



Governing Board of Directors
REGULAR BOARD MEETING AGENDA
October 20, 2025 — 9:00 AM

Barona Community Meeting Room at 1095 Barona Road, Lakeside, CA 92040

- I. Call to Order/Roll Call-** **Ray Welch-** Chairman, **Tawnya Phoenix-** Vice Chair, **Melanie Villa -** Secretary/Treasurer, **Darla Boller-** Member, & **Danthia Gil -**Member
- II. Approval of Agenda-** Changes to the agenda are made at this time.
- III. Approval of Minutes for September 22nd**
- IV. Public Comment-** Any person may address the Board about any agenda item and may be granted five (5) minutes to talk when an item is discussed. Time per agenda item shall be determined based on the number of speakers. This time will not exceed 30 minutes. Board may lengthen time by consensus.
- V. Special Education Report-** Special Education consultant Carolyn Nunes will report to the board on the SPED department.
- V. Action Items**
 - A. Approval of Smart Site and Virtual Phone -** Implementing ParentSquare’s Smart Sites and Virtual Phone services will enhance school-to-home communication and modernize the school’s online presence. The Smart Sites platform provides an ADA-compliant, easy-to-update website that keeps families informed and engaged, while the Virtual Phone system offers a secure, unified way for staff to communicate with families. Together, these tools improve accessibility, transparency, and efficiency, supporting a more connected and responsive school community.
 - B. Approval of Student Freedom of Speech/Expression Policy -** This policy ensures that students have the right to exercise freedom of speech and expression, consistent with California Education Code §48907. It affirms that students may express their opinions through written materials, speech, and other forms of expression on campus, provided that such expression is not obscene, libelous, slanderous, or disruptive to the orderly operation of the school. The policy reinforces the school’s commitment to protecting student rights while maintaining a safe and respectful learning environment.
 - C. Approval of Youth Suicide Prevention Policy –** This policy aligns with California Education Code §215 and establishes procedures to help prevent, identify, and respond to student suicide risk. It outlines staff training requirements, intervention protocols, and post-crisis supports to ensure a coordinated and compassionate approach. The goal of the policy is to promote early identification of warning signs, provide timely access to mental health resources, and create a safe and supportive school environment that prioritizes student well-being.



VI. Reports- Principal Julie Cushman will report to the Board.

VII. Organizational Business

A. Future agenda items and/or Board member comments

B. Upcoming meetings

1. November 17, December 8

VIII. Adjournment

Accommodating Those Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443- 0948 or kmjohnson@mybics.org by noon of the business day prior to the regular meeting you wish to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or kmjohnson@mybics.org.

Governing Board of Directors

BOARD MEETING MINUTES

September 22, 2025-9:00am

1. **Call to Order**

Meeting was called to order at 9:03am.

Roll Call: Present at the meeting: Ray Welch-Chairman of the Board, Tawnya Phoenix- Vice Chair, Melanie Villa- Secretary/Treasurer, Darla Boller- Member, and Danthia Gil -Member.

Others in attendance:

Julie Cushman- Principal/Director, Samantha Orahoo- Director of Finance from LUSD, Lisa Davis- LUSD Assistant Superintendent, Scott Goergens- LUSD Superintendent, Lara Hoefer- LUSD Board President, and Kathy Clenney-Legal Counsel.

2. **Approval of Agenda**

Motion to approve the agenda for 9/22/25 with corrections to the dates was made by Darla Boller and seconded by Danthia Gil.

Motion Carried: 5-0-0

3. **Approval of Minutes**

Motion to approve the minutes for 8/18/25 and 9/8/25 was made by Danthia Gil and seconded by Darla Boller.

Motion Carried: 5-0-0

4. **Public Comment**

No public comments were made.

5. **Action Items**

A. The Board considered approval of the Unaudited Actuals Financial Report for 2024-2025.

Motion to approve the Unaudited Actuals for 24/25 was made by Darla Boller and seconded by Danthia Gil.

Motion carried 5-0-0

B. The Board considered approval of mClass with DIBELS 8th edition for dyslexia screening beginning in 2025/2026 school year.

Motion to approve usage was made by Darla Boller and seconded by Danthia Gil.

Motion carried 5-0-0

C. The Board considered approval of the MOU with Lakeside Union School District formalizing shared educational services and programs.

Motion to approve the MOU made by Danthia Gil and seconded by Darla Boller.

Motion carried 5-0-0

D. The Board considered approval of the MOU with Southern Indian Health Council. Inc, agreeing on delivery of support and services for students and families.

Motion to approve the MOU was made by Darla Boller and seconded by Danthia Gil.

Motion carried 5-0-0

E. The Board considered approval to update school policy complying with AB 699-Educational Equity.

Motion to approve the Immigration and Citizenship policy was made by Danthia Gil and seconded by Tawnya Phoenix.

Motion carried 4-0-1

- F. The Board considered approval of the Section 504 Policy ensuring BCS provides free and appropriate public education to all students with disabilities in compliance with the Rehabilitation Act of 1973.

Motion to approve the Section 504 Policy was made by Darla Boller and seconded by Danthia Gil.

Motion carried 5-0-0

6. Principal Report

- A. Principal Julie Cushman reported to the board. Topics included: total enrollment number for the new school year and new office buildings being delivered.

7. Organizational Business

- A. Upcoming meeting dates: 10/20, 11/17, and 12/8.

8. Adjournment

Motion to adjourn the meeting was made by Danthia Gil and seconded by Darla Boller.

Motion carried 5-0-0

Meeting was adjourned at 9:49 am.

Accommodating Those Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process.

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Respectfully submitted by: Melanie Villa, Secretary/Treasurer



Barona Indian Charter District - Smart Sites and VP

Pricing Term Start Date: January 01, 2026 | **Pricing Term End Date:** December 31, 2026 |
Quote Create Date: October 8, 2025 | **Reference:** 20251008-155731509

Barona Indian Charter District, CA - 0601814
1095 Barona Rd.
Lakeside, CA 92040
United States

Julie Cushman
jcushman@mybics.org
6194430948

Comments

Linn Sillers - Co-Founder | Sales Director Parentsquare, Inc.

Products and Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Smart Sites Onboarding - Standard	01/01/2026		1	\$2,250.00	\$2,250.00
One Time Up Front Cost			Flat Rate	After	
• Project Management				\$750.00	
• Site Launch Consultation				discount	

• Template Configuration • Activation					6 of 20
Smart Sites - Content Migration (100 pages) One Time Up Front Cost	01/01/2026		1 100 Pages	\$750.00	\$750.00
Smart Sites (Single-site) Annual	01/01/2026	12M	1 Per User	\$3,000.00	\$3,000.00 annually
Virtual Phone (300 students or fewer) Annual	01/01/2026	12M	1 300	\$600.00	\$600.00 annually

Totals

One Time Up Front Cost

Unit of Measurement	Unit Total	Total
Flat Rate	\$2,250.00	\$2,250.00
100 Pages	\$750.00	\$750.00
		\$3,000.00

Annual

Unit of Measurement	Unit Total	Total
Per User	\$3,000.00	\$3,000.00
300	\$600.00	\$600.00
		\$3,600.00

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Julie Cushman

jcushman@mybics.org

[sig|req|signer1]

Kristin McCann

kristin.mccann@parentsquare.com

[sig|req|signer2]

Quote expires: November 7, 2025

Purchase Terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

NOTE: Pricing above does not reflect ParentSquare's right to increase pricing as set forth in the ParentSquare School Agreement. Pricing above also does not include applicable tax, which will be applied upon invoicing.

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - <https://www.parentsquare.com/privacy>

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - <https://www.parentsquare.com/terms>

Questions? Contact Me**Linn Sillers**

linn@parentsquare.com

+18054520109

BARONA CHARTER SCHOOL STUDENT FREEDOM OF SPEECH/ EXPRESSION POLICY

Barona Charter School (“BCS”) respects students’ rights to express ideas and opinions, take stands on issues, and support causes, whether controversial or not. BCS’s Board of Directors believes that free inquiry and exchange of ideas are essential parts of a democratic education. BCS hereby adopts this policy governing student freedom of speech and expression in compliance with Education Code section 48907.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to the: (1) use of bulletin boards designated for student use; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Principal/Director or designee is responsible for supervising the material produced by pupils to ensure it meets professional standards of English and journalism. Student expression on campus or school Internet websites and online media shall generally be afforded the same protections as in print media.

Students’ freedom of expression shall be limited only as allowed by Education Code section 48907, and other applicable state and federal laws, as follows:

1. Students may exercise their freedom of speech and expression in open air areas of the school campus before the commencement of each school day, during lunch periods, during any recess or break periods, and after school; however, students may not miss class for these purposes.
2. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school’s orderly operation.
3. The use of “fighting words,” hate speech, or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.
4. Printed materials to be distributed by students must be reviewed in advance by the Principal/Director or designee, but school officials shall not engage in any prior restraint of material prepared for official school publications, except insofar as the content of the material violates the law (e.g., invades privacy rights of an individual) or this policy.
5. A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet websites, when such expression poses a threat to the safety of

other students, staff, or school property, or substantially disrupts the educational program. The Principal/Director or designee shall document the impact the expression had or could be expected to have on the school program.

BOARD APPROVED:

BARONA CHARTER SCHOOL YOUTH SUICIDE PREVENTION POLICY

The Governing Board of Barona Charter School (“BSC” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, BCS has developed prevention strategies and intervention procedures. This policy is adopted based on California Department of Education’s Model Youth Suicide Prevention Policy and in compliance with Education Code section 215. This policy was also developed in consultation with school and community stakeholders, mental health professionals, and suicide prevention experts. BCS believes the practices outlined in this policy will assist in reducing the suicidal ideation and attempts of our school community members. As a partner in the community, we always welcome feedback and input on our policies and encourage you to share them as appropriate.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. The emotional wellness of students greatly impacts school attendance and educational success.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Principal/Director or designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students.

The Principal/Director or designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Principal/Director or designee shall involve the school’s mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention. This includes posting the policy on the school’s website and soliciting feedback at public board meetings. BCS will endeavor to work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, BCS shall appoint an individual (or team) to serve as the suicide prevention point of contact. This policy shall be reviewed and revised as may be required by law.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, BCS endeavors to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

BCS 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 as described herein.

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of appropriate staff or contractors (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) during first year of employment. BCS shall endeavor to provide previously employed staff members a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training may include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - 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;

- 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;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide; and
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death.
- 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:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - 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 how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support;
 - School-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;
 - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide; and

- 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:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
 - Youth who have suffered traumatic experience.

C. Employee Qualifications and Scope of Services

BCS employees and agents must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be made available to the school's mental health professionals (school counselors, psychologists, social workers, and nurses).

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers this suicide prevention policy and procedures (e.g., by posting on school website).
- This suicide prevention policy shall be prominently displayed on the BCS website and may be included in the parent handbook.
- Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide; and
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

BCS reviews available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Under the supervision the school's mental health professionals, and following consultation with county and community mental health agencies (as applicable), students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education) or be made available through this policy.

BCS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention.

Intervention, Assessment, Referral

A. Staff

Two BCS staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- The primary contact is the School Psychologist, Michela Mosconi and/or the secondary contact is Julie Cushman, Principal/Director.

The Principal/Director or designee shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Principal/Director or designee shall establish/implement crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

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. Crisis intervention procedures includes, but is not limited to, offering counseling services or referrals for such services.

D. Parental Notification and Involvement

BCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action 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 steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the Principal/Director or other suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;

- Promise privacy and help, and be respectful, but do not promise confidentiality; and
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of school property, it is crucial that BCS 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:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students; and
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner. Make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student; and
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Seek a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood; and
- Work with parents/guardians/caregivers to involve the student in an aftercare plan (to the extent feasible).
-

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. BCS will:

- Implement the following Suicide Postvention Response Plan:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours); and
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;

- Emotional support and resources available to staff;
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by BCS); and
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students; and
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death; and
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered.
- Utilize and respond to social media outlets (as needed):
 - Identify what platforms students are using to respond to suicide death; and
 - Identify/train staff and students to monitor social media outlets.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed;
 - Support siblings, close friends, teachers, and/or students of deceased; and
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

BOARD APPROVED: