

Student Discipline Code

- The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools.
- It is the policy of the St. Joseph School District to report all crimes occurring on district property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with the law.
- These policies, regulations, and procedures will apply to all students attending in-district instructional and support programs as well as at school –sponsored events.

Enforcement

- No person employed by or volunteering on behalf of the St. Joseph School District shall administer, or cause to be administered, corporal punishment upon a student attending district schools.
- The administration may exclude a student from school because of violation of school rules and procedures, conduct which materially or substantially disrupts the rights of others to an education, or conduct which endangers the student, other students, or the property of the school.

Permissible Types of Discipline

- Detention
- In-School Suspension (ISS)
- Out-of-School Suspension (OSS) Short-term (10 days or less) Long-term (11-180 days)
- Expulsion: Can only be done by Board action

Prohibited Types of Discipline

- Corporal Punishment
- Confinement in an unattended locked space (unless in an emergency while awaiting arrival of law enforcement)
- Suspensions determined to be a manifestation of a child's disability.

Questions?

If you have questions or want additional information, you can study SJSB Board policy JG-R1, JGA, JGB, JGD, JGE, and JGF at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JG-R1.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JGA.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JGB.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JGD.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JGE.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies/JGF.pdf

Disciplining Students with Disabilities

What's the same and what's
different?

The Same

- The district does not believe in a double standard for misbehavior and holds the welfare and safety of all persons in the highest regard.
- All students will be referred for law enforcement action when required by law and when their conduct constitutes a crime.

What's Different?

- The district must comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations, and state and local plans for compliance with the law.

What's the process look like?

Once a student with an Individualized Education Plan (IEP) has been suspended for 10 days or more in a school year, a Manifestation Determination meeting may be required.

If the behavior that caused the suspension is NOT a manifestation of the child's disability, disciplinary consequences may be assigned in the same manner and duration as to a child without a disability, except that the school must provide the services prescribed on the child's IEP.

What if the behavior is determined to be a manifestation of the disability?

- The district must conduct a Functional Behavioral Assessment (FBA), unless one has already been conducted, and implement a behavioral intervention plan (BIP) for the student.
- If a BIP is already in place, it must be reviewed and modified to address the behavior(s) that resulted in the suspension(s).
- In either case the school district must return the child to the placement from which they were removed unless the parent and district agree to a change of placement.

Are there any exceptions?

- Yes. School personnel can remove a student on an IEP to an interim alternative educational setting if any of the following things happen at school, on school premises, at a school function, or at a school sponsored event:
 1. Bringing a weapon
 2. Knowingly possessing, using, selling, or soliciting the sale of a controlled substance
 3. Inflicting serious bodily injury upon another person

Questions?

If you have questions or want additional information, you can study SJSB Board policies JGE and JG-R1 at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JGE.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JG-R1.pdf

Confidentiality

2017-18 Training

What does confidentiality mean?

- The protection of private, identifying information.
- Confidentiality is an inclusive concept that is designed to assure that information will be used responsibly.
- It is an integral part of professional codes of ethics that regulate the disclosure of information obtained in the course of professional interactions.

Applicable State and Federal Laws

- FERPA: Family Educational Rights and Privacy Act
- HIPAA: Health Insurance Portability and Accountability Act of 1996
- IDEA: Individuals with Disability Education Act

FERPA

- This law protects the privacy of student **education records**.
- Educational records are defined by FERPA as: **Records that directly relate to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution.**

Student/parent rights granted by FERPA

- To access educational records kept by the school
- To demand educational records be disclosed only with student consent
- To amend educational records
- To file complaints against the school for disclosing educational records in violation of FERPA

Types of Records

- Directory Information
- Non-directory Information

Directory Information

- May be disclosed by the school without the consent of the student.
- Student may restrict the release by submitting a formal request to the school.
- Directory information typically includes things like:
 - Name
 - Address
 - Phone # and email address
 - Dates of Attendance (i.e. August 2014-May 2018)
 - Enrollment Status

Non-directory Information

- Any educational record not considered directory is non-directory
- Must not be released to any third party without written consent
- Faculty and staff can only access this information if they have a legitimate educational reason to do so.
- The types of non-directory information that must be closely guarded include:
 - Grades
 - Attendance
 - Health Information
 - Disability Status
 - Discipline
 - Test scores

HIPAA

- The Health Insurance Portability and Accountability Act is a 1996 Federal law that restricts access to individuals' private medical information.
- The district has the responsibility of protecting the confidentiality of student health information.
- This health information should only be released to employees who have a "need to know".

ADA

- The Americans with Disabilities Act of 1990 is a wide-ranging civil rights law that is intended to protect against discrimination based on disability.
- Disability status must be kept confidential.
- Disability status information should only be released to employees who have a “need to know”.

Questions?

If you have questions or want additional information, you can study SJSB Board policy JO at http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JO.pdf

Child Abuse Reporting

- ▶ As an employee in an educational institution, you are a mandated reporter and therefore required by law to report child abuse.
- ▶ State statute requires that you report suspected child abuse to the state agency responsible for the protection of children.
- ▶ The **Missouri Child Abuse/Neglect Hotline Unit (CANHU)** is operated 24/7/365. It is run by 52 trained and experienced **Children's Services** workers. The toll-free number for the state of **Missouri** is: 1-800-392-3738.

Child Abuse Reporting

- ▶ Failure to promptly report can result in your being arrested and charged with a criminal count of “Neglect of a Child”.
- ▶ The penalties of such a charge range from misdemeanor to felony.
- ▶ The threshold to report is “reasonable cause”. If you have reasonable cause: **Report**
- ▶ **Make sure you let the building principal know.**

Child Abuse Reporting

- ▶ *No supervisor may impede you from making a report
- ▶ *Employees will not be subject to discipline for reporting.
- ▶ *The above statements are both true as long as you have Reasonable Cause.

Child Abuse Includes:

- ▶ Threat of Abandonment
- ▶ Severe demeaning comments
- ▶ Beating
- ▶ Withholding food or essential medical care
- ▶ Lewd or sexual acts between adults and children
- ▶ Exploitation of a child
- ▶ Child pornography viewing

What Not to Do

- ▶ Elicit detailed information from the child. Your responsibility is to report, not investigate.
- ▶ Call the child's parents. It is possible that the parents may be involved or at least have been aware of the abuse.
- ▶ Make promises.
- ▶ Allow your emotions to affect the child.
- ▶ Call the alleged abuser a bad person.

Questions?

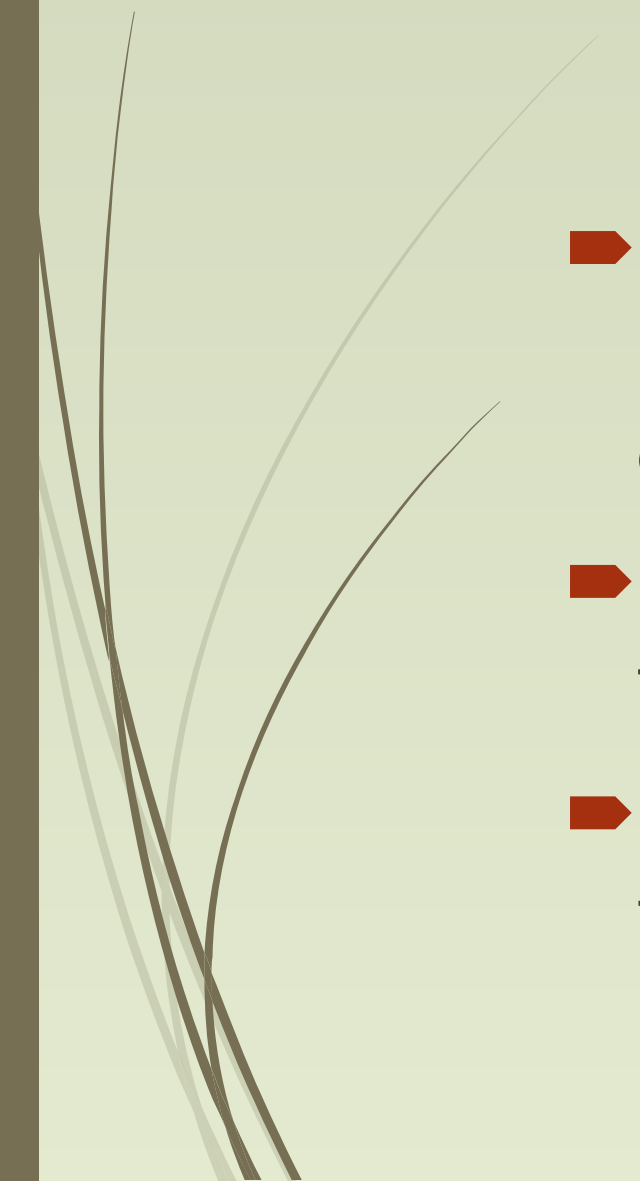
If you have additional questions about this topic, you can go to <https://www.childsafehouse.org/get-help/report-abuse.cfm>

Or study SJSB Board of Education policy JHG at http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JHG.pdf





Identifying Signs of Sexual Abuse

- The occurrence of one indicator does not necessarily mean a person has experienced sexual abuse.
 - Indicators of sexual abuse can vary widely from person to person.
 - Indicators will often be different based on the age of the child.
- 



Possible Warning Signs in Children

- ▶ Has nightmares or other sleep problems without an explanation
- ▶ Seems distracted or distant at odd times
- ▶ Has a sudden change in eating habits
- ▶ Refuses to eat
- ▶ Loses or drastically increases appetite
- ▶ Has trouble swallowing
- ▶ Sudden mood swings
- ▶ Leaves clues likely to provoke a discussion about sexual issues.

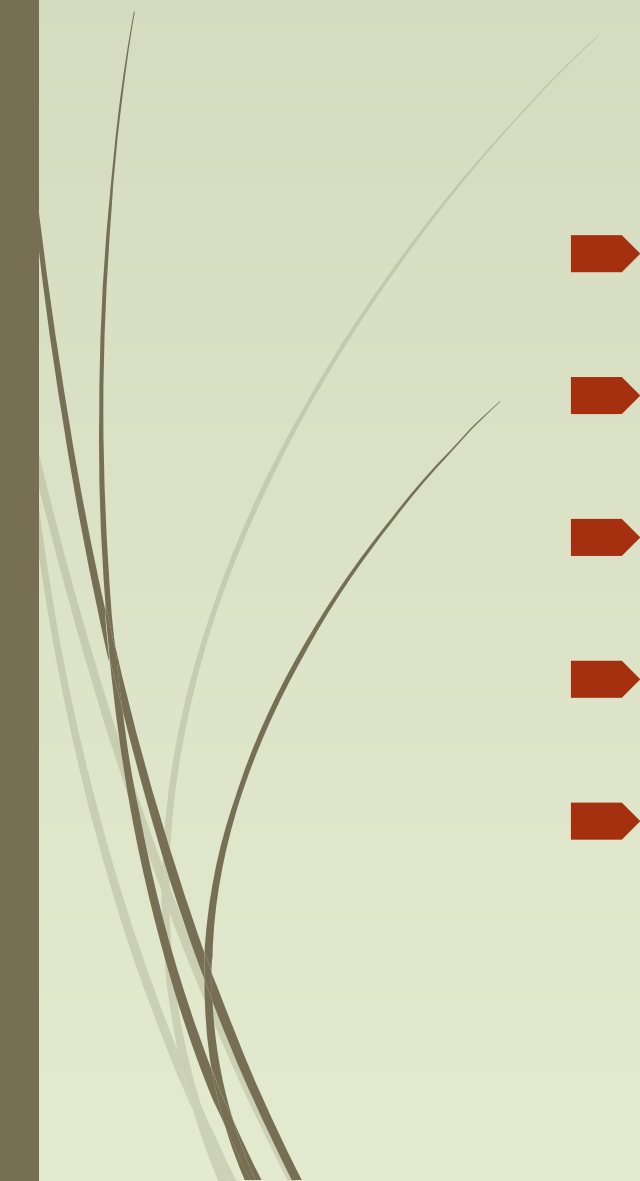


Possible Warning Signs in Children (continued)

- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Writes, draws, plays, or dreams of sexual or frightening images
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Thinks of self or body as repulsive, dirty, or bad
- Exhibits adult-like sexual behaviors, language, and knowledge

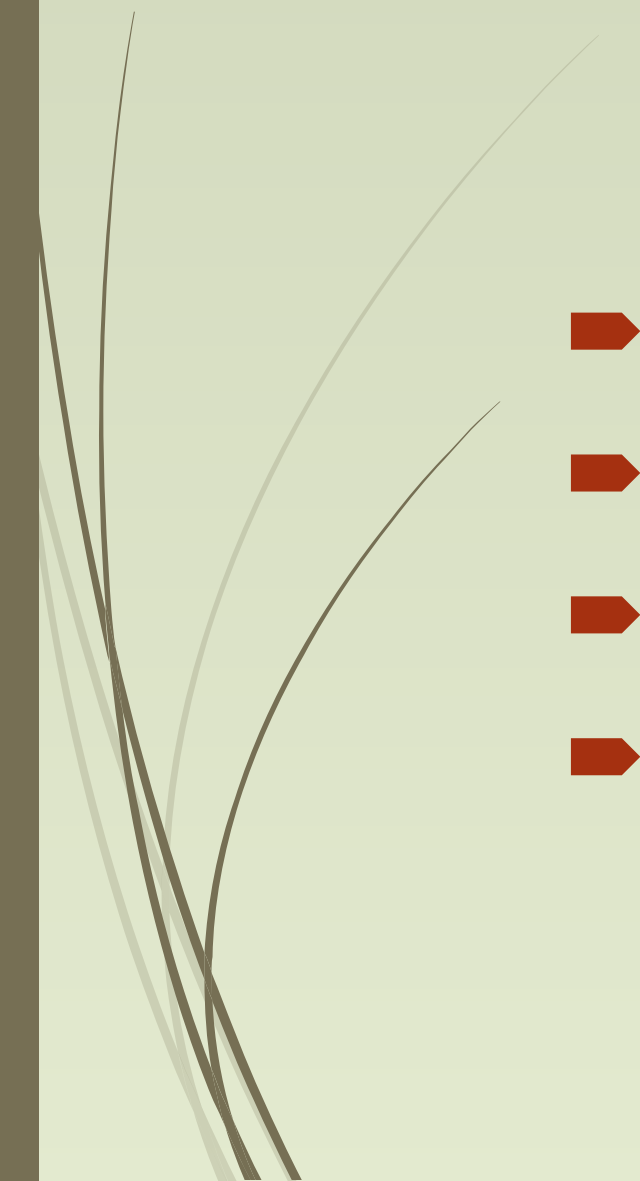


Possible Warning Signs in Adolescents (teens)

- Self-injury (cutting, burning)
 - Inadequate personal hygiene
 - Drug and alcohol abuse
 - Sexual promiscuity
 - Running away from home
- 



Possible Warning Signs in Adolescents (teens)

- Depression/anxiety
 - Suicide attempts
 - Fear of intimacy or closeness
 - Compulsive eating or dieting
- 



What do I do if I suspect abuse?

- If you suspect a child/adolescent has been sexually abused based on the listed indicators or if they actually disclose the abuse:

- **Seek Help!**

- Let your building administrator and the building counselor and/or social worker know.



Questions?

- ▶ If you have questions or want additional information, you can study SJSB Board policies GBH and JHG at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//GBH.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JHG.pdf

You can also access an article by the American Psychological Association about recognizing signs of sexual abuse at

<https://www.nsopw.gov/enUS/Education/RecognizingSexualAbuse?AspxAutoDetectCookieSupport=1>

Discrimination, Harassment, and Retaliation

The St. Joseph School District strictly prohibits discrimination and harassment against employees, students, or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law. The St. Joseph School District is an equal opportunity employer.

What is discrimination?

- Conferring benefits upon, refusing or denying benefits to, or providing **differential treatment** to a person or class of persons in violation of law based on **race, color, religion, sex, national origin, ancestry, disability, age, genetic information, or any other characteristic protected by law.**

What do I do if I feel I am being discriminated against?

1. Report

2. Report

3. Report

To whom should I report?

- Dr. Brian Kraus is the Compliance Officer for St. Joseph School District.
- He can be contacted at the Human Resources Office at 925 Felix Street, by calling 816-671-4000 or emailing brian.kraus@sjsd.k12.mo.us.
- If Dr. Kraus is unavailable, the acting compliance officer is Heather Adams.
- Heather can be contacted at the Human Resources Office at 925 Felix Street, by calling 816-671-4000 or emailing heather.adams@sjsd.k12.mo.us.

What Is Harassment?

- A form of discrimination that occurs when the school or work environment becomes permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Sexual Harassment

- Sexual Harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
 2. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or
 3. Such conduct has the effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

What do I do if I feel I am being harassed?

1. Report

2. Report

3. Report

To Whom Should I report?

- Dr. Brian Kraus is the Compliance Officer for St. Joseph School District.
- He can be contacted at the Human Resources Office at 925 Felix Street, by calling 816-671-4000 or emailing brian.kraus@sjsd.k12.mo.us.
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What is retaliation?

Intimidating, threatening, coercing, or discriminating against individuals who:

- Make complaints of prohibited discrimination or harassment.
- Report prohibited discrimination or harassment.
- Participate in an investigation, formal proceeding or informal resolution, concerning prohibited discrimination or harassment.

What do I do if I feel I am being retaliated against?

1. Report

2. Report

3. Report

To Whom Should I report?

- Dr. Brian Kraus is the Compliance Officer for St. Joseph School District.
- He can be contacted at the Human Resources Office at 925 Felix Street, by calling 816-671-4000 or emailing brian.kraus@sjsd.k12.mo.us.
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Review

- SJSB Board Policy prohibits any and all forms of discrimination, harassment, and retaliation.
- All occurrences of discrimination, harassment, and retaliation should be reported, whether the victim is you or another employee or a student.
- Report to Dr. Brian Kraus in the HR office at 925 Felix Street, 816-671-4000 or brian.kraus@sjsd.k12.mo.us.

Questions?

- If you have questions or want additional information, you can study SJSD Board policies AC, AC-R, and ACB at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//AC.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//AC-R.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//ACB.pdf

St. Joseph School District



**BLOODBORNE
PATHOGEN**

AWARENESS
TRAINING

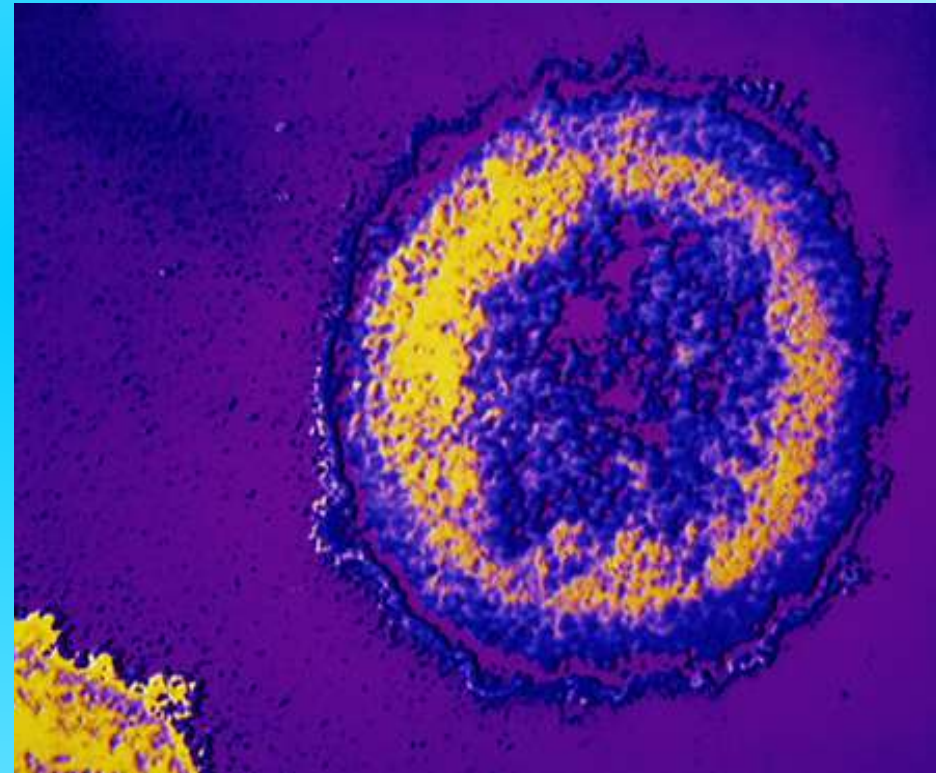
What is a BB Pathogen?



Microorganisms that are carried in the blood that can cause disease in humans

Common BB Pathogen Diseases

- Malaria
- Brucellosis
- Syphilis
- **Hepatitis B(HBV)**
- **Hepatitis C(HCV)**
- **Human Immunodeficiency Virus (HIV)**



Potentially Infectious Body Fluids

- Skin tissue, cell cultures
- Any other body fluid
- Blood
- Saliva
- Vomit
- Urine
- Semen or vaginal secretions



Transmission Potential

- Contact with another person's blood or body fluid that may contain blood
- Mucous membranes: eyes, mouth, nose
- Non-intact skin
- Contaminated sharps/needles



Universal Precautions

- Use of proper PPE
- Treat all blood and body fluids as if they are contaminated
- Proper cleanup and decontamination
- Disposal of all contaminated material in the proper manner



Personal Protective Equipment (PPE)



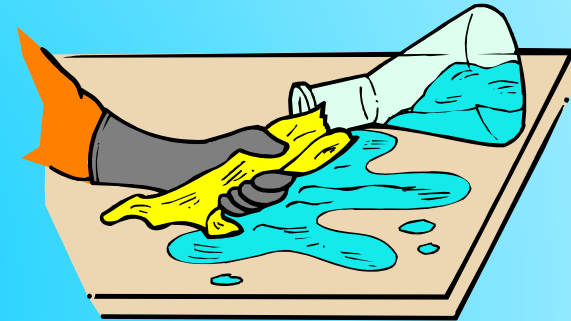
- Anything that is used to protect a person from exposure
- Latex or Nitrile gloves, goggles, CPR mouth barriers, aprons, respirators

PPE Rules to Remember

- Always check PPE for defects or tears before using
- If PPE becomes torn or defective remove and get new
- Remove PPE before leaving a contaminated area
- Do not reuse disposable equipment

Decontamination

- When cleaning up surfaces use Hepacide Quat®
- Do an initial wipe up
- Spray and allow it to stand for ten minutes then wipe up
- Dispose of all wipes in biohazard containers
- PPE should be removed and disposed of in biohazard containers

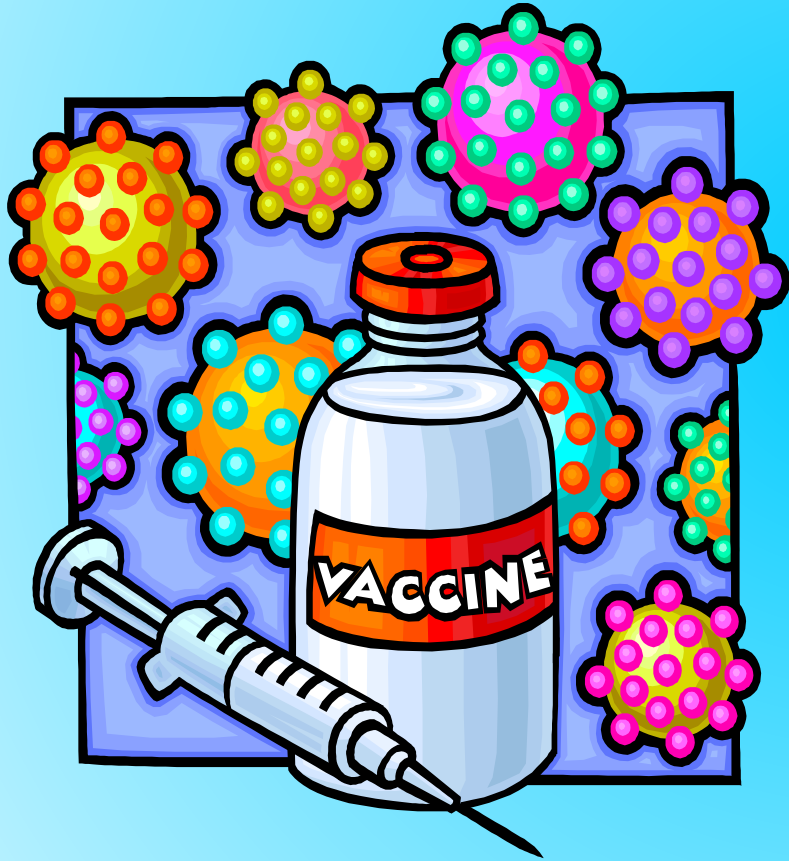


Hand Washing



- Wash hands immediately after removing PPE
- Use a soft antibacterial soap
- A hand sanitizer can be used, but *wash with soap and water as soon as possible.*

Hepatitis B Vaccination



- Strongly endorsed by medical communities
- Offered to all potentially exposed employees
- Provided at no cost to employees
- Declination form

Questions?

If you have questions about this topic or would like additional information, you can view the following video at

<https://www.youtube.com/watch?v=1H Vr43Yk8z4>

Bullying and Hazing

- SJSJ prohibits all forms of bullying, hazing, and student intimidation.
- Students participating in or encouraging inappropriate conduct will be disciplined, which may include but is not limited to suspension, expulsion, and removal from participation in activities.
- District staff who permit, tolerate, or condone any form of bullying or hazing will be disciplined or terminated.
- SJSJ staff will report incidents of bullying and hazing to the building principal or designee.



What is Bullying?

- Intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his/his physical safety or property, that substantially interferes with the educational performance, opportunities or benefits of any student without exception or that substantially disrupts the orderly operation of the school.



Examples of Bullying

- Physical actions, including violence
- Gestures
- Theft or damage to property
- Oral or written taunts including name calling and put-downs
- Extortion
- Threats
- Threats of retaliation for reporting the bullying



What is Cyberbullying?

- A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device, computer, or pager.
- Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline if there is sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.



What is Hazing?

- Any activity, on or off school grounds, that a **reasonable person** believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership, or maintenance of membership in any group, class, organization, club, or athletic team. **Hazing can occur even when all students involved are willing participants.**



Examples of Hazing

- Sleep deprivation
- Physical confinement
- Forced conduct that could result in extreme embarrassment or criminal activity
- Physical brutality (whipping, branding, beating, etc.)
- Exposure to the elements
- Forced consumption of any food, liquor, drug, or other substance
- Forced inhalation or ingestion of tobacco products



Questions?

If you have questions or want more information, you can study SJSB Board of Education policies **JFCF** and **JFCG** at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JFCF.pdf

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JFCG.pdf



Seclusion, Isolation and Restraint

Annual Training 2017-18

- **What Is it?**

- The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

- **When can it be used?**

- **Never**, except in an emergency situation while awaiting arrival of law enforcement officers

Seclusion

What is it?

- The confinement of a student alone in an enclosed space without locking hardware. Doesn't include ISS, detention or timeout.

- **When can it be used?**
- **Sometimes**
- In an emergency situation
- When less restrictive measures have not worked AND the school has a plan for how to respond to these situations
- If the student has an IEP, 504 OR other parent agreed upon plan

Isolation

- Chemical
- Mechanical
- Physical

Three Types of Restraint

- **When can it be used?**
- **Never**
- **What is it?**
- Drugs or medications to manage behavior (not the student's regular dose)

Chemical Restraint

- **What is it?**
- A device that the student cannot easily remove that restricts freedom of movement or normal access to part of his/her body. Examples include straps, duct tape, cords or garments etc.
- **When can it be used?**
- **Sometimes**, if specified in a student's specific behavior plan such as an IEP or 504
- (Exceptions: vehicle safety restraints and those used by law enforcement)

Mechanical Restraint

- **What is it?**
- Person to person physical contact that restricts the free movement of all or part of a student's body.
- Doesn't include briefly holding a student for safety purposes or instruction, intervening in a fight, hand over hand assistance, physical escort, etc.
- **When can it be used?**
- **Sometimes**
- In an emergency situation
- When less restrictive measures have not worked AND the school has a plan for how to respond in these situations
- If the student has an IEP, 504 OR other parent agreed upon plan

Physical Restraint

- Student behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.
- Can only utilize physical restraint or isolation in an emergency situation.

Emergency Situation

Report the situation and details to an immediate supervisor such as:

- Building Principal
- Director of Special Education
- Director of Elementary/Secondary Education

What do I do if this occurs?

- Be empathetic
- Clarify messages
- Respect personal space
- Be aware of your body position
- Ignore challenging questions
- Permit verbal venting when possible
- Set and enforce reasonable limits
- Keep your nonverbal cues non-threatening
- Avoid overreacting
- Use physical techniques only as a last resort

Prevention Techniques

- Do not turn your back for any reason
- Always be at the same eye level
- Allow extra space between you & the student
- Stand at an angle not directly facing the student
- Do not maintain constant eye contact
- Do not shake finger
- Do not smile
- Do not touch
- Remove individual from peers or remove peers from individual

Environmental Management Techniques

- Appear calm – relax your body and face
- Limit verbal interaction

If you do speak:

- Keep tone of voice even and low
- Be sure your inflection matches the words – no sarcasm
- Keep your comments simple and do not defend or take insults personally
- Paraphrase and restate comments in the form of a question

De-escalation Techniques

If you have questions or want more information, you can study SJSD Board of Education policy **JGGA** at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JGGA.pdf

Questions?

EPI Pens

When and How Should They
Be Used?

Anaphylaxis

- A severe allergic reaction that occurs suddenly and can be deadly.
- Approximately 1 in 20 kids have a food allergy
- Typical symptoms are hives, wheezing, puffy eyes, and itching.
- If in doubt, give the shot.

How to Use the EPI Pen

- Child should be sitting or lying down
- Take the EPI pen out of the case
- Pop off the cap
- Make a fist
- Inject in the outer part of the upper thigh
- Push until you hear a click and hold for the amount of time recommended by the manufacturer (10, 5, 3 seconds, etc.)
- Call 911 EVERY TIME after administering the shot

Questions?

- If you have questions or want more information about this topic, you can watch the following training video at:
- https://www.accessdata.fda.gov/drugsatfda_docs/label/2016/019430s061lbl.pdf
- or study SJSB Board of Education policy JHCF at http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JHCF.pdf
- http://epinephrineautoinject.com/wp-content/uploads/2016/11/EAI_PatientInformation-2.pdf

Integrated Pest Management

- The SJSB Board of Education recognizes the potential impact of both chemicals and pests on health and the environment and requires that all district property and facilities utilize a system of integrated pest management (IPM) for controlling pests.
- For the purposes of this policy, pests include, but are not limited to: weeds, insects, arachnids, rodents, reptiles, birds, and other animals other than those used in classroom instruction.

IPM Components

The district will work with representatives from nutrition services, operations, building administration, and nursing to develop procedures for implementation of this policy which will include:

- Monitoring the number and type of pests present
- Accurately identifying the pests to be controlled
- An acceptable pest tolerance level
- A list of acceptable pest control tactics ranging from no action to chemical controls.
- Methods for educating students, parents and staff about pest prevention.

Chemical Treatments

- All chemical treatments will be conducted at a time when buildings are unoccupied, other than the individuals conducting the treatment.
- No form of chemical management may be applied on district property unless the application is performed by a licensed individual who has prior approval in accordance with this policy and appropriate procedures.


Questions?

If you have questions or want additional information, you can study SJSD Board policy EBAC at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//EBAC.pdf




Suicide Prevention Training

- Suicide is a leading cause of death in youth ages 10-24 in Missouri.
 - All district employees are required to respond immediately when they have a reasonable suspicion that a student may be at risk of suicide.
 - All employees are required to notify a member of the building Crisis Response Team and/or the building administrator or designee.
 - **DO NOT LEAVE THE STUDENT ALONE!!!**
- 



Who is on the Crisis Response Team ?

- Building administrator(s)
 - Counselor(s)
 - School nurse(s)
 - School social worker(s)
 - School Resource Officer
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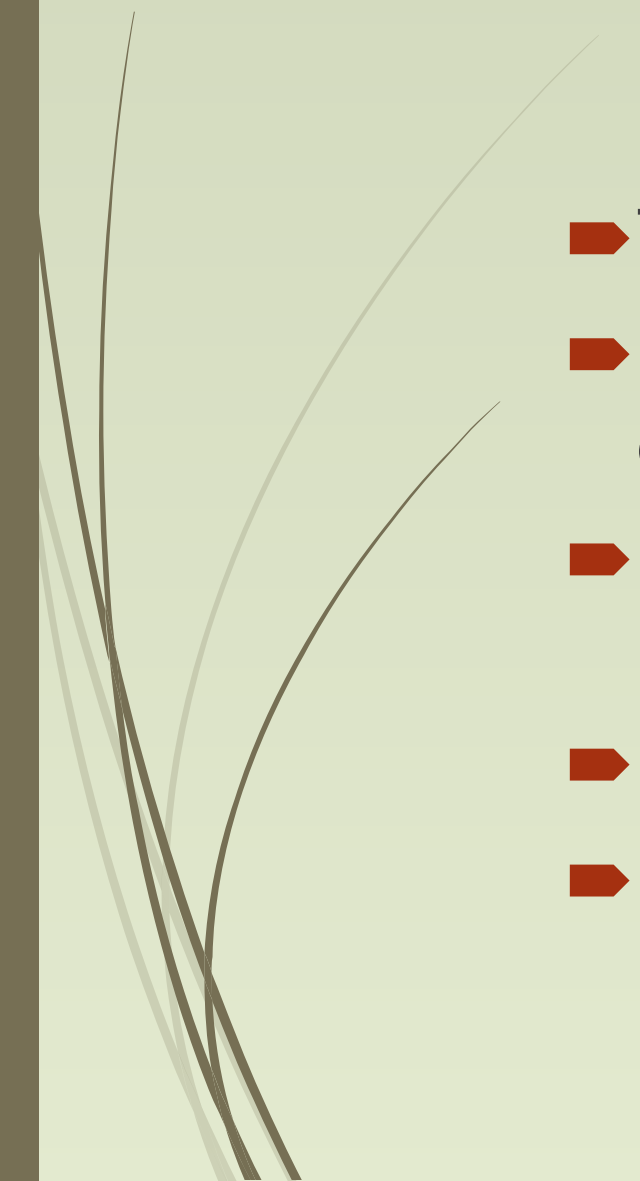


What if I can't find someone on the Crisis Response Team?

- Notify the student's parent/guardian **or**
- Call the National Suicide Prevention Lifeline at 800-273-8255 **or**
- Call local law enforcement in an emergency situation.
- As soon as possible, notify the building administration.



Warning Signs that Require Immediate Attention

- Talking or writing about suicide or death
 - Giving direct verbal cues like “I’m going to end it all.”
 - Giving less direct verbal cues like “You will be better off without me.”
 - Isolating himself/herself from friends
 - Expressing the idea that life is meaningless
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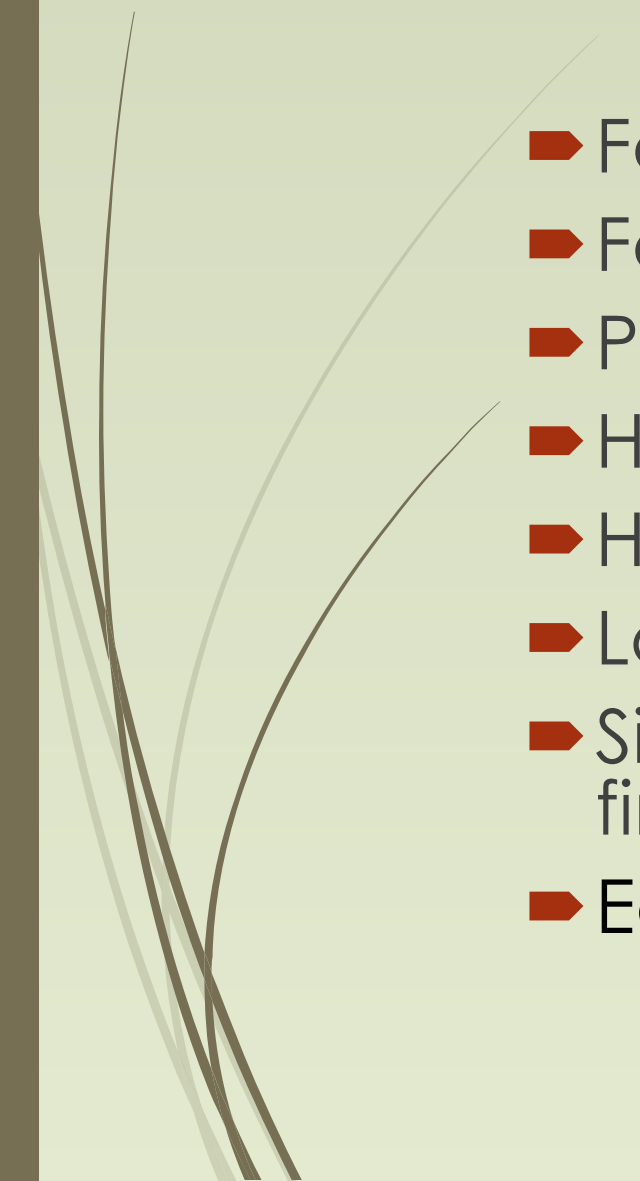


Warning Signs that Require Immediate Attention (cont.)

- Giving away prized possessions
- Sudden and unexplained improvement in mood after being depressed
- Neglecting appearance and hygiene
- Dropping out of school or social, athletic, and/or community events
- Obtaining a weapon or other means for hurting him/herself (prescription meds, etc.)



Risk Factors for Suicide

- Family history of suicide
 - Family history of child mistreatment
 - Previous suicide attempt
 - History of mental disorders, particularly depression
 - History of alcohol and/or substance abuse
 - Local epidemic of suicide
 - Significant loss (relational, social, work, or financial)
 - Easy access to lethal means like guns, pills, etc.
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Questions?

- ▶ If you have questions or want additional information, you can study SJSD Board policy JHDF at

http://esbpublic.sjsd.k12.mo.us/Reference_Library/ESB_Policies_and_Regulations/Policies//JHDF.pdf