

Students

Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

The Superintendent or designee, at the District level, or the Building Principal or designee, at the building level, is responsible for implementing the Board's goals of increasing awareness and prevention of depression and suicide. The Superintendent and/or Building Principal(s) may want to assign Student Support Committees as established under 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, to assist them with the implementation of these goals. Use other locally available resources that may not be listed below to determine the best implementation methods.

Listed below are the six policy implementation components of Ann Marie's Law, 105 ILCS 5/2-3.166(c), amended by P.A.s 99-443 and 99-642, that are required to be included in Board policy 7:290, *Suicide and Depression Awareness and Prevention*. Each component lists specific implementation steps, along with any applicable sample **PRESS** policies, administrative procedures and/or exhibits, available State and/or federal resources, and examples if available. The resources listed in this procedure, and any information provided in the hyperlinks, should be confirmed with the Board Attorney before the Superintendent, Building Principal, or Student Support Committees apply them to a specific situation in the District.

Policy Implementation Components of Ann Marie's Law

1. Awareness and Prevention Education Protocols for Students and Staff (105 ILCS 5/2-3.166(c)(2)).
 - a. For students, review 6:60, *Curriculum Content*, requiring health education for developing a sound mind and a healthy body and 7:250, *Student Support Services*, requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability.
 - b. For staff, review, 5:100, *Staff Development Program*, discussing in-service training and citing required teacher institute training concerning the warning signs of suicidal behavior, and assess incorporating information from the following resources:

Preventing Suicide: A Toolkit for High Schools (SAMHSA Toolkit), Chapter 4: Staff Education and Training including Tools, pp. 111 through 123 at: store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.
 - III. State Board of Education (ISBE)-recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).
2. Methods of Prevention, Early Identification, and Referral (105 ILCS 5/2-3.166(c)(3)).
 - a. For staff, review: 5:100, *Staff Development Program*, discussing required behavioral training for school personnel; 6:60, *Curriculum Content* (see above for description); 7:250, *Student Support Services* (see above for description); and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees to identify, prevent, and refer for students services with mental health challenges.
 - b. For staff, assess incorporating information from the following resources:

SAMHSA Toolkit at: store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 1: Getting Started pp. 15-22; Tool 1.A, Suicide Prevention: Facts for Schools, p. 24; and Tools 1.D-1.H, pp. 32-51 (includes various youth suicide prevention topics).

Chapter 4: Staff Education and Training including Tools, pp. 111-123.

Chapter 7: Screening, and Resources: Staff Education and Screening including Tools, pp. 157-171.

ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.

ISBE recommended guidelines and educational materials for training and professional development and ISBE recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

Illinois Suicide Prevention Strategic Plan at:

idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf.

Free online training for public schools in recognizing students exhibiting psychological distress is provided in Illinois by the Illinois Youth Suicide Prevention Project, Illinois Department of Public Health, available at: ill.kognito.com/.

Sample policy (procedures) on youth suicide prevention are available from The Trevor Project at: thetrevorproject.org/pages/modelschoolpolicy

Risk and Protective Factors for Suicide available at:

www.isbe.net/Pages/Suicide-Prevention.aspx.
sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf.

- c. Review and train staff on appropriate identification procedures (see example below):

Identification of the At-Risk Student

Note: A more detailed procedure may be developed with the aid of the resources in 2.b., above.

- 1) An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and District social worker/counselor.
 - 2) The social worker/counselor or Building Principal will meet with the student.
 - 3) The social worker/counselor will call the student's parent(s)/guardian(s) and arrange a meeting. All calls and meetings with parent(s)/guardian(s) will be documented and a copy of the documentation sent by certified mail to the parent(s)/guardian(s).
 - 4) The social worker/counselor will suggest to the parent(s)/guardian(s) that the State or community mental health agency be contacted. This suggestion shall be a part of the documentation sent to the parent(s)/guardian(s). A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide. An employee should immediately contact the student's parent(s)/guardian(s).
3. Methods of Intervention; Emotional or Mental Health Safety Plans for At-Risk Students (105 ILCS 5/2-3.166(c)(4)).
- a. Review policies 6:65, *Student Social and Emotional Development*, incorporating student social and emotional development into the District's educational program as required by the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b); 6:270, *Guidance and Counseling Program*, requiring the District to have guidance counseling available to implement the protocols directed in 7:250, *Student Support Services*; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, requiring protocols for responding to students with social, emotional, or mental health needs that impact learning ability as required by the Children's Mental Health Act of 2003, 405 ILCS 49/.
 - b. Train staff pursuant to 105 ILCS 5/10-22.24b, which allows school counseling services to be used for suicide issues and intervention.
 - c. Assess incorporating information from the following resources:
SAMHSA Toolkit at: store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide, pp. 57-66 and Tools 2.A-2.B.2, pp. 68-72.

Chapter 6: Student Programs including Tools, pp. 139-156.

Resources: Getting Started, pp. 177-182; Staff Education and Training, pp. 186-192; and Student Education and Skill-Building, pp. 194-204.

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

Illinois Suicide Prevention Strategic Plan at:

idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf.

4. Methods of Responding to a Suicide Attempt (105 ILCS 5/2-3.166(c)(5)).

a. Review policies listed above in number 3.a.

b. Assess incorporating information from the following resources:

SAMHSA Toolkit at: store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 3: After a Suicide including Tools, pp. 92-109. (some material adaptable to a suicide attempt)

Resources: Crisis Response Postvention, pp. 182-185.

After a Suicide: A Toolkit for Schools (ISBE Toolkit) at:

www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf. (some material adaptable to a suicide attempt)

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

5. Reporting Procedures (105 ILCS 5/2-3.166(c)(6)).

a. Review 6:270, *Guidance and Counseling Program*, providing a counseling program that the Superintendent may designate as responsible for development of the District's depression awareness and suicide prevention program procedures; 7:250, *Student Support Services*, identifying District support services that will be ultimately responsible for properly implementing the reporting procedures; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees for purposes of identifying, preventing and referring for services students with mental health needs.

b. Assess incorporating information from the following resources:

SAMHSA Toolkit at: store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide: Tools 2.B.3-6 (pp. 70-72), 2.C (p. 79) and 2.D (pp. 70-81).

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

c. Review appropriate identification procedures (see example below):

[Documentation Regarding the At-Risk Student](#)

Note: A more detailed procedure may be developed with the aid of the resources in 5.b., above.

- 1) District employees shall take notes on any conversations that involve or relate to the at-risk student. The notes shall become a part of a written report to the Building Principal.
 - 2) Conversations that involve or relate to the at-risk student shall be confirmed in writing with the other party(s).
 - 3) The Superintendent shall receive a copy of all reports and documentation regarding the at-risk student.
 - 4) The social worker/counselor shall prepare a report of the situation for the student's records.
- d. Provide training for staff regarding identification procedures that the District will implement.
6. Resources and Contact Information (105 ILCS 5/2-3.166(c)(7)).
- a. Illinois suicide prevention organizations and State contacts at: sprc.org/states/illinois:
 Jennifer L. Martin, Injury Prevention Coordinator (at time of publication)
 535 West Jefferson, 2nd Floor
 Springfield, IL 62761
Jennifer.L.Martin@illinois.gov
 (217) 558-4081

 Patricia Reedy, Chief Social Worker, Division of Mental Health, Illinois Department of Human Services (at time of publication)
 401 South Clinton Street
 Chicago, IL 60607
Patricia.Reedy@illinois.gov
 (312) 814-1656
 - b. Primary implementation resources for 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*:
SAMHSA Toolkit: Chapter 1: Getting Started; Tools 1.I and 1.J., pp. 52-53.
 Resources: Screening Program, p. 205; and National Organization and Federal Agencies with Resource and Information on Adolescent Suicide Prevention, pp. 206-208.
 ISBE *Toolkit* at:
www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf.
 ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.
 ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).
 Illinois Suicide Prevention Strategic Plan at:
idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf.
 - c. Other available resources:
 Altman, Lawrence, *How Schools Should Respond to Student with Mental Health Issues*. National School Board Association, Council of School Attorney's Inquiry & Analysis (published October 2015) discussing best practices for school district responses to student mental health issues, including Section 504, Title IX, and IDEA obligations, available at:
www.nsba.org/sites/default/files/reports/1015_InquiryAnalysis-Updated2.pdf.
 American Foundation for Suicide Prevention, Illinois Chapter at:
afsp.org/local-chapters/find-your-local-chapter/afsp-illinois
 National Suicide Prevention Lifeline at: <https://suicidepreventionlifeline.org/>.
 Sexual Orientation, Gender Identity and Youth Suicide at:
dph.illinois.gov/sites/default/files/publications/suicidensexualorientationinyouth.pdf.

The Suicide Prevention Resource Center (SPRC) (sprc.org/) has an Illinois-specific site at: sprc.org/states/illinois.

The Suicide Resource Center has an awareness public prevention pilot program titled *It Only Takes One* at: itonlytakesone.org/.

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