

XXXX HIGH SCHOOL

“Suggested” Suicide Intervention Protocols

PREFACE: The following protocols were compiled in XXX, with the help of the Maine Suicide Prevention Program and NAMI Maine. Much of the information was adapted from the *Maine Suicide Prevention, Intervention and Postvention Manual*. These guidelines are designed to help school personnel effectively intervene with suicidal students.

Suicide Intervention Flowchart *Appendix*__ and Warning Signs *Appendix* __ are part of the Faculty and Staff Handbook to be used as a quick reference.

The following personnel involved in suicide intervention and preparation of this document:

Guidance Counselor -
School Nurse –
Special Education Social Worker –

Faculty –
 Special Education

Administration -

I. Rationale

- A. Suicide is the second leading cause of death for Maine youth aged 15 - 24. The Maine youth suicide rate was higher than the national rate for most of the past 10 years. Of every 5 youth suicides, 4 are males. Female youth attempt suicide at 4-5 times the rate for males.
- B. Suicide is an issue of concern to school personnel and many youth and families in Maine. According to Maine Integrated Youth Health Survey data, 1 in 11 high school students in Maine reported attempting suicide in the past year. High risk groups include LGBTQ youth. It has been estimated that 1-200 youth attempt suicide for every death, and a suicide attempt is a significant call for help.
- C. Given the strong correlation between suicidal and violent behavior, preparation for responding to suicide crises may also help provide a framework to aid school personnel in responding to the threat of interpersonal violence among students. The perpetrators of the recent high-profile school shootings in the U.S. were also suicidal.
- D. While most school personnel are neither qualified nor expected to provide the in-depth assessment or counseling necessary for treating a suicidal student, they are responsible for taking reasonable and prudent actions to help at-risk students, such as notifying parents, making appropriate referrals for assessment and securing outside assistance when needed.
- E. Advanced planning is critical to providing an effective crisis response. Internal and external resources must be in place to address student issues and to normalize, as much as possible in a crisis, the learning environment for everyone.
- F. Special issues such as copycat behavior, misinformation, rumors and hysteria must be considered when responding to suicidal behavior.
- F. All school personnel need to know that protocols exist to refer at-risk students to trained suicide prevention gatekeepers or school clinical staff so that the burden of responsibility does not rest solely with the individual "on the scene." Suicide prevention is up to all of us!
- H. School personnel, parents/guardians, and students need to be confident that help is available if/when they raise concerns regarding suicidal behavior. Studies show that students often know, but do not tell adults, about a suicidal peer because they do not know how they will respond or think they can't help.
- I. XXX HS has incorporated LIFELINES youth suicide prevention lessons into grade 9 Health Curriculum and aligned it with Maine Learning Results.

II. Suicide Intervention Protocols Within The School Crisis Response Plan

Maine schools are required to develop “crisis response plans to deal with crises and potential crisis situations involving violent acts by or against students in each school in the school administrative unit” ((Public Law 20-A MRSA 4502, sub - §§16). Protocols to effectively assist students in a crisis involving suicidal behavior are a critical component of school crisis response plans.

In 2013, Maine passed a new law requiring schools to provide all staff with awareness training on suicide prevention and for each district to have a minimum of 2 trained suicide prevention gatekeepers. The law ” (Public Law 20-A MRSA § 1001, c. 53,§1) also recommends that schools adopt suicide prevention protocols.

These protocols aid school personnel in intervening effectively with suicidal students. School administrators play a crucial role in establishing a school climate that requires all school personnel to be familiar with and responsive to suicide crisis intervention protocols. All school personnel must cooperate fully in implementing intervention protocols in order to help prevent a youth suicide.

III. Suicide Response Protocols for _____ (school or district)

A. Guidelines for When ANY Risk of Suicide Has Been Raised

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because s/he has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs of possible suicide risk. The information may come directly from the person at risk, a report from another student, parent or staff member, or through writing....

1. Take any threat of self-harm seriously, and report concerns to the appropriate suicide prevention gatekeeper or clinical staff in the school. Clinical staff include _____.
2. Take immediate action.
 - a. For a Student at risk: Contact the student's school counselor or the nurse. Alert the school _____ (administrative role).
 - b. For a Faculty/staff: Contact building administrator or Suicide Prevention Gatekeeper.
3. A designated staff person trained in suicide prevention is contacted to meet with the individual. This staff person will talk with the individual and do a basic screening that includes specific inquiry as to suicide plan. Based on this initial conversation, a recommended plan of assessment and follow-up will be developed.
4. Parents/guardians will be notified when there appears to be any risk of self-harm (unless there is reason to believe that such contact will aggravate the situation)
 - a. The individual who notifies the parent should be a person who has the experience/expertise and/or a special relationship with the student and parents.
 - b. The building administrator will be made aware of all parent outreach calls.
 - c. The same person will follow up with the parents within a few days to determine that any recommended actions have been completed and to determine the needs for further action or concern.
5. If there is reason to suspect that a student has been or is likely to be abused or neglected then the Department of Human Services (**1-800-452-1999**) must be contacted for a report of suspected abuse or neglect. If this is the case then the administrator will follow the district's protocol for reporting.

6. If deemed necessary contact _____ Crisis Services telephone _____ (contracted memorandum of agreement). The statewide crisis hotline telephone is **1-888-568-1112**.
7. Document actions taken by a suicide risk/referral form. (See *Appendix C*)

B. Guidelines For Medium to High Risk Situations

Medium to high risk exists when a staff person observes or is told that a student is making explicit statements indicating the wish or threat to die, has access to or is in the possession of lethal means, or appears significantly depressed, moody, irritable, unable to concentrate, or withdrawn.

1. Take suicidal behavior seriously *every time! Immediate action is required.* .
2. The staff person “on the scene” takes immediate action to inform a trained clinical staff member or Gatekeeper (_____) designated to respond to such situations.. It is crucial to keep the student under continuous adult supervision until the designated trained staff person arrives. The building supervisor is alerted to the nature of the crisis.
3. The trained staff member conducts a basic suicide risk assessment with the student to determine the lethality of the threat. (If the school has adequately trained staff available) This includes:
 - a. Determining if the student has a plan.
 - b. Asking if the student has lethal means on their person or accessible elsewhere.
 - c. Consulting with a crisis service provider if necessary to obtain an crisis risk assessment and a recommendations for stabilization and treatment.
4. If the student is in possession of lethal means, secure the area and prevent other students from accessing this area. Lethal means must be removed without putting anyone in danger. It is best to call the school resource officer or 911 to remove lethal means. *Refer to lock-down procedures.*
5. The administrator (or designee) contacts the parents or guardians to:
 - a. Notify them of the situation and request that they come to school.
 - b. Provide them with a full report upon arrival at school.
 - c. Discuss and advise them on recommended steps to be taken. This should be in written form that the parents and school staff sign.
 - d. Release the student to the parents/guardians with referrals and resources (names and phone numbers).
 - e. Inform the parents/guardians that you will follow-up with them on actions taken.

6. NO STUDENT VIEWD AS AT MEDIUM OR HIGH RISK SHOULD BE SENT HOME ALONE.
7. In the event that a parent or guardian cannot be reached, and/or that the situation requires transportation to a hospital emergency department, crisis services and/or law enforcement should be contacted to assess the situation and expedite the transition to the hospital. (decide if a school staff person known to the student accompanies the transport to support the student).
8. Document actions taken via the suicide risk/referral form. (*Appendix ___*)
9. Debrief with all staff members who assisted with the intervention.
10. Follow up with parent/guardian as arranged to ensure recommended assessment was completed and to provide support.

C. Guidelines for Responding to a Student Suicide Attempt on School Premises

When a student exhibits life-threatening behavior or has committed an act of deliberate self-harm on the school premises, an immediate response is necessary.

Procedures For Assisting The Suicidal Student:

1. Keep the student safe and under close supervision. Never leave the student alone. Designate one or more staff members to stay with and support the individual in crisis while help is being sought. Apply indicated first aid as needed.
2. Notify the school administrator or designee who will immediately communicate with designated individuals such as crisis, the school nurse, social worker or counselor, emergency medical professionals, Police Department/School Resource Officer, and the superintendent of schools.
3. Notify the parents/guardians of what has occurred and arrange to meet them wherever appropriate.
4. Consult with regional crisis staff (name and # _____) as necessary to inform them of the attempt and information pertinent to an assessment of risk.
5. If the youth does not require emergency treatment or hospitalization and the immediate crisis is under control, release the student to the parent/guardian with recommended arrangements for needed medical treatment and/or mental health counseling.

6. In the event that the situation requires transportation to a hospital emergency department, crisis services, EMS and/or Police Department should be contacted to assess the situation and expedite the transition to the hospital.
7. Explain that a designated school professional will follow-up with parents and student regarding arrangements for medical and/or mental health services. (See Transition *Appendix* __).
8. Establish a plan for periodic contact with the student while away from school.
9. Other school policies that apply to a student's extended absence should be followed.

Procedures For Assisting Other Students During a Crisis:

1. During the crisis, clear the area of other students immediately. It is best to keep students in current classrooms and provide a supportive presence until the emergency situation is under control. Experienced or trained staff may be able to help students in the following ways:
 - a. Engage them in discussion of how to support each other.
 - b. Encourage them to express their feelings.
 - c. Identify any students particularly vulnerable or impacted for supportive follow-up by school counseling staff.
 - d. Discuss feelings of responsibility or guilt.
 - e. Talk about fears for personal safety for self and others.
 - f. Together, list resources for students to get help and support if needed.
2. The superintendent or designee alerts principals at schools attended by siblings, who in turn will notify counselors, nurses, and others in a position to help siblings and other students who might be affected.
3. Mobilize the school based crisis team, with support from community crisis service providers, to help staff address the reactions of other students. When other students know about a suicide attempt, steps must be taken to avoid copy-cat behavior among vulnerable at-risk students. (*Note: At-risk students may be friends and relatives of the student and other students who may not know the individual, but who themselves are troubled.)

Suggested Steps:

- a. In classrooms or other small groups, offer a brief statement assuring others that the student who made the suicide attempt is receiving help. Keep the details of the attempt confidential.
- b. Describe and promote resources for where students can get help.

- c. Monitor close friends and other students known to be vulnerable and offer support as needed.
- d. Hold a mandatory debriefing for staff, administrators, and crisis response team members who directly dealt with the student in crisis.
- e. Debrief with other school staff to provide an opportunity to address feelings and concerns, and conduct any necessary planning.
- g. Document actions taken as required by school protocol.

D. Guidelines For A Student Suicide Attempt Off School Premises

A suicide attempt off school premises can have a significant impact on the student body. To prevent a crisis from escalating among students, it is important that school personnel follow these steps:

1. Notify the school administrator or designee who will immediately communicate with designated individuals such as school crisis team, the school nurse, social worker or counselor, emergency medical professionals, Crisis providers, Police Department/School Resource Officer, and the superintendent of schools. Alert all school staff.
2. The superintendent or designee alerts principals at schools attended by siblings, who in turn will notify counselors, nurses, and others in a position to help siblings and other students who might be affected.
3. Mobilize the school based crisis team, with support from community crisis service providers, to help staff address the reactions of other students. When other students know about a suicide attempt, steps must be taken to avoid copy-cat behavior among vulnerable at-risk students. (*Note: At-risk students may be friends and relatives of the student and other students who may not know the individual, but who themselves are troubled.)
4. Establish communication with the parent/guardian to determine intervention steps and how the school might be helpful and supportive to the student and family.
5. Establish a plan for periodic contact with the student while away from school.
6. Other school policies that support a student's extended absence should be followed.

E. Guidelines For When A Student Returns To School Following Absence For Suicidal Behavior

Students who have made a suicide attempt are at increased risk to attempt to harm themselves again. Appropriate handling of the re-entry process following a suicide attempt is an important part of suicide prevention. School personnel can help returning

students by directly involving them in planning for their return to school. This involvement helps the student to regain some sense of control.

Confidentiality is extremely important in protecting the student and enabling school personnel to render assistance. Although necessary for effective assistance, it is often difficult to get information on the student's condition. If possible, obtain a signed release from parents/guardians to communicate with the student's therapist and the treating hospital. Meeting with parents about their child prior to his/her return to school is integral to making decisions concerning needed supports and the student's schedule.

Some suggestions to ease a student's return to school are as follows:

1. Prior to the student's return, a meeting between a designated liaison person such as the school nurse, social worker, administrator, or designee who is trusted by the student and parents/guardian should be scheduled to discuss possible arrangements for services and to create an individualized re-entry plan such as the Transition Reentry *Appendix* ____.
2. The designated liaison person is responsible to:
 - a. Review and file written documents as part of the student's confidential health record.
 - b. Serve as case manager or point person for the student.
 - IV. Understand what precipitated the suicide attempt and
 - V. Be alert to what might precipitate another attempt.
 - VI. Be familiar with the practical aspects of the case, i.e. medications, full vs. partial study load recommendations.
 - c. Help the student through re-admission procedures, monitor the re-entry, and serve as a contact for the student and for other staff members who need to be alert to re-occurring warning signs.
 - d. Serve as a link with the parent/guardian, and, with the written permission of the parent/guardian, serve as the school liaison with any external medical or mental health services providers supporting to the student.
3. Classroom teachers need to know whether the student is on a full or partial study load and be updated on the student's progress in general. They do not need clinical information or a detailed history.
4. ***Discussion of the case among school personnel directly involved in supporting the student should be specifically related to the student's treatment and support needs. Discussion of the student among other staff should be strictly on a "need to know" basis. That is, information directly related to what staff has to know in order to work with the student.***
5. Discussion of any specific case in classroom settings should be avoided entirely since such discussion would constitute a violation of the student's right to confidentiality, and would serve no useful purpose to the student or his/her peers.

6. It is appropriate for school personnel to recommend to students that they discuss their concerns or reactions with an appropriate administrator or other designated school personnel. The focus of these discussions should not be on the suicidal individual, but on building help seeking skills and resources for others who might be depressed or suicidal.

Any number of issues are likely to surface and will need to be considered on a case-by-case basis and addressed at the re-entry planning session. It is very likely that some of the school staff, the family, the mental health professional, and the student will express concerns regarding the transition process.

IV. Suicide Postvention Procedures

The death of a student is a tragic event. Managing the school environment after a suicide presents significant challenges to school personnel. It is important to support and provide a safe environment for students, faculty, staff, and parents as they grieve. It is important to prevent a copycat response from other vulnerable students and to return the school environment to its normal routine as quickly as possible. The following procedures will occur:

- ◇ The building administrator or his/her designee will contact the superintendent, and convene the school crisis response team. Consider inclusion of local mental health provider agencies & Crisis (_____).
- ◇ If the completed suicide occurs off school hours, contact the crisis response team via crisis telephone tree. (Annually updated phone tree will be part of this document) Mobilize a plan for alerting staff regarding the death.
- ◇ The superintendent will contact school board members. The superintendent or designee will contact law enforcement to verify the facts of the case.
- ◇ The superintendent will become the spokesperson for all media contacts. Direct the entire staff to refer all media requests to the superintendent.
- ◇ Mobilize the plan for communicating the news to students at the school and to parents via letter and including fact information on supporting grieving youth. The announcement should be as honest and direct as possible, including the facts as they have been officially communicated to the school.

Sample announcement fact sheets Page ___.

1. Schedule an emergency staff meeting ASAP to share basic information, steps already taken, to review next steps, and to provide emotional support. Consider having

substitutes available to support grieving staff. Recommend use of EAP services if available.

2. Establish a point of contact for the family. Great care should be taken to find a staff member who already has a positive existing relationship with them. This staff member should be the liaison for all future contacts with the family.
3. A small core group of school leaders should visit the family, preferably the day after or the second day after the completed suicide.
4. At the designated time, classroom teachers will announce the death to students via a prepared statement. This might be done by a school crisis team member with the classroom teacher observing reactions). Death by suicide should NOT be announced in a large assembly or over a loudspeaker. Provide information about the death and funeral arrangements to parents of other students.
5. On the return to school permit students to leave school premises only with parental permission and documentation. Suspend senior privileges for a brief time in order to monitor those who may be at risk for copycat behaviors.
6. Attendance will be taken at the beginning of every class and students missing from class will be immediately reported to the main office.
7. Have _____ (Regional crisis provider), all district health professionals, social worker and guidance counselors present for several days for students and staff to contact for individual support.
8. Develop a watch list of potentially at-risk students. Alert their parents/guardians about your concern. Follow-up support should be conducted with individual students, especially those who were very close to the deceased person. Follow-up with these individuals and their families should be maintained as long as necessary, remembering that special events, transitions and anniversaries are particularly difficult times. (See *Appendix ___*).
9. Conduct daily debriefing with the faculty and staff during the crisis and postvention periods. Keep a running log of activities, as this will provide an opportunity to improve the process for handling the next crisis.
10. The funeral site should not be the school, as students and staff will associate the room in which the service is held with the death forever. If necessary consult with the funeral home director and family about a suitable site such as a place of worship that can accommodate large numbers. If possible assist the family in setting the time for the funeral after the school day is completed.
11. Keep the school open. Keep classes going on a regular schedule but also keep in mind that flexibility may be needed.

12. Consider a policy that address memorialization of all student deaths be treated the same. Avoid inappropriate memorial activities including:
- ◆ Memorial services being held at school or locker memorials
 - ◆ Flying the flag at half mast
 - ◆ Large student assemblies
 - ◆ Dedications of sports events or other special events
 - ◆ Special plaques
 - ◆ Permanent markers or anything that glamorizes or glorifies suicide
 - ◆ Inappropriate or inconsistent yearbook dedication pages:
 - *Do not feature the photos on the opening or closing of the yearbook pages*
 - *Include the photo with the birth date and death date*
 - *Do focus write-up on what the person did while alive. NOT on how died*
 - *Set a standard size and format, so that popular kids don't get a large spread and a less popular student's a small space.*
13. In contrast do encourage the appropriate memorial activities:
- ◆ Encourage donations to the bereaved family, favorite charities, etc.
 - ◆ Encourage a monitored central place where students can write remembrances to the deceased
 - ◆ Above all, provide guidelines for appropriate commemorative activities designed to honor any member of the school community who dies for any reason in a fair and equitable way.

Sample Announcements for Use with Students After A (Possible) Suicide

The following information and sample announcements are taken from the book *MANAGING SUDDEN TRAUMATIC LOSS IN THE SCHOOLS* by Maureen M. Underwood, LCSW and Karen Dunne-Maxim, MS, RN (1997). This is a wonderful resource for school administrators. It is available from the University of Medicine and Dentistry of New Jersey, University Behavioral Health Care, Piscataway N J 08845-1392. Telephone (908) 235-4109.

1. After the school crisis response team has been mobilized, it is critical for administration to prepare a statement about the death for release to faculty and students. The announcement should include the facts as they have been officially communicated to the school. Announcements should not overstate or assume facts not in evidence. If the official cause of death has not as yet been ruled suicide, avoid making that assumption. There are also many instances when family members insist that a death that may appear to be suicide was, in fact, accidental.
2. An announcement should be presented to faculty at a meeting called by the building administrator as soon as possible following the death. The building administrator and a member of the Crisis Team could facilitate the meeting. The goals of such a meeting are to inform the faculty, acknowledge their grief and loss, and to prepare them to respond to the needs of the students. Faculty will then read the announcement to their students in their home rooms so that students get the same information at the same time from someone they know.
3. The sample announcements in this section are straightforward and are designed for use with faculty, students, and parents as appropriate. Directing your announcement to the appropriate grade level of the students is also important, especially in primary or middle schools. A written announcement could be sent home to parents with additional information about common student reactions to suicide and how to respond as well as suicide prevention information.

Day 1

Sample Announcement For When a Suicide has Occurred

Morning, Day 1

“This morning we heard the extremely sad news that _____ took his life last night. I know we are all saddened by his death and send our condolences to his family and friends. Crisis stations will be located throughout the school today for students who wish to talk to a counselor. Information about the funeral will be provided when it is available, and students may attend with parental permission.”

Sample Announcement For a Suspicious Death Not Declared Suicide

Morning, Day 1

“This morning we heard the extremely sad news that _____ died last night from a gunshot wound. This is the only information we have officially received on the circumstances surrounding the event. I know we are all saddened by _____’s death and send our condolences to his family and friends. Crisis stations will be located throughout the school today for students who wish to talk to a counselor. Information about the funeral will be provided when it is available, and students may attend with parental permission.”

Sample Announcement

Primary or Middle School

Morning, Day 1

“We want to take some time this morning to talk about something very sad. Name) _____, an eighth grader, died unexpectedly last night. At this point, we do not officially know the cause of (his/her) _____ death. Death is a difficult issue for anyone to deal with. Even if you didn’t know _____, you might still have some emotional reactions to hearing about this.

It is very important to be able to express our feelings about _____ death, especially our loss and sadness. We want you to know that there are teachers and counselors available in the library all through the day to talk with you about your reaction to _____’s death. If you want to talk with somebody, you will be given a pass to go to the library where we have people who will help us through this difficult time.”

End of Day 1

At the end of the first day, another announcement to the whole school prior to dismissal can serve to join the whole school in their grieving in a simple, non-sensationalized way. In this case, it is appropriate for the building administrator to make an announcement similar to the following over the loud speaker:

“Today has been a sad day for all of us. We encourage you to talk about _____’s death with your friends, your family, and whoever else gives you support. We will have special staff here for you tomorrow to help in dealing with our loss. Let us end the day by having the whole school offer a moment of silence for _____.”

Day 2

On the second day following the death, many schools have found it helpful to start the day with another homeroom announcement. This announcement can include additional verified information, re-emphasize the continuing availability of in-school resources and provide information to facilitate grief. Here’s a sample of how this announcement might be handled:

“We now know that _____’s death has been declared a suicide. Even though we might try to understand the reasons for his/her doing this, we can never really know what was going on that made him/her take his/her life. One thing that’s important to remember is that there is never just one reason for a suicide. There are always many reasons or causes and we will never be able to figure them all out.

Today we begin the process of returning to a normal schedule in school. This may be hard for some of us to do. Counselors are still available in school to help us deal with our feelings. If you feel the need to speak to a counselor, either alone or with a friend, tell a teacher, the principal, or the school nurse, and they will help make the arrangements.

We also have information about the visitation and funeral. The visitation will be held tomorrow evening at the _____ Funeral Home from 7 to 9 pm. There will be a funeral Mass Friday morning at 10 am at _____ Church. In order to be excused from school to attend the funeral, you will need to be accompanied by a parent or relative, or have your parent’s permission to attend. We also encourage you to ask your parents to go with you to the funeral home.”

Confidential
 XXXXX HIGH SCHOOL
 SUICIDE INTERVENTION FORM

Student: _____ Date: _____

Person Making Referral: _____

Parent/Guardian: _____

Home Phone #: _____ Work Phone #: _____

Lethality Assessment: These signs, seen even only once, represent a very high lethality.

- | | |
|--|--|
| _____ has a plan for suicide | _____ has access to lethal means |
| _____ previous attempt or threat | _____ history of anti-social behavior |
| _____ giving away of personal possessions | _____ history of impulsivity |
| _____ family crisis | _____ has a close friend or family member who attempted or committed suicide |
| _____ history of depression/mental illness | _____ cutting, scratching, other self-destructive behaviors |
| _____ sense of hopelessness | _____ anniversary of a significant loss |
| _____ death themes throughout spoken, written, and art work | _____ other (explain) |
| _____ sudden positive behavior change following a period of depression | |
| _____ recent loss through death/suicide | |

*Provide encouragement for the student...
 He/she is not alone, there is hope, and help is available.*

Support System (list individuals & phone numbers, if appropriate):

Intervention:

- _____ Parental notification
- _____ Consultation with another crisis team member/colleague
- _____ Consultation with other school personnel (list below)
- _____ Mental health worker contacted (Mid-Coast Mental Health © 338-2295)
- _____ Referral to other outside services

Recommended Actions needed to Stabilize this crisis:

- Seek Crisis Assessment ASAP _____
- Follow-up with established clinician: _____
- Do not leave this person alone before assessment completed.
- _____
- _____

Key School Supports: 1) _____

2) _____

Follow-Up:

Date: _____

Is the student receiving counseling?

What support services are in place?

Summarize student's progress since last meeting:

**RISK REFERRAL FORM IN SEPARATE ATTACHMENT
TRANSITION /REENTRY PLAN
Student at Risk of Suicide Return to School**

Student: _____ Clinical Case Manager: _____

Student will seek out support staff when feeling angry, overwhelmed or hopeless. Support staff:

If student is expressing suicidal thought, threats or gestures he/she will be brought to the guidance office or nurse for assessment. Parent and Clinical Case Manager will be notified.

Mother: _____ Wk. _____ Hm. _____

Father: _____ Wk. _____ Hm. _____

Mental Health Contact: _____

Crisis Hot Line: 1-888-568-1112

Student will check in with _____ daily.

Medications: _____

Side Effects: _____

Medication Authorization Form completed if to be administered @ school. _

Obtain consent for exchange of information to allow for communications between professional involved with the student.

Maintain supportive contact with family and the family with the school.

Expected Student Outcomes

Student feels heard, understood, accepted and supported.

Student experiences a lessening of intensity of emotional distress

Student feels there are options and that he has control.

Student death or suicide attempt is avoided.

Student and family obtain counseling.

Student identifies and expands support systems within the school and community.

Student will have access to competent, preplanned, appropriate, and collaborative interventions during time of crisis.

OTHER ISSUES AND OPTIONS SURROUNDING A STUDENT'S RETURN TO SCHOOL FOLLOWING AN ABSENCE

1. **Issue:** Social and Peer Relations

Options:

- Schedule a meeting with friends prior to re-entry to discuss their feelings regarding their friend, how to relate and when to be concerned.
- Place the student in a school-based support group, peer helpers program, or buddy system.
- Arrange for a transfer to another school if indicated.
- Be sensitive to the need for confidentiality and how to restrict gossip.

2. **Issue:** Transition from the hospital setting

Options:

- Visit the student in the hospital or home to begin the re-entry process with permission from the parent/guardian.
- Request permission to attend the treatment planning meetings and the hospital discharge conference.
- Arrange for the student to work on some school assignments while in the hospital.
- Include the therapist in the school re-entry planning meeting.

3. **Issue:** Academic concerns upon return to school

Options:

- Arrange tutoring from peers or teachers.
- Modify the schedule and adjust the course load and to relieve stress.
- Allow make-up work to be adjusted and extended without penalty.
- Monitor the student's progress.

4. **Issue:** Family concerns (denial, guilt, lack of support, social embarrassment, anxiety, etc.)

Options:

- Schedule a family conference with designated school personnel or home-school coordinator to address their concerns.
- Include parents in the re-entry planning meeting.
- Refer the family to an outside community agency for family counseling services.

5. **Issue:** Behavior and attendance problems

Options:

- Meet with teachers to help them anticipate appropriate limits and consequences of behavior.
- Consult with discipline administrator.
- Request daily attendance report from attendance office.
- Make home visits or regularly scheduled parent conferences to review attendance and discipline record.
- Arrange for counseling for student.

- Place the student on a sign in/out attendance sheet to be signed by the classroom teachers and returned to the attendance office at the end of the school day.

6. **Issue:** Medication

Options:

- Alert the school nurse to obtain information regarding prescribed medication and possible side effects.
- Notify teachers if significant side effects are anticipated.
- Follow the policy of having the school nurse monitor and dispense all medication taken by the student at school.

7. **Issue:** On-going support

Options:

- Assign a school liaison to meet regularly at established times.
 - Maintain contact with the therapist and parents.
 - Ask the student to check in with the school counselor daily/weekly.
 - Utilize established support systems, Student Assistance Teams, support groups, friends, clubs and organizations.
 - Schedule follow-up sessions with the school psychologist or home school coordinator.
 - Provide information to families on available community resources when school is not in session.
-

**Model Crisis Response Agreement
MSAD XXX and XXXX Mental Health Center**

In the event of a crisis or critical incident impacting the students and/or staff of MSAD XX, a member of the District Crisis Response Team or other authorized school personnel will contact XXXX Crisis at XXX_XXXX or 1-800-XXX_XXX. The nature of the crisis will be explained and the name and number of a contact person will be given. XXX Crisis will respond with crisis intervention and assessment services, crisis stabilization, and/or other services based on each incident through collaboration between the District Crisis Response Team and XXXX Crisis.

When any school personnel has cause to suspect that a student is at risk of harm to self or others, an administrator, guidance counselor, or school nurse will be informed, a risk assessment will be completed, and the appropriate referral will be made. If it is determined that the student is in imminent danger of self-harm, XXXX Crisis will be contacted to discuss the situation as will the student’s parents. Access to XXXX Crisis services will consist of the following options:

- Parent/guardian transports son/daughter to either XXXX Crisis or XXXX Hospital.
- XXXX Crisis worker meets the student at the respective school for assessment and intervention services.
- Individual needing services is transported by local ambulance services to XXXX Hospital, where he/she will meet with a XXXX Crisis worker and other appropriate health care providers.

Following the assessment, XXXX Crisis will develop a plan based on the student/family’s needs or situation. XXXX Crisis and the school will make efforts to obtain a release of information from parents so that appropriate school personnel will be informed of the outcome of the crisis contract, and share other pertinent information as necessary.

 xxxxxxxx
 Manager of Mobile Crisis
 Center MSAD #34
 Date: _____

 XXXXXXXX
 Superintendent of Schools
 Date: _____

 XXXXX Crisis Response
 Team Coordinator
 XXXXX High School
 Date: _____

 Maine Suicide Prevention
 Program Coordinator
 xxxxx High School
 Date: _____