

Positive Behavior Interventions and Supports
Mental Health, Suicide and Drug Abuse

Antimony Elementary School

Handbook

2022-2023

Positive Behavior Interventions and Supports

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in school. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all youth through intervention ranging from a site-wide system to a system for developing individualized plans for specific students. Site-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all youth, and improve school climate.

Who is on the site-wide PBIS Team?

The PBIS team is representative of the entire facility with support from the district. Having a representative team will improve communication and feedback about PBIS programs, and should improve involvement and implementation of the PBIS components.

What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as rolling out PBIS, scheduling teaching sessions of expectations, developing protocols for teaching students about PBIS, etc.) and continually monitoring and updating PBS programs.
- Attending training to promote the continuing development and maintenance of PBIS programs.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Lead is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts.

The following pages describe the site-wide PBIS plans and programs for this year. It is expected that all school staff will be active participants in the site-wide programming.

School-Wide Rules:

Be Happy

Be Safe

Be Kind

Do Your Best

The Mission of Antimony Elementary is:

Antimony Elementary School is committed to providing our students with a high quality education that enables them to reach and expand their potential, to prepare them for the future, by being responsible, productive, and creative members of the community.

The Vision of Antimony Elementary is:

Antimony Elementary School will be a place where students know they are loved and safe; and understand that learning is fun and essential.

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on four simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff using a common language.

Positively stated rules are important, for research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch youth engaging in the appropriate behavior.

With the rules selected, the PBIS team believes that we can teach all specific behavioral expectations across all school settings according to these simple rules.

Mental Health

Comprehensive approaches that support mental health, develop life skills, and promote the development of positive relationships with caring adults may help protect children from suicide and support a healthy transition into adulthood. It is never too early to start reducing risk factors for suicide and increasing the positive protective factors in children's lives.

Talking to kids about mental health can help them feel safe and supported. How should parents address these tough topics? Experts recommend considering their child's age. If a very young child asks about suicide, keep the answers simple. Let the child's questions guide the conversation and try not to give them more information than they need. For pre-teens, it is suggested, being more concrete and talking about the warning signs for suicide. Since high school students are more likely to know someone with mental health issues or struggle themselves, parents should talk about it openly and encourage seeking help. Parents of young adults should regularly check in with them about how they are doing.

PROCEDURES FOR IMPLEMENTATION

I. Youth Suicide Prevention Program

A. In accordance with state law, AES will select and implement an evidence based youth suicide prevention program for students that includes the following components:

1. life affirming education, including the concepts of resiliency, healthy habits, self-care, problem solving, and conflict resolution;
2. methods of strengthening the family; and
3. methods of strengthening a youth's relationships in the school and community.

B. As part of the school's suicide prevention program, school personnel may ask students questions related to youth suicide prevention, intervention, or postvention.

II. Crisis Response and Assessment

A. If a school employee or school resource officer believes a student is at risk of attempting suicide, physical self harm, or harming others, the school employee, or school resource officer may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of:

1. referring the student to appropriate prevention services, and
2. informing the student's parents.

B. If a school employee becomes aware that a student is experiencing a crisis that may involve risk of harm to self or others, that individual should respond as follows:

1. If the information comes directly from the student, expressed either verbally or through behavior, the school employee will:

- a. obtain basic information from the student about the crisis, and
- b. immediately share the information with the school administrator or counselor.

2. If the information comes from another person such as a peer or a parent, the school employee will:

- a. obtain the student's name and basic information about the crisis, and
- b. refer the situation to the school administrator or counselor before the end of the school day, or at the beginning of the next school day if the information is shared outside of school hours.

C. When a school employee identifies a student in crisis, the student will be seen by a school administrator or counselor within the same school day, or at the beginning of the next school day if the information is shared outside of school hours.

1. The purpose of the meeting is to gather all further information necessary about the crisis in order to assess the risk.

- a. The school counselor may administer the Columbia-Suicide Severity Rating Scale (C-SSRS) screener to any student in crisis. **The C-SSRS is the state approved screener for suicide ideation.**

2. If the AES administrator or counselor cannot meet with the student within the time frame listed above, he or she must document why such a meeting was delayed.

D. At any time, the school administrator or counselor may consult with the district's student services department in assessing the level of risk or determining an appropriate response.

E. In situations where a student exhibits any level of risk for suicide, or has threatened to commit suicide, the student's parent will be informed by the school administrator or counselor without delay.

1. The school administrator or counselor will contact the student's parent with a personal phone call and with an invitation to come in immediately to meet with school personnel.

2. If no parent is available, the school administrator or counselor must determine, based on the extent of the ideation, whether to call the emergency contact, police, Division of Child and Family Services (DCFS), 911, or wait until such time as a parent is available.

3. If the school administrator or counselor reports the matter to DCFS, it is the responsibility of DCFS to notify the student's parents.

F. If the parent meets with school personnel, such personnel will discuss the crisis situation, identify available resources, and determine whether the student should be checked out of school.

1. A plan for supervision should be discussed prior to releasing any student who is being checked out of school in a crisis situation.

G. In the event that the student is checked out of school, the parent should communicate with the school administrator or counselor before the student returns to school.

H. Upon a student's return to school, the school administrator and/or counselor must follow-up with the student in a reasonable amount of time based upon the circumstances.

III. Parent Notification

A. AES must create and maintain a record that verifies the parents were notified of the threat involving their student. This record must include the date of contact, time of discussion, and information given to the parent.

B. This record should not be used to notify a parent of the incident.

C. Documentation should be kept in a locked file and not in a student's cumulative file.

D. AES may not disclose this record, including any information obtained to prepare the record, to a person other than:

1. the student's parent;
2. the student involved; or
3. the person identified to receive such information in a court order.

E. AES may not use this record, including any information obtained to prepare the record, for the school's own purposes:

1. for a report or study;

2. for a statistical analysis; or
3. to conduct research.

IV. School Response to Suicide

A. AES will coordinate with the student services department to implement an action plan to guide the school's response following a death by suicide.

B. The action plan may include:

1. Verifying the death. If the cause of death has been confirmed as suicide but the parent will not permit the cause of death to be disclosed, the school may not share the cause of death.
2. Assessing how the death affected the school community, taking into account whether other traumatic events have occurred, and the time of year (during school, summer break, or a school vacation).
3. Avoiding suicide contagion by identifying and offering support to those students who may be highly impacted.
4. Identifying support services.
5. Developing memorial plans. AES will not create on-campus memorials, funeral services, or fly the flag at half-mast because it may sensationalize the death. School should not be canceled for a funeral.

Any school-based memorials must focus on how to prevent future suicides and prevention resources available.

6. Identifying external communication spokesperson.

V. Training

A. Employee training

1. Training will be provided for all teachers, school counselors, and other staff who have direct student contact, that includes the following:
 - a. information about prevention of youth suicide, youth suicide intervention and postvention, and
 - b. identification of relevant school staff and their roles in a crisis.
2. All licensed educators are required to complete a minimum of two hours of professional development training on youth suicide prevention every three years.

3. This training shall complement the state mandated training on bullying and cyber-bullying training.

B. Parent training

1. Garfield County School District (or its schools) should offer a seminar for parents of students in the school district that:

- a. is offered at no cost to parents;
- b. begins at or after 6:00 p.m.;
- c. is held in at least one school located in the school district;
- d. covers mental health, depression, suicide awareness, and suicide prevention, including education on limiting access to fatal means; and
- e. discusses resources that are available in the school and community for families and how to access them.

Expenditure of Funds

PBIS funds will be used for teacher professional development, materials, and student incentives.