

**2015-2016 WATERFRONT LEARNING
SERVICES CONTRACT
ALLEGHENY COUNTY SCHOOLS**

THIS CONTRACT by and between the **ALLEGHENY INTERMEDIATE UNIT d/b/a WATERFRONT LEARNING SERVICES**, having an address of 475 East Waterfront Drive, Homestead, PA 15120 (hereinafter referred to as “Waterfront Learning”)

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SHALER AREA SCHOOL DISTRICT, having an address of 1800 Mt. Royal Boulevard, Glenshaw, PA, 15116 (hereinafter referred to as “School District”)

WITNESSETH:

WHEREAS, WATERFRONT LEARNING, a service of the Allegheny Intermediate Unit, has developed a menu of flexible cyber education program options that incorporate high quality courses, instruction and professional development at reasonable prices; and

WHEREAS, WATERFRONT LEARNING will assist school districts to meet the growing need for cyber education and ensure student achievement; and

WHEREAS, SHALER AREA SCHOOL DISTRICT wishes to contract with WATERFRONT LEARNING to take advantage of certain flexible cyber education program opportunities for students enrolled in the district; and

WHEREAS, the Parties are desirous of setting forth the terms and conditions of such contractual relationship.

NOW THEREFORE, in consideration of the above premises and intending to be legally bound hereby, the Parties agree as follows:

1. **Services Provided.** WATERFRONT LEARNING will provide the following cyber solutions consistent with the pricing options and packages as defined in the pricing document (ADDENDUM).

2. **Independent Contractor.** WATERFRONT LEARNING is an independent contractor and is the sole supervisor for the provision of services set forth in paragraph 1. WATERFRONT LEARNING supervisory personnel shall be available to consult with the SCHOOL DISTRICT regarding program implementation and facilitation.

3. **Service Providers.** The instructional services provided by WATERFRONT LEARNING shall be performed by Pennsylvania certified, highly qualified teachers. The policies and procedures of the SCHOOL DISTRICT regarding grading, attendance, and acceptable use will be followed by WATERFRONT LEARNING, except where noted. Districts shall provide current Acceptable Use Policies and procedures to WATERFRONT LEARNING annually. In the event that a student's actions violate program or district policies, WATERFRONT LEARNING has the sole discretion to modify or remove the student's online course access.

4. **Equipment Transfer and Liability.** Should the SCHOOL DISTRICT choose to utilize hardware support from WATERFRONT LEARNING, the district agrees to all WATERFRONT LEARNING policies and procedures relating to transfer of possession and return of said equipment. Should equipment not be returned or returned in an irreparable condition to WATERFRONT LEARNING, the SCHOOL DISTRICT agrees to accept financial liability for said equipment as defined in the pricing document (ADDENDUM).

5. **Invoices.** WATERFRONT LEARNING shall issue invoices for payment to the SCHOOL DISTRICT on a quarterly basis. Payment shall be made by the SCHOOL DISTRICT not later than thirty (60) days after the invoice date. In the event that the district does not remit payment within 60 days, WATERFRONT LEARNING reserves the right to suspend services until payment in full is received.

6. **Claims or Disputes.** Any claims or other matters in question between the Parties to this Agreement arising out of or relating to this Agreement or breach thereof shall be resolved through legal or equitable proceedings before the Allegheny County Court of Common Pleas and/or the United State District Court for the Western District of Pennsylvania.

7. **Indemnification.** WATERFRONT LEARNING shall protect, defend, indemnify, and hold the SCHOOL DISTRICT harmless from and against any and all costs, expenses (including reasonable attorneys fees), liabilities, losses, damages, suits, actions, fines, penalties, claims or demands of any kind arising out of or in any way connected with WATERFRONT LEARNING's negligence or intentional acts under this Agreement. SCHOOL DISTRICT shall likewise, protect, defend, indemnify and hold WATERFRONT LEARNING harmless from and against any and all costs, expenses (including reasonable attorney's fees) liabilities, losses, damages, suits, actions, fines,

penalties, claims or demands of any kind arising out of or in any way connected with the SCHOOL DISTRICT's negligence or intentional acts under this Agreement.

8. **Governing Law.** The Agreement shall be construed under, and in accordance with the laws of the State of Pennsylvania.

9. **Enforceability of Provisions.** In the case that any one or more of these provisions in this Agreement shall, for any reason, be held invalid, illegal, or unenforceable in any respect, it shall only affect such provision(s) and not affect all other portions of this Agreement. The portions of this Agreement that were unaffected shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

10. **Sole Agreement of Parties.** This Agreement constitutes the sole and only Agreement of the Parties involved and supersedes any prior understanding, or written or oral agreement between the Parties respecting the subject matter contained within.

ATTEST:

WATERFRONT LEARNING SERVICES

_____ BY _____
Date: _____

ATTEST:

SHALER AREA SCHOOL DISTRICT

_____ BY _____
Date: _____

2015-2016 ALLEGHENY COUNTY PRICING ADDENDUM



Full-Time Offerings*: Includes PA highly qualified teacher, technology package**, content, GeniusSIS access, and correlating supports for 10 months. Free grace period (less hardware service charge of \$50) of 13 calendar days is available.

OPTIONS:	2015-2016 PRICE:
Edgenuity (Grades 6-12; Up to 7 courses with live, and on-demand support & advising)	\$1,075.00/quarter
EdisonLearning (Grades 6-12; Unlimited courses with synchronous support & coaching)	\$1,075.00/quarter
Odysseyware (Grades 3-6 core courses with live office hours)	\$950.00/quarter
Technology Package Only (Laptop, bag, mouse, headset, and Internet access; grace period does not apply)	\$425.00/quarter
Elementary Elective Package (Grades 3-6: Choice of Art, Music, Health, or Physical Education)	\$100.00/course/quarter

*Students needing to extend studies beyond June 10, 2016 can be extended until August 12, 2016 for an additional quarterly fee.

**Students not needing the Technology Package will be afforded a \$250 quarterly tuition reduction.

Part-Time Offerings: Includes teacher, content, and correlating supports for time period indicated. Full tuition charged at the time of enrollment; 13 calendar day grace period available.

OPTIONS:	2015-2016 PRICE:
Edgenuity+ – Full Year AP (10 month access)	\$700.00
Edgenuity+ – Semester AP (5 month access)	\$450.00
Edgenuity+ – DUAL Enrollment (Semester College level course through Sophia – 5 month access)	\$700.00
Edgenuity+ or Edison+ – Full Year Core/Elective (10 month access)	\$600.00
Edgenuity+ or Edison+ – Semester Core/Elective (5 month access)	\$375.00
Edison+ – Quarter Core/Elective (9 week access)	\$200.00
Zulama+ – Semester Elective (5 month access)	\$450.00
Drivers Theory – Quarter (9 week access)	\$100.00

+Options to use district teacher with this vendor exist.

NOTE: Quarterly grades are not issued for AP courses, world languages, or DUAL enrollment courses taken through Edgenuity.

Twelve Month Licensing Options (Training/PD Required): Includes license/content only.

VENDOR:	2015-2016 PRICE:
Edgenuity – Concurrent ; Includes access to Core Content, General Electives, AP, Credit Recovery, Career Electives, Test Prep/Remediation	\$575.00 + PD
Edgenuity – Concurrent; Includes access to all courses above plus Middlebury World Languages	\$650.00 + PD
Edgenuity – Concurrent; Site License (Maximum of 1,000 students district wide)	\$40,000.00 + PD
Edgenuity – Hybrid Package (Single course purchase for a minimum of 100 students)	\$125/License + PD

Professional Development Services:

OPTIONS:	2015-2016 PRICE:
Half Day Training / PD	\$425.00
Full Day Training / PD	\$850.00
Hybrid – PHASE I: ALIGN	*FREE*
Hybrid – PHASE II: EDUCATE	\$1,200.00
Hybrid – PHASE III: DESIGN	\$3,000.00
Hybrid – PHASE IV: CUSTOMIZE	VARIES

GeniusSIS Implementation (Additional PD required): Options to use Genius in coordination with your license purchase(s) exist. Please call for additional information. Costs include \$1,500.00 for the initial set-up, required professional development and training, and a recurring fee of \$5/student/course/quarter.

Other Information

- a) *No minimum purchase required.*
- b) *Costs vary based on vendor licensing, agreements, and option availability with Waterfront Learning.*
- c) *Some courses may require additional material fees; costs shown do not include textbooks, additional software, or testing fees.*
- d) **Free Trial** – *A free, 13 calendar day free trial is available at the time of initial enrollment; however, a \$50 hardware service charge will be assessed for equipment delivery & return for students withdrawing during the free trial period. The opportunity for a free trial period applies only to coursework, not the technology package.*
- e) **Tuition Charges** – *Tuition is charged as indicated above based on the courses and services requested. If the participation period exceeds the defined length of enrollment, additional tuition will be assessed.*
- f) **Extension Fees** – *In the event that an extension is desired for a student, notification, in writing, must be provided to the program prior to the last week of scheduled enrollment. If notification is received within the last week of the course, a \$50 processing fee will be assessed.*
- g) **Student Support Services** – *It is expected that the district will monitor and support any identified online learner (special education or ELL). Should the district indicate that assistance from the program is desired for support services, data collection, goal monitoring, or ELL instruction, additional charges would apply.*
 - a. **Special Education Fees for Service:**
 - i. *Full-Time Students: \$1,000/semester*
 - ii. *Single Course Students: \$225/semester*
 - b. **ELL Fees for Service:**
 - i. *\$2,100 / semester (cost includes weekly live support and instruction, materials, supervision, data analysis and communication)*
- h) **Single Section Enrollment** – *Students will not be permitted to enroll in two sections of the same course at the same time (example: Algebra Q1 and Algebra Q2). Students MUST finish one section of a course before beginning another.*
- i) **Internet Access Reimbursement** – *The program will utilize Internet reimbursement at a rate of \$35/month as the default for all full-time students requesting equipment. Should a MiFi device be requested and approved, the use will be monitored. Any device not showing use for two consecutive billing cycles will be deactivated.*
- j) **Curriculum Modifications** – *Student specific course activity adjustments are included in tuition charges. Curriculum alignment, customization, or modification resulting in more than 25% of curriculum modification or removal, or the combining of multiple quarters of content are subject to a \$50 course customization fee. Should assistance with district-wide curriculum alignment and modification be needed, charges of \$850 (full-day) and \$425 (half-day) would apply.*
- k) **Communication Standards and Protocols** – *The Program strives to respond to communications within one business day, and award final course credit within two business days of the identified course end date. Additional, targeted customer service goals include the communication of needs and requests of the participating schools and liaisons to the contracted vendors. Should information, special requests, or modifications be needed, the identified district liaison should communicate those needs, in writing, to WFLHelp@aiu3.net. The Program will then collaborate with contracted parties to achieve the desired request. It is not the expectation of the Program that the required school district identified liaison or other identified representative need to work directly with Waterfront Learning contracted vendors.*
- l) **Hardware Replacement Fees** – *In the event that program provided hardware is not returned within 30 days of withdrawal during the first, second or third quarters, or by June 30th for students finishing in the fourth quarter, the district will be assessed equipment replacement fees for missing or irreparable equipment at the rates shown below. Should missing equipment be obtained by the district and returned to Waterfront Learning prior to June 30th, the district will be credited for any replacement fees previously assessed.*

i. Laptop (with Warranty):	\$839.00
ii. Bag:	\$25.00
iii. Power Supply:	\$75.00
iv. Headset:	\$10.00
v. Mouse:	\$10.00

Suicide Prevention Resources for Schools

***Please note that the resources listed here are free of charge. There are many more excellent resources for minimal cost.

General Information (many with webinar sessions)

PA Youth Suicide Prevention Initiative Mission <http://www.payspi.org/>

Mission - The Pennsylvania Youth Suicide Prevention Initiative is a multi-system collaboration to reduce youth suicide.

Vision - Youth suicide prevention will be embraced and incorporated into the fabric of every community in Pennsylvania to address the social and emotional needs of youth at risk and survivors of suicide.

Suicide Prevention Resource Center <http://www.sprc.org/>

SPRC is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. They provide technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide. They also promote collaboration among a variety of organizations that play a role in developing the field of suicide prevention.

Toolkit for High Schools <http://store.samhsa.gov/product/SMA12-4669>

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students. Released in June 2012.

American Foundation for Suicide Prevention <http://www.afsp.org/>

The American Foundation for Suicide Prevention has been at the forefront of a wide range of suicide prevention initiatives – each designed to reduce loss of life from suicide. They are investing in groundbreaking research, new educational campaigns, innovative demonstration projects and critical policy work. And they are expanding their assistance to people, whose lives have been affected by suicide, reaching out to offer support and offering opportunities to become involved in prevention.

American Association of Suicidology <http://www.suicidology.org/home>

AAS is a membership organization for all those involved in suicide prevention and intervention, or touched by suicide. AAS is a leader in the advancement of scientific and programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

Services for Teens At Risk (STAR Center)

<http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them.

The Trevor Project

<http://www.thetrevorproject.org/>

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

Comprehensive School Guide

Youth Suicide Prevention School-Based Guide <http://theguide.fmhi.usf.edu/>

The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide provides information to school to assist them in the development of a framework to work in partnership with community resources and families.

School Policy

Model School Policy on Suicide Prevention –

https://www.afsp.org/content/download/10555/186750/file/Model%20Policy_FINAL.pdf

Written by American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project. This modular, adaptable document will help educators and school administrators implement comprehensive suicide prevention policies in communities nationwide.

STAR Center Sample School Suicide Policy and Procedure -

<http://www.starcenter.pitt.edu/Sample-School-Suicide-Policy-And-Procedure/41/Default.aspx>

Training for School Staff

Society for Prevention of Teen Suicide

<http://www.sptsusa.org/>

The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators. The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to c-paschool@pa.gov or fax it to [717-783-4790](tel:717-783-4790), along with your Dept. of Education Professional ID number, to have these hours submitted.

More Than Sad Program

<http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-professionals/more-than-sad-suicide-prevention-education-for-teachers-and-other-school-personnel>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders. Instructional materials accompany the More Than Sad Program, including a power point presentation.

American Foundation for Suicide Prevention (<http://www.afsp.org/>) – PA AFSP chapters will make the “More Than Sad” DVD available **free** to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215)746-7256

Suicide Prevention Resource Center – Best Practice Registry <http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objective of *the National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). May of the best practice resources listed have to be purchased.

Material for Students

More Than Sad Program

<http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-teens-and-young-adults/more-than-sad-teen-depression>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders.

American Foundation for Suicide Prevention (<http://www.afsp.org/>) – PA AFSP chapters will make the “More Than Sad” DVD available free to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215)746-7256

Suicide Prevention Resource Center Best Practice Registry

<http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objectives of the *National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Wisconsin Department of Public Instruction

The curriculum is not SPRC listed, but does use elements of SOS and Lifelines.

http://sspw.dpi.wi.gov/sspw_suicideprev main page

Link to Student programs: http://sspw.dpi.wi.gov/sspw_spstudentprograms

Link to Curriculum: http://sspw.dpi.wi.gov/sspw_suicideprevcurriculum

Postvention Assistance

Services for Teens At Risk (STAR Center) <http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them. Any PA school can contact the STAR-Center for assistance in the aftermath of a suicide or other tragic loss. STAR-Center can also provide in-service training and resource materials on a variety of mental health related topics.

Suicide Prevention Resource Center Postvention Toolkit

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

This toolkit is designed to assist schools in the aftermath of a suicide (or other death) in the school community. It is meant to serve as a practical resource for schools facing real-time crises to help them determine what to do, when, and how. The toolkit reflects consensus recommendations developed in consultation with a diverse group of national experts, including school-based personnel, clinicians, researchers, and crisis response professionals. It incorporates relevant existing material and research findings as well as references, templates, and links to additional information and assistance.

Compiled by the: PA Youth Suicide Prevention Initiative: www.payspi.org

SHALER AREA SCHOOL DISTRICT

No: 819

SECTION: OPERATIONS

TITLE: SUICIDE AWARENESS, PREVENTION AND RESPONSE

ADOPTED:

REVISED:

	819. SUICIDE AWARENESS, PREVENTION AND RESPONSE
1. Purpose SC 1526 Pol. 103.1, 248, 249, 806	The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.
2. Authority Title 22 Sec. 12.12 Pol. 207, 216, 236	In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.
3. Guidelines	The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.
SC 1526	The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website.
SC 1526	SUICIDE AWARENESS AND PREVENTION EDUCATION
	<u>Protocols for Administration of Student Education</u>
	Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.
	Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.
	<u>Protocols for Administration of Employee Education</u>
	All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

<p>SC 1526 Pol. 333</p>	<p>As part of the district’s professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.</p> <p>Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors, district mental health professionals and school nurses.</p> <p><u>Resources for Parents/Guardians</u></p> <p>The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.</p>
<p>SC 1526</p>	<p style="text-align: center;">METHODS OF PREVENTION</p> <p>The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.</p> <p><u>Suicide Prevention Coordinators</u></p> <p>District-Wide: A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.</p> <p>Building Level: Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.</p> <p><u>Early Identification Procedures</u></p> <p>Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the district’s suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.</p> <p>Risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:</p> <ul style="list-style-type: none"> • Behavioral Health Issues/Disorders:

	<ul style="list-style-type: none">- Depression- Substance abuse or dependence- Previous suicide attempts- Self-injury <ul style="list-style-type: none">• Personal Characteristics:<ul style="list-style-type: none">- Hopelessness/low self-esteem- Loneliness/social alienation/isolation/lack of belonging- Poor problem-solving or coping skills- Impulsivity/risk-taking/recklessness• Adverse/Stressful Life Circumstances:<ul style="list-style-type: none">- Interpersonal difficulties or losses- Disciplinary or legal problems- Bullying (victim or perpetrator)- School or work issues- Physical, sexual or psychological abuse- Exposure to peer suicide• Family Characteristics:<ul style="list-style-type: none">- Family history of suicide or suicidal behavior- Family mental health problems- Divorce/death of parent/guardian- Parental-child relationship <p>Warning signs are indications that someone may be in danger of suicide, either immediately or in the near future. Warning signs include, but are not limited to:</p> <ul style="list-style-type: none">• Expressions such as hopelessness, rage, anger, seeking revenge, feeling trapped, anxiety, agitation, no reason to live or sense of purpose.• Recklessness or risky behavior.• Increased alcohol or drug use.• Withdrawal from friends, family, or society.• Dramatic mood changes. <p><u>Referral Procedures</u></p> <p>Any district employee who has identified a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention.</p> <p><u>Documentation</u></p> <p>The district shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.</p>
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<p>SC 1526</p>	<p style="text-align: center;">METHODS OF INTERVENTION</p>
	<p>The methods of intervention utilized by the district include, but are not limited to, responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.</p> <p><u>Procedures for Students at Risk</u></p> <p>A district-approved suicide assessment instrument may be used by trained mental health staff such as counselors, psychologists, social workers.</p>
<p>Pol. 806</p>	<p>Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school. If the school suspects that the student’s risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.</p> <p>The district shall identify mental health service providers to whom students can be referred for further assessment and assistance.</p> <p>Mental health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.</p> <p>The district shall create an emotional or mental health safety plan to support a student and the student’s family if the student has been identified as being at increased risk of suicide.</p> <p><u>Students With Disabilities</u></p>
<p>Pol. 103.1, 113, 113.2, 113.3, 114</p>	<p>For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student’s needs in accordance with applicable law, regulations and Board policy.</p>
<p>Pol. 103.1, 113, 113.2, 113.3, 114</p>	<p>If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student’s needs in accordance with applicable law, regulations and Board policy.</p> <p><u>Documentation</u></p>
	<p>The district shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.</p>

<p>SC 1526</p>	<p>The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.</p> <p style="text-align: center;">METHODS OF RESPONSE TO SUICIDE OR SUICIDE ATTEMPT</p> <p>The methods of response to a suicide or a suicide attempt utilized by the district include, but are not limited to:</p> <ol style="list-style-type: none">1. Identifying and training the school crisis response/crisis intervention team.2. Determining the roles and responsibilities of each crisis response team member.3. Notifying students, employees and parents/guardians.4. Working with families.5. Responding appropriately to the media.6. Collaborating with community providers. <p>The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.</p>
<p>Pol. 103.1, 113, 113.2, 113.3, 117, 204</p>	<p><u>Re-Entry Procedures</u></p> <p>A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.</p> <p>A district-employed mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.</p> <p>When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside mental health care providers.</p> <p>The designated district employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.</p>

<p>SC 1526</p>	<p style="text-align: center;">REPORT PROCEDURES</p> <p>Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.</p> <p>When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.</p> <p>As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.</p> <p>The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to guidance counselors, district mental health professionals and school nurses.</p>
<p>SC 1526</p>	<p style="text-align: center;">SUICIDE AWARENESS AND PREVENTION RESOURCES</p> <p>A listing of resources regarding suicide awareness and prevention shall be attached to this policy.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1526</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.12</p> <p>Board Policy – 103.1, 113, 113.2, 113.3, 114, 117, 146, 204, 207, 216, 236, 248, 249, 333, 805, 806</p>