



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD SPECIAL NOTICE

Meeting Type:	Special Meeting Notice
Meeting Location:	City Hall, Council Conference Room, 288 Central Ave, Dover NH 03820
Meeting Date:	Monday, June 22, 2020
Meeting Time:	6:00 p.m.

In response to the COVID-19 Coronavirus, and in accordance with recommendations by state and federal health officials limiting public gatherings, the public is encouraged to temporarily access public meetings remotely, including cable television and online streaming, and submit comments for public hearings and Citizen's Forum in writing by email to: Doverschoolboard@dover.k12.nh.us or postal mail addressed to: Dover School Board, 61 Locust Street, Suite 409, Dover, NH 03820. The public may also submit comments by leaving a voice message at: 516-MEET (6338). Precautions in public meeting rooms will include limiting the number of people to 10, the use of overflow space if necessary, and the remote participation by some Board members.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. CITIZENS FORMUM (LIMITED TO AGENDA ITEMS ONLY)**
- D. APPROVAL OF DIGITAL TECHNOLOGY AND 1:1 DEVICE PURCHASES**
- E. CLASS 3 AND 4 PARAEDUCATOR JOB DESCRIPTION REVISION APPROVAL**
- F. MEMORANDUM OF UNDERSTANDING – SEYMOUR OSMAN COMMUNITY CENTER & WOODMAN PARK SCHOOL APPROVAL**
- G. WENTWORTH-DOUGLASS HOSPITAL & DOVER HIGH SCHOOL PROFESSIONAL SERVICE AGREEMENT CERTIFIED ATHLETIC TRAINER SERVICES APPROVAL**
- H. DOVER SCHOOL DISTRICT SUICIDE PREVENTION PLAN APPROVAL**
- I. NEW TEACHER NOMINATIONS**
- J. COVID-19 SCHOOL BOARD WORKSHOPS**
- K. MATTERS OF INTEREST**
- L. ADJOURNMENT**

DOVER SCHOOL DISTRICT JOB DESCRIPTION DATE OF ADOPTION: AUGUST 13, 2001

Job Title: Classification 3:

Instructional #2 - Paraprofessional

a. Tutor – Federal Projects (~~Non-certified~~) - **(Non-teacher certified, para II certified and/or college degree)**

b. Tutor – E.S.O.L. - **(Non-teacher certified, para II certified and/or college degree)**

c. **Literacy/Math Interventionist - (Non-teacher certified, para II certified and/or college degree)**

e-d. Audio/Visual Aide

Summary

Classification 3 Aides **Paraprofessionals** are expected to perform a variety of tasks including but not limited to working with children in groups or one-on-one, work under the direction of the **Title I Coordinator, Instructional Coach**, supervising teacher, **and/or principal**, and will be assigned clerical and supervisory tasks. Classification 3 Aides **Paraprofessionals** will be exposed to confidential information and must maintain confidentiality. Classification 3 Aides **Paraprofessionals** must work cooperatively with staff members.

Essential Duties and Responsibilities – Tutor Federal Projects, Literacy/Math Interventionist (~~non-certified~~)

1. Build and maintain productive learning relationships with assigned classes and targeted students.

2. Facilitate individual, small and/or whole group tutorial sessions in coordination with classroom teacher. **teachers(s), Instructional Coach, Title I Coordinator and/or Reading Specialist.**

3. Meet with classroom teacher **instructional team (including, but not limited to: classroom teachers, Title I Coordinator, Instructional Coach, Reading Specialist, Case Managers, and PAT/FOCUS team)** ~~on an as-needed basis~~ **regularly** to review instructional plans and assess individual student needs.

4. Assist teacher in designing and implementing weekly lesson plans and daily classroom practices. **Assist instructional team in designing and implementing lesson plans and best practices for small group and/or one-on-one intervention.**

5. Prepare lesson materials and deliver lessons.

~~5.~~ **9. Participate in In-Service workshops and training sessions provided by the district, if requested. and/or participate in professional development at school and district level as required by the State of New Hampshire to maintain certification.**

6. Assist in student selection process for Title I program. **Collaborate with team members to assist in identifying students for intervention groups based on student needs and goals for instruction.**

~~7. Keep student records, monitor daily progress, assist in assessment measures, and write quarterly progress reports.~~ **Maintain student records, progress monitor, assist in delivery of assessments, and communicate regularly with classroom teachers and parents through newsletters and quarterly progress reports. Assist in completion of Report Cards for various grade levels based on classroom reading model.**

8. Assist in the proctoring of testing at all grade levels.

10. Distribute Parent Policy, School Compacts, and attend Open House events and parent/teacher meetings, as requested.

~~8.~~ **11. Perform other duties or responsibilities as assigned by the administrator and classroom teacher. principal and Title I Coordinator, including but not limited to daily building duties.**

Essential Duties and Responsibilities – Tutor E.S.O.L. (non-certified)

1. Meets and tutors assigned classes in the locations and at the times designated.
2. Develops and maintains a classroom environment conducive to effective learning.
3. Maintains standards of behavior for students.
4. Employs a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
5. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
6. Reports of student progress on a regular basis in a timely manner to supervising teacher.
7. Upholds and enforces school rules, administrative regulations, and board policy.
8. Works to establish and maintain open lines of communication with assigned students and supervising teacher.
9. Establishes and maintains cooperative relations with others.
- ~~9.~~ **10. Perform other duties or responsibilities as assigned by the administrator and classroom teacher.**

Essential Duties and Responsibilities – Audio/Visual Aide

1. Organize, maintain, schedule, distribute, operate, store, and inventory audiovisual equipment, resources, and supplies for use by faculty and staff.
2. Assist students, faculty and staff in the utilization of audiovisual equipment and resources.

3. Assist with circulation, clerical, technical, and other library tasks, and work with students using the library.
4. Train faculty and staff to properly operate audiovisual equipment.
5. Troubleshoot and perform minor repairs on audiovisual equipment. Make arrangements with appropriate vendors to perform repairs or maintenance on audiovisual equipment.
6. Perform other duties or responsibilities as assigned by the administrator and librarian.

Supervisory Responsibilities

Will include one-on-one, small group, and large group interaction/instruction or as assigned by supervising teacher or principal.

Education and/or Experience

Minimum of 2 years college, Bachelor's degree preferred. Computer Skills Word processing, data management, and strong computer knowledge required.

Certificates, Licenses, Registrations

None required.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Some light to moderate lifting may be required.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment is that of a classroom/school setting. Additionally, the aide may be required to work with students with behavioral/emotional issues under the direction of the supervising teacher or principal.

DOVER SCHOOL DISTRICT JOB DESCRIPTION DATE OF ADOPTION: AUGUST 13, 2001

Job Title: Classification 4:

Instructional #3 - Paraprofessional

a. Tutor – Federal Projects (**Teacher** Certified)

b. ~~Speech Language Assistant~~ **E.S.O.L. (Teacher** Certified)

c. Literacy/Math Interventionist (Teacher Certified)

~~e. Computer Technician~~ **d. Audio/Visual Aide**

Reports To: Supervising Teacher and/or Principal

Summary

Classification 4 ~~Aides (Tutors and Speech/Language Assistants)~~ **Paraprofessionals** are expected to perform a variety of tasks including but not limited to working with children in groups or one-on-one, work under the direction of the **Title I Coordinator, Instructional Coach,** supervising teacher, **and/or principal,** and will be assigned clerical and supervisory tasks. All Classification 4 ~~Aides~~ **Paraprofessionals** will be exposed to confidential information and must maintain confidentiality. All Classification 4 ~~Aides~~ **Paraprofessionals** must work cooperatively with staff members.

Essential Duties and Responsibilities – Tutor Federal Projects (~~NH State Teaching Certification~~) / **Literacy/Math Interventionist**

1. Build and maintain productive learning relationships with assigned classes and targeted students.
2. Facilitate individual, small and/or whole group tutorial sessions in coordination with classroom teacher. **teacher(s), Instructional Coach, Title I Coordinator, and/or Reading Specialist.**
3. Meet with classroom teacher **instructional team (including, but not limited to: classroom teachers, Title I Coordinator, Instructional Coach, Reading Specialist, Case Managers, and PAT/FOCUS team)** ~~on an as-needed basis~~ **regularly** to review instructional plans and assess individual student needs.
4. Assist teacher in designing and implementing weekly lesson plans and daily classroom practices. **Assist instructional team in designing and implementing lesson plans and best practices for small group and/or one-on-one intervention.**
- 5. Prepare lesson materials and implement lessons.**
- ~~5. Assist in student selection process for Title I program.~~ **6. Collaborate with team members to assist in identifying students for intervention groups based on student needs and goals for instruction.**
- ~~6. Keep student records, monitor daily progress, assist in assessment measures, and write quarterly progress reports.~~ **7. Maintain student records, progress monitor, assist in delivery of assessments, and communicate regularly with classroom teachers and parents**

through newsletters and quarterly progress reports. Assist in completion of report cards for various grade levels based on classroom reading model.

8. Assist in the proctoring of testing at all grade levels.

~~7.~~ **10.** Distribute Parent Policy, School Compacts, and attend Open House events and parent/teacher meetings, as requested.

~~8.~~ **9.** Participate in professional development at school and district level as required by the State of New Hampshire to maintain certification.

~~9.~~ **10.** Perform other duties or responsibilities as assigned by the administrator and classroom teacher. **principal and Title I Coordinator, including but not limited to daily building duties.**

Essential Duties and Responsibilities – Speech Language Assistant (certified)

1. Provide speech and language skills to students individually or in groups. Travel throughout the district is mandatory.
2. Follow prepared lesson plans for each student and carry them out according to goals set for the student.
3. Preparations of materials to be used in lessons.
4. Provide input to teacher regarding student progress for each reporting period.
5. Communicate with team concerning student progress, attendance, and other areas affecting student performance.
6. Meet with speech pathologist, as needed, to discuss student needs.
7. Assist with screening of students for services.
8. Perform other duties or responsibilities as assigned by the administrator and classroom teacher.

Essential Duties and Responsibilities – Computer Technician

1. This position reports to the building administrator and Network Manager.
2. Provide first-line intervention and repair of computer systems, the network, and related equipment, with a focus on the installation and troubleshooting of software, hardware, and network problem issues.
3. Research, recommend, test, and install software for integration into the curriculum.
4. Perform preventative maintenance of all computer and related technology.

5. Develop and maintain inventory of computer hardware and software, including licenses, manuals, and service under the direction of the Network Manager.
6. Set up new equipment and assist Computer/Network Coordinator to complete installations and upgrades.
7. Support faculty and staff with the use of computers and related technologies, which may also include training for new technologies.
8. Perform other duties or responsibilities as assigned by the administrator and Network Manager.

Supervisory Responsibilities

Will include one-on-one, small group, and large group interaction/instruction or as assigned by supervising teacher or principal.

Education and/or Experience

Bachelor's degree or technical degree/certificate. Computer Skills Word processing, data management, and strong computer knowledge required.

Certificates, Licenses, Registrations

State of New Hampshire Department of Education Teacher certification required or technical certificate/license.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Some light to moderate lifting may be required.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment is that of a classroom/school setting. Additionally, the aide may be required to work with students with behavioral/emotional issues and maintain an appropriate classroom environment under the direction of the supervising teacher or principal.

Memorandum of Understanding

Woodman Park Elementary School will partner with the Seymour Osman Community Center and Youth Safe Haven by participating in the SOCC Afterschool Program, and commits to do the following for the year starting July 1, 2020 and ending June 30, 2021:

1. Information and data

- a. Provide report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
- b. Provide oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
- c. Provide aggregate data on behavior incident reports for program participants.
- d. Provide e-mail address of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
- e. Provide curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.

2. Volunteer time

- a. Provide representation on SOCC Board of Directors.

3. Provide space

- a. Five classrooms every school day for homework lab (3:00-4:00).
- b. Three classrooms every school day for enrichment programs (4:00-6:00).
- c. Computer lab for weekly enrichment program (4:00-6:00).
- d. Gymnasium every school day for enrichment programs (3:00-6:00).
- e. Gymnasium/Cafeteria/Black Top for quarterly fundraisers or family events.
- f. Provide SOCC Program Director and Site Coordinator with swipe card entry to building.

4. Staff development

- a. Provide opportunities for SOCC staff to participate in relevant teacher workshops.
- b. Provide opportunities for SOCC staff to invite teachers and interns to afterschool program activities.

5. Support

- a. Provide SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.

Woodman Park Elementary School sees its role as supporting the SOCC Afterschool Program toward achievement of its goals. In carrying out the program, the Seymour Osman Community Center and Youth Safe Haven will manage, fund, and evaluate program operations.

Signed this _____ day of _____, 20____:

Allan Krans
Executive Director
Seymour Osman Community Center

Patrick Boodey
Principal
Woodman Park Elementary School

**Wentworth-Douglass Hospital
and
Dover High School
Professional Services Agreement
Certified Athletic Trainer Services**

This Professional Services Agreement is effective as of July 1st, 2020, (the “Effective Date”) by and between Dover High School (hereinafter collectively, the “DHS”), and Wentworth-Douglass Hospital. (hereinafter “WDH”), a New Hampshire nonprofit corporation with a principal location at 789 Central Avenue, Dover, NH 03820.

WHEREAS, WDH, through its Rehabilitation Services Department, employs certified athletic trainers specializing in athletic training who are qualified and licensed to practice in the State of New Hampshire;

WHEREAS, DHS sponsor interscholastic sports for various levels of skill as part of the students’ education and extracurricular activities, and the DHS require the services of certified athletic trainers to meet the athletic training needs of its high school student athletes participating in the interscholastic sports (“Student-Athletes”) at DHS athletic fields or venues (“Home Sites”) and other athletic fields and venues (“Away Sites”) (the Homes Sites and Away Sites are collectively, the “Sites”);

WHEREAS, the parties share a common mission to promote the health and well-being of the Student-Athletes by providing athletic training services to their communities

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Engagement; Provision of Services

1.1. Providers. DHS hereby engages WDH to provide the services of the certified athletic trainers listed in Exhibit 1.1-A (hereinafter the “ATCs”), which list will be updated by WDH within a reasonable time period following any changes. The ATCs shall be available to provide athletic training services to Student-Athletes participating in sports at the Sites as set forth on Exhibit 1.1-B attached here to and incorporated herein (the “Services”). The ATCs shall provide the Services under the direction of a physician or physicians who are employed by WDH and duly registered in the State of New Hampshire as required by law.

1.2. Services. WDH shall require the ATCs to perform the Services pursuant to this Agreement in accordance with all applicable DHS policies and procedures to the extent such are in writing and copies are provided to the ATCs.

1.3. The parties agree that the Services will be provided only for Student-Athletes participating in sports (practices or games) at the Sites as set forth in this Agreement. Without limiting the foregoing, the parties agree that DHS assumes full responsibility for arranging and providing medical coverage for (i) injuries to non-interscholastic athletes, (ii) all individuals, including Student-Athletes, seeking treatment for illness, rather than injury, and (iii) injuries to spectators, including coaches, faculty and staff, which the parties expressly agree are outside the scope of the Services provided hereunder (“Excluded Coverage”). The parties further agree that WDH will not provide and is not responsible for providing any Excluded Coverage under the terms of this Agreement. In addition, the parties agree that WDH does not have the responsibility to provide the Services for unofficial or voluntary practices by DHS teams.

1.4 The ATCs providing the Services shall have the sole authority to determine whether (i) a Student-Athlete, injured during a game or practice, may re-enter such game or practice, and (ii) a Student-Athlete, with a longer term injury, who has been restricted from participation in athletic activities (including practice(s) and/or game(s)) may return to such athletic activities.

2. Provider Qualifications

2.1 The ATCs shall not provide Services under this Agreement unless they are employees of WDH and at all times maintain all required licenses and registrations, including maintain a current New Hampshire ATC license and current certifications in CPR and AED.

2.2 WDH shall notify DHS immediately if one or more of the ATCs ceases to meet these qualifications or if for other reasons WDH is no longer able to provide the Services of any of the ATCs, and WDH shall promptly substitute another ATC reasonably acceptable to the DHS for the disqualified ATC. If WDH is unable to substitute another ATC within thirty (30) days, WDH and/or DHS may terminate this agreement upon thirty (30) day notice to the other.

3. DHS Responsibilities

3.1. DHS shall, at its own expense, provide or arrange for adequate examining space, office space, equipment, supplies and clinical and administrative support to allow the ATCs to provide the Services pursuant to this Agreement. DHS shall process the ATCs applications for staff privileges in a timely manner and in accordance with its professional staff bylaws.

3.2. For trips to Away Sites, DHS shall provide each ATC will transportation, accommodations (including travel and hotel accommodations, if applicable) and meals

that are comparable to the transportation, accommodations, and meals that are provided to its coaching staff and Student-Athletes for such trips.

- 3.3. DHS shall provide the ATCs and/or WDH, as necessary, with the names and contact information for all appropriate DHS administrator(s), local emergency medical contacts and background medical information for all Student-Athletes, and all other information that is reasonably necessary for the ATCs to provide the Services hereunder.

4. Relationship Between the Parties

- 4.1. This Agreement is not intended to create and shall not be construed as creating any relationship between the parties other than that of independent entities contracting for the purposes of effecting the provisions of this Agreement. Neither party, nor any of its representatives, shall be construed to be the partner, associate, affiliate, joint venture, agent, employer, employee or representative of the other.
- 4.2. ATCs shall not be construed to be employees of DHS, and WDH shall be responsible for all applicable employer obligations, including without limitation wages, federal and state withholding, FICA, unemployment benefits, workers' compensation, and for any employee benefits in effect for which the ATCs are eligible, including without limitation vacation pay, sick leave, retirement benefits, disability insurance, and employee records. Neither part shall be liable for acts of the other solely by virtue of this Agreement.

5. Name

Neither party may use the other's name or logo without the other party's prior written consent for the specific intended use.

6. Insurance

- 6.1. WDH shall procure and maintain, at its expense, the following insurance:
- a. Professional liability insurance providing coverage against liabilities arising from the Services rendered by the ATCs under this Agreement with limits of at least One Million Dollars (\$1,000,000) per claim and Three Million Dollars (\$3,000,000) in the annual aggregate.
 - b. Comprehensive General Liability Insurance in an amount commensurate with industry standards.
- 6.2. DHS shall maintain, at its expense, the following insurance:

- a. Professional liability insurance providing coverage for DHS and other personnel who are employees of the DHS against liabilities arising from services in connection with the Services provided by the ATCs with limits of at least One Million Dollars (\$1,000,000) per claim and Three Million Dollars (\$3,000,000) in the annual aggregate.
 - b. Comprehensive General Liability Insurance in an amount commensurate with industry standards.
- 6.3. WDH and DHS shall furnish a certificate of insurance evidencing compliance with the requirements in this Section 7 at any time upon written request by the other party. Each party will immediately report by written notice to the other party any decrease, termination or cancellation of the insurance coverage required to be maintained by such party no less than thirty (30) days prior to such termination, decrease or cancellation.

7. Notice of Claims

DHS and WDH agree, to the extent permitted by law, to notify the other party of any complaint, grievance or claim it receives that relates to the Services rendered by the ATCs under this Agreement. Each of DHS and WDH agree to cooperate in any investigation or resolution by the other party of any such complaint, grievance or claim.

8. Records and Reports

- 8.1. WDH shall require the ATCs to agree to complete medical records in a timely manner as required by applicable law and in keeping with generally accepted standards of record-keeping. WDH shall furnish, or cause the ATCs to furnish, to DHS such records, reports and documentation evidencing the performance of the Services by the ATCs, as required by applicable law.
- 8.2. For such time period as may be required under applicable laws or regulations after the furnishing of the Services called for by this Agreement, each party shall make available upon written request to the United States Department of Health and Human Services ("HHS"), the United States Comptroller General and their duly authorized representatives, this Agreement and all other books, documents and records that are necessary to verify the nature and extent of the costs incurred by DHS for Services furnished pursuant to this Agreement, and if WDH carries out any of the duties of this Agreement through a subcontract with a related organization, such subcontract shall contain a clause permitting access by HHS, the United States Comptroller General and their duly authorized representatives to the subcontract and the related organization's books, documents and records as necessary to verify the nature and extent of the costs incurred by DHS for Services furnished pursuant to this Agreement.

9. Confidentiality of Business Information

9.1. WDH and DHS acknowledge that in the course of performing their obligations under this Agreement, each party may become privy to “Confidential Business Information” of the other party (defined as any information or matter that one should reasonably believe if of a secret, confidential, private or proprietary nature and which is connected to the business of the other party). Included within the definition are matters of a business nature (such as this Agreement and information about rates, charges, costs, claims, professional services agreements and employees) and any other information of a similar nature not available to the public. Each party agrees not to disclose any such information to any third party unless authorized in writing by the other party or unless such disclosure is required by law. Each party shall instruct its employees as to its obligations under this section. Each Party’s obligation of confidentiality shall survive the expiration or earlier termination of this Agreement. Notwithstanding the foregoing, Confidential Business Information shall not include information (i) rightfully in the public domain or which hereafter becomes part of the public domain (other than through a breach of this Agreement); (ii) required to be disclosed by law; (iii) that is independently developed by the receiving party; or (iv) that was learned by the receiving party from a third party who did not impose a confidentiality obligation on the receiving party.

9.2. Each party shall maintain the confidentiality, privacy, and security of information concerning each Student-Athlete to the extent required by law.

9.3 DHS acknowledges and agrees that it is solely responsible for obtaining the prior written consent of the appropriate legal guardian(s) of its Student-Athletes (or in the event a Student-Athlete is legally entitled to make his or her own medical decisions, the consent of that Student-Athlete) for WDH to perform the Services set forth under this Agreement with respect to such Student-Athlete. DHS shall maintain such executed consent forms for a period as required by applicable law, following the termination of this Agreement and WDH shall have access to such executed consent forms during such period.

10. Privacy and Security of Other Information

In connection with the performance of the Services under this Agreement, each party agrees to comply with all applicable federal and state privacy and security laws and requirements. Without limiting the foregoing:

10.1. Each party shall take all such action as is necessary for such party to comply with all federal and state laws and regulations relating to identity theft, including but not limited to the regulations set forth under CFR §681.

- 10.2. The parties acknowledge and agree that in connection with performing the Services described herein. WDH may be receiving from DHS “Protected Health Information” (as defined in 45 CFR § 160.103). Each party agrees to maintain the confidentiality, privacy and security of Protected Health Information to the extent required by the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), Subtitle D of the Health Information Technology for Economic and Clinical Health Act (“HITECH”), and the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time.
- 10.3. DHS agrees to give reasonable prior notice to WDH of any limitation(s) in DHS’s notice of privacy practices or other privacy policies, to the extent such limitation(s) may affect WDH’s use or disclosure of Protected Health Information. DHS also agrees to notify WDH of any changes in, or revocation of, permission by individuals to use or disclose Protected Health Information, and of any restrictions to the use or disclosure of Protected Health Information agreed to by DHS, to the extent that such changes, revocation, or restrictions may affect WDH’s use or disclosure of Protected Health Information. DHS shall be responsible for obtaining any written or oral patient consents or authorizations required under applicable state or federal laws or regulations for the disclosure of Protected Health Information to WDH.
- 10.4. The parties agree that the sections of this Agreement relating to privacy will, to the extent required by law, survive the expiration or earlier termination of this Agreement. The parties further agree that nothing in this Agreement shall confer upon any person other than the parties any rights, remedies, obligations, or liabilities whatsoever.

11. Term and Termination

- 11.1. Performance under the Agreement shall commence on the date first set forth above and shall continue in effect from year to year, unless terminated by either party in accordance with the terms herein.
- 11.2. This Agreement shall terminate automatically in the event DHS fails to maintain all necessary licenses and accreditations, or in the event either party fails to maintain the required insurance coverage, makes an assignment for the benefit of creditors, becomes insolvent or bankrupt, or is the subject of a bankruptcy petition or petition for dissolution, liquidation or for the winding up of business affairs, or for the appointment of a trustee or receiver to take possession of assets.
- 11.3. Either party may terminate this Agreement without cause upon ninety (90) days prior written notice to the other party, which notice shall specify the effective date of termination. Either party may terminate this Agreement if the other party materially

breaches this Agreement and does not cure such material breach to the satisfaction of the non-breaching party within thirty (30) days of receiving written notice of the breach (which notice shall include the details of the nature and extent of the breach and specify the effective date of termination).

11.4. Either party may terminate this Agreement upon thirty (30) days notice if there is a change in the ownership or control of the other party.

11.5. The parties may terminate this Agreement at any time by mutual written consent.

11.6. Either party may terminate this Agreement as provided elsewhere in this Agreement.

11.7. Either party may terminate this Agreement, effective immediately, (i) if the other party is named as a defendant in a criminal proceeding for a violation of HIPAA, HITECH, or the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time, or for a violation of other security or privacy laws or (ii) a finding or stipulation is made in any administrative or civil proceeding in which a party has been joined that such party has violated a standard or requirement of HIPAA, HITECH, or the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time, or have violated other security or privacy laws.

12. Notice

Any notices in connection with this Agreement shall be in writing and hand-delivered, or sent by registered or certified mail, postage prepaid, or by facsimile addressed as follows, unless a party shall otherwise designate its address by written notice:

If the hospital to: Wentworth-Douglass Hospital
789 Central Avenue
Dover, NH 03820
Fax: 603-609-6169
Attn: Kendra Langus, PT, DPT

With a copy to: Office of the General Counsel
Partners HealthCare System, Inc.
399 Revolution Drive
Somerville, MA 02145

If the school to:
Dover School District
61 Locust Street
Dover, NH 03820

13. Indemnification

13.1 Each party shall indemnify and hold harmless the other party, its trustees, officers, professional staff, employees and agents from and against any loss, damage, claim or liability, including reasonable attorneys' fees (collectively, "Liabilities"), arising out of the performance of this Agreement to the extent that such Liabilities arise from the negligence or intentional or reckless misconduct of the indemnifying party, its trustees, officers, professional staff, employees or agents.

13.2 A party seeking indemnification under this Agreement shall give prompt notice to the indemnifying party of any Liabilities for which the notifying party seeks indemnification hereunder. A party required to indemnify under this Agreement shall have the right to defend any claims made against the indemnified party, to retain counsel of its choice and to settle any such claim at its expense.

14. Dispute Resolution

In the event of a disagreement between the parties regarding the Services or the Terms of this Agreement, the parties agree that their chosen representatives will promptly confer in an effort to resolve the parties' differences. This paragraph, however, will not limit either party's right to seek or obtain any other remedy that may be available to it at law or in equity after such conference.

15. Compliance with Laws; Changes in Law

15.1. Each party represents and warrants that it has not been excluded from participating in Medicare, Medicaid or other federal health care programs. Each party agrees that it will notify the other party immediately in the event that it is excluded from Medicare, Medicaid or any other federal health care program during the term of this Agreement. If either party is excluded from participating in Medicare, Medicaid, or any other federal health care program, this Agreement shall terminate automatically effective as of the date of such exclusion.

15.2. Upon either party's good faith determination, on the basis of events occurring subsequent to the date of this Agreement, that the Agreement fails to comply in a material way with any provision of federal, state or local law, the parties agree to take no action deemed to be in violation of such law and, after notice has been given, the parties shall promptly meet within a period of thirty (30) days and using good faith and due diligence shall attempt to agree upon a new structure that will satisfy the business objectives of the Agreement and legal requirements. If, by the end of the thirty (30) day period the parties have failed to agree upon a new structure, this Agreement shall automatically terminate.

15.3. The parties agree that DHS and legal guardians of the Student-Athletes will be entitled to refer Student-Athletes and others to any qualified hospital or other healthcare facility or provider of their choosing to deliver medical services. Nothing in this Agreement shall be construed to require referral of Student Athletes or others to Wentworth-Douglass Hospital, Wentworth Health Partners, or any other provider.

16. Miscellaneous

This Agreement shall be construed in accordance with and governed by the substantive laws of the State of New Hampshire. This Agreement may not be assigned by either party without the prior written consent of the other party. Neither party has the right to subcontract any of the Services provided under the Agreement without the prior written consent of the other party. This Agreement shall not be amended except by a writing executed by both parties. Failure or delay by either party in exercising any right, power, or privilege hereunder shall not operate as a waiver thereof, nor shall it affect the right of such party to require performance at a later time. In the event that any portion of this Agreement is determined to be void or unenforceable, such portion shall be modified as mutually agreed upon or severed from the Agreement, and the remaining provisions will continue in full force and effect. Any consent, approval or other action required or requested in connection with this Agreement shall not be unreasonably withheld or delayed by either party. This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument. This Agreement constitutes the entire understand between the parties with respect to the subject matter hereof and supersedes and replaces all prior agreements, understandings, writings and discussions between the parties with respect to issues addressed in this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the Effective Date.

Wentworth-Douglass Hospital

Dover High School

By: _____

By: _____

Name: Kendra Langus, PT, DPT

Name: _____

Title: WDH Rehab Director

Title: _____

Exhibit 1.1-A
Certified Athletic Trainers (ATCs)

Trainers

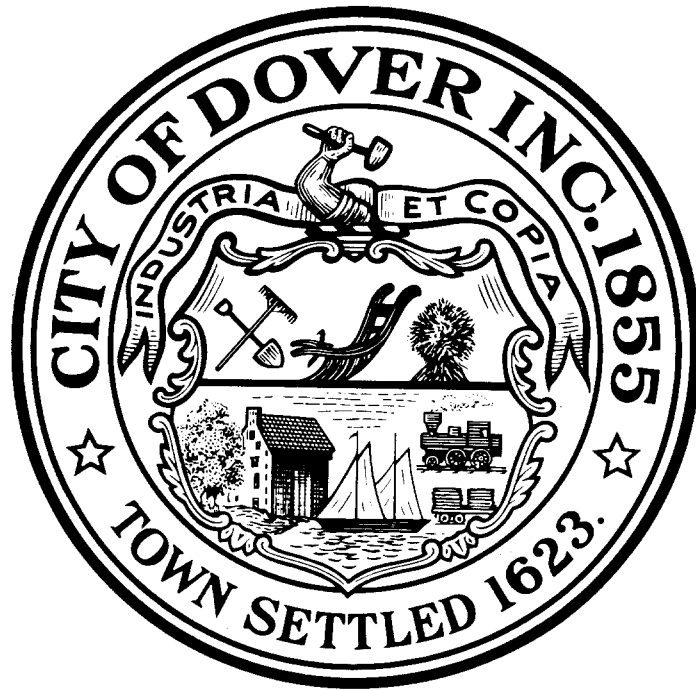
Eric M. Goodman
Athletic Trainer

Exhibit 1.1-B
Services To Be Provided: ATC

1. Scope of Services The ATCs will provide athletic training services to Student-Athletes participating in sports (games and practices) held at Home Sites and Away Sites as set forth in this Agreement including the following:
 - Providing pre-game and post-game injury evaluation and taping.
 - Providing non-game/practice hour rehabilitation and treatment at the School.
 - Acting as an informational resource for Student-Athletes and coaching staff regarding conditioning programs and weight training.
 - Providing treatment programs.
 - Monitoring athletic training supply inventory.
 - Distributing Medical Kits, Coolers and AED's, as needed.
 - Providing the School's Athletic Director with lists of needed athletic training supplies for each sports season (i.e., Fall, Winter, and Spring).
 - Assisting with administrative duties at the reasonable request of DHS Athletic Director.
2. Standard Hours Services One ATC, as identified by WDH (the "Primary ATC"), will provide Services at the DHS or the Sites during regular School athletics hours, expected to be roughly 1:30-6:30 p.m., Monday through Friday (excluding holidays when the DHS is closed). The actual standard hours (the "Standard Hours") will be discussed and mutually agreed to in a written schedule for each sports season (i.e., Fall, Winter, and Spring) by the DHS Director of Athletics and the Athletic Training Coordinator for WDH prior to the start of each such season.
3. Non-Standard Hours Services Upon the reasonable request of DHS on not less than fifteen (15) school days prior written notice to WDH, WDH will also make reasonable efforts, subject to ATC staff availability, to provide (i) the Services on weekends and at other hours during the week, outside of the Standard Hours, and/or (ii) to provide Services over the Maximum Standard Hours Threshold (both of which shall be deemed to be "Non-Standard Hours" hereunder).
4. Additional Coverage To the extent that the DHS Athletic Director, in his or her sole discretion, determines that a second ATC (or more than one ATC) is required in addition to the Primary ATC to provide Services during any time period (e.g., when there are two (2) games occurring simultaneously at different locations and the Primary ATC cannot reasonable provide Services to the Student-Athletes at both locations), and the Director provides not less than fifteen (15) school day's prior written notice to WDH, WDH will make reasonable efforts, subject to ATC staff availability, to provide such additional ATC(s) ("Additional Coverage) to accommodate DHS request.

5. Sufficiency of ATC Staffing The parties agree that DHS is solely responsible for anticipating and providing notice, as provided herein, to WDH of its ATC staffing needs. Without limiting the foregoing, the parties agree that WDH will not have any liability for the DHS under-staffing of athletic events (including pre-game and post-game, or practice activities) due to: (i) DHS's failure to schedule the Primary ATC for a particular time period, or to request sufficient Additional Coverage, (ii) the DHS failure to timely request such Additional Coverage as provided above, or (iii) WDH's inability to provide Additional Coverage after taking reasonable efforts to try to meet the DHS request.

Dover School District Suicide Prevention Plan



Suicide Prevention Plan Task Force Members

Travis Bickford	School Psychologist- Dover Middle School
Donna Berchulski	Behavior Interventionist- Dover High School
Christine Boston	Asst. Superintendent Student Services-District
Margaret Buckingham	RN Horne Street School
Judith Daniels	School Counselor- Garrison Elementary School
Erica Helm	Family Services Facilitator- District
Amanda Lee	Teacher (Health and Wellness)- Dover High School
Elizabeth Lent	School Counselor- Dover Middle School
Colleen Rielly	Para Educator- Dover Middle School
Carolyn Schwartz	School Counselor- Dover High School
Abigail Small	Asst. Director Student Services- District
Thomas Waldron	Dean of Students- Dover High School

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Introduction

The Dover Suicide Prevention Protocol Task Force developed this protocol to be based on the Model Suicide Prevention Policy developed by the American Foundation for Suicide Prevention (AFSP), the National Association of School Psychologists (NASP), the American School Counselor Association (ASCA), and The Trevor Project. The model document outlines policies and best practices for school districts to follow to protect the health and safety of all students. In 2017, suicide was the second leading cause of death among young people ages 10-19.¹ It is critically important that school districts have policies and procedures in place to prevent, assess the risk of, intervene, and respond to youth suicidal behavior.

Protecting the health and well-being of students is in line with school mandates and is an ethical imperative for all professionals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school district. Furthermore, prevention programs and policies can help to deter suicide, rather than just acting in response. On average, a young person dies by suicide every hour and 25 minutes in the U.S.² For every young person who dies by suicide, an estimated 100-200 youth make suicide attempts.³ Youth suicide is preventable, and educators and schools are key to prevention.

The language and concepts covered by this policy are applicable for education levels K-12. While historically, many school-based suicide prevention policies have focused on middle and high school students — and that framework serves as the basis for much of this guide — current data has shown an increased (albeit still low) suicide rate for children at younger ages. Keeping in mind that a student talking about suicide must be taken seriously at any age, much of the information is relevant for elementary schools as well as older students. As emphasized in the National Strategy for Suicide Prevention, preventing suicide depends not only on suicide prevention policies, but also on a holistic approach. This approach promotes a wellness culture that encompasses multiple dimensions, including social and mental health, and the participation of families and communities.⁴ Thus, this model policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

Please refer to the [Resources](#) section in this guide for additional information.

The Model Policy on Suicide Prevention can be found at:

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American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists & The Trevor Project (2019). Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources (2nd ed.). New York: American Foundation for Suicide Prevention.

Plan Language

Purpose

The purpose of this protocol is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation
- Further recognizes that suicide is a leading cause of death among young people
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components

This protocol is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

Scope

This protocol covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This protocol applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This protocol also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Definitions

At-Risk

Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its level of urgency, shall be determined by the student's level of risk — according to local district policy.

Critical Incident Response Team

A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Critical Incident Response Team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and

recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services. The Critical Incident Response Team may also seek support from community allies such as Community Partners, area mental health agencies, other schools and the NH Disaster Behavioral Health Response Team (NHDBHRT).

Mental Health

A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning. Mental health conditions include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance use disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

Preliminary Risk Assessment

A screening of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors. As a result of screening, parents/guardians may be notified and asked to bring their child to a mental health provider or the local emergency department for further assessment and/or treatment.

Risk Factors for Suicide

Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

Self-Harm (Including cutting)

Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm and reduce the long-term risk of a future suicide attempt. Students who are engaging in NSSI will be seen by the school nurse for first aid care, observation of the injury and documentation. Parents and/or guardians will be notified.

Suicide

Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt

A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide

attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

Suicidal Behavior

Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation

Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion

The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. The school community must be aware and plan for suicide contagion.

Postvention

Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

Prevention

District Policy Implementation

The Assistant Superintendent of Student Services shall be the designee appointed by the superintendent under Dover School Board Policy JLDDB. The Assistant Superintendent of Student Services and building principal shall be responsible for planning and coordinating implementation of this policy for the school district.

1.District Suicide Prevention Coordinator. The Assistant Superintendent of Student Services is designated as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:

- a) **developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;**
- b) **annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;**

- c) developing - or assisting individual teachers with the development – of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. **Building Suicide Prevention Liaison.** The school counselor, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

Staff Professional Development

All staff shall receive, at minimum, 2 annual professional development hours on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Publication and Distribution

Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

Intervention

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal — i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to district protocol until a mental health professional is brought in.

For At-Risk Youth

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete
- The principal (or designee) and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible
- The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the **Parental Notification Involvement** section and in compliance with existing state law/district policy (if applicable), and shall assist the family with urgent referral
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate
- Should school staff determine that the student requires further assessment, Parents/Guardians will be asked to acknowledge the school's concerns by signing the Suicidal Ideation Response Form
- Parents/guardians will also be provided with resource information including lethal means counseling and re-entry procedures as well as the name and number of the appropriate school counselor.
- Staff will complete the Suicide Ideation Response Report and file with the Principal (See Appendix).

When School Personnel Need to Engage Law Enforcement

A school's crisis response plan shall address situations when school personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff will tell the dispatcher that the student is a suicidal person, to allow for the dispatcher to best allocate appropriate resources within law enforcement agency protocol and procedure.

Parental Notification and Involvement

The principal, designee, or school mental health professional shall inform the student's parent or guardian as soon as practicable but no later than the end of the same school day, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on preliminary risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health. Professional or emergency service provider. Should parents or guardians not be able to be reached via voice to voice contact the local law enforcement agency will be notified to continue attempts.

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or “means safety” with parent or guardian, limiting the student’s access to mechanisms for carrying out a suicide attempt e.g., guns, knives, pills, etc. In addition, during means counseling, which can also include safety planning, it is imperative to ask parents whether or not the individual has access to a firearms, medication or other lethal means.

Lethal means counseling shall include discussing the following⁵:

Firearms

- Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student
- Recommend that parents store all guns away from home while the student is struggling — e.g., following state laws, store their guns with a relative, gun shop, or police
- Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns — accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student
- Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks
 - If there are no guns at home:
 - Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other familymembers)
 - If parent won't or can't store offsite:
 - The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now)
 - If guns are already locked, ask parents to consider changing the combination or key location — parents can be unaware that the student may know their “hiding” places

Medications

- Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser

- Recommend disposing of expired and unneeded medications, especially prescription pain pills
- Recommend parent maintain possession of the student's medication, only dispensing one dose at a time under supervision
 - If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:
 - Prescriptions, especially for pain, anxiety or insomnia
 - Over-the-counter pain pills
 - Over-the-counter sleeping pills

Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. See Appendix for format of meeting. Following a student hospitalization, parents will be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
3. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
4. The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
5. The school counselor shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

1. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt so that the appropriate emergency resources can be notified and begin their response. Delegation of this task to another person while first aid is rendered is permissible and advisable.
2. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures
3. School staff shall supervise the student to ensure their safety
4. Staff shall move all other students out of the immediate area as soon as possible
5. The school-employed mental health professional or principal shall contact the student's parent or guardian. (Note: See **Parental Notification and Involvement** section of this document).
6. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt
7. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim
8. Staff shall request a mental health assessment for the student as soon as possible

Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization. A mental health assessment, including a suicide risk assessment, can help determine the best treatment plan and disposition.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff members shall:

1. Call 911 (police and/or emergency medical services) and provide as much information as possible. It is understood that staff may not have all of the information at the time of the call however immediate notification of emergency services is required.
2. Inform the student's parent or guardian if possible. If contact information is not readily available move immediately to step 3.
3. Inform the school suicide prevention coordinator and principal

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Death

Development and Implementation of a Crisis Response Plan

The Dover School District has a comprehensive crisis response plan to guide school response following a death by suicide. This plan is applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

For more detailed information on responding to a suicide death, please see the document [*After A Suicide: A Toolkit for Schools*](#), which was revised in 2018 as well as the Dover School District “Responding to Critical Incidents in Schools: A Behavioral Health Plan”.

Action Plan Steps

Step 1: Get the Facts

The crisis response coordinator or other designated school official (e.g. the school’s principal or superintendent) shall confirm the death and determine the cause of death through communication with the student’s parent or guardian, the coroner’s office, local hospital, or police department. Before the death is officially classified as a suicide by the coroner’s office, the death shall be reported to staff, students, and parents or guardians, with an acknowledgement that its cause is unknown. When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student’s name (e.g., “We had a ninth-grade student die over the weekend”). If the parents do not want to disclose cause of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students. If the family refuses to permit disclosure, schools may state “The family has requested that information about the cause of death not be shared at this time.” Staff may also use the opportunity to talk with students about suicide.

Step 2: Assess the Situation

The crisis response team shall meet to prepare the postvention response according to the Dover School District Behavioral Health Plan. The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected. The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

Another consideration related to communication after a suicide death involves educating parents and other adults on suicide grief, since adult behavior following a suicide death can have a great impact on students, particularly elementary school-aged students.

Step 3: Share Information

Inform the faculty and staff that a sudden death has occurred, preferably in an all-staff meeting. The crisis

response team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed. The statement shall include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Staff shall respond to questions only with factual information that has been confirmed. Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student. Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions. The crisis response team may prepare a letter — with the input and permission from the student's parent or guardian — to communicate with parents which includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may also be planned. Staff shall direct all media inquiries to the designated school or district spokesperson.

Step 4: Avoid Suicide Contagion

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or trauma. Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. The crisis response team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk.

In the staff meeting, the crisis response team shall review suicide warning signs and procedures for referring students who present with increased risk. For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Step 5: Initiate Support Services

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The crisis response team shall coordinate support services for students and staff in need of individual and small group counseling as needed. School-employed mental health professionals will provide on-going and long-term support to students impacted by the death of the student, as needed. If long term intensive services by a community provider are warranted, the school-employed mental health professional will collaborate with that provider and the family to ensure continuity of care between the school, home, and community. Together with parents or guardians, crisis response team members shall provide information for partner community mental health providers, or providers with appropriate expertise, to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible. Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

Step 6: Develop Memorial Plans

The school shall develop policy regarding memorialization due to any cause of death and strive to treat all deaths the same way. Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays),

funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students. Spontaneous memorials may occur from students expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by school administration. If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response.

The school shall also give notice for when the memorial will be removed and given to the student's family. Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited. School shall not be canceled for the funeral or for reasons related to the death. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

For more information on memorials after a death, please refer to the Memorialization section (pgs. 25-31) of the document *After a Suicide: A Toolkit for Schools*.

It is noteworthy that even articles that are inappropriate to share with families may have been therapeutic for the students to create. Allowing for these memorials to stay in place for a brief period up to the funeral (up to approximately five days), and monitoring memorials while in place, is recommended to avoid hostile and glamorizing messaging and to monitor for at-risk students.

Step 7: Postvention as Prevention

Following a student suicide, schools may take the initiative to review and/or revise existing policies.

External Communication

The school or district-appointed spokesperson shall be the sole media spokesperson. Staff shall refer all inquiries from the media directly to the spokesperson. The spokesperson shall:

- Keep the district superintendent and school crisis response coordinator informed of school actions relating to the death
- Prepare a statement for the media, which may include the facts of the death, postvention plans, and available resources — the statement shall not include confidential information, speculation about victim motivation, means of suicide, or personal family information

The school or district-appointed spokesperson shall answer all media inquiries. If a suicide is to be reported by news media, the spokesperson shall encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic”) to mitigate the risk of suicide contagion. The spokesperson shall encourage media not to link bullying to suicide, and not to speculate about the reason for suicide and instead offer the community information on suicide risk factors, warning signs, and resources available.

Language for Student Handbook

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
thetrevorproject.org/get-help-now
 - **Trevor Lifeline Text/Chat Services, available 24/7**
Text “TREVOR” to 678-678
 - Crisis Text Line: Text TALK to 741-741
crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy JLDDB.

Commentary

Parents and guardians play a key role in youth suicide prevention, and it is important for the school district

to involve them in suicide prevention efforts. While parents and guardians need to be informed and actively involved in decisions regarding the student's welfare, the school mental health professional should ensure that the parents' actions are in the best interest of the student (e.g., when a student is LGBTQ and living in an unaffirming household). Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. Parents and guardians should be advised to take every statement regarding suicide and a wish to die seriously, and avoid assuming that the student is simply seeking attention. There are commercially available videos and programs to help train parents in recognizing suicide warning signs.

Parents and guardians can also contribute to important protective factors — conditions that reduce vulnerability to suicidal behavior — for all students, especially vulnerable youth populations such as LGBTQ youth. Recent research shows that LGBT youth who are rejected by their parents are at a much higher risk of depression, suicide, illegal drug use, and unprotected sexual practices. Conversely, acceptance and support by family results in higher levels of self-esteem, lower levels of suicidal ideation and self-harm incidents, and better overall physical health.⁶

Special Considerations

If the school district advises a parent that the student must be examined by a mental health professional prior to the student returning to school, then the district may be required to pay for the costs of such medical treatment depending upon state requirements. In addition, if a student with a documented disability is prevented from returning to school until cleared by a mental health professional, the school district is expected to file for an expedited hearing pursuant to the Individuals with Disabilities in Education Act (IDEA); the parent is entitled to all due process rights available under IDEA. If the parent does not follow through with the school's recommendation and the student's perceived risk persists, the school shall follow state/district legal or policy requirements to ensure student safety. This may include a range of suggested options for next steps — call 911, call Child Protective Services, call mobile crisis services, etc.

When a parent is notified of perceived suicide risk or an attempt, it is essential that the school maintain student confidentiality related to personal information such as sexual orientation or gender identity, especially when the student has not already disclosed to the parent or guardian and does not want it shared. Information shared should be restricted to the perceived risk of suicide or facts of the attempt. Ethically and legally, mental health professionals are required to report risk to self and others. Disclosing a student's sexual orientation or gender identity without their explicit consent can in some cases endanger the student and at a minimum will impair the rapport developed with the professional.

Through discussion with the student, the principal or school-employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. Consultation with another mental health professional is recommended before taking such inaction. If contact is delayed, the reasons for the delay should be documented. Legally, the parent should not be contacted, and Child Protection Services should be notified if abuse or neglect is suspected.

Importance of School-Based Mental Health Supports

Access to school-employed mental health resources and access to school-based mental health supports directly

improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social/emotional development. School-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) ensure that resources are high quality, effective, and developmentally appropriate to the school context. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health resources are properly and effectively infused into the learning environment. These professionals can support both instructional leaders' and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning.

Having these professionals as integrated members of the school staff empowers principals and administrators to more efficiently and effectively deploy resources, ensure coordination of resources, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.⁷

Each school should provide important suicide prevention information on their website that includes local and national crisis resources, the warning signs of suicide, and who to contact for the school district if a parent or student is concerned about someone being suicidal.

Students will participate in age appropriate prevention programs.

For Elementary School Students this will include:

- Understand what feelings are (definitions).
- Understand / recognize and express their own feelings and feelings of others.
- Recognize what they need, (the difference between needs and wants).
- Differentiate between tattling and telling.
- Know how to ask for help for themselves and for others.
- Know how to identify helpers (trusted adults).
-

For middle school and high school this will include:

SOS Signs of Suicide (SOS) is a universal, school-based prevention program designed for middle school (ages 11-13) and high school (ages 13-17) students. The goals of this program are:

- Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression
- Encourage personal help-seeking and/or help-seeking on behalf of a friend
- Reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment
- Engage parents and school staff as partners in prevention through "gatekeeper" education
- Encourage schools to develop community-based partnerships to support student mental health

Risk Factors and Protective Factors

Risk Factors for Suicide

Risk factors are characteristics or conditions that increase the chance that a person may try to attempt suicide. Suicide risk tends to be highest when someone has several risk factors at the same time or has long standing risk factors and experiences a sudden or devastating setback. These factors interact, and the more there are and the more they intensify, the greater the risk.

The most frequently cited risk factors for suicide are:

- Mental health conditions:
 - Major depression (feeling down, withdrawn or agitated in a way that impacts daily life)
 - Bipolar disorder (extreme mood swings)
 - Substance use disorders (alcohol, prescribed and illicit drugs)
 - Anxiety disorders (excessive worry, obsessions or panic attacks)
 - Eating disorders
 - Hopelessness
 - Problems with alcohol or drugs
 - Past suicide attempt(s)
 - Family history of suicide or mental health problems
 - Problems with impulse control and aggression
 - Serious medical condition and/or pain
 - Personality traits that create a pattern of intense, unstable relationships, or trouble with the law
 - Psychosis, i.e., marked change in behavior, unusual thoughts, and behavior or confusion about reality
 - History of early childhood trauma, abuse, neglect, or loss
 - Current family stress or transitions
 - History of head trauma

Protective Factors for Suicide

Protective factors are characteristics or conditions that may help to decrease a person's suicide risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them. These factors do not eliminate the possibility of suicide, especially in someone with risk factors. Protective factors help to create resiliency, or an ability to "bounce back" from setbacks encountered throughout life.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, and community
- Access to welcoming and affirming faith-based institutions, supportive social groups and clubs
- Presence of healthy role models
- Development of coping mechanisms, safety plans, and self-care strategies
- The skills and ability to solve problems
- Cultural, spiritual, or faith-based beliefs that promote connections and help-seeking

Note that protective factors do not entirely remove risk but can mitigate against risk. There are brief periods when students with strong protective factors can have them temporarily dismantled by an acute stressor or sudden increase in other risk factors (e.g., if depression worsens, a student's usual positive coping skills and

resilience may diminish).

At-Risk Student Populations

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors.

Youth Living with Mental and/or Substance Use Disorders

Mental health conditions, in particular depression/dysthymia, attention-deficit hyperactivity disorder, eating disorders, intermittent explosive disorder, and conduct disorder are important risk factors for suicidal behavior among young people.⁸ An estimated one in four to five children have a diagnosable mental condition that will cause severe impairment, with the average onset of depression and dysthymia occurring between ages 11 and 14 years⁹; therefore, school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk and enhance overall performance and improve long-term outcomes. Though mental health conditions are a risk factor for suicide, the majority of people with mental health concerns do not engage in suicidal behavior.

Youth Who Engage in Self-Harm or Have Attempted Suicide

Suicide risk is significantly higher among those who engage in non-suicidal self-harm than among the general population. Whether or not they report suicidal intent, one study found that 70 percent of adolescents admitted into inpatient psychiatric treatment who engage in self-harm report attempting suicide at least once in their life.¹⁰ Additionally, a previous suicide attempt is a known powerful risk factor for suicide death. One study found that as many as 88 percent of people who attempt suicide for the first time and are seen in the Emergency Department go on to attempt suicide again within two years.¹¹ Many adolescents who attempt suicide do not receive necessary follow-up care for many reasons, including limited access to resources (transportation, insurance, copays, parental consent, etc.).

Youth in Out-of-Home Settings

Youth involved in the juvenile justice or child welfare systems have a high prevalence of risk factors for suicide. As much as 60 to 70 percent of young people involved in the juvenile justice system meet criteria for at least one psychiatric disorder, and youth in juvenile justice residential programs are three times more likely to die by suicide than the general youth population.¹² According to a study released in 2018, nearly a quarter of youth in foster care had a diagnosis of major depression in the last year. Additionally, a quarter of foster care youth reported attempting suicide by the time they were 17.5 years old.¹³

Youth Experiencing Homelessness

For youth experiencing homelessness, the rate of self-injury, suicidal ideation, and suicide attempts is over two times greater than those of the adolescent population in general.¹⁴ These young people also have higher rates of mood disorders, conduct disorder, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth experience suicidal ideation.¹⁵

American Indian/Alaska Native (AI/AN) Youth

In 2017, the rate of suicide among AI/AN youth ages 15-19 was over 1.6 times that of the general youth population.¹⁶ Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see [ih.gov/suicideprevention](https://www.ih.gov/suicideprevention).

LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning) Youth

The CDC finds that LGB youth are 4.5 times more likely, and questioning youth are over twice as likely to consider

attempting suicide as their heterosexual peers.¹⁷ One study found that 40 percent of transgender people attempted suicide sometime in their lifetime — of those who attempted, 73 percent made their first attempt before the age of 18.¹⁸ Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental health condition), these experiences can place them at increased risk. It is not their sexual orientation or gender identity that place LGBTQ youth at greater risk of suicidal behavior, but rather these societal and external factors: the way they are treated, shunned, abused, or neglected, in concert with other individual factors such as mental health history.

Youth Bereaved by Suicide

Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are nearly four times as likely to attempt suicide themselves.¹⁹

Youth Living with Medical Conditions or Disabilities

A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive delays that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.²⁰

Best Practice: Suicide Prevention Task Force

It is recommended that school districts establish a suicide prevention task force in conjunction with adopting a suicide prevention policy. Such a task force should consist of administrators, parents, teachers, school-employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health, under the administration of a Assistant Superintendent of Student Services.

The purpose of such a task force is to provide advice to the district administration and school board regarding suicide prevention activities and policy implementation, and to keep aware of current research, data, trends, and evolving best practices. In addition, the task force can help to compile a list of community resources to assist with suicide prevention activities and referrals to community mental health providers.

Referrals and LGBTQ Youth

LGBTQ youth are at heightened risk for suicidal behavior, which may be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. It is therefore especially important that school staff be trained to support at-risk LGBTQ youth with sensitivity, cultural competency, and affirming practices. School staff should not make assumptions about a student's sexual orientation or gender identity and should validate students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. In the case of parents who have exhibited rejecting behaviors, great sensitivity needs to be taken in what information is communicated with parents. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming

local health and mental health service providers. Affirming service providers are those that adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., [apa.org/pi/lgbt/resources/guidelines.aspx](https://www.apa.org/pi/lgbt/resources/guidelines.aspx)).

Bullying and Suicide

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as depression and anxiety, which can contribute to suicidal behavior in those at-risk.²¹

While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (e.g., a history of depression, anxiety, substance use or other health conditions) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk.²² Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at-risk, and their behavior may reflect underlying mental health problems or previous childhood trauma. One study found that those who are bullied (cyber or in person) are 19 times more likely to experience suicidal ideation than youth with no history of bullying.²³

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to young people who may be at-risk for suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied or creating an aura of celebrity around them may contribute to an at-risk student's illogical thoughts that suicide is the only way to have a voice or to make a difference for others. However, when school personnel know that a student is involved in bullying, they should not hesitate to ask students direct questions about thoughts of suicide. Whenever possible, discussions on bullying and suicide should center on prevention and resiliency, not statistics, and should encourage help-seeking behavior.

Relevant State Laws and District Policies

NH Revised Statutes Annotated

193:J Suicide Prevention Education

Dover School Board Policies

JLDBB- Suicide Prevention and Response

District Obligations

Schools have been sued and found liable for failing to take proper action to protect students, and for failing to notify parents and guardians when a student's suicide risk was evident, and an untoward outcome occurred. The key issues in court cases have been foreseeability and negligence and have included cases in which schools did not warn parents and guardians about both verbal and written statements about suicide, as well as cases in which the school failed to provide supervision and counseling for at-risk students.²⁵

Schools have a responsibility to intervene in situations in the school environment that exacerbate a student's risk, particularly when the risk was known to the school. Schools have been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. In most states, and under all professional organizations' ethical codes, once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence.²⁶

Messaging and Suicide Contagion

Research has shown a link between certain kinds of suicide-related media (including social media) coverage and increases in suicide deaths. Suicide contagion has been observed when the number of stories about individual suicides increases, or when a particular death is reported in great detail. The coverage of a suicide death being prominently featured in a media outlet or on social media, or headlines about specific deaths being framed dramatically have also been observed to contribute to suicide contagion.

Research also shows that suicide contagion can be avoided when the media reports on suicide responsibly, such as by following the steps outlined in "Recommendations for Reporting on Suicide" at [ReportingOnSuicide.org](https://www.reportingonsuicide.org/), as well as through the National Association for School Psychologists media guideline: [Responsible Media Coverage of Crisis Events Impacting Children and Youth](#).

Contagion can play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of

contagion, in the case of a suicide death it is important to acknowledge the student's death in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the importance of seeking help for self or others when there is concern about underlying mental health issues, such as depression or anxiety, and provide resources on where to seek help. Although many people who die by suicide do have a diagnosable or known underlying mental health issue, schools can also help students understand the importance of recognizing the signs of suicide, building resiliency and coping skills and helping to decrease the stigma associated with seeking help for mental health concerns.

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student's family and friends. Refer to the American Foundation for Suicide Prevention's [*After a Suicide: A Toolkit for Schools*](#) resource, listed in the [Resources](#) section, for sample notification statements for students and parents or guardians, sample media statements, and other model language.

Finally, it is important for schools to encourage parents and guardians to monitor student social media pages after a death by suicide. Students often turn to social networking websites or apps as outlets for communicating information and expressing their thoughts and feelings about the death. Parents and guardians should be advised to monitor social media accounts for warning signs of suicidal behavior. Students should be encouraged to report concerning social media posts, such as tweets, statuses, and Instagram posts.

Best practices regarding safe messaging should be used in all communications about suicide, on social media, and in memorials. This is in order to help reduce the risk of contagion. For school personnel who are concerned that talking about suicide may contribute to contagion, research has shown that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Appendix

Acknowledgement of Ideation

Suicidal Ideation Response Record

Parent to check statement they agree with and sign below.

I have been told by school personnel of their concerns about my child's ability to keep him/herself safe, and I agree to immediately transport my son/daughter, _____, to Emergency Services/Hospital.

I have been told by school personnel of their concerns about my child's ability to keep him/herself safe, and I agree to immediately transport my son/daughter, _____ to, _____
(student's current therapist/professional evaluator)

I have been told by school personnel of their concerns about my child's ability to keep him/herself safe, however I do not agree and will **NOT** be transporting my son/daughter, _____, to Emergency Services/ Hospital. I have been told school staff may need to contact the police to transport my child if they believe an evaluation is necessary.

Signature of Parent _____ Date _____

Signature of School Personnel _____ Date _____

Ideation Response Report

Suicidal Ideation Response Report

Student Name:

Date and Time of Incident

Address:

Grade:

Phone #:

Date of Birth:

Referring Staff Member's Name:

Details of Incident:

Plan or Action:

Calls Made (Include Times):

Parent Response:

Agency Student Referred To:

Address:

Phone#:

Therapist:

Was a confidentiality request made? Yes NO

Signature of Critical Incident Team Coordinator

Date

TO BE FILED IN PRINCIPAL'S OFFICE

Re-Entry Guidelines

Student:

Date:

Invited Participants (not all are applicable):

Counselor:

School Psychologist:

Administrator:

Case Manager:

Intervention Specialist:

Parent:

Student:

Agenda:

- 1) Obtain discharge summary from hospital or professional evaluator (if applicable).
- 2) Identify the follow-up care & get releases signed.
- 3) Identify in-school support and Safety Plan
- 4) Discuss how they want to handle transition back into class w/ teachers - ask if they want help with that process.
- 5) Address communication plan with teachers to get caught up with work. Work with teachers to relate that the student was out on medical and may need an Inc. (shouldn't necessarily drop the class).
- 6) Get a medication update and connect with School Nurse if need be.
- 7) Discuss 504 referral process (if not already)

Resources

NH and Strafford County Resources

Community Partners

Emergency Services (ES) are available 24 hours a day, every day, to provide crisis support to Strafford County residents.

Community Partners' ES services are not appropriate if your level of distress places your life, or the life of another, at risk.

If you feel your life or that of another is at risk, please call 911.

ES services provided by Community Partners:

- Emergency assessments to those experiencing acute psychiatric distress to determine if psychiatric hospitalization is necessary.
- Phone consultation and support.
- Referral to mental health services at the agency and in the area.

ES services are provided at Community Partners' offices, at Wentworth Douglass Hospital in Dover, and at Frisbie Memorial Hospital in Rochester.

<https://communitypartnersnh.org/emergency-services/>

NAMI NH

NAMI New Hampshire is a grassroots organization working to improve the quality of life for all by providing support, education and advocacy for people affected by mental illness and suicide. Comprised of a network of affiliate chapters and support groups, staff and volunteers, NAMI NH provides information, education and support to all families and communities affected by mental illness and suicide.

<https://www.naminh.org/>

Guidebooks and Toolkits

Preventing Suicide: A Toolkit for High Schools

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration
Center for Mental Health Services

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

After a Suicide: A Toolkit for Schools

American Foundation for Suicide Prevention and Suicide Prevention Resource Center

afsp.org/schools

Guidelines for School-Based Suicide Prevention Programs

American Association of Suicidology

sprc.org/sites/sprc.org/files/library/aasguide_school.pdf

Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel

Maine Youth Suicide Prevention Program

maine.gov/suicide/docs/Guidelines%2010-2009--w%20discl.pdf

Trevor Resource Kit

The Trevor Project

thetrevorproject.org/resourcekit

Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children

Family Acceptance Project

familyproject.sfsu.edu/publications

National Center for School Crisis and Bereavement

schoolcrisiscenter.org/

Supporting the Grieving Child and Family

American Academy of Pediatrics

schoolcrisiscenter.org/wp-content/uploads/2017/04/Final-Clinical-Report-Supporting-the-Grieving-Child-and-Family.pdf

Guidelines For Schools Responding to a Death by Suicide

National Center for School Crisis and Bereavement

<https://www.schoolcrisiscenter.org/wp-content/uploads/2019/07/guidelines-death-by-suicide.pdf>

Adolescent and School Health Resources

Centers for Disease Control and Prevention

An assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics

cdc.gov/healthyyouth/index.htm

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York: Routledge. Chapter 5 provides a model state-wide suicide prevention program.

Poland, S., & Poland, D. S. (2017). *Montana's CAST-S: Crisis Action School Toolkit on Suicide*. Charleston: CreateSpace.

https://saom.memberclicks.net/assets/SAM_unpublished_links/CAST-S%202017%20FINAL_revised.pdf

California Department of Education Model School Policy for Suicide Prevention

cde.ca.gov/ls/cg/mh/suicideprevres.asp

School Programs

Signs of Suicide Prevention Program (SOS) – Screening for Mental Health, Inc.

mentalhealthscreening.org/programs/sos-signs-of-suicide/prevention

Lifeguard Workshop Program

The Trevor Project

thetrevorproject.org/adulteducation

More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel

American Foundation for Suicide Prevention

afsp.org/MoreThanSad

Sources of Strength — Spreading Hope, Health and Strength

sourcesofstrength.org

Crisis and Support Services for Students

Crisis Text Line

Text TALK to 741-741 to text with a trained crisis counselor for free, 24/7

National Suicide Prevention Lifeline

The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1-800-273-TALK (8255). Callers are routed to the closest possible crisis center in their area.
suicidepreventionlifeline.org Trevor Project

TrevorLifeline

The only nationwide, 24/7 crisis and suicide prevention lifeline offering free and confidential counseling for LGBTQ youth, available at 1-866-488-7386.

TrevorChat

A free, confidential and secure instant messaging service that provides live help for LGBTQ youth by trained volunteers 24/7.

TheTrevorProject.org/Help

TrevorText

Text "TREVOR" to 678-678. Standard text messaging rates apply. Available 24/7.

TrevorSpace

An online international peer-to-peer community for LGBTQ young people and their friends

thetrevorproject.org

Relevant Research

Youth Risk Behavior Surveillance System

Centers for Disease Control and Prevention. Monitors health-risk behaviors among youth, including a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.

cdc.gov/healthyyouth/yrbs/index.htm

2012 National Strategy for Suicide Prevention

A report by the U.S. Surgeon General and the National Alliance for Suicide Prevention outlining a national strategy to guide suicide prevention actions. Includes up-to-date research on suicide prevention.

surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf

Working with the Media

Recommendations for Reporting on Suicide

American Foundation for Suicide Prevention, et al.

reportingonsuicide.org

LGBTQ+ and Suicide Risk: Talking about Suicide and LGBT Populations

American Foundation for Suicide Prevention

afsp.org/lgbtq

The National Association for School Psychologists

Guidelines for responsible media coverage of crisis events impacting children and youth.

nasponline.org/about-school-psychology/media-room/press-releases/responsible-media-coverage-of-crisis-events-impacting-children-and-youth

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**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: **DOVER SCHOOL BOARD**

DATE: June 22, 2020

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Gervais, Miles	Latin Teacher	Dover High School	Taylor Lahaise	\$45,337.00	BA, Step 6
McDermid, Alex	Psychologist, Elementary	Garrison & Horne Street School	Catherine Essenheimer	\$43,276.00	MA+30, +CAG, Step 1
Oliver, Ashley	Special Ed Teacher	Garrison Elementary School	Kim Taylor	\$48,823.00	MA, Step 6