



Introduction

Senate Bill 52 also known as “Adi’s Act” was passed in Oregon in 2019. This legislation requires school districts to develop and publicly post the school districts plan for suicide prevention, intervention and postvention response activities. Creating an Adi’s Act plan is essential to creating an educational environment centered on student safety with an emphasis on assisting students prone to high risk of suicide and the entire school community. For more information on Senate Bill 52- click [here](#).

Redmond School District is committed ([school board policy JHH](#)) to supporting and offering research based, best practices on suicide prevention to our staff, students and families. School staff are frequently considered the first line of contact in reaching suicidal students. While most school personnel are neither qualified nor expected to provide the in-depth assessment or counseling necessary for treating a suicidal student, they are responsible for taking reasonable and prudent actions to help at-risk students, such as notifying parents, completing a risk screener, making appropriate referrals, and securing outside assistance when needed. Alignment and coordination with outside agencies is imperative for preventing and intervening with suicidal students; legislative mandates also support joint efforts.

This document is intended to help our school staff and our Redmond students and families understand their role and to provide accessible tools. Schools are exceptionally resilient and resourceful organizations whose staff members may be called upon to deal with crises on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community.

School Boards and school personnel may choose to implement additional supportive measures to fit the specific needs of an individual school community. The purpose of these guidelines is to assist school administrators in their planning. The guidelines do not constitute legal advice, nor are they intended to do so.



Introduction

The RSD Suicide Prevention, Intervention and Postvention plan is reviewed annually in June. Our team is committed to the following best practices to ensure fidelity:

- Team:
 - District Crisis Student Support Team- Director of Student Services, Assistant Director of Human Resources, District Counselor Leadership Representatives, Deschutes County Suicide Prevention specialists
- Training:
 - Counselors are trained annually during inservice week in August on how to utilize and refer to RSD Suicide, Prevention, Intervention, Postvention Plan. The school counselor also takes lead in administering the student suicide risk screener.
 - New administrators will be trained 1:1 by the Director of Student Support either the summer before their start date or within the month of their hire.
- Feedback:
 - Utilizing google forms to improve the plan, we will gain feedback in June from the state, Deschutes County representatives, district leadership and counselors who are using the plan.
 - The regional SSPW (School Suicide Prevention and Wellness Coordinator) will be invited in June to review the plan alongside the district crisis student support team.
 - Student voices will be incorporated through the mental health clubs at each highschool.

If there are any questions regarding the plan or if you would like to request the school district to review the actions of a school in responding to a suicidal risk, contact our RSD Director of Student Support.



Confidentiality

HIPAA and FERPA

School employees, with the exception of nurses and psychologists who are bound by HIPAA, are bound by the laws of The Family Education Rights and Privacy Act of 1974, commonly known as FERPA. There are situations when confidentiality must not be maintained; if at any time, a student has shared information that indicates the student is an imminent risk of harm/danger to self or others, that information must be shared. The details regarding the student can be discussed with those who need to intervene to keep the student safe. This is in compliance with the spirit of FERPA and HIPAA known as “minimum necessary disclosure.”

Request from Student to Withhold from Parents

The school suicide prevention contact person can say “I know that this is scary to you, and I care, but this is too big for me to handle alone.” If the student still doesn’t want to tell his/her parents, the staff suicide contact can address the fear by asking, “What is your biggest fear?” This helps reduce anxiety and the student gains confidence to tell parents. It also increases the likelihood that the student will come to that school staff again if s/he needs additional help.

Exceptions for Parental Notification: Abuse or Neglect

Parents need to know about a student’s suicidal ideation unless a result of parental abuse or neglect is possible. The counselor or staff suicide contact person is in the best position to make the determination. The school staff will need to let the student know that other people would need to get involved on a need to know basis. If a student makes a statement such as “My dad/mom would kill me” as a reason to refuse, the school staff can ask questions to determine if parental abuse or neglect is involved. If there is no indication that abuse or neglect is involved, compassionately disclose that the parent needs to be involved.



Prevention

Suicide can be prevented. These steps will help ensure a comprehensive school based approach to suicide prevention.

STAFF

All staff receive training (or a refresher) on the policies and procedures and best practice for interviewing with students and/or staff at risk for suicide. Staff in the Redmond school District receives the following training:

- [QPR - Question, Persuade, and Refer](#)
 - All staff in buildings receive this training every other year from Deschutes County Suicide Prevention Specialists.
 - The Director of Student Support keeps track of schoolwide training and organizes training dates.
- [ASIST - Applied Suicide Intervention Skills Training](#)
 - At least two staff per school receive specialized training every 3-5 years.
 - Deschutes County Suicide Prevention Team trains our counselors and administration in ASIST.
 - [Living Works Training](#)
- CONNECT
 - Postevent Training - minimum of two staff trained at each school - every two years
 - Director of Student Support and Suicide Crisis Team will be trained (2023-24).
- RESPONSE
 - Health teachers are trained every 2-3 years
- CALM Training
 - Planning 2023-2024 Suicide Prevention Team to take CALM Training.

STUDENTS

Students receive information about suicide prevention and available community resources. Curriculum and resources teach students how to access help at their schools for themselves, their peers, or others in the community.

- Curriculum
 - Elementary Schools:
 - Kelso's Choices, Character Strong, Second Step
 - Middle Schools:
 - Signs of Suicide-6-12, Second Step 6-8, Character Strong, First Step App
 - High Schools:
 - Signs of Suicide, Oregon Youthline Lessons, Character Strong, First Step App
- Students should be made aware each year of the staff that have reviewed specialized training to help students at risk for suicide. Consider engaging students to help increase awareness of resources.
- Individual schools gather information on students' mental health/wellbeing and social emotional learning through a variety of means, such as surveys, questionnaires, interviews, etc.
- Recommended resources listed below.

PARENTS/COMMUNITY

Provide parents with informational materials to help them identify whether their child or another person is at risk for suicide. Information should include how to access school and community resources to support students or others in their community that may be at risk for suicide.

- [Deschutes County Suicide Prevention Website](#)
- Deschutes County Crisis Line 541-322-7500 x9 -or- 800-875-7364
- Deschutes County Stabilization Center 541-585-7210 (walk-ins welcome, 24 hours a day, 7 days a week)
- National Suicide and Crisis Lifeline call or text 988
- Oregon YouthLine 877-968-8491 -or- text "teen2teen" to 83983
- [First Step App](#)
- [Care Solace](#)
- QPR in the Community - Question, Persuade, and Refer
 - <http://www.sprc.org/resources-programs/qpr-gatekeeper-training-suicide-prevention>
 - 2023-24: Planning to host a training for community members



Intervention

REDMOND SCHOOL DISTRICT

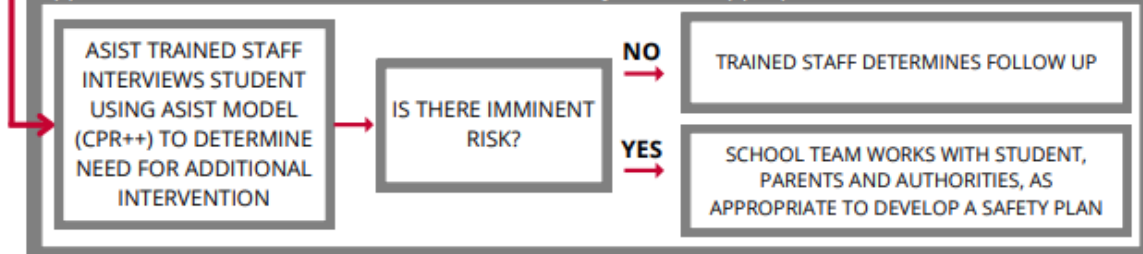
ADMIN SUICIDE INTERVENTION PROTOCOL

INITIAL IDENTIFICATION OF RISK (APPLIES TO ALL STAFF)



TRAINED STAFF DECIDED LEVEL OF CONCERN

(applies to ASIST trained staff and school/community team as appropriate)



SAFETY PLAN DEVELOPMENT

(applies to ASIST trained staff and school/community team as appropriate)



RECOMMENDED RESOURCES

FOR EMERGENCIES

- 9-1-1
- Local Emergency Rooms
- Deschutes County Crisis Line
 - 541-322-7500 ext. 9

TO SCHEDULE AN APPOINTMENT

- Deschutes County Behavioral Health
 - 541-322-7500
- St. Charles Behavioral Health Services
 - 541-706-2768

OTHER HELPFUL RESOURCES

- National Suicide Crisis and Lifeline
 - 9-8-8 (call or text)
- Deschutes County Prevention Resources
 - www.deschutes.org/suicide
- First Step App (youth focused)
 - www.firststeporegon.org
- Tri-County Crisis Response Team
 - [541-325-9911](tel:541-325-9911)



REDMOND SCHOOL DISTRICT

ALL-STAFF SUICIDE INTERVENTION PROTOCOL

INITIAL IDENTIFICATION OF RISK (APPLIES TO ALL STAFF)



WARNING SIGNS FOR SUICIDE

Warning signs are the changes in a person's behavior, feelings, and beliefs about oneself that indicate risk. Many signs are similar to the signs of depression. Usually these signs last for a period of two weeks or longer, but some youths behave impulsively and may choose suicide as a solution to their problems very quickly.

EARLY WARNING SIGNS

- Difficulties in school
- Feeling sad and/or angry
- Eating and/or sleeping disturbances
- Restlessness, agitation, anxiety
- Feeling like a failure, self criticism.
- Pessimism
- Difficulty concentrating
- Preoccupation with death

LATE WARNING SIGNS

- Actual talk to suicide and/or death
- Dropping out of usual activities
- Isolating from family and peers
- Refusing help, feeling 'beyond help'
- Giving away favorite possessions
- Offering verbal clues about the wish to die
- Displaying a sudden shift in mood

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Intervention: Level 1 and 2 Protocols

This protocol is designed for use with students who are engaged in circumstances that suggest the potential for suicide. It is not designated for use with students who are at risk of aggression directed at others, acting out sexually, or who are setting fires, unless they are doing so in addition to behavior that indicates risk of suicide. If a threat assessment is needed, refer to the Student Threat Assessment System protocol. Consult the flowchart below in determining the course of assessment.

This protocol does not predict potential suicide nor is it a foolproof method of assessing an individual's risk of harm to self. This screener is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential suicide (identify circumstances and risk factors that may increase the risk for potential suicide) and to assist school staff in development of a support plan. Furthermore, as circumstances change so does risk potential; therefore, if you are reviewing this survey at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level 2 Assessment. If there is IMMINENT danger to self, call law enforcement and/or the community crisis response team (CCRT-formerly known as MCAT) at 541-693-6911. Do not leave the student alone.



Intervention: Level 1 and 2 Protocols

Consider completing a Level 1 if any of the following pertains: • Student makes a statement about suicidal ideation or intent. • Student has a history of suicide attempts and you view warning signs. • Student appears to be making preparations for suicide. • Staff, parent, peers or other adults are concerned about the risk of suicide. • Student makes veiled references to suicide. • School staff are unable to determine if a situation poses a risk of suicide.	Level 1 Protocol completed by counselor/administrator • Inform your counselor/administrator that you will be conducting a screener. • Complete the Columbia-Suicide Severity Rating Scale (C-SSRS) - short version • Complete the RSD Suicide Risk Assessment Summary Sheet • Communicate with parents/guardians using RSD's parent letter • Create Student Safety Plan • Communicate with building supports
Consider completing a Level 2 if any of the following pertains: • The RSD Suicide Risk Assessment Summary Sheet gives a rating of medium or high risk. • You have concerns regarding potential suicide and were unable to confidently answer questions during the pre-screener. • You have confidently answered the questions on the pre-screener and have concerns regarding potential suicide that indicate ideation, plan, preparation, scheduling and/ or other behavior that suggests the serious consideration of suicide.	Level 2 Protocol completed by the School Counselor • Inform the building administrator that you will be moving to a level 2 assessment. • Complete the Columbia-Suicide Severity Rating Scale (C-SSRS) - long version • Call parents to come to the school • Call the Mobile Crisis Response Team for support • Refer parents to the Deschutes County Stabilization Center • Create Student Safety Plan upon return • Communicate with building supports