



## Regulation of the Chancellor

Number: **A-755**

Subject: **SUICIDE PREVENTION / INTERVENTION**

Category: **STUDENTS**

Issued: **July 25, 2024**

### SUMMARY OF CHANGES

This regulation supersedes A-755 dated August 18, 2011.

The overall order of the regulation has been reorganized for clarity and ease of understanding.

The documents and materials attached to the end of the regulation have been replaced by hyperlinks to materials.

The substance of the regulation has been modified as follows:

#### Section I:

- Updates background information on suicide prevention. (I.A.)
- Adds that the goal of suicide prevention is to educate school communities on suicide warning signs and factors that may contribute to suicidal behavior. (I.B.)
- Explains that this regulation provides guidance and resources for schools to understand warning signs and appropriate responses to suicidal ideation, suicide attempts, or related crises. (I.C.)
- Clarifies that schools may not request or require a mental health clearance letter as a condition of a student attending or returning to school or impose additional conditions on the student's return to school. (I.D.)

#### Section II:

- Adds a definitions section and defines key terms.

#### Section III:

- Updates the guidance on who must serve on the School Crisis Team, including adding the requirement that School Crisis Team members must be full-time at the school. (III.B.)
- Requires that each principal must designate a Suicide Prevention Liaison (SPL) and defines the SPL's role. (III.D.)
- Updates the responsibilities of the School Crisis Team. (III.E.)
- Adds requirement for School Crisis Team meetings. (III.F.)

#### Section IV:

- Adds detail on the school's Crisis Intervention Plan. (IV.A–B.)

- Cross references [Chancellor's Regulation A-411](#) for additional requirements related to the Crisis Intervention Plan. (IV.D.)
- Adds detail on what the suicide prevention/intervention section of the Crisis Intervention Plan must include. (IV.E.)

#### Section V:

- Clarifies timing and requirements for annual training on this regulation. (V.A.1.)
- Adds requirement that SPLs receive annual Suicide Prevention Liaison Training. (V.A.2.)
- Specifies required training for School Crisis Team members. (V.A.3–4.)
- Details the resources that will be made available for parents, families, and school communities. (V.B.1–3.)
- Clarifies that schools are required to provide health education to all students, in an age-appropriate way, including instruction in mental health. (V.B.4.)

#### Section VI:

- Updates the steps that must be taken whenever school personnel have knowledge or are made aware of a student who may be at risk for suicide. (VI.C.)
- Updates the steps that must be taken when school personnel are informed of a suicide attempt in progress on school premises. (VI.D.)

#### Section VII:

- Adds detail to the postvention steps to be taken following a suicide in or affecting the school community.

#### Section VIII:

- Adds requirement that principal/designee contact the Emergency Information Center (EIC) whenever a suicide or attempted suicide at or affecting the school community takes place. (VIII.A.1.)
- Clarifies requirement to complete an Online Occurrence Report (VIII.B.)

#### Section IX:

- Updates contact information for technical assistance.

#### Section X:

- Updates contact information for inquiries.

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### **ABSTRACT**

This regulation supersedes and replaces Chancellor’s Regulation A-755 dated August 18, 2011. This regulation focuses on the role of the school in dealing with potential or actual suicidal behavior and provides guidelines to assist each school in the development of a School Crisis Intervention Plan. It is the responsibility of every staff member to report knowledge of any potential suicide to the principal or designated liaison even if the student has requested that the information be kept confidential. Only trained mental health staff such as guidance counselors, psychologists, social workers, and psychiatrists are to provide appropriate counseling services. The school Crisis Team must include a person designated as the Suicide Prevention Liaison (“SPL”).

## **I. INTRODUCTION**

A. Some students who are struggling with suicidal thoughts clearly and directly communicate to others that they need help. Most communication about suicide, however, is less direct and clear. Students thinking about suicide, consciously or unconsciously, often provide clues and exhibit warning signs that indicate a student is struggling and may soon be at risk for engaging in suicidal behavior. While warning signs do not necessarily mean a student is going to attempt suicide, they indicate a need for immediate response and must always be taken seriously. Therefore, it is important that all school personnel (pedagogical and non-pedagogical) recognize and understand these warning signs and how to take appropriate follow up action.

B. The goal of suicide prevention through education is to increase awareness among the school community (pedagogical/non-pedagogical personnel, parents, students, etc.) of the warning signs of, or the factors that may contribute to, suicidal behavior, and to provide access to appropriate prevention/intervention services. Warning signs and symptoms must be interpreted cautiously, in conjunction with other factors and each individual circumstance. Resources are available on the DOE’s [website at Crisis Support](#).

C. This regulation provides guidance for schools to understand warning signs and appropriate responses to suicidal ideation, suicide attempts, or related crises.

D. Schools may not request or require a mental health clearance letter or impose additional requirements as a condition of a student attending or returning to school or class.

## II. DEFINITIONS

For purposes of this regulation and discussions of suicide prevention and intervention, the following definitions apply:

- A. At-Risk: Suicide risk 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.
- B. Parent: Shall have the meaning as set forth in [Chancellor's Regulation A-101](#) except that for purposes of this regulation, the parent shall continue to be notified or included even if the student has turned age 18. The term "parent," whenever used in this regulation, shall mean the student's parent(s) or any person(s) or agency in a parental or custodial relationship to the student or any individual designated by the parent to act in *loco parentis*.
- C. Risk Assessment: Means an evaluation of a student who may be at-risk for suicide. Risk Assessments are conducted by the Suicide Prevention Liaison, another member of the school Crisis Team, trained personnel of a school mental health clinic, a trained member of a community-based organization, or a designated school staff member (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, level of hopelessness and helplessness, mental status, and other relevant risk factors.
- D. Suicidal Ideation: Means 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 considered suicidal ideation and must be taken seriously.
- E. Suicidal Behavior: Means 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.
- F. Suicide Attempt: Means self-injurious behavior for which there is evidence that the person had at least some intent to die.
- G. Suicide: Means death caused by self-directed injurious behavior with any intent to die because of the behavior.

### III. SCHOOL CRISIS TEAM

A. Effective crisis response calls for prompt and coordinated action, clear lines of communication, and established partnerships to meet the emerging emotional needs of the affected individuals.

B. Each school principal must establish a school crisis intervention team (“Crisis Team”). The Crisis Team is a multidisciplinary team. Team members must be full time at the school and must include, at minimum, a school administrator, school counselor(s) and/or social worker(s), teacher(s), school-based support team member(s), Substance Abuse Prevention and Intervention Specialists (SAPIS), and the school nurse(s), and/or School Based Mental Health Providers (SBMHP) if the school has personnel in these positions.

C. The Crisis Team must have a Crisis Team Leader and a Suicide Prevention Liaison (SPL), and other roles as outlined in the Consolidated Plan. An individual can hold multiple roles except for the Crisis Team Leader. If a member of the Crisis Team leaves the school or is unable to meet the responsibilities, the principal/designee shall identify a replacement member.

D. It is recommended that the person designated as the SPL be a school counselor, school social worker, or guidance counselor. If the school does not have a staff member in any of those titles, the person designated as the SPL must be someone else who works full-time at the school. The SPL serves as the point of contact and resource on suicide prevention and intervention. The SPL must be trained in suicide risk assessment and suicide prevention/intervention protocols. If the SPL is unable to perform their duties for an extended period, the principal must designate another person to serve on an interim basis until the SPL returns. If the SPL position is vacated, a new SPL must be appointed promptly.

E. The primary responsibilities of the Crisis Team are to: assess and address the emotional needs of students, staff, and the school community during and after a crisis; access supports and interventions for those affected; provide de-escalation support; promote the restoration of the learning environment; identify school and community resources to support students, staff, and parents (*e.g.*, hospitals, mobile crisis teams, mental health agencies, School Based Mental Health Clinic, personnel trained in crisis de-escalation, facilities that provide urgent/same-day mental health assessments); develop and implement prevention strategies; and facilitate and provide professional development.

F. The School Crisis Team must meet at least once a month and as needed to assess preparedness, review procedures, resources, and training, and evaluate the need for continued support where a crisis requires ongoing response. An agenda and attendance of these meetings must be kept on file.

#### IV. CRISIS INTERVENTION PLANS

A. Each school's Crisis Team must complete a Crisis Intervention Plan as part of its Consolidated School and Youth Development Plan. Crisis Intervention Plans have multiple sections, including the sections described below. The Crisis Intervention Plan must be reviewed annually and updated as needed. Plans must be completed and shared with all pedagogical and non-pedagogical staff by October 31 annually.

B. See [Chancellor's Regulation A-411](#) for details on required elements of the school Crisis plan. Each Crisis Intervention Plan must also have procedures for responding to a crisis/traumatic event; notification procedures for informing students, staff, and parents of a crisis; plans for professional development to meet the emerging emotional needs of individuals impacted by a crisis; community resources and partnerships.

C. Each Crisis Intervention Plan must also include a section containing the suicide prevention/intervention plan, which establishes the steps the school will take to provide intervention and support services to students who exhibit suicide-related risk behaviors. The plan must:

1. Identify in-school and community resources that are available to the student and the school community (e.g., mental health clinics, mobile crisis teams, facilities that provide urgent/same-day mental health assessments).
2. Identify a plan for Professional Development around suicide prevention and intervention.
3. Address prevention-education/intervention, post-intervention (follow-up), and postvention measures and activities.
4. Include the names of staff involved in the implementation of the plan and their respective roles and responsibilities.

#### V. PROFESSIONAL DEVELOPMENT AND RESOURCES

##### A. Staff Professional Development

1. DOE shall provide annual training to school staff (pedagogical and non-pedagogical) on this Regulation, including basic suicide awareness, the school's suicide prevention plan, suicidal risk factors, risk taking behavior, identifiable indicators, referral procedures, follow-up strategies, and sensitizing staff to the special needs of potentially suicidal students. The training must be completed by October 31 each school year. See [Chancellor's Regulation A-411](#) for other crisis-related training. Additional materials about suicide awareness can be found on the DOE's website at [Crisis Support](#).

2. SPLs must receive annual Suicide Prevention Liaison Training addressing risk assessment, crisis intervention, and the DOE's notification and reporting

protocols. If the SPL is replaced during the school year, a new SPL must be appointed and trained within 30 days.

3. Crisis Team members must receive training on intervention procedures, including suicide risk screening assessment, individual safety planning for suicide risk, parent notification, and return to school procedures related to suicide risk. School Counselors, Social Workers, and School Psychologists should also receive this training.

4. Crisis Team members must also receive ongoing professional development on crisis related topics including, but not limited to, promotion of well-being; suicide awareness; prevention and postvention; school response to traumatic death, loss, and bereavement; and behavioral crisis de-escalation. [See Chancellor's Regulation A-411](#) for additional training topics for Crisis Team members.

B. Suicide Prevention Poster

1. Each school must conspicuously post the "Suicide Prevention" poster in locations deemed highly visible to students, parents, and staff. The posters must contain the name of the SPL liaison(s). Schools should make every effort to post this information as early as possible in the school year.

C. Additional Education and Resources

1. The DOE will post materials on its website about youth suicide, its warning signs, how to respond if a child is at-risk, and how to access additional help at school and in the community.

2. SPLs must ensure that the list of Crisis Team members and intervention procedures are prominently posted.

3. Student Education: Schools are required to provide health education to all students, in an age-appropriate way, including instruction in mental health.

## VI. INTERVENTION PROCEDURES

A. Every staff member must report knowledge of any suicidal ideation, suicide attempt, or potential suicide to the principal or designated liaison even if the student has requested that the information be kept confidential.

B. Schools may not request or require a mental health clearance letter or impose additional requirements as a condition of a student attending or returning to school or class.

C. Suicidal Ideation

1. Whenever school personnel have knowledge or are made aware of a student who may be at risk for suicide, the following steps are to be taken immediately:
  - a) The student must remain continually supervised to ensure their safety.
  - b) The staff member must immediately notify the principal/designee.
  - c) The principal/designee must immediately notify the SPL, or other members of the Crisis Team who have received suicide prevention training; immediately thereafter notify the parent that their student has been identified as At-Risk for suicide. If the student informs the principal/designee of safety concerns about such notification, the principal/designee should consult with Senior Field Counsel to determine how to sensitively communicate with the parent, with appropriate support for the student and consideration of privacy and safety concerns.
  - d) The SPL/designee must conduct a Risk Assessment.
2. Interventions:
  - a) The student must be provided with immediate supports and interventions as appropriate based on the Risk Assessment.
  - b) Within one school day of the student's return to school, the SPL, together with relevant members of the Crisis Team, school staff, and the student (where appropriate), shall prepare a support and safety plan for the student. The support and safety plan shall be developed using, among other things, information in the Risk Assessment. If the student is absent from school, creation and/or completion of the plan should wait until the student returns. The plan may include:
    - i. maintaining contact with the student and family.
    - ii. appropriate prevention measures if the student has indicated access to the means for attempting a suicide.
    - iii. communicating with the SBMHP, hospitals, and mental health agencies.
    - iv. helping the student adjust and cope with school and other stressors.
    - v. adjusting the school program where appropriate.
    - vi. integrating school services with outside sources of help.
  - c) The parent shall be provided with a copy of the plan and with recommendations for mental health follow-up and 24-hour crisis resources.



d) If the student has indicated access to the means for attempting suicide, the parent must be informed about appropriate preventative measures. In addition, the parent should be counseled on “means restrictions,” limiting the child’s access to the mechanism for carrying out the suicide attempt (*i.e.*, dangerous weapons or medicine/drugs).

D. Suicide Attempts

1. The procedures below apply in instances where a staff member is informed of an attempt in progress on school premises. Where staff become aware of a recent out-of-school attempt, refer to section 3 below for applicable procedures. The immediate physical well-being, mental health, and safety of the student are paramount.

a) Immediate Intervention measures. When a staff member has knowledge of a suicide attempt in progress, the following steps must be taken:

i. The student must remain continually supervised to ensure their safety. The student must not be permitted to leave school unaccompanied.

ii. The staff member must immediately inform the principal/designee.

(a) The principal/designee must make every effort to notify the parent (by telephone or, if telephone is unsuccessful, text, email, or voicemail) and summon them either to the school or to the hospital. Refer to [Chancellor’s Regulation A-663](#) about interpretation services when communicating with parents. If the parent cannot be reached, the principal/designee should attempt to notify the student’s emergency contacts identified on the emergency contact card. If the student informs the principal/designee of safety concerns about what information will be shared with the parent (e.g., the reasons for the suicide attempt or ideation), the principal/designee should consult with Senior Field Counsel to determine how to sensitively communicate with the parent, with appropriate support for the student and consideration of privacy and safety concerns.

iii. Crisis Team member(s), especially the SPL, should be summoned to the scene.

iv. If the student is injured, the staff member must ensure that appropriate first aid procedures are administered by

contacting the school nurse or other medical personnel in the building.

- v. If emergency medical attention is needed, a member of the Crisis Team, or the staff member if no member of the Crisis Team is available, must contact 911 in accordance with the procedures for incidents requiring emergency medical assistance in [Chancellor's Regulation A-412](#).
  - (a) If the parent has arrived at school or is reached by phone and requests that their student not be transported to the hospital, the on-scene 911 responders will obtain relevant information from DOE staff, the parent, and others as appropriate and will determine whether the parent's request may be honored in accordance with FDNY policies and procedures for Refusal of Medical Assistance.
  - (b) If the principal/designee is unable to contact the student's parent or the emergency contacts, the on-scene 911 responders will (i) obtain relevant information from DOE staff and others as appropriate and then (ii) determine whether the student requires emergency medical treatment and/or transport. If it is determined that the student will be transported to the hospital, a member of the school staff must accompany the student. If the parent does not arrive by the end of the accompanying staff member's school day, the staff member must contact the principal/designee for further instructions.
- vi. If it is determined that the student does not require emergency treatment and/or transport, school officials and the parent shall discuss the appropriate follow up steps outlined below.
  - b) Post-Intervention/Follow-Up Procedures. The principal/designee must take the steps below after the suicide attempt to support the student and the parent. These procedures apply when an attempt has been made at school or the school is informed of any outside attempt:
    - i. The student must be provided with immediate supports and interventions as appropriate. The principal/designee must work with the Crisis Team to assess the risk to the student and provide appropriate interventions and services and support a safe return to school.
    - ii. Maintain contact with the student and family.

- iii. The SPL or a member of the Crisis Team should communicate on an ongoing basis as appropriate with the SBMHP, hospitals, mental health agencies, or an outside treatment service provider to obtain school support where appropriate.
- iv. Help the student adjust and cope with school and other stressors.
- v. Adjust the school program where appropriate.
- vi. Upon return to school, the student must continue to receive appropriate instruction.
- vii. If the incident creates an impact on the larger school community, the Crisis Team should be called to assist staff and students in coping with the situation.
- viii. Where a student attempts suicide or exhibits potentially suicidal behavior, school staff should consider a referral to the CSE or a request for a 504 meeting. For information on how to conduct a 504 meeting, please see [Chancellor's Regulation A-710](#).

## VII. POSTVENTION FOLLOWING A SUICIDE IN OR AFFECTING THE SCHOOL COMMUNITY

- A. The principal must notify the superintendent and EIC of the suicide.
- B. Postvention is the provision of intervention after a suicide of a person in the school community. The goals of postvention are to: 1) address the care of bereaved survivors, caregivers, and health care providers; 2) to destigmatize the tragedy of suicide and assist with the recovery process, and 3) to serve as secondary prevention to minimize the risk of subsequent suicides due to complicated grief, contagion, or unresolved trauma.
  1. Schools must have procedures in place for identifying and following up with staff and students affected by a death.
  2. The principal/designee must engage the Crisis Team to assess what steps should be taken to ensure the safety and well-being of the school community. Follow-up may include grief support, mental health or trauma referrals, and/or suicide risk screening.
  3. Students and staff must have the opportunity to grieve in a way that does not glorify suicide and minimizes the risk of suicide contagion.
    - a) Schools should exercise care and sensitivity in communicating information about the death. Written consent to release information about the death must be received from the family of the student/staff prior to the school sending out any notification to the school community.

Communication must comply with confidentiality requirements and consider the wishes of the family.

4. Schools should refer to [Crisis Support](#) for resources and/or contact the Office of Safety and Youth Development with any questions.
- C. A staff conference open to all school personnel should be held as soon as possible following a suicide to:
1. Eliminate rumors surrounding the suicide.
  2. Develop a plan for dealing with the suicidal incident in individual classroom groupings (to permit open discussion and facilitate identification of other at-risk students and avoid imitation suicides.
  3. Discuss how to address the grief reaction of students, staff, and the entire school community.
- D. School mental health workers, Crisis Team members, and/or community-based organizations should conduct small group sessions with students and staff to alleviate anxiety and help address the feelings that follow such an incident.
- E. In consultation with the principal, provide family members with a referral to outside resources for continuing support services.

#### VIII. REPORTING PROCEDURES

- A. Emergency Information Center (EIC)
1. The principal/designee must notify the Emergency Information Center whenever a suicide or attempted suicide at or affecting the school community takes place. The principal/designee must also notify the Director of Crisis at [crisissupport@schools.nyc.gov](mailto:crisissupport@schools.nyc.gov).
  2. When EIC receives a report, EIC will initiate the Online Occurrence Report (OORS report) in the Online Occurrence Reporting System (OORS). EIC will provide the school with a control number. Within one school day, the principal/designee must review, update if applicable, and submit the OORS report.
  3. If the principal/designee becomes aware of a school-related incident which must be reported to EIC outside of EIC's regular hours of operation (*i.e.*, after school on weekdays when school is in session and during the weekend or holidays when school is not in session), the principal/designee must immediately report the incident to the Borough Safety Director and send an email to EIC regarding the incident, using a template developed by the Office of Safety and Youth Development (OSYD).
- B. Online Occurrence Reports
1. The principal/designee must complete an Online Occurrence Reporting System Report (OORS) Suicide Report within one school day of reported incident

of suicidal ideation, attempt, or completion. The DOE OORS link may be accessed at the [OORS portal](#).

2. The principal/designee must complete an OORS follow-up report within ten (10) days. The principal may designate the SPL to complete the OORS report.

#### IX. TECHNICAL ASSISTANCE

The Office of Safety and Youth Development can provide technical assistance on this regulation, including developing suicide prevention and intervention plans, conducting professional development, and identifying educational materials on suicide prevention and intervention.

#### X. INQUIRIES

Inquiries pertaining to this regulation should be addressed to:

Office of School and Youth Development  
Suicide Prevention and Intervention  
N.Y.C. Department of Education  
52 Chambers Street - Room 218  
New York, NY 10007  
Telephone: 212-374-5501  
E-mail: [CrisisSupport@schools.nyc.gov](mailto:CrisisSupport@schools.nyc.gov)