

## SUICIDE PREVENTION

The Board of Trustees recognizes that suicide is the second leading cause of death among young people ages 10 – 24. The Board finds it imperative that this tragic situation ~~be~~ openly addressed and that all staff, students, and parents/guardians ~~are~~ made aware of warning signs and procedures by which they may help ~~suicidal~~ students at risk for suicide in District schools at this especially vulnerable age.

The Board believes that school staff, students, and parents/guardians can contribute toward the prevention of adolescent suicide. The District shall, therefore, provide suicide prevention training for each of these segments of the school community.

### Suicide Prevention, Intervention, and Postvention Protocol

~~The Board recognizes that all suicide threats must be taken seriously.~~ In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop and implement strategies for suicide prevention, intervention, and postvention. In developing this protocol, the District will consult with school and community stakeholders, school-employed mental health professions, and experts. These protocols will be in place for students in grades 7-12, and for students in kindergarten and grades 1-6. For students in kindergarten and grades 1-6, District staff will ensure that protocols are age appropriate, and delivered and discussed in a manner sensitive to the needs of young students. The District's Suicide Prevention, Intervention, and Postvention Protocols shall ~~provide~~ act as a guide to support staff in the guide to identifying and intervening when a student is suspected to be at risk for suicide risk is suspected, and address school, staff, and community needs and appropriate responses during postvention. The District's Suicide Prevention, Intervention, and Postvention Protocol shall be reviewed no less frequently than every five years to ensure it meets legal requirements and the needs of District schools.

~~The Board believes that school staff, students and parents/guardians can contribute toward the prevention of adolescent suicide. The District shall, therefore, provide suicide prevention training for each of these segments of the school community.~~

### Parent/Guardian Awareness

The Board believes parents/guardians should be aware of the severity of the youth suicide problem. ~~The District will offer a meeting to parents to discuss suicide, and Before suicide prevention is taught in classrooms, parents/guardians may be invited to attend a meeting at which the school principal or designee shall present the curriculum goals and the District suicide prevention policy. The meeting shall also be designed to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.~~ This meeting will be held annually through the Family Resource Center.

### Staff Awareness

The Board recognizes having at least one supportive adult can reduce the risk of youth suicide. The Superintendent or Designee will provide teachers with the knowledge, tools, and resources to

## Students

BP ~~5141.52~~ 5173(b)

### SUICIDE PREVENTION (continued)

respond when a ~~young person~~student comes to a teacher for help. ~~In order that for school site staff may to learn how to recognize the warning signs of suicide, understand how to help suicidal youths and identify helpful community resources,~~ The Superintendent or designee shall arrange suicide prevention training for appropriate certificated and classified school site staff members, ~~with an emphasis for teachers in grades K-6 and 7-12 inclusive.~~

~~In this training, the District will provide copies of an review the District's Suicide Prevention, Intervention, and Postvention Protocols. suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify students at risk for suicide and refer students to the appropriate resources. Assigned staff will assess the degree of risk.~~ The professional learning shall include:

1. How to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services;
2. Guidelines to ensure that a school employee acts only within the authorization and scope of the employee's credential or license; ~~and;~~
3. ~~Information regarding a~~Addressing the needs of high risk students including, but not limited to all of the following:
  - a. Youth bereaved by suicide
  - b. Youth with disabilities, mental illness, or substance use disorders
  - c. Youth experiencing homelessness or in out-of-home settings, such as foster care
  - d. Lesbian, gay, bisexual, transgender, or questioning youth-

Professional learning shall be offered under the direction of ~~a~~trained District counselor/psychologistcertificated staff or in cooperation with one or more community mental health agencies able to assist with District staff professional learning.

### Student Awareness

~~The Board has determined it is appropriate to incorporate suicide prevention into instruction in an age-appropriate way and sensitive to the needs of students. For the seventh, ninth, and tenth grade curriculum the Board approved curriculum will support students in the following:~~

~~The Board finds it appropriate that suicide prevention instruction be incorporated into the seventh, ninth and tenth grade curriculum. The Board approved curriculum used shall help students:~~

1. Understandinging how feelings of depression and despair can lead to suicidal thoughts.
2. Providinge strategies to increase and reinforce resiliency factors.
3. Recognizinge the warning signs or suicidal intentions in their friends.
4. Learning to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.

**Students**

BP ~~5141.52~~ 5173(c)

**SUICIDE PREVENTION (continued)**

At other grade levels, students will be supported in identifying feelings, trusted adults, and available resources.

Policy

adopted: August 18, 1997

revised: August 23, 2017

**CAPISTRANO UNIFIED SCHOOL DISTRICT**

San Juan Capistrano, California