

Wyoming Area School District
Combined Work Session/Regular Meeting
Wyoming Area Board of Education
20 Memorial Street, Exeter, Pennsylvania, 18643
Tuesday, December 15, 2015, 7:00 p.m.

Agenda

Pledge of Allegiance

Roll Call

Communications Report

Superintendent's Report

Student Representative's Report

Treasurer's Report

New Business

Finance Report

Education Report

Activities Report

Building Report

Policy Report

Police Report

Open Discussion

Adjournment

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Communications Report

1. Elizabeth Dessoie, Elementary Teacher at Tenth Street, requesting permission to take a child bearing/child rearing leave beginning February 16, 2016.
2. Debra Sanfilippo submitting her letter of resignation as cafeteria employee.
3. Lisa Nardell, Wyoming Area Boys Basketball Association, requesting permission for 7th through 12th grade basketball players to attend a Temple basketball game.
4. Nicole Walsh, JFK PTO, requesting permission to hold an elementary designer bingo in the Secondary Center cafeteria.
5. Sherry Dougherty, Wyoming Area Boys Baseball Parents Association, requesting permission to use the Secondary Center cafeteria for "Meet the Warriors."
6. Lisa Nardell, Wyoming Area Boys Basketball Association, requesting permission to use the Secondary Center gym for special games.
7. Shea Riley, Band Teacher, requesting permission to attend the PMEA District 9 Band, along with eight students, to be held at Pittston Area.
8. Ballots received from the West Side Career & Technology Center to elect board members from other districts to the West Side Career & Technology Center Joint Operating Committee for the 2016 calendar year.
9. Katie Vanness, Elementary Teacher, confirming her return date as January 4, 2016.

Summary of Applications Received

Elementary – 2

Special Education Aides – 7

WYOMING AREA SCHOOL DISTRICT

COMBINED MEETING OF THE BOARD OF EDUCATION

TUESDAY, DECEMBER 15, 2015, 7:00 P.M.

SUPERINTENDENT'S REPORT

1. Congratulations to the Christmas Card Contest Winners: Kelsey Kasisky, 12th grade student at the Secondary Center and Gabrielle Gamble, a 6th grade student at 10th Street Elementary.
2. Montgomery Avenue Elementary and Sarah J. Dymond Elementary will begin Wyoming Area Accomplished Reader (WAAR). The program will be done first thing Friday mornings beginning January 2016. The benefits of this program will enhance public speaking, demonstrate fluent reading, improve skills by practicing reading and interaction with younger students.
3. The Marching Band finished 2nd in their class at the Calvacade Championships, which was held at Downingtown West High school on November 14th. The Band also received the "Most Improved Score Award" as well as "Best Percussion Award."
4. Students from Mrs. Riley's Concert Band recently auditioned at Wyoming Valley West to qualify for the PMEA District 9 Band. Out of 10 students who auditioned, 8 students and one alternate were accepted. The festival will be held at Pittston Area High School at the end of January. As a result of their acceptance, there are two students and one alternate who also qualified to perform with the PMEA District 9 Orchestra. The Orchestra will perform at North Pocono High School in the middle of January. From here the students will prepare and audition again to qualify for the Regional Band and Orchestra.
5. On December 4th and 5th, there were 8 students who attended the Marywood Junior Wind Celebration, grades 7 through 9. During this performance, the students worked with conductors from Georgia and Tennessee. One student also qualified for the Honors Wind Ensemble. Congratulations to all!!!!

6. Tyler Harden (7th Grade) was this year's school Geography Bee winner. Congratulations Tyler!!!
7. JFK held their annual Gingerbread House Event with the kindergarten students. Each year, the kindergarten students, along with their parents construct ginger bread houses in the cafeteria. Thank you to Mrs. Kearns and Mrs. Kachmarsky along with Mrs. Rehill and Mrs. Lavelle (Kindergarten Aides) as well as Mr. Scott Skescavage (Building Custodian) for all of the planning and assisting with this event.
8. Wyoming Area Secondary Library was given a donation of \$600 from the Wyoming Area Class of 1970 in celebration of their 45th high school reunion.

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 Treasurer's Report

First National Community Bank	General Fund	6,143,873.07
First National Community Bank	Payroll Account	5,078.32
First National Community Bank	Cafeteria Account	24,873.12
First National Community Bank	Student Activities Account	113,151.32
First National Community Bank	Athletic Fund Account	20,503.96
First National Community Bank	Purchasing Account	500.00
Pennsylvania Local Government Investment Trust	Earned Income Tax Revenue	310,495.92

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Finance Report

1. Received the following checks:

Berkheimer Tax Administrator

Earned Income Tax	258,401.81
Local Service Tax	3,850.26
Delinquent Per Capita	3,035.55
Per Capita Tax	<u>2,792.20</u>
Total:	268,079.82

Local Realty Transfer Tax

Luzerne County	12,930.39
Wyoming County	<u>616.25</u>
Total:	13,546.64

2015 Real Estate Taxes

Paul Konopke- Wyoming County	141,189.58
Ann Farley- Exeter Twp., Wyoming County	74,998.35
Thomas Polacheck – Exeter Borough	342,157.93
George Miller- West Pittston Borough	310,894.88
Wayman Smith-Exeter Twp., Luzerne County	153,570.03
Robert Connors-West Wyoming Borough	<u>209,325.65</u>
Total:	1,232,136.42

State & Federal Subsidy Payments

Charter School Deduction Refund	2,279.01
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Miscellaneous

Luzerne County Dept. of Probation Services	195.00
Beth Connor -Use of the Auditorium	100.00
Donation from Toyota Scion of Scranton	<u>200.00</u>
Total:	495.00

2. Approve the December payment of \$114,383.99 to Luzerne Intermediate Unit in accordance with the terms of the approved contract agreement for programs and services for the 2015-2016 school year.
3. Approve the December payment of \$41,685.00 to the West Side Career and Technology Center for the 2015-2016 school year.

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4. Approve the following refunds of paid property taxes for the 2015 year:

#67-E10SE3-012-060-000	\$68.83
#67-F10-00A-09A-000	682.48
#67-E10SE3-003-004-000	279.58
#66-E10SE1-007-006-000	1,450.84
#66-E10SE1-001-010-000	103.83
#17-D10-00A-028-000	487.49
#17-C10-00A-043-000	650.57
#17-C10-00A-046-000	28.67
#17-C10-00A003F-000	<u>58.78</u>
Total: 3,811.07	

5. Approve a full Settlement and Release regarding Wyoming Area School District and Ms. Jennifer Skursky releasing the District and Ms. Skursky from any and all claims and grievances. Subject to final review and approval of the solicitor.
6. Approve the Settlement Agreement and Release re: JC., subject to final review and approval of the solicitor.
7. Approve the General Ledger Sheet:

Bill Listing: December 2015	483,777.46	
Prepays: November 2015	<u>43,680.76</u>	527,458.22
Cafeteria Account:	74,272.74	
Athletic Account:	<u>3,271.00</u>	<u>77,543.74</u>
Total:		605,001.96

Motion by _____, second by _____, to accept the finance report.
Roll Call:

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Education Report

1. Reporting as per Federal Regulations Requirement that the District's Federal Programs (Title I, Title II, and Drugs and Alcohol) have been planned for the 2015-2016 school year. Anyone desiring information regarding these programs, contact Janet Serino, Superintendent, at the District's Business Office.
2. Approve the request of Elizabeth Dessoie, Elementary Teacher at Tenth Street, to take a child bearing/child rearing leave beginning February 16, 2016 for the remainder of the 2015-2016 school year.
3. Approve the revised professional substitute list for the 2015-2016 school year.
4. Approve the step placement for Ann Giglio, Professional Employee, at Master's, Step 7, \$46,818.00, pro-rated according to her start date.

Motion by _____, second by _____, to accept the education report.

Roll Call:

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Activities Report

1. Approve the request of Lisa Nardell, Wyoming Area Boys Basketball Parents Association, for 7th through 12th grade basketball players to attend a Temple basketball game, on Saturday, January 16, 2016, from 8:00 a.m. to 6:00 p.m. The parents association will cover the cost of a chartered bus.
2. Approve the request of Shea Riley, Band Teacher, to attend the PMEA District 9 Band, along with eight students, at Pittston Area School District, Wednesday, January 27th to Friday, January 29, 2016. Cost to the district is \$1,080.00. Mrs. Riley requesting reimbursement for mileage. The school van may also be used.
3. Approve Barbara Bullions as a volunteer advisor for the drama club.

Motion by _____, second by _____, to accept the activities report.

Roll Call:

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Building Report

1. Accept, with regret, Debra Sanfilippo's letter of resignation as cafeteria employee retroactive to November 6, 2015.
2. Approve the request of Nicole Walsh, JFK PTO Parents, to use the Secondary Center cafeteria for JFK Elementary Designer Bingo on Sunday, February 28, 2016, from 10:00 a.m. to 5:00 p.m. (Bingo will begin at 12:00 p.m.), pending approval by the building principal and food service director. A fee of \$25.00 per hour may be charged to the organization if a custodian or cafeteria worker's services are needed. (Class A)
3. Approve the request of Sherry Dougherty, Wyoming Area Boys Baseball Parents Association, to use the Secondary Center cafeteria for "Meet the Warriors" on Sunday, April 3, 2016, at 12:00 p.m., pending approval by the building principal and food service director. A fee of \$25.00 per hour may be charged to the organization if a custodian's services are needed. (Class A)
4. Approve the request of Lisa Nardell, Wyoming Area Boys Basketball Parents Association, to use the Secondary Center gym for special game nights: Wednesday, December 16, 2015, an elementary program night from 5:30 p.m. to 9:00 p.m., Tuesday, December 22, 2015, Childhood Cancer game, 5:30 p.m. to 9:00 p.m. and Friday, January 29, 2016, Coaches vs. Cancer game, 5:30 p.m. to 9:00 p.m., pending approval by the building principal and athletic director. A fee of \$25.00 per hour may be charged to the organization if a custodian's services are needed. (Class A)
5. Approve the appointment of _____ as special education aide (paraprofessional) at Tenth Street Elementary.

Motion by _____, second by _____, to accept the building report.

Roll Call:

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Policy Report

1. Approve the second reading and adoption of policy #819 and attachment for Suicide Awareness, Prevention and Response.

Motion by _____, second by _____, to accept the policy report.
Roll Call:

Wyoming Area School District

SECTION: OPERATIONS

TITLE: SUICIDE AWARENESS,
PREVENTION AND RESPONSE

ADOPTED:

REVISED:

	819. SUICIDE AWARENESS, PREVENTION AND RESPONSE
1. Purpose SC 1526 Pol. 103.1, 248, 249, 806	The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.
2. Authority Title 22 Sec. 12.12 Pol. 207, 216, 236	In compliance with state law and regulations, and in support of the district's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.
3. Guidelines	The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.
SC 1526	The district shall notify district employees, students and parents/guardians of this policy and shall post the policy on the district's website.
SC 1526	<p>SUICIDE AWARENESS AND PREVENTION EDUCATION</p> <p><u>Protocols for Administration of Student Education</u></p> <p>Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help.</p> <p>Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.</p>

<p>SC 1526 Pol. 333</p>	<p><u>Protocols for Administration of Employee Education</u></p> <p>All district employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.</p> <p>As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.</p> <p>Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors, district mental health professionals and school nurses.</p> <p><u>Resources for Parents/Guardians</u></p> <p>The district may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs; and information about local behavioral/mental health resources.</p>
<p>SC 1526</p>	<p style="text-align: center;">METHODS OF PREVENTION</p> <p>The methods of prevention utilized by the district include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.</p> <p><u>Suicide Prevention Coordinators</u></p> <p><i>District-Wide –</i></p> <p>A district-wide suicide prevention coordinator shall be designated by the Superintendent. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.</p> <p><i>Building Level –</i></p> <p>Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.</p>

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs, is crucial to the district's suicide prevention efforts. To promote awareness, district employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Risk factors refer to personal or environmental characteristics that are associated with suicide including, but not limited to:

- Behavioral Health Issues/Disorders:
 - Depression.
 - Substance abuse or dependence.
 - Previous suicide attempts.
 - Self injury.
- Personal Characteristics:
 - Hopelessness/Low self-esteem.
 - Loneliness/Social alienation/isolation/lack of belonging.
 - Poor problem-solving or coping skills.
 - Impulsivity/Risk-taking/recklessness.
- Adverse/Stressful Life Circumstances:
 - Interpersonal difficulties or losses.
 - Disciplinary or legal problems.
 - Bullying (victim or perpetrator).
 - School or work issues.
 - Physical, sexual or psychological abuse.
 - Exposure to peer suicide.

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

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

SC 1526	<p align="center">REPORT PROCEDURES</p> <p>Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.</p> <p>When a district employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.</p> <p>As stated in this policy, district employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.</p> <p>The suicide prevention coordinator shall provide the Superintendent with a copy of all reports and documentation regarding the at-risk student. Information and reports shall be provided, as appropriate, to guidance counselors, district mental health professionals and school nurses.</p>
SC 1526	<p align="center">SUICIDE AWARENESS AND PREVENTION RESOURCES</p> <p>A listing of resources regarding suicide awareness and prevention shall be attached to this policy.</p> <p>References:</p> <p>School Code – 24 P.S. Sec. 1526</p> <p>State Board of Education Regulations – 22 PA Code Sec. 12.12</p> <p>Board Policy – 103.1, 113, 113.2, 113.3, 114, 117, 146, 204, 207, 216, 236, 248, 249, 333, 805, 806</p> <p align="right">PSBA NEW: 4/15</p>

Suicide Prevention Resources For Schools

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

General Information (many with webinar sessions)

PA Youth Suicide Prevention Initiative Mission

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

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

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

Suicide Prevention Resource Center

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

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

Toolkit for High Schools

<http://store.samhsa.gov/product/SMA12-4669>

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

American Foundation for Suicide Prevention

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

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

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

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

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

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

The Trevor Project<http://www.thetrevorproject.org/>

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

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

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

School Policy

Model School Policy on Suicide Prevention –

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

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

STAR Center Sample School Suicide Policy and Procedure -

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

Training for School Staff

Society for Prevention of Teen Suicide

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

The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators.

The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to c-paschool@pa.gov or fax it to 717-783-4790, along with your Dept. of Education Professional ID number, to have these hours submitted.

More Than Sad Program

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

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

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

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

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

Material for Students

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

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

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

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

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

Wisconsin Department of Public Instruction

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

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

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

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

Postvention Assistance

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

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

Suicide Prevention Resource Center Postvention Toolkit

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

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

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

Vol. II 2015

Wyoming Area School District
 Combined Work Session/Regular Meeting
 Wyoming Area Board of Education
 20 Memorial Street, Exeter, Pennsylvania, 18643
 Tuesday, December 15, 2015, 7:00 p.m.
 Police Report

**Wyoming Area Police Department
 Monthly Report for November
 Total Calls for Service 21**

CODE

1410 – Criminal Mischief To Automobiles	1
2450 –Harassment	1
2490 –Disorderly Conduct-Reports	2
2664 –All other offenses - All other (Misc.)	1
3610 – Disturbances – Juvenile	1
3900 – Traffic & Parking Problems	1
4090 – Non – Criminal – Reports	2
5004 – Lost Found – Found Articles	1
5506 – Animal Complaints – Stray Animals	1
Trua – Compulsory School Attendance	10
Total	21
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Monthly Comparison

<u>November Calls for Service</u>	<u>October Calls for Service</u>	<u>Plus/Minus Comparison</u>
21	29	- 8

