

Suicide Prevention and Awareness in Antioch District 34

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Jenn Schoon, AUGS Social Worker
Joe Koeune, AUGS Principal
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Ann --

Thank you for having us here tonight to discuss Suicide and Depression Awareness and Prevention. The topic of Suicide is a hard and very sad one, but it is necessary for school districts to discuss in hopes of preventing future attempts and tragedies.

I am here tonight presenting with very hard-working, passionate staff members who have dedicated the last nine months to serving on the District 34 Suicide Prevention and Awareness Committee with me: Elisa Holtman and Jenn Schoon, our two social workers at Antioch Upper Grade School who have worked tirelessly on this effort. And Joe Koeune, the principal of Antioch Upper Grade School. This committee has worked diligently to respond to the new state law requiring school districts to implement professional development and curricular resources targeting suicide prevention and awareness for middle school students. Tonight we will walk through the background information, the state regulations, our District 34 response, the curriculum development, and the alignment to the AUGS Building Leadership Team work. We are proud of the work of this committee, and see this work as an example of both Shared Leadership and Continuous Improvement on behalf of the students, families, and staff of our community regarding the critical topic of Suicide Awareness and Prevention."

Most people have been or will be impacted by Suicide during their lifetime. According to the American Foundation of Suicide Prevention, "one person dies by suicide in the state of Illinois every 6 hours." Additionally, "Death by Suicide is the 2nd leading cause of death for students aged 10-14 years old in Illinois." These statistics are terrifying and heartbreaking. Illinois Schools are now charged with the task of helping to increase awareness and

prevention of suicide in our schools as an effort to decrease the attempts of suicide among students.

Presentation Materials

D34 Risk Assessment

D34 Curricular Resources

D34 Suicide and Depression Awareness and Prevention Program

Suicide Prevention and Awareness Scope and Sequence

Illinois Social Emotional Learning Standards (grades 6-12)

Antioch Upper Grade School BLT Goal 3 Action Plan (portion related to Suicide Prevention)

Elisa

“As we go through the slides tonight we will be referencing D34 materials and resources. I will be passing out a folder to each of you with the items listed here on the screen for you to reference during this presentation.”

Ann Marie's Law



Ann Marie Blaha was an 11 year old student in District 135 in Orland Park, Illinois. In June 2013, Ann Marie committed suicide after two classmates allegedly used fake "catfish" personas on social media to persuade her to commit suicide

Jenn:

"Ann Marie Blaha was an 11 year old student in District 135 in Orland Park, Illinois. In June 2013, Ann Marie committed suicide after 2 classmates allegedly used fake "catfish" personas on social media to persuade her to commit suicide. Four years after her tragic death, school boards across Illinois are being required to implement a suicide prevention and training policy in hopes that youth suicide rates decrease across the state. The legislation, known as Ann Marie's Law, was enacted into law Aug. 21st, 2015 after Gov. Bruce Rauner received the policy, now known as Senate Bill 1793."

Ann Marie's Law

What are the requirements?

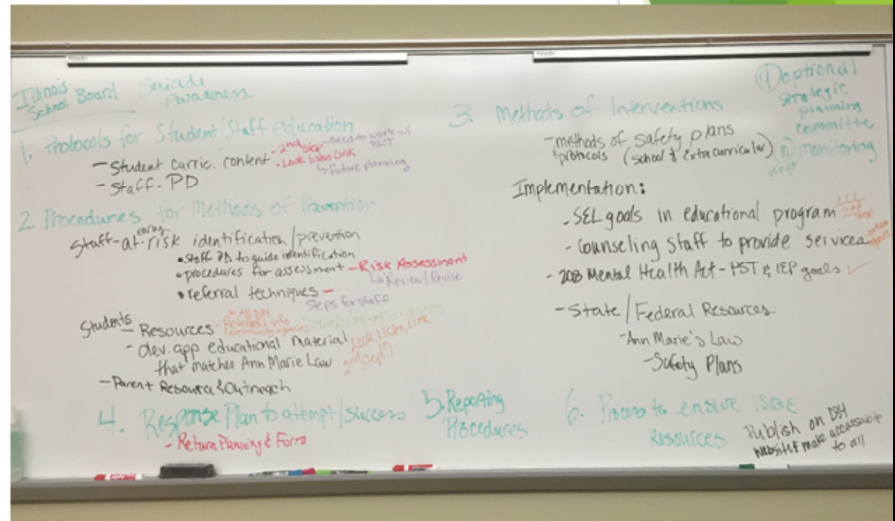
- ▶ develop a model youth suicide awareness and prevention policy
- ▶ adopt an age-appropriate youth suicide awareness and prevention policy
- ▶ develop a model youth suicide awareness and prevention curriculum
- ▶ compile, develop, and post on its Internet website recommended guidelines and educational materials for professional educator training and recommended resources and age-appropriate educational materials on youth suicide awareness and prevention
- ▶ require 4 hours of training in youth suicide awareness and prevention every 5 years for professional educators in school buildings serving students in any of grades 6 through 12

Jenn

“Ann Marie’s Law requires schools to develop and adopt a model youth suicide awareness and prevention policy, develop an awareness and prevention curriculum, provide staff professional development, and compile, develop, and post on its Internet website recommended guidelines, educational materials, and resources for staff and the community. The D34 Board of Education was presented with the updated suicide awareness and prevention policy in May 2016.”

Senate Bill 1793: Ann Marie's Law

Requires the State Board of Education to (i) develop a model youth suicide awareness and prevention policy; (ii) compile, develop, and post on its Internet website recommended guidelines and educational materials for professional educator training and recommended resources and age-appropriate educational materials on youth suicide awareness and prevention; and (iii) develop a model youth suicide awareness and prevention curriculum and make such curriculum available to all school districts and, upon request, to nonpublic schools. Requires each school board to (i) adopt an age-appropriate youth suicide awareness and prevention policy and (ii) require 4 hours of training in youth suicide awareness and prevention every 5 years for professional educators in school buildings serving students in any of grades 6 through 12. Effective immediately.



Jenn

“After we were approached to be a part of this committee, we worked this summer to review the Illinois School Board of Education (ISBE) guidelines and requirements and provide recommendations on how D34 could meet these requirements and consulted with Ann and Joe.

The shortened bill is written on the left and the picture on the slide shows the law broken down into parts ---this team brainstorm helped us to create a plan and made us realize we all had a lot of work to do! “

Slide 5

1

Include Handout

Jennifer Schoon, 2/9/2017

SUICIDE RISK ASSESSMENT

A suicide risk assessment should be initiated **immediately** whenever a student is told about having *thoughts* of *harmself*, or if there is concern that a student has *thoughts* about *harming himself/herself*. Do not leave the student unattended by an adult. The Site Administrator Principal and Parents will be informed.

Student: _____ School: _____
Date of Risk Assessment: _____ Time of Assessment: _____
Referring Staff: _____
Staff Conducting Assessment: _____
Student DOB: _____ Age: _____ Grade: _____
Parent/Guardian Name(s): _____ Phone: _____

☒ Parent/guardian has been notified of the situation and they are being talked with and assessed their child.
☒ Parent/guardian have been asked to come to the school to discuss the student's situation.
☒ Parent/guardian have NOT been notified because: _____

Parent contacted by: _____ Date and Time: _____

Interview and Assess the Student

The following questions will guide your assessment. Use your professional judgement and clinical skills to conduct a comprehensive and sensitive interview with the student. Describe the incident of concern. What happened? What do the students think or do? What warning signs led to this concern?

Date of incident: _____
Description of Incident: _____

Last Update: 10/31/2016

The dry erase board brainstorm you saw on the last slide, led to the development of the one page d34 Suicide and Depression Awareness and Prevention Program (seen here on the left of the screen, and a hard copy in each of your folders). Following the review of state law, PRESS recommended board policy, and ISBE guidance documents, the team began to customize some of our existing D34 resources including the Risk Assessment and the D34 Crisis Prevention and Management Plan. The purpose of the District 34 Crisis Prevention and Management Plan is to:

1. Ensure the safety and well-being of students and staff members.
2. Provide a systematic and effective approach to responding to the severe injury or death of a student or faculty member.

3. Advancing District 34 goals of increasing awareness and prevention of depression and suicide

The existing District plan was revised to include suicide prevention and education, the updated risk assessment, and updates to staff response to crisis.

AUGS Social Worker Professional Development

Mental Health Emergencies: Protecting YOU, Your CLIENTS & Your COMMUNITY
Presenter: Brooks W. Baer, MA, LCPC, LMFT

Ethical Challenges in Mental Health Practice



Elisa

“In order to promote advancing District 34 goals of increasing awareness and prevention of depression and suicide, we sought out resources to increase our background knowledge on the topic. In October we participated in a webinar entitled: Mental Health Emergencies: Protecting YOU, Your CLIENTS & Your COMMUNITY which gave us great information about this topic as well as additional ideas on how we could develop the program. This webinar helped us to improve and complete better mental health assessments, improve our documentation of these assessments, and develop effective safety plans and crisis intervention. We will also be attending a training later this month about Navigating Ethical Challenges in Mental Health Practice.

Following this webinar, even more changes were made to the Risk

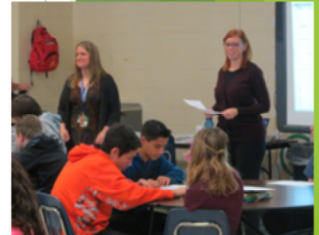
Assessment to include the Nurse/Medical consultation portion as well as updating to the team decisions section and the documentation following the risk assessment. “

Ann Marie's Law

Curricular Resources

Develop/Adapt a youth suicide awareness and prevention curriculum
Look Listen Link Curriculum & Riding the Waves Curriculum

- ▶ is an evaluated, classroom-based prevention curriculum geared for students in 6th, 7th, and 8th grade.
- ▶ aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues
- ▶ taught by Social Workers and Health Teachers to all students starting 2nd semester



Jenn

After learning more about this topic including reviewing ISBE guidelines, the recommended board policy, and our work with updating our district materials and resources to include Suicide Prevention and Awareness, it was time to focus our efforts on exploring and researching Curricular Resources last summer. During the 2016-2017 school year we adapted the materials developed by YSPP (Youth Suicide Prevention Program) which are three supplemental health curriculums designed to be taught by classroom teachers or social workers/counselors and are appropriate for students at the elementary, middle, and high school levels. Riding the Waves, Look Listen Link and H.E.L.P curriculums are evaluated, classroom-based prevention curriculum geared for students in 5th through 10th grade. This year we used the Look Listen Link curriculum for 7th and 8th grade and we will be modifying the Riding the Waves curriculum for our 6th grade students.

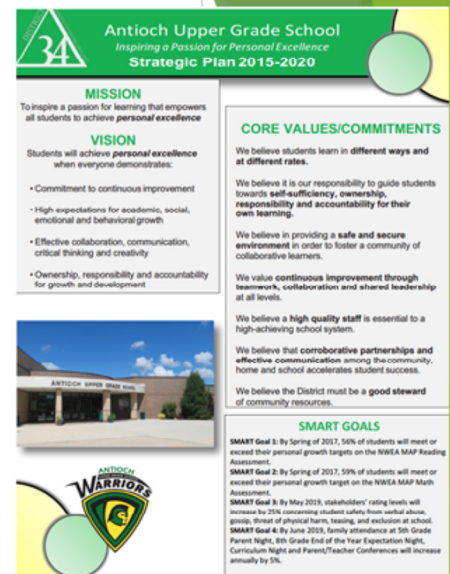
AUGS BLT Collaboration

BLT Meetings

- ▶ June and August
- ▶ Twice a month during the school year

Goal 3 on the AUGS Plan on a Page - Student Safety

- ▶ Goal and Action plan was created using:
 - ▶ CSCI Survey results
 - ▶ 5 Essentials survey results
 - ▶ SWIS data from multiple years



Joe

The AUGS Building Leadership Team (BLT) met in June and August to work on our plan on the page and action steps. The team spent time reviewing the district plan on the page and the purpose of BLT. We started our focus on Goal 3 -Student Social/Emotional Security.

We used data from the CSCI survey that students, parents and staff participated in last spring. Our BLT reviewed the results from the 5 Essential survey and SWIS data from previous years in order to gain a historical perspective. Specifically reviewing the social emotional data from the CSCI survey supported the need to research and implement a suicide prevention curriculum to address student safety as well as the new Ann Marie's law.

In comparing the work of the BLT and the Suicide Prevention and

Awareness Committee, it became evident the work of the committee exploring resources for suicide prevention/awareness could be imbedded in the Building action plan for student safety. The committee began developing the District 34 scope and sequence for Suicide Prevention and Awareness based on Ann Marie's Law and the Illinois Social Emotional Learning Standards.

Illinois Social Emotional Learning (SEL) Standards

- ▶ Adopted by ISBE in December 2004
- ▶ 3 broad goal areas
 - ▶ Self-Awareness and Self-Management
 - ▶ Establish and Maintain Positive Relationships
 - ▶ Decision Making Skills and Responsible Behaviors (in all contexts)
- ▶ 10 Learning Standards- specific indicators of the 3 S.E.L. goals

ANN

In December 2004, the Illinois School Board of Education adopted three goal areas and 10 specific standards for Social/Emotional learning of students in Illinois from early elementary through high school. This move was a major innovation in Illinois to extend the standards beyond core academic instructional areas to include the social and emotional skills essential for success in college and the workplace.

The Social Emotional Learning standards describe what students are expected to know and be able to do at various ages or grade levels. The 10 Social Emotional Learning standards are specific learning targets used to align curriculum, instruction, and assessment within the three broader goal areas of:

1. Develop self-awareness and self-management to achieve school and life success
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate decision making skills and responsible behaviors in personal, school and community contexts.

The 10 SEL standards are specific statements of the knowledge and skills that students should know and be able to do within one of those three goals. The standards define the learning needed to achieve the goals, but are designed to be general enough to apply to learning across the entire age range from school entry

through high school graduation.

D34 Scope and Sequence

Scope and Sequence

Suicide Prevention and Awareness in accordance with Ann Marie's Law
School boards across Illinois are being required (policy 7.290) to implement a suicide prevention, awareness, and training policy in hopes that youth suicide rates decrease

Scope and Sequence

Grade Level	6th Grade	7th Grade	8th Grade
Curricular Resource	Modified Riding the Waves	Look Listen Link	Look Listen Link
Learning Objective	Healthy emotional skill development and understanding Seeking out adult support	Aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues. Seeking out adult support	Aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues. Seeking out adult support
Timeframe	43-45 3rd Trimester	110-113 2nd Trimester	118-121 2nd Trimester

Grade Level	6th Grade	7th Grade	8th Grade
Curricular Resource	Modified Riding the Waves	Look Listen Link	HELPS Helping Every Single Person
Learning Objective	Healthy emotional skill development and understanding Seeking out adult support	Aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues. Seeking out adult support	Building a framework of understanding how stress, anxiety, and depression impact students and developing intervention skills Seeking out adult support
Time Frame	3rd trimester	2nd trimester	2nd trimester

Social/Emotional Security

**Adapted from ALCOR Building Leadership Team Social Emotional SMART Goal and Action Plan

Description of Proposed Activity (What is being done to address this goal and how will it be implemented?)	Results (What will be the evidence of the achievement of the activity?)	Resources (Funding sources & Costs)	Timeline (When will the activity occur? Who is responsible for completion?)	Research/Rationale (Are there any research-based practices that support this activity?)
1. Purchase of Look, Listen, and Link	1. All participants will be in ALCOR	1. District school budget	1. Look, Listen, and Link will occur during 2018-2019 ALCOR action plan period. The activity will be completed by the end of the year.	1. ALCOR 1.0175-1.0176 LINK aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues.
2. Staff Professional Development (PD) Health teacher, Social Worker 1	2. Staff will have the materials and training needed to contribute	2. In addition to daily job duties	2. Trimester 1 (September) - November	2. ALCOR 1.0175-1.0176 LINK aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues.
3. Student Implementation	3. Students will complete the activities in the school district	3. In addition to daily job duties	3. Trimester 2 and 3 (December) - February	3. ALCOR 1.0175-1.0176 LINK aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues.
4. Review and Monitor Progress and Data Collection	4. All data will be collected and analyzed	4. In addition to daily job duties	4. Trimester 2 and 3 (December) - February	4. ALCOR 1.0175-1.0176 LINK aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues.

Ann

In your packets, you will find the one page scope and sequence relating to D34 Suicide Prevention and Awareness. You will also find the AUGS Action Plan for Goal 3 as it relates Student Social/Emotional Well Being. In order to be in compliance with the state law regarding curriculum development related to Prevention and Awareness as well as the Social Emotional Learning Standards in Illinois.

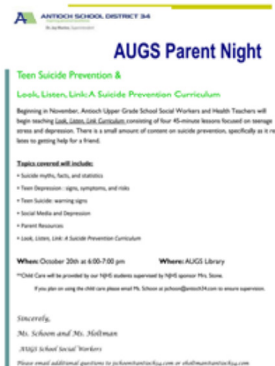
This scope and sequence was piloted this year with the AUGS social workers pushing into the Health Classes at each grade level. Their curricular resources were the Look Listen Link curriculum and the Riding the Waves Curriculum.

Elisa-

As you will see on the scope and sequence, 7th and 8th grades have been completed and the 6th grade push in will be later this spring. The AUGS Health Teachers have been instrumental in

supporting each of the classes with Jenn and I. For the 2017-18 school year, the building will implement the HELP curriculum to provide our students a continuum of supports so each year students have a different, more targeted curriculum and learning objectives.

AUGS Staff Professional Development and District 34 Parent Education Topics



Elisa

Professional development is another portion of Ann Marie's Law and the recommended Board Policy. Towards the beginning of the school year, AUGS hosted school assemblies for the students and an Informational Internet Safety Parent Night open to the district, where the Lake County State's Attorney's Office Cyber Division presented. The main topics presented were internet safety, cyberbullying, and sexting.

In October, we presented to AUGS Staff during a Wednesday Professional Development time. The presentation covered Facts about Teen Suicide, Warning signs of depression, Impact of Social Media, Warning signs of teen suicide, process and protocols for

staff helping students, and the laws of confidentiality for school social workers.

The parent education night covered the topics of Facts about Teen Suicide, Warning signs of depression, Impact of Social Media, Warning signs of teen suicide, How to help your child, Assessing the Risk as a Parent, and Community Resources.

Augs social workers also teamed with District 117 to include District 34 parents in the viewing of Screenagers at Antioch Community High School. This film looks at the impact of all this screentime and about the friction occurring in homes and schools around negotiating screen time.

DISTRICT WIDE Professional Development

D34 Administrator Training

D34 Social Workers Consultation and Training

D34 Nurses' Consultation

Board of Education Presentation

Ann

In an effort to align these supports throughout the entire district, district wide professional development opportunities were scheduled this year.

The committee met with all district administrators to review the revised risk assessment, crisis prevention and management plan, professional development plan, and the curricular supports for students. Consultation with the rest of District 34 Social Workers occurred where Jenn and Elisa shared the revised risk assessment and walked through how to complete a risk assessment. Copies were also provided to the District Psychologists.

We also collaborated with the nurses of D34 who provided their input on the Risk Assessment of students who are at risk for self-

harming behaviors or suspicion of self-harming behaviors.

All of the information presented tonight will be available on our website for public viewing.

Ongoing Work for the Committee and District:

- ▶ Board Policy Approval
- ▶ Parent/Community Resources on AUGS and D34 websites
- ▶ Annual Review of the Crisis Plan
- ▶ Scope and Sequence/Program Review
- ▶ Enhanced Staff Crisis Training

Jenn

AUGS social workers will continually update and revise the resources available to parents as well as include information on the D34 Website.

Annually our committee will meet to review the District Crisis and Management Plan and how the Suicide and Depression Awareness and Prevention Program is functioning.

On a regular basis we will also review the timeline of the District Suicide Prevention and Awareness Curricular Scope and Sequence.

Ann

--Through the work of this committee and the development of the Suicide Awareness and Prevention program, it became evident

our district staff would benefit from further training in how to respond in severe crisis situations. This upcoming June some of our Social Workers, Psychologists, Administrators, and Nurses will be attending 2 days of professional development on the Core Competencies of Trauma, PTSD, Grief & Loss and Evidence-Based Trauma Treatments & Interventions. Antioch 34 is pleased to be co-sponsoring this event with the Special Education District of Lake County and are excited about this resource for our staff to be properly trained in responding to crisis and trauma in our schools.



Questions?

Ann

Thank you for having our committee here tonight to discuss this important topic and how we are implementing the requirements of Suicide and Depression Prevention and Awareness here in District 34. We welcome any questions the Board of Education may have for our committee.