



Long Valley Charter School

A Non-Profit Public Benefit Corporation

SPECIAL BOARD MEETING

Wednesday, August 20, 2025

Immediately following the Regular School Board meeting which starts at 5:30PM.

**At Long Valley School
436-965 Susan Drive, Doyle, CA 96109**

Teleconference Participation available via Zoom

<https://us02web.zoom.us/j/81325952754?pwd=89Bu35VlHJlZttcBi1ZAJPgC1lrImk.1>

Teleconference Participation from:

257 E. Sierra St. Suite D, Portola, CA 96122 and
995 Paiute Lane, Susanville, CA 96130

Agenda

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as Required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Sherri Morgan, Executive Director/Superintendent at 530-827-2395 at least 24 hours before the meeting, if possible.

Members of the public may address the Board on agenda or non-agenda items at regular meetings; at special meetings, the public is limited to discussion of items on the agenda. At regular meetings, non-agenda items will be heard during the "Public Comment" section. Specific discussion on items on the agenda will be heard immediately after the board chair announces the item. We ask that comments are limited to three (3) minutes each unless the Chairperson of the Board grants a longer or shorter period of time depending upon the number of speakers and the size of the agenda. We would appreciate it if you would identify yourself with your name when addressing the Board.

I. Call to order and roll call Time: PM
Shaun Giese ☐ Wilma Kominek ☐ Stacy Kirklin ☐ Jason Ingram ☐ Allegra Isbell ☐

II. Approval of agenda

III. Action Items

- A. Discussion and possible action regarding approval of updated Title IX Prohibiting Discrimination on the Basis of Sex Policy 6015.
- B. Discussion and possible action regarding approval of updated Suicide Prevention Policy 6013.
- C. Discussion and possible action regarding approval of painting the playground for grades 3-high school.

IV. Adjournment: Meeting adjourned at PM.

ZOOM Details:

Dial In 1 669 900 6833

Meeting ID: 813 2595 2754

Passcode: JN3tnz or aA9Mu3Ea

Long Valley Charter School (LVCS) is a nonprofit public benefit corporation that operates two individual charter schools: Long Valley School and Thompson Peak Charter School. This policy applies to both schools equally and the schools are collectively referred to as “Charter School.”

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

Adopted/Ratified: 0/18/2024

Revised: [8/20/25]

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Long Valley Charter School (“Charter School”) to ~~prevent and~~ address sex discrimination, including but not limited to sexual harassment, ~~sex-based hostile environment harassment, discrimination based on pregnancy occurring within Charter School's education program or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination activity.~~

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ ~~Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.~~

This Policy applies to conduct occurring in Charter School's education programs or activities ~~on or after August 1, 2024~~ including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the ~~Office~~Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

~~Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~

Prohibited ~~Sex-Based~~Sexual Harassment

Under Title IX, “~~sex-based~~sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- ~~Quid pro quo harassment occurs when an~~An employee, ~~agent, or other person authorized by~~ of Charter School ~~to provide conditioning the provision of~~ an aid, benefit, or service ~~under~~ of Charter School ~~on an individual's participation in unwelcome sexual conduct;~~
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School's education program or activity ~~explicitly or impliedly conditions the~~

¹ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

~~provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or~~

- ~~Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Charter School's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:~~
 - ~~The degree to which the conduct affected the complainant's ability to access Charter School's education program or activity;~~
 - ~~The type, frequency, and duration of the conduct;~~
 - ~~The parties' ages, roles within Charter School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;~~
 - ~~The location of the conduct and the context in which the conduct occurred; and~~
 - ~~Other sex-based harassment in Charter School's education program or activity.~~
- ~~"Sexual assault, meaning an offense classified" as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.~~
- ~~Dating defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence, meaning violence committed by a person:~~
 - ~~Who is or has been in a social relationship of a romantic or intimate nature with the victim; and~~
 - ~~Where the existence of such a relationship shall be determined based on a consideration of the following factors:~~
 - ~~The length of the relationship;~~
 - ~~The type of relationship; and~~
 - ~~The frequency of interaction between the persons involved in the relationship.~~
- ~~Domestic violence, meaning felony or misdemeanor crimes committed by a person who:~~
 - ~~Is a current or former spouse or intimate partner of the victim under applicable family or "as defined in 34 U.S.C. 12291(a)(10), "domestic violence laws, or a person similarly situated to a spouse of the victim;" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).~~
 - ~~Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;~~
 - ~~Shares a child in common with the victim; or~~
 - ~~Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.~~
- ~~Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:~~
 - ~~Fear for the person's safety or the safety of others; or~~
 - ~~Suffer substantial emotional distress.~~

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational

environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX ~~definition of sex-based harassment~~or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means ~~a student or employee~~an individual who is alleged to ~~have been subjected to be the victim of~~ conduct that could constitute ~~sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based~~sexual harassment, complaints can also be made.

Formal Complaint of Sexual Harassment means a written document filed and signed by ~~any student, employee, or other persona~~complainant who ~~was~~is participating in or attempting to participate in Charter School's education program or activity ~~at the time of the alleged sex discrimination~~or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Charter School's education program or activity.

Complaint means ~~an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.~~

~~Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.~~

Party means a complainant or respondent.

Respondent means a person who ~~is alleged~~ has been reported to ~~have violated Charter School's prohibition on sex discrimination~~ be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are ~~non-disciplinary, non-punitive~~ individualized ~~measures~~ services offered as appropriate, as reasonably available, ~~without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons,~~ and without fee or charge to a party ~~to (1) before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to~~ restore or preserve ~~that party's equal~~ access to Charter School's education program or activity ~~without unreasonably burdening the other party,~~ including measures ~~that are~~ designed to protect the safety of ~~the all~~ parties or Charter School's educational environment; ~~or (2) provide support during Charter School's grievance procedures or during an informal resolution process. deter sexual harassment.~~

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Sherri Morgan
Executive Director/Superintendent

P.O. Box 7, Doyle, CA 96109
(530) 827-2395
smorgan@longvalleycs.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator ~~until a new Coordinator is designated:~~

Misty Brussatoi
Director

P.O. Box 7, Doyle, CA 96109
(530) 827-2395
~~Mbrussatoi@longvalleycs.org~~
Mbrussatoi@longvalleycs.org

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, ~~formal complaints of sexual harassment,~~ and inquiries about the application of Title IX; ~~addressing reports and complaints of sex discrimination to Charter School, coordinating the effective implementation of supportive measures,~~ and taking other actions as required by this Policy; ~~monitoring. The Coordinator or designee may serve as the investigator for~~

~~barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers~~formal complaints of sexual harassment.

~~The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.~~

Reporting Sex Discrimination

All employees ~~who are not a confidential employee~~ must promptly notify the Coordinator when the employee has ~~information about conduct that reasonably may constitute~~knowledge of or notice of allegations of sex discrimination ~~under Title IX.~~ This requirement does not apply to an employee when the employee is the person who was subjected to ~~the conduct that reasonably may constitute sex discrimination or sexual harassment occurring within Charter School's education program or activity.~~

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. ~~Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.~~

Nothing in this Policy precludes Response to Sexual Harassment

Charter School ~~from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's~~ will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity ~~to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.~~

Confidential Employees

Contact information for against a person in the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator. United States.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX: Charter School's response will treat complainants and respondents equitably by offering

- ~~The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;~~
- ~~How to contact the Coordinator and how to make a complaint of sex discrimination; and~~
- ~~That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under to a complainant, and by following the grievance procedures.~~

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that reasonably may constitute sex discrimination, the Coordinator or designee must:

- ~~Treat complainants and respondents equitably;~~
- ~~Promptly offer and coordinate are not supportive measures, as appropriate, for the complainant;~~
- ~~If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and~~
- ~~Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.~~

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- ~~Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;~~
- ~~Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;~~
- ~~Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;~~
- ~~The age and relationship of the parties, including whether the respondent is an employee;~~
- ~~The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;~~
- ~~The availability of evidence and the complainant's willingness to participate in the grievance procedures; and~~
- ~~Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.~~

~~The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.~~

~~The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity on a respondent for sexual harassment under Title IX.~~

Supportive Measures

Once notified of ~~conduct that reasonably may constitute sex discrimination under Title IX~~sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator ~~or designee~~ will promptly contact the complainant to ~~offer and coordinate~~discuss the availability of supportive measures, ~~as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, consider the Coordinator or designee will offer and coordinate~~complainant's wishes with respect to supportive measures, as appropriate, for the respondent inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines ~~and/or~~ other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus ~~escort services; housing locations; leaves of absence;~~ increased security and monitoring of certain areas of the campus; ~~restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment~~and other similar measures.

Supportive measures ~~must~~will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. ~~Supportive~~Charter School will maintain as confidential any supportive measures ~~will be designed~~provided to ~~protect the safety of complainant or respondent, to the parties or extent that maintaining such confidentiality would not impair Charter School's educational environment, or ability to provide support during the grievance procedures or the informal resolution process.~~

~~Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.~~

~~If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact El Roper, Business Services Manager (530) 827-3972 who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.~~

~~If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the .~~The Coordinator is responsible for coordinating the effective implementation of supportive measures ~~for that student.~~

Informal Resolution

~~At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.~~

~~Before initiation of the informal resolution process, the parties will be provided with notice that explains:~~

- ~~○ The allegations;~~
- ~~○ The requirements of the informal resolution process;~~
- ~~○ The right to withdraw and initiate or resume the grievance procedures;~~
- ~~○ That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;~~
- ~~○ The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and~~
- ~~○ What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.~~

- ~~● Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.~~

~~The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.~~

Grievance Procedures

Scope and General Requirements

Charter School has adopted these and published grievance procedures ~~to that~~ provide for the prompt and equitable resolution of ~~complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, student and employee complaints~~ alleging any action that would be prohibited ~~by Title IX, under Title IX and a grievance process that~~ complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, ~~or~~ decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. ~~A decisionmaker may be the same person as the Coordinator or investigator.~~

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged ~~sex discrimination~~sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of ~~sex discrimination~~sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, ~~when~~where the allegations of ~~sex discrimination~~sexual harassment arise out of the same facts or circumstances.

Charter School allows for the ~~reasonable~~temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause ~~with notice to the parties that includes the reason for the delay~~. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the ~~new timeframe and the~~ reason for the delay or extension in writing.

~~Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.~~

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

~~If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.~~

Dismissal

~~In most cases, Charter School will determine whether a~~ must dismiss a formal complaint ~~is dismissed within fifteen (15) business days of receipt~~sexual harassment for purposes of the complaint.

~~Charter School may dismiss a complaint~~ sexual harassment under Title IX if the conduct alleged:

- ~~• Charter School is unable to identify the respondent after taking reasonable steps to do so;~~
- ~~• The respondent is not participating~~Would not constitute sexual harassment under Title IX even if proved;
- ~~• Did not occur~~ in Charter School's education program or activity ~~and is not~~; or
- ~~• Did not occur against a person in the United States.~~

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- ~~The respondent is no longer enrolled or~~ employed by Charter School;
- ~~The~~A complainant ~~voluntarily withdraws any or all of the allegations in the complaint,~~notifies the Coordinator ~~declines to initiate a complaint, and~~in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- ~~Specific circumstances prevent~~ Charter School ~~determines that, without the complainant's withdrawn from gathering sufficient evidence to reach a determination as to the complaint or~~ allegations, ~~the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or therein.~~
- ~~Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.~~

Upon dismissal, the Coordinator or designee ~~must~~will promptly ~~notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days~~send written notice of the dismissal notice:

- ~~Procedural irregularity that would change the outcome;~~
- ~~New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and~~
- ~~The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.~~

~~If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also~~and reason(s) therefor simultaneously ~~notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.~~

~~If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur to the parties.~~ Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

~~If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.~~

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon ~~initiation~~receipt of the grievance proceduresa formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- ~~Sufficient information available~~The allegations of sexual harassment including sufficient details known at the time and with sufficient time to allow the parties to respond to the allegations, prepare a response before any initial interview. Sufficient ~~information~~details includes the identities of the parties involved in the incident(s), if known, the conduct ~~alleged to constitute sex discrimination~~allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), ~~to the extent that information is available to Charter School~~if known;
- ~~A statement that retaliation is prohibited; and~~
- ~~A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;~~
- ~~A statement that the parties are entitled~~may have an advisor of their choice, who may be, but is not required to an equal opportunity to access the relevant~~be, an attorney, and not otherwise impermissible~~may inspect and review evidence ~~or an accurate description of this evidence; and if; and~~
- ~~A statement that~~ Charter School ~~provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon~~prohibits knowingly making false statements or knowingly submitting false information during the request of any party~~grievance process.~~

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an ~~imminent and serious~~immediate threat to the physical health or safety of any person arising from the allegations of ~~sex discrimination~~sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the ~~IDEA~~Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the ~~ADA~~Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;

- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

~~Investigations of complaints will be adequate, reliable, and impartial.~~ In most cases, a thorough investigation will take no more than ~~twenty-five (25)~~^{thirty (30)} business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether ~~sex discrimination~~^{sexual harassment} occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed ~~or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be, considered, or~~ disclosed), regardless of whether they are relevant:

- ~~Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;~~
 - A party's ~~or witness's~~ records that are made or maintained by a physician, ^{psychiatrist,} psychologist, or other recognized professional or paraprofessional ^{acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained} in connection with the provision of treatment to the party ~~or witness~~, unless Charter School obtains that party's ~~or witness's~~ voluntary, written consent ^{to do so for use in the} ~~these~~ grievance procedures; and
 - Evidence ~~that relates to~~^{about} the complainant's sexual ~~interests~~^{predisposition} or prior sexual ~~conduct~~^{behavior}, unless ^{such questions and} evidence about the complainant's prior sexual ~~conduct~~^{is behavior} are offered to prove that someone other than the respondent committed the ^{conduct} alleged ~~conduct~~^{by the complainant}, or ~~is if the questions and~~ evidence ^{about} ~~concern~~ specific incidents of the complainant's prior sexual ~~conduct~~^{behavior} with ^{respect to} the respondent ~~that is and are~~ offered to prove consent ~~to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.~~

The parties will ~~have~~^{be} provided with an equal opportunity to present ~~fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.~~ The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party ~~to access such~~ ^{prepare to participate.}

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a ~~copy of the evidence. The parties may~~ ^{subject to inspection and review, and the parties will have at least ten (10) days to submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by} ~~for~~ the investigator ^{to consider prior to completing the investigation report.}

The ~~and decisionmaker before a~~ investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility ~~is made.~~

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker ~~may question parties and witnesses~~must afford each party the opportunity to adequately assess a party's or witness's credibility to the extent credibility is in dispute and submit written, relevant ~~to evaluating one or more allegations~~questions that a party wants to ask of sex discrimination~~any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.~~

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within ~~fifteen (15)~~twenty (20) business days ~~of the expiration of the timeframe for after Charter School sends the investigation report to~~ the parties ~~to submit a written response to the evidence or an accurate description of it~~, the decisionmaker, ~~who will not~~will ~~be the same person as the Coordinator or investigator, will simultaneously send the parties in writing of the a written determination of whether sex discrimination~~sexual harassment occurred ~~including the rationale for such.~~ The written determination, ~~will include:~~

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for ~~the complainant and respondent to appeal.~~ appeals.

Appeal of the Determination of Responsibility

~~Should a party find Charter School's determination unsatisfactory, the~~The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of ~~notice their receipt~~ of Charter School's ~~determination~~ written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the ~~President~~ President of the ~~Governing~~ Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. ~~The decisionmaker for the appeal must not have taken part in the investigation of the allegations.~~

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of ~~the appeal or~~ notice of the appeal; and 4) within fifteen (15) business days of the appeal, ~~issue~~provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that ~~sex discrimination~~sexual harassment occurred, the Coordinator ~~or designee will coordinate the provision and is responsible for effective~~ implementation of any remedies ~~and/or disciplinary sanctions~~ ordered by Charter School ~~including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.~~

~~No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.~~

Student Pregnancy and Related Conditions

~~Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.~~

~~When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:~~

- ~~Provide that person with the Coordinator's contact information; and~~
- ~~Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.~~

~~If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:~~

- ~~Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:~~
 - ~~34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and~~
 - ~~34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;~~
- ~~Provide Charter School's Title IX notice of nondiscrimination; and~~
- ~~Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.~~

~~A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.~~

~~A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.~~

~~Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:~~

- ~~The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;~~
- ~~Such certification is required of all students participating in the class, program, or extracurricular activity; and~~
- ~~The information obtained is not used as a basis for sex discrimination.~~

~~Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.~~

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All ~~employees, Title IX Coordinators and designees,~~ investigators, decisionmakers, and ~~other persons~~ any person who ~~are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures~~ facilitates a

Title IX informal resolution process will receive Title IX ~~and sexual harassment~~ training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- ~~For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.~~
- ~~For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.~~
- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to ~~provide required train~~ Title IX ~~training. Charter School will make these training materials available upon request for inspection by members of the public.~~ Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND Harassment COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____
4865-0469-8049, v. 2

Suicide Prevention Policy

Adopted: 11/7/17

Revised: 10/30/2020; 08/20/2025

The Board of Directors of Long Valley Charter School (LVCS) is a nonprofit public benefit corporation ("Charter School") recognizes that operates two individual charter schools: Long Valley School and Thompson Peak Charter School. This policy applies to both schools equally and the schools are collectively referred to as "Charter School."

Introduction

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention, strategies and intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license procedures.

Overall Strategic Plan for Suicide Prevention

The Executive Director/Superintendent or Designee may involveIn compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, law enforcementthe county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, and evaluating, and updating the district'sCharter School's strategies for suicide prevention and intervention

The Executive Director/Superintendent or Designee, Charter School shall 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, updated, and easily accessible to all. Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, site leaders at each siteCharter School. The suicide prevention point of contact for Charter School and the Executive Director shall serve as the liaison to the district's suicide prevention pointensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of contact. Thisa student who is a Medi-Cal beneficiary. this policy shall be reviewed and revised as indicated, at least annually every five (5) years in conjunction with the previously mentioned community stakeholders.

Prevention

Suicide Prevention Training Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Misty Brussatoti, Director
2. Stephanie Preston, Asst. Director
3. Jerad Morgan, Asst. Director
4. Lisa Riche, Certified Wellness Coach

5. Parent Designated Annually by the Director

To ensure the SPCT reflects the student body's perspective, Charter School has designated the following volunteer student representatives to provide consultative insights:

1. 6th-8th Grade Student Representative
2. 9th-12th Grade Student Representative

Charter School designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Misty Brussatoi, Director, mbrussatoi@longvalleycs.org, 530-827-2395
- Secondary Liaison: Stephanie Preston, Asst. Director, spreston@longvalleycs.org, 530-257-7300

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of Charter School shall 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, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Suicide Awareness and Prevention Training for School Staff

Charter School, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Lassen County Office of Education and Lassen County Behavioral Health to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention, ~~including information about certain groups of students who may be at elevated risk for suicide, including, but not limited to:~~
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.

- c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
- d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).

6. In addition to core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community mental health and suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
- f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.
- g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
- h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
- i. 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.
 - Youth who have suffered traumatic experiences.

~~In addition to initial/annual orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include more advanced suicide awareness and prevention training, such as SafeTalk training or ASIST training.~~

~~B.~~ Employee Qualifications and Scope of Services

~~Employees of Long Valley Charter School and their partners must act only within the authorization and scope of their credential or license. School professionals are trained to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior; however, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. The charter school will refer students to appropriate mental health services in the community for treatment beyond what the school is able to provide.~~

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool. Colombia-Suicide Severity Rating Scale (C-SSRS)
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

~~C.~~ Parents, Guardians, and Caregivers Notification, Participation and Education

~~This~~

1. Charter School includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
 - This Suicide Prevention Policy shall be posted easily accessible and prominently displayed on Long Valley the Charter School Web page(s).
- 2. and included in the parent/student handbook. Parents/guardians/caregivers may be are invited to provide input on the development, review, and implementation, and annual updates of this policy.

3. Charter School shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

D. Student Participation and Education

Following consultation Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School provides instruction to middle and high school students on general mental health and suicide prevention... The Charter School's instructional curriculum, shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, including those contracted by Long Valley Charter School to provide basic counseling services, students shall and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

Receive developmentally appropriate, student-centered education about the

- a. Coping strategies for dealing with stress and trauma.
- b. How to recognize behaviors (warning signs of), protective factors, and life issues (risk factors) associated with suicide and mental health challenges/issues in oneself and emotional distress; others.
- c. Receive developmentally appropriate guidance Help-seeking strategies for oneself and others, including how to engage school-based and community 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.
- e. Guidance regarding the school's/district's suicide prevention, intervention, and referral procedures.

Intervention, Assessment, Referral

A. Staff

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). Charter School maintains a list of current student trainings, which is available upon request.

Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks and Sandy Hook Promise programs).

Charter School will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text "988"
 - Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233
 - Crisis Text Line: Text "HOME" to 741741
 - Teen Line: Text "TEEN" to 839863
 - Trevor Project: Text "START" to 678678
 - Trans Lifeline: 1-877-565-8860
 - Local suicide prevention hotline telephone number

2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: "If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support."

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services.

~~The Executive Director/Superintendent or Designee will receive advanced training in suicide intervention, such as ASIST training, and will be the primary suicide prevention liaison.~~

- ~~• Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary suicide prevention liaison and the lead teacher or principal. If the student is in imminent danger, a call shall be made to 911.~~
- ~~• The principal, lead teacher, or another school administrator 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.~~
- ~~• Students experiencing suicidal ideation shall not be left unsupervised. These students will be referred for further support by the following process:~~
 - ~~a. Do not leave the student alone.~~
 - ~~b. Notify the site leader, designee, or other staff, such as school contracted mental health professionals, as required by the circumstances or the situation.~~
 - ~~c. The site leader, Executive Director/Superintendent, or Designee will notify the parent/guardian/caregiver.~~
 - ~~d. The student will be released only to the parent/guardian/caregiver, or emergency personnel if the parent/guardian/caregiver is not available and in the professional opinion of staff, the student might reasonably be expected to self harm. In this case, staff will continue to attempt to contact parent.~~
 - ~~e. A referral to school based counseling will be made, and the parent/guardian/caregiver will also be referred to community mental health services which may be available.~~

Lassen County Behavioral Health
555 Hospital Lane
Susanville, CA 96130
530-251-8108

Plumas County Behavioral Health
270 County Hospital Rd. Suite 109
Quincy, CA 95971
530-283-7050

B. ~~Parents, Guardians, and Caregivers~~

~~Information about the referral process for receiving school-based counseling, as well as available community mental health services will be made available to parents.~~

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 or concerns of another student's emotional distress, suicidal ideation, or attempt. Staff receiving such information will notify the primary suicide prevention liaison and/or the site leader, and a referral will be made for school-based counseling and/or community-based mental health services.~~

Intervention and Emergency Procedures

~~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 suicide prevention liaison shall immediately notify the Executive Director or designee, and then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.~~

~~The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.~~

D. ~~A. Action Plan for In-School Suicide Attempts on Campus or During School-Sponsored Activity~~

~~If a suicide attempt is made~~ Charter School shall implement the following response protocol for suicide attempts during the school day.

~~When a 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. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.~~

~~When a suicide attempt or threat is reported on campus, it is important to remember that the health and~~ or at a school-related activity, the suicide prevention liaison shall, at a minimum:

- ~~1. Ensure the student's physical safety of the student and those around him/her is critical. School staff will follow these guidelines~~ by one or more of the following, as appropriate:
 - ~~a. Remain~~ providing immediate first aid as needed, until a medical professional is available.
 - ~~b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.~~
 - ~~c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.~~
 - ~~d. Remaining calm; remember, keeping in mind~~ the student is overwhelmed, confused, and emotionally distressed.
 - ~~e. Move~~ Moving all other students out of the immediate area. ~~If you are the only staff present, get additional staff assistance.~~
- ~~• Contact the Executive Director/Superintendent or suicide prevention liaison as soon as safely possible.~~
- ~~• 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.~~

- ~~Contact parents/guardians/caregivers as soon as possible.~~

- ~~f. Do not send~~ Not sending the student away or ~~leave them~~ leaving him/her alone, even ~~if they need~~ to go to the restroom.
- g. ~~Promise~~ Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
- ~~h. Promising~~ privacy and help, and be respectful, but ~~do not promise~~ promising confidentiality.
- i. ~~Student~~ Students should only be released to parents/guardians/caregivers ~~or to emergency~~ families or to a person who is qualified and trained to provide help.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians 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 prevention liaisons shall meet with the parent 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 is still not provided, Charter School should consider contacting Child Protective Services to report neglect of youth.

• 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

E.B. Action Plan for Out-of-School Off Campus Suicide Attempts

~~If a suicide attempt by a student is outside of school property, Long Valley Charter School staff will follow these guidelines:~~

- ~~Protect the privacy of the student by discouraging gossip.~~

~~An administrator or designee (such as the student's teacher) will contact the parents/guardians/caregivers~~ In the event a suicide occurs or is attempted during the school day on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

- 1. Contact the parent/guardian and offer support to the family.
- 2. Discuss with the family how they would like ~~the school~~ Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- 3. Obtain permission from the ~~parents/guardians/caregivers~~ parent/guardian to share information to ensure the facts regarding the crisis are ~~correctly disseminated~~ correct.
- 4. The suicide prevention liaisons shall handle any media requests.
- 5. Provide care and determine appropriate support to affected students.

- ~~Offer to the student and parents/guardians/caregivers steps for re-integration to school.~~

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

F. Re-Entry to School After a Suicide Attempt

Staff will follow these guidelines upon a student's return to school:

A student who has verbalized ideation 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.

Charter School shall implement the following steps upon the student's re-entry:

1. The ~~site leader will confer with student and parents/~~ Executive Director shall obtain a written release of information signed by parents/ guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/ caregivers/families about any specific requests on how to handle the situation; ~~if~~.
3. School-based mental health professionals shall confer with the student and parents/ guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student's teachers about possible, ~~obtain a written release of information signed by parents/guardians/caregivers~~ days of absences.
5. ~~Allow~~ Teachers and administrators shall allow accommodations for student to make up work (~~be~~ understanding that missed assignments may add stress to student); ~~;~~.
6. Mental health professionals or trusted staff members ~~should~~ shall maintain ongoing contact to monitor student's actions and mood; ~~;~~.
7. ~~Refer~~ School-based mental health professionals shall work with parents/guardians/caregivers/ families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/ families local emergency numbers for ~~community-based and/or after school-based counseling~~ and weekend emergency contacts.

Messaging About Suicide Prevention

Charter School along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

<u>Use</u>	<u>Do Not Use</u>
<u>"Died by suicide"</u> <u>or</u> <u>"Took their own life"</u>	<u>"Committed suicide"</u> <u>Note: Use of the word "commit" can imply crime/sin</u>
<u>"Attempted suicide"</u>	<u>"Successful" or "unsuccessful"</u> <u>Note: There is no success, or lack of success, when dealing with suicide</u>

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

G. Responding After a Suicide Death (Postvention)

~~Following a~~ death by suicide, ~~in the district leadership team will serve as~~ school community (whether by a student or staff member) can have devastating consequences on the ~~postvention response team~~ school community, including students and ~~will meet as soon as is possible under~~ staff. Charter School shall follow the ~~circumstances to discuss continued and further~~ below action. ~~School staff will follow these guidelines~~ plan for responding to a suicide death, which ~~constitute the Suicide Postvention Response Plan~~ incorporates both immediate and long-term steps and objectives:

The ~~school site leader, primary~~ suicide prevention liaison, ~~or~~ shall:

1. Coordinate with the Executive Director ~~will confirm the~~ to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. An appropriate identify a staff member ~~will be designated~~ to contact deceased's family (within 24 hours) ~~to express condolences and offer support~~.
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
~~If possible, conduct~~
2. Coordinate an all-staff meeting, ~~to include:~~
 - a. Remind Notification (if not already conducted) to staff ~~of the availability of emotional~~ about suicide death.
 - ~~Emotional~~ support and resources-
 - b. ○ ~~Administration will provide guidance~~ available to staff ~~as to how to handle notification.~~
 - c. Notification to students about ~~the~~ suicide death and the availability of support services- ~~(if this is the protocol that is decided by administration).~~
 - d. Administration will provide only Share information that is relevant, and that ~~Long Valley Charter School~~ has which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
- 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
- 5. Identify students affected by suicide death but not at risk of imitative behavior.

The Postvention Response team will discuss

6. Communicate with the larger school community about the suicide death and respond availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider, (in consultation with the family) funeral arrangements for family and school community.
 - If possible, suggest the funeral occur outside of school hours.
 - Encourage parents/guardians of students to attend funeral/memorial with their children.
 - Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests and will utilize in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
- 10. Utilize and respond to social media outlets:-

- Identify what platforms students are using to respond to suicide death.
- Identify and encourage staff and students to monitor social media outlets.

10. Include long-term suicide postvention responses:

- ◆ a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant ~~events~~event) and how these will be addressed.
- ⊖ b. Support siblings, close friends, teachers, and/or students of deceased.

~~Adopted: November 7, 2017~~

- c. ~~Revised: October 30, 2020~~ Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

