

Sacramento  
City Unified  
School District

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

Agenda Item: 10.1h

Meeting Date: November 1, 2018

**Subject: Approve Board Policy (BP) 5141.52 Suicide Prevention**

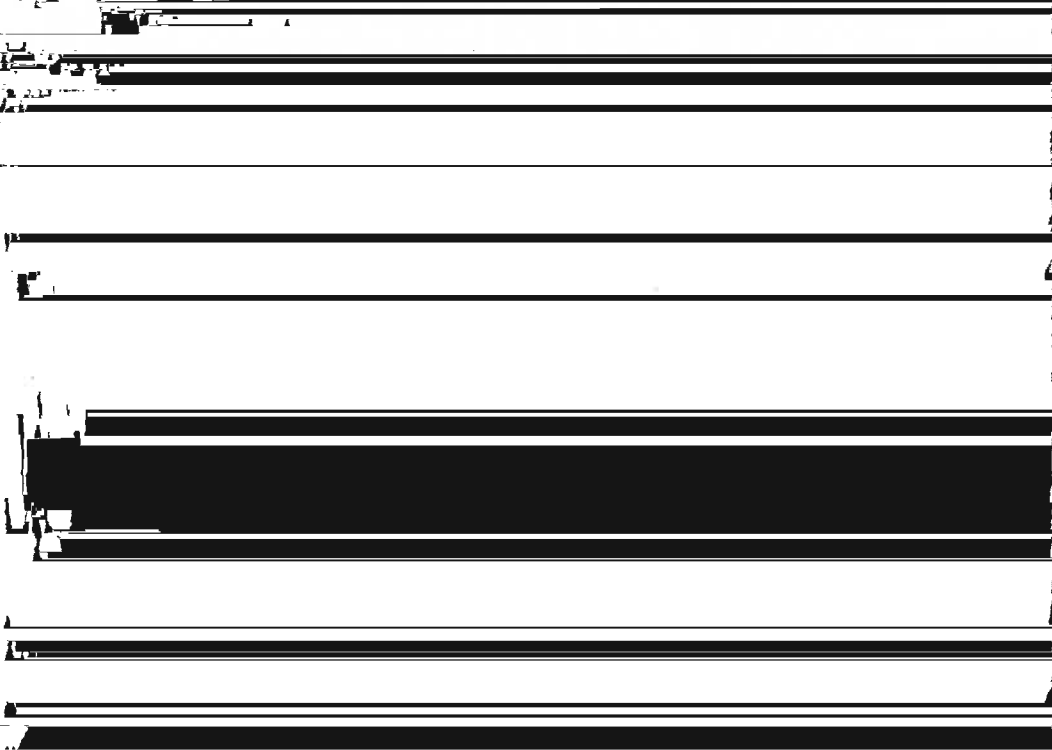
- Information Item Only
- Approval on Consent Agenda (Second Reading)
- Conference (for discussion only)
- Conference/First Reading
- Conference/Action
- Action
- Public Hearing

**Division: Student Support and Health Services (SSHS) Department**

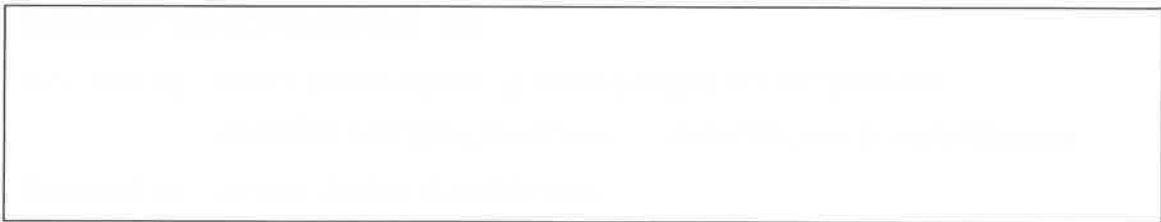
**Recommendation: Adoption of the revised Student Suicide Prevention Board Policy at**

[REDACTED]

**Documents Attached:**



2. Student Suicide Prevention Board Policy BP 5141.52 (DRAFT-clean version)



**Sacramento City Unified School District  
Board Policy**

**Student Suicide Prevention Policy  
BP 5141.52**

The Governing Board of SCUSD recognizes that suicide is the second leading cause of

[REDACTED]

preventable death among youth and that an even greater amount of youth consider and attempt suicide (17 percent and over 8 percent of high school students, respectively) (Centers for Disease Control and Prevention, 2015).

The possibility of suicidal ideation and suicide requires vigilant attention from our district staff. As a result, we are ethically responsible for providing an appropriate and timely

[REDACTED]

response in preventing suicide attempts and suicides. We also are committed to creating safe and nurturing campuses that minimize suicidal ideation in students, especially those

[REDACTED]

health agencies and professionals, law enforcement, and community organizations in

planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint the Student Support & Health Services Department to serve as the suicide prevention point of contact for the district. In addition, each school

shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as needed in consultation

- o How to respond appropriately to a student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment; and
- o Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## 2. Annual Staff Training

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development will include the following:

[REDACTED]

[REDACTED]

o With a history of suicidal ideation or attempts;

o With disabilities, mental illness, or substance abuse disorders;

o Who express, or are perceived to express, diverse sexual orientations and/or gender identities;

o In the child welfare system;

o Experiencing immigration related stress; and/or

- All parents/guardians/caregivers should have access to culturally and linguistically appropriate, evidence-based suicide prevention training resources and/or information that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to a student who has suicidal thoughts;
  - Address stigma that prevents students and families from seeking and accessing help;
  - How to work with the school to communicate and address their student's mental health needs.

- List of community resources available to support and intervene

#### **F. Student Participation and Education**

Under the supervision of district-employed mental health professionals (MHP), and following consultation with county and community mental health agencies, students in grades 7 through 12 shall:

Receive developmentally and linguistically appropriate, culturally relevant, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide

Student-focused suicide prevention education shall be incorporated into classroom curricula (e.g., health classes, school orientation classes, science, and physical education).

SQJ, SD, encourage the development and implementation of programs and/or

[REDACTED]

activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, and National Alliance on Mental Illness on Campus High School Clubs).

## II. Assessment, Intervention, Referral

### A. Suicide Risk Assessment & Intervention Procedures

#### Role of all district staff

[REDACTED]

[REDACTED]

[REDACTED]



shall only be shared as is necessary for safety

## **Role of SCUSD Suicide Assessment Certified District Employed Mental Health Professional**

1 Certified district employed MHPs trained in suicide risk assessment will administer

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the resources available.

**Role of Student**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of

another student's emotional distress, suicidal ideation, or attempt. Confidentiality shall be maintained by school staff whenever possible. SCUSD will inform students of school based and community based supports.

**Intervention Plan for In School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around them is critical. The following

- Student shall only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

### C. Intervention Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of SCUSD property, it is crucial that SCUSD protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Designated staff should contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family options for response to the attempt. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis are correct while protecting confidentiality of student and minimizing rumors;

Contact SCUSD Communications Department to respond to school-wide communications and media inquiries; and

- Provide support and determine appropriate support to affected students (see

Postvention section).

### D. Referral for Mental Health Services

months following the crisis. An appropriate re-entry process, including a re-entry meeting, is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal

[REDACTED]

responsibility, and empowerment.

- Obtain a written release of information signed by parents/guardians/caregivers to coordinate care with treating providers, if possible;

Inform the student's teachers about possible days of absence, while

[REDACTED]

maintaining student confidentiality;

Consider accommodations for student to make requests. Do not do anything that

[REDACTED]

o Informing staff about the death and what information is relevant and which you have permission to disclose;

e Emotional support and resources available to staff and students



(cf. 5141 - Health Care and Emergencies)

[REDACTED]

EDUCATION CODE

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

Management Resources:

CDE PUBLICATIONS

AB 2246 Suicide Prevention Model Policy, posted 5/09/2017

Suicide Prevention Program for California Schools, 1987

Health Framework for California Public Schools, 1994

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Adopted: November 16, 1999, Sacramento, California

[REDACTED]