



**Sacramento City Unified School District**  
**BOARD OF EDUCATION**  
**SPECIAL MEETING**

*Board of Education Members*

)  
Lavinia Grace Phillips (Trustee Area)7  
Isa Sheikh, Student Member

**Monday, May 3, 2021**  
**5:30 p.m.**

**Serna Center**  
*Community Conference Rooms*  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

***AMENDED***

***AGEND/2o634TJ 0>BDC 4TB***

*6:05 p.m.*

*6:15 p.m.*

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION

Agenda Item# 3.1

Meeting Date: May 3, 2021

Subject: Adopt Proposal for PIQE to Conduct Family Survey

- Information Item Only
- Approval on Consent Agenda

**Project Overview** In collaboration with the SCUSD Board of Education, Parent Institute for Quality Education (PIQE) proposes to conduct a parent survey of the families identified by the district in selected schools in Sacramento City Unified School District. Working with SCUSD Board of Education, PIQE will:

- x Develop survey questions to understand the needs and priorities of families in Sacramento City Unified School District. Survey questions will be approved by the designated staff from SCUSD and/or Board of Education representative. They survey questions could be shared with other partners as requested.
- x Conduct the survey with the identified parent populations within the Trustee Areas of SCUSD through intensive outreach efforts including phone calls, personalized text messaging, and email.
- x Analyze the survey results and provide a report

In partnership with the SCUSD Board of Education, PIQE will provide the following

- x The designated schools for the parent survey to be conducted.
- x Be provided with the family contact information for outreach efforts.
- x Introduction to school administrators to assist with initial outreach efforts with families from selected schools



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 4.1

Meeting Date : May 3, 2021

Subject : Public Hearing: Adopt Revision of Board Policy 5113, Absences and Excuses

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

Division : Legal Services

Recommendation : Approve revision to Board Policy 5113.

Background/Rationale : Education Code 48205 establishes the conditions under which students may be lawfully absent from school, including personal illness or 1 y. District students face mental health challenges throughout their education. In order to recognize the mental health issues of students and help reduce stigmatizing attitudes of prejudice and exclusion, revisions to the policies concerning absences and excuses are necessary and specifically, the definition of "health reasons" in the context of excused absences. No prior updates to BP 5113 have occurred since its adoption in 2002. Such updates and enactment include language in the CSBA Gamut model policies. The District plans to adopt AR 6173, which includes language in the CSBA Gamut model regulations.

Documents Attached:

1. BP 5113 (Redlines)
2. AR 5113

Estimated Time of Presentation : 5 Minutes S9.96Pmeny: 5[oTc 0 Tw l]TJ 0 B002 70.0 0 T3(zTf 1) T--0.,nusss Approved by : Jorge A. Aguilar, Superintendent
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# Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 5113 Adoption of Administrative Regulation

(AR)5113: Absences and Excuses

May 3, 2021

## I. Overview/History of Department or Program

California Education Code 48205 establishes the conditions under which students may be lawfully absent from school, including personal illness or injury

The U.S. Department of Health and Human Services' Office of Disease Prevention and Health Promotion closely links mental health and physical health. The 2008 federal Mental Health Parity and Addiction Equity Act (MHPAEA) put care and treatment of mental health and substance use disorders on equal footing or "parity" – with physical health care

The recent California Healthy Kids Survey of District students indicated that on average one in five students has considered suicide in the past 12 months. Striving for Zero, California's Strategic Plan for Suicide Prevention urges all Californians to play a role in suicide prevention and promoting health and wellness

The current version of Board Policy 5113 adopted in 2002 and has not yet since been revised. The proposed revisions to Board Policy 5113 are based on the updates provided by the California School Boards Association (CSBA). The revised board policy now recognizes the mental health issues of students and helps to reduce stigmatizing attitudes of prejudice and exclusion by including mental health reasons in the context of excused absences under Education Code 48205.

The District plans upon the revision of Board Policy 5113 to adopt the enclosed administrative regulation concerning absences and excuses AR 5113 based on the updates provided by the CSBA and follows the Education Code AR 5113 furthermore addresses excusing absences for illness or medical appointments (physical and/or mental health)

## II. Driving Governance:

Pursuant to Education Code 48205(a):

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1)

# Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 5113 Adoption of Administrative Regulation

(AR)5113: Absences and Excuses

May 3, 2021

- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Board Resolution 3174, passed on December 10, 2020, provides that the Superintendent review all relevant Board policies and SCUSD regulations and explore the possibilities and impact of explicitly permitting excused mental health days.

### III. Budget:

The proposed policy is intended to create practices that permit the excusal of mental health days.

### IV. Goals, Objectives and Measures:

Pursuant to the District's core beliefs under Board Policy 0100, the District believes all people excel in an environment that is SAFE, and offers everyone UNLIMITED OPPORTUNITIES for continuous growth and PERSONAL SUCCESS." Accordingly, for the District to establish sound policy that recognizes the mental health issues of students.







The U.S. Department of Health and Human Services' Office of Disease Prevention and Health Promotion closely links mental health and physical health; and the 2008 federal Mental Health Parity and Addiction Equity Act (MHPAEA) put care and treatment of mental health and substance use disorders on equal footing or "parity" –

6920-6929 Consent of minor for medical treatment

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

Sacramento City USD  
Administrative Regulation  
AR 5113  
Students

Absences And Excuses  
Excused Absences

- c. Observance of a religious holiday or ceremony
- d. Attendance at religious retreats for no more than four hours per semester

Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code ~~48205~~, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

#### Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student
- b. Name of parent/guardian or parent representative
- c. Name of verifying employee
- d. Date(s) of absence
- e. Reason for absence

(cf. 5113.11 Attendance Supervision)

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

4. Physician's verification.

a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

(cf. 5113.1 Chronic Absence and Truancy)

#### Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of



worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

2. Notify students in grades ~~7~~2 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the ~~consent~~ of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfi

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 4.2

Meeting Date : May 3, 2021

Subject : Public Hearing: Adopt Revision of Board Policy 5141.52, Suicide Prevention

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

Division : Legal Services

Recommendation : Approve revision to Board Policy 5141.52.

Background/Rationale : Education Code 215 mandates that the board of any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. As provided by California law, revisions to the policies concerning suicide prevention are necessary. No prior updates to BP 6173 have occurred since 2018. Such updates have been developed in consultation with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and the county health plan per Education Code 215.

Documents Attached:

1. BP 5141.52 (Redlines)
2. BP 5141.52 (Clean)

Estimated Time of Presentation : 5 Minutes Submitted by: Raoul Bozio, In House Counsel Approved by : Jorge A. Aguilar, Superintendent
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# Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 5141 Suicide Prevention Policy

May 3, 2021



# Board of Education Executive Summary

Legal Department

Revision to Board Policy (BP) 5141.52 Suicide Prevention Policy

May 3, 2021

## VI. Results:

Approval of revision to Board Policy 5141.52. Ensure compliance with Education Code

## VII. Lessons Learned/Next Steps:

Adoption of revised Board Policy 5141.52 concerning suicide prevention Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary

# Sacramento City Unified School District Board Policy

## Student Suicide Prevention Policy BP 5141.52

The Governing Board of SCUSD recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. **According to National Center for Health Statistics the suicide rate for persons aged 10-19 nearly tripled 2009 to 2019 (NCHS, 2019; CDC 2019).** In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

The possibility of suicidal ideation and suicide requires vigilant attention from our district staff. As a result, we are ethically responsible for providing an appropriate and timely response in preventing suicide attempts and suicides. We also are committed to creating safe and nurturing campuses that minimize suicidal ideation in students, especially those students most at risk.

**Suicide is preventable and everyone has a role to play to save lives and create healthy and strong individuals, families, and communities. Suicide prevention requires a comprehensive public health approach (CDC, 2019).** Recognizing that it is the duty of the district to protect the health, safety, and welfare of its students, this policy aims to safeguard students in grades K-12 and staff against self-harm, suicide attempts and deaths, and other trauma associated with suicide. This includes ensuring adequate seeking behavior, and decrease suicide risk and suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, as well as strategies for identifying mental health challenges frequently

## Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee shall involve district-employed mental health professionals (e.g., school counselors, nurses, psychologists, social workers), administrators, other district staff members, parents/guardians/caregivers, students, local health agencies and professionals, ~~law enforcement~~, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint the Student Support & Health Services Department to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide

include general suicide prevention training

- ” The professional development will include additional information regarding groups of students empirically determined to be at elevated risk for suicide, which includes, but are not limited to, the following groups of students:
- o Affected by suicide;
  - o With a history of suicidal ideation or attempts;
  - o With disabilities, mental illness, or substance abuse disorders;
  - o Who express, or are perceived to express, diverse sexual orientations and/or gender identities;
  - o Experiencing housing instability;
  - o In the child welfare system;
  - o Experiencing immigration related stress; and/or
  - o Who have suffered traumatic experiences, including bullying, discrimination or harassment.

#### C. Advanced Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to district-employed mental health professionals (school counselors, nurses, psychologists, and social workers) on a recurring basis.

#### D. Employee Qualifications and Scope of Services

SCUSD staff must act only within the authorization and scope of their active job classification, credential or license. It is expected that staff be able to identify suicide risk factors and warning signs, and follow the SCUSD suicide risk assessment procedures to connect students to district-employed mental health professionals for further assessment and intervention.

Any volunteers or organizations working within SCUSD are expected to act within the scope of their job classification, credential or license.

#### E. Parents, Guardians, and Caregivers Participation and Education

- ” To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with





- ” Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer at-risk peers for support;
- ” Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education shall be incorporated into classroom curricula (e.g., health classes, school orientation classes, science, and physical education).

SCUSD encourages the development and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, and National Alliance on Mental Illness on Campus High School Clubs).

## II. Assessment, Intervention, Referral

### A. Suicide Risk Assessment & Intervention Procedures

Role of all district staff

1. Any staff who are concerned that a student is showing warning signs of potential suicide risk or self-injury must immediately contact the school administrator or designee. If suicide risk is urgent and immediate (i.e. student has indicated immediate plan for suicide /self-injury or recently attempted self-harm or suicide), call 911 and provide current location of the student.
  - a. If the student is exhibiting imminent danger to self or others, the student should be immediately transported to a hospital or mental health treatment center by parent/caregiver and if not available by local law enforcement.
  - b. If this concern is after hours and the school administrator is not available - staff must provide crisis hotline numbers to the student and contact the parent/guardian. If a safe adult cannot be reached, call Law Enforcement and request the Mobile Crisis Response Team complete a Welfare Check.
  - c. If this concern is during Expanded Learning Program and after 5:00 PM, Expanded Learning Program staff will contact their assigned SCUSD Area Specialist.
    - a. The Area Specialist will identify the SCUSD mental health professional who will conduct the suicide risk assessment.
2. If the student is in-person at school, staff must keep student under constant adult supervision until suicide risk assessment has been completed. Staff will not release a student exhibiting potential suicide risk without a suicide risk assessment and/or consultation with a trained district employed mental health professional.



- " Sacramento County Intake Stabilization Unit contact information
- " Additional resources and follow-up as appropriate

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include general suicide prevention training. Core components of the general suicide prevention training shall include:

- o Suicide risk factors, warning signs, and protective factors;
- o How to talk with a student about thoughts of suicide;
- o How to respond appropriately to a student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment; and



parents/guardians/caregivers the SCUSD suicide prevention policy and procedures.

- ” This suicide prevention policy shall be prominently displayed on the SCUSD website and included in the Student & Parent Handbook.
- ” Parents/guardians/caregivers should be invited to provide input on the implementation of this policy.
- ” All parents/guardians/caregivers should have access to culturally and linguistically appropriate, evidence-based suicide prevention training resources and/or information that addresses the following:
  - o Suicide risk factors, warning signs, and protective factors;
  - o How to talk with a student about thoughts of suicide;
  - o How to respond appropriately to a student who has suicidal thoughts;
  - o Address stigma that prevents students and families from seeking and accessing help;
  - o How to work with the school to communicate and address their student’s mental health needs;
  - o List of community resources available to support and intervene.



3. The school administrator or designee shall immediately contact a district employed mental health professional (i.e. school counselor, nurse, psychologist, or social worker) that is certified in SCUSD-approved suicide assessment tools and is assigned to the school site. Only district employed mental health professionals trained in the district approved suicide risk assessment tool can complete a suicide risk assessment.

4. If no certified professional is available at the school site, the principal or designee will contact the Student Support & Health Services department staff (listed in the current SCUSD Suicide Risk Assessment Procedures) to identify a certified district-employed MHP to complete the assessment.

5. In the event that a parent/guardian/adult caregiver wants to remove the student prior to completion of an assessment, or if the parent/guardian/adult caregiver refuses to take the student for necessary follow-up care at an emergency room or mental health treatment center, staff must report the removal/refusal to the school administrator or designee and assess whether mandated reporting requirements require a 4(al)6( t)12(6n)2(-3(a)10(nd)10t)12(o Tc 0



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- ” Remain calm. Remember the student is overwhelmed, confused, and emotionally distressed;
- ” Follow school protocol for calling 911, including a secondary call to the Safe Schools Director, and provide as much information about any suicide note, medications taken, and access to weapons, if applicable;
- ” Move all other students out of the immediate area and assess for any other students in need of support;
- ” Immediately contact the administrator or district employed mental health professional staff;
- ” If needed, provide medical first aid until a medical professional is available;
- ” Parents/guardians/caregivers should be contacted as soon as possible (if perceived as safe to do so);
- ” Do not send the student away or leave them alone, including accompanying them to the restroom;
- ” Provide comfort to the student. Listen and encourage the student to talk, if this helps calm them;
- ” Be comfortable with moments of silence as you and the student will need time to process the situation;
- ” If needed, review options and resources of people who



” If student has not been linked to mental health services in the community,

” Requests for memorials must be approved by the Crisis Response Team, including Communications Chief, and Crisis Team Lead. Responses should

revised: April 15, 2002  
revised: November 1, 2018  
revised: