

# **Fontana USD**

## **Board Policy**

### **Suicide Prevention**

- A. Problem-solving, mindfulness, and coping skills for dealing with stress and trauma, -being.
- B. Recognizing behaviors (warning signs) and life issues (risk factors) associated with suicidal intent and mental health issues in oneself and others.
- C. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and resources and refer peers for help.
- D. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

(cf. 6142.8 - Comprehensive Health Education)

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, staff, parents, and the community.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

5. Encouragement and strategies 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.

6. Crisis intervention procedures for addressing suicide threats or attempts.

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

As appropriate, these measures and strategies shall specifically address the needs of the 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 setting such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)



<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

HEARD Alliance: <http://www.heardalliance.org/>

National Action Alliance for Suicide Prevention:

<http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Awareness Voices of Education (SAVE):

<https://www.save.org/product/parents-as-partners/>