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Crete Academy

Suicide Prevention Policy

Board Approved 11/17/2022

Crete Academy

Suicide Prevention Policy

The Governing Board recognizes that suicide is a leading cause of death among youth and that 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 and its impact on students and families, the Crete Academy Principal or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the Staff and Teachers at Crete Academy, the Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health specialists, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students

https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/338/SMH%20Suicide%20Prevention%20Awareness_Staff.pdf

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/spip%20pdfs%202019/SMH_Self%20Injury%20Awareness_staff_eng2019.pdf

2. Instruction to students in problem-solving and coping 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

<https://www.suicideispreventable.org/>

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

Crete School Conduct & Core Values

Crete Anti-Bullying Policy

Positive School Climate

Nondiscrimination

Zero Tolerance Policy for Harassment/Sexual Harassment/Hate-Motivated Behavior

4. 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, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/pdfs/suicide%20prevention/new%20files/attachments_2019-2020/Attachment%20G%20-%20Suicide%20Prevention%20Awareness_parent.pdf

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/pdfs/suicide%20prevention/new%20files/attachments_2019-2020/Attachment%20H%20-%20Self-Injury%20Awareness_parent.pdf

5. 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

<https://www.suicideispreventable.org/>

6. Crisis intervention procedures for addressing suicide threats or attempts

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/pdfs/suicide%20prevention/new%20files/attachments_2019-2020/Attachment%20R%20-%20Resource%20Guide.pdf

<https://emmresourcecenter.org/resources/suicide-prevention-and-children-building-resilience-through-social-and-emotional-learning>

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

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/662/pdfs/suicide%20prevention/new%20files/attachments_2019-2020/Attachment%20R%20-%20Resource%20Guide.pdf

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.

The Board shall review, and update as necessary, this policy at least every five years.

