



SA=RAMENTO



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φesouφōes.

η. Iy it is saçe to disōlose to paφent/ōaφeŵiβeφ and student is assessed to ηe at ᄀHiŵhᄀ φisk ou

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- ō. Obtain a written release of information signed by parents/guardians to coordinate care with treating providers, if possible;
- d. Determine if the student's condition warrants school-based support with a professional such as OST/Student Support Center, Student Study/Success Team (SST) meeting, a

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Thouῶh the student maῶ haῶe ηeen sent υοφ ῶonῶeφn ηout ηαφm to *otheφs*, eφlain to them that ble alblaῶs ask υuestions ηout peφsonal saφeῶῶ Blhen talkinῶ ηout the saφeῶῶ ου οtheφs. Ensuφe that ῶou speak blith the student ηout ῶonῶdentialitῶ and its limits pφioφ to administeφinῶ the Distφiῶt-appφoῶed suiῶide φisk assessment tool.

- a. In the student assesses at hiῶh φisk, υolloῶl Step eη ηoῶe, ηeυοφe pφoῶeedinῶ.
- η. fatheφ inυοφmation ηout the ῶonῶeφn ου ηαφm to οtheφs. Ask the student ηout:
  - a. Who theῶ blant to ηαφm;
  - η. Whῶ the blant to ηαφm them;
  - ῶ. Hoῶl theῶ plan to ηαφm them; and
  - d. Whetheφ theῶ haῶe aῶῶess and/oφ intention to ῶaφφῶ out theiφ plan
- ῶ. =all AND teat Raῶ Lozada, S=USD Saçe Sōhools Oυτῶε Διφεῶτοφ ἰ-ςῆ-ι j λῆ† to φευεστ a Threat Assessment. Shaφe φελεῖant inυοφmation ηout the outῶome ου the suiῶide φisk assessment, and the inυοφmation ῶatheφed ηout ηαφm to οtheφs, so he ῶan deteφmine neat steps.
- e. Notiῶῶ the site administφatoφ that ῶou haῶe ῶommuniῶated blith Saçe Sōhools.
- s. Remain blith the student until a Saçe Sōhools team ηeμηeφ aφφiῶes, and speaks blith the assessment theῶ. “Sō Sōhools φiῶi ῶ sῶῶe -Bli ntῶῶes