Policy 5141.52: Suicide Prevention	**Status:** ADOPTED

Original Adopted Date: 04/01/2014 | **Last Revised Date:** 04/11/2023 | **Last Reviewed Date:** 04/11/2023

The Board of Trustees recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school health professionals, school-based therapists , school psychologists, school counselors, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and other district employees who interact with students, including, as appropriate, substitutes, interns, and coaches.

> FUHSD, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

> Training shall be provided for all school staff members and other adults on campus (including substitutes, interns, and coaches). The training:

> - At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

> - A component of the suicide prevention training is offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

> - At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training Keenan & Associates SafeSchools training module(s). Core components of the general suicide prevention training shall include:

>> o Suicide risk factors, warning signs, and protective factors;

>> o How to talk with a student about thoughts of suicide;

>> o How to respond appropriately to the youth 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;

>> o Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

>> o Emphasis on reducing stigma associated with mental illness and that early prevention and

1

intervention can drastically reduce the risk of suicide;

o   Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from annual student counseling data, local student-surveys, and/or the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

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

    o   The impact of traumatic stress on emotional and mental health;

    o   Common misconceptions about suicide;

    o   School and community suicide prevention resources;

    o   Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

    o   The factors associated with suicide (risk factors, warning signs, protective factors);

    o   How to identify youth who may be at risk of suicide;

    o   Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

    o   District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

    o   District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

    o   Responding after a suicide occurs (suicide postvention);

    o   Resources regarding youth suicide prevention;

    o   Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

    o   Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

    o   Youth affected by suicide;

    o   Youth with a history of suicide ideation or attempts;

    o   Youth with disabilities, mental illness, or substance abuse disorders;

    o   Lesbian, gay, bisexual, transgender, or questioning youth;

    o   Youth experiencing homelessness or in out-of-home settings, such as foster care; and

    o   Youth who have suffered traumatic experiences.

Additional resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

2. Instruction to students in problem-solving, coping , and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

5. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

7. Crisis intervention procedures for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness,

or substance-use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth (Education Code 215) .

District employees shall act only within the authorization and scope of their credential(s) or license(s). Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review and update this policy as necessary, at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to the school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	Description
Ed. Code 215	Suicide prevention policies
Ed. Code 215.5	Student identification cards; inclusion of safety hotlines
Ed. Code 216	Suicide prevention online training programs
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans
Ed. Code 49060-49079	Student records
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Gov. Code 810-996.6	Government Claims Act
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5850-5886	Children's Mental Health Services Act

Management Resources References	Description
California Department of Education Publication	Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019
California Department of Education Publication	Model Youth Suicide Prevention Policy
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
CALSCHLS Publication	California School Staff Survey (CSSS)
CALSCHLS Publication	California School Parent Survey (CSPS)
CALSCHLS Publication	California Healthy Kids Survey (CHKS)
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
Court Decision	Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554
Each Mind Matters Publication	Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012
Heard Alliance Publication	K-12 Toolkit for Mental Health Promotion and Suicide Prevention, 2017

Mental Health Svcs Oversight & Accountability Pub	Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025
Nat'l Assoc. of School Psychologists Publication	Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015
Suicide Prevention Resource Center Publication	After a Suicide: A Toolkit for Schools, 2nd Edition, 2018
U.S. Dept. of Health & Human Services Publication	Preventing Suicide: A Toolkit for High Schools, 2012
U.S. Dept. of Health & Human Services Publication	National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
Website	CSBA District and County Office of Education Legal Services - https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==
Website	Suicide Prevention Messaging - https://simbli.eboardsolutions.com/SU/WgC4PLLjrBOlBeSNRS8O4g==
Website	National Action Alliance for Suicide Prevention - https://simbli.eboardsolutions.com/SU/tud4tHfNpPI5tEY5Fj036A==
Website	Mental Health Services Oversight and Accountability Commission - https://simbli.eboardsolutions.com/SU/BfgjBiPvJqdkl8lLZ1o91g==
Website	HEARD Alliance - https://simbli.eboardsolutions.com/SU/CZqVMxuR72Oxcslsh5XaSU0iA==
Website	Each Mind Matters: California's Mental Health Movement - https://simbli.eboardsolutions.com/SU/qpka5RPTtcMrmjmbnWkpnA==
Website	Crisis Text Line - https://simbli.eboardsolutions.com/SU/fHZ6qL5YDq7TZgyB6pMx8A==
Website	CalSCHLS - https://simbli.eboardsolutions.com/SU/MhvMT2GZ5w18eNbppUL7Aw==
Website	California Mental Health Services Authority - https://simbli.eboardsolutions.com/SU/x1slsh1z08lKZaJDnul97LIRQ==
Website	National Child Traumatic Stress Network - https://simbli.eboardsolutions.com/SU/fsMXOe6GO4nOQplus2T5QtsUQ==
Website	Substance Abuse and Mental Health Services Administration - https://simbli.eboardsolutions.com/SU/fqslshmylnfegyQnF2VZzOl5g==
Website	Suicide Prevention Lifeline - https://simbli.eboardsolutions.com/SU/afV0kpluspY6dedsMutWePi1w==
Website	Suicide Prevention Resource Center - https://simbli.eboardsolutions.com/SU/2cfjFY4ju3lrj8NMBvPa0g==
Website	Trevor Project - https://simbli.eboardsolutions.com/SU/YGdplusizjTY5ffqCzyaC432A==
Website	American Academy of Pediatrics - https://simbli.eboardsolutions.com/SU/pQA5jsiFzEUmkj21atlW8w==
Website	American Association of Suicidology - https://simbli.eboardsolutions.com/SU/2epimFF2un2Frplus9gZent5w==
Website	American Foundation for Suicide Prevention - https://simbli.eboardsolutions.com/SU/FEUu0bQA19UxSaw3Wtfi0A==
Website	American Psychological Association - https://simbli.eboardsolutions.com/SU/whnZxkEv3ftXIzAgq4Eknw==
Website	California Department of Education, Mental Health - https://simbli.eboardsolutions.com/SU/U8ybLhoblslshezvvd8YxPBKw==
Website	California Department of Health Care Services, Mental Health Services - https://simbli.eboardsolutions.com/SU/lhJ9lBnSx33gyv3jSdm7LQ==
Website	Centers for Disease Control and Prevention, Mental Health - https://simbli.eboardsolutions.com/SU/zljgm8LlDIJLplusGWxslshSbPEQ==

Website	National Association of School Psychologists - https://simbli.eboardsolutions.com/SU/2Pbs2eIslshfyVi8hrLAnCIslshQ==
Website	National Institute for Mental Health - https://simbli.eboardsolutions.com/SU/IYEsleokeWiWcCFo92HqaA==
Website	American School Counselor Association - https://simbli.eboardsolutions.com/SU/R1ggYp24tGNHpluszwmaMrEvg==

Cross References	Description
0450	Comprehensive Safety Plan - https://simbli.eboardsolutions.com/SU/WK1HOBUqQA5wAUO7EwqwLw==
0450	Comprehensive Safety Plan - https://simbli.eboardsolutions.com/SU/ngFLbfX7n5qOdCslshbMau0Wg==
1112	Media Relations - https://simbli.eboardsolutions.com/SU/35TBqCnDIpGmUkv34w8DCw==
1220	Citizen Advisory Committees - https://simbli.eboardsolutions.com/SU/pluszGDJ17MkJKsp59F0gazhA==
1220	Citizen Advisory Committees - https://simbli.eboardsolutions.com/SU/slshqNr4AFe19p7HZFatFBOhQ==
1400	Relations Between Other Governmental Agencies And The Schools - https://simbli.eboardsolutions.com/SU/mpYWOwUMZ62bgZUIvkqGmw==
3515	Campus Security - https://simbli.eboardsolutions.com/SU/tJ5r7U0Ubh7p3nP9sePvcQ==
3515	Campus Security - https://simbli.eboardsolutions.com/SU/JEz9QZaD8syQZq2HslshBIIplusw==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/gad4ms6yuXoWsObU7ZpK1Q==
4127	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/TFi1plusZRLZio1WpbTj4zWxw==
4131	Staff Development - https://simbli.eboardsolutions.com/SU/rIMUkuhivO8PFrLUE6cGlg==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/kRfFWYikAtPxx2wslshdOpqkw==
4227	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/JfCcu5D7yOLDjaxiTyC2mg==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/4gGhAEik3e0OBJ7PFvWEzQ==
4327	Temporary Athletic Team Coaches - https://simbli.eboardsolutions.com/SU/VKsbW9P0ckbtSDgkw3ynCA==
4331	Staff Development - https://simbli.eboardsolutions.com/SU/8ork34WGFMS7qpK2E7FtWQ==
5125	Student Records - https://simbli.eboardsolutions.com/SU/gfKrf1m83jpTUvw5zXgbvA==
5125	Student Records - https://simbli.eboardsolutions.com/SU/SinM2QqbslshJ5rnvDBH95ECQ==
5131	Conduct - https://simbli.eboardsolutions.com/SU/4oO0R5gs2Sn69quTw89lsQ==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/SPJixxqdNiplus9jslsh6axdjBtg==
5131.2	Bullying - https://simbli.eboardsolutions.com/SU/B5ktg78rHSI8xGSQi0yd6Q==

5131.6	Alcohol And Other Drugs - https://simbli.eboardsolutions.com/SU/VBRjnPeoWSplusDNU1UpTYJVQ==
5131.6	Alcohol And Other Drugs - https://simbli.eboardsolutions.com/SU/AEZwBBxK1TMGg60DJfOfZA==
5141	Health Care And Emergencies - https://simbli.eboardsolutions.com/SU/tY0EVwF9LvnWM5sTslshFBntg==
5141	Health Care And Emergencies - https://simbli.eboardsolutions.com/SU/A5HyN0ofHyF1Lyht0gYSyQ==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/gbFO2ne5wYEyfg3lmAFanQ==
5141.22	Infectious Diseases - https://simbli.eboardsolutions.com/SU/JcwsGnJlTplus9Upgw9RSxBGg==
5142	Safety - https://simbli.eboardsolutions.com/SU/F956w9qAaLgNjuJDU5bGRg==
5142	Safety - https://simbli.eboardsolutions.com/SU/1Ji0slsh43bTJYOWdgplusHlm3ig==
5145.3	Nondiscrimination/Harassment - https://simbli.eboardsolutions.com/SU/KuFldM4Yplusw9MJXXlLXpbqA==
5145.3	Nondiscrimination/Harassment - https://simbli.eboardsolutions.com/SU/rIJ26PPvgvgc5Zvn6WMPyA==
5145.7	Sexual Harassment - https://simbli.eboardsolutions.com/SU/f865KYcTmvJHi6yilOwLMA==
5145.7	Sexual Harassment - https://simbli.eboardsolutions.com/SU/wKxZ2cvy2doyz3y6plussVtMw==
5145.71	Title IX Sexual Harassment Complaint Procedures - https://simbli.eboardsolutions.com/SU/DFTZ1gB4sk1UoYLYLQqehg==
5145.71-E PDF(1)	Title IX Sexual Harassment Complaint Procedures - https://simbli.eboardsolutions.com/SU/kT4YC9ild3eUZg7EO2mWKA==
5145.9	Hate-Motivated Behavior - https://simbli.eboardsolutions.com/SU/fXhCALplus7W2kslsh59sVtoK43A==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/riuslshDaofieSg5so42e6WyQ==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/bslshcXtGQ7u6Q6SQ0V4w9Bvg==
6164.2	Guidance/Counseling Services - https://simbli.eboardsolutions.com/SU/cfETJadMCwbjxzln1zXX8g==
6164.5	Student Success Teams - https://simbli.eboardsolutions.com/SU/wUd9tsHer8ocKbz8fBWo4A==
6164.5	Student Success Teams - https://simbli.eboardsolutions.com/SU/AwasVA7AYsJZ6YSjMslshFKtw==