

## **STUDENT RE-ENTRY PLAN**

### **Supporting Document to The Idaho Guidelines for School-Based Suicide Intervention**

Designate a case manager (usually a counselor or social worker) who will attend all meetings, advocate for the student and carry out the following plan for re-entry after a suicide attempt or other serious incident. Be sure that confidentiality releases are signed so that involved parties can share information.

1. While the student is receiving treatment away from school
  - A. Arrange for some school assignments with therapist's/doctor's approval.
  - B. Ask teacher(s) to modify assignments if appropriate and arrange for book and assignment delivery and pick up.
  - C. Ask for approval from parents/guardians/doctor/therapist for friends and/or school personnel to visit the student and/or family.
  - D. When a student is deemed ready to return to school, request a meeting with therapist and/or doctor and parents and student to determine what will occur at school for the student (See section 2).
  - E. Continue to involve relevant staff in updates about the student and to check in with friends and other at-risk students, while continuing to remind staff and students' friends about confidentiality and its limitations.
2. When the student returns to the school setting
  - A. Decide if the student's schedule and classes need modification and determine when to re-evaluate the schedule.
  - B. Locate a place and people to whom the student can go if feeling anxious or unsafe. Decide if parents/guardians and/or the therapist will be contacted at each incident.
  - C. Plan with the student how to handle unwanted attention from peers. Ask teachers to be alert and report any harassment.
  - D. Discuss with teachers what expectations and modifications may be warranted as the student re-integrates into class (This may require a 504 plan).
  - E. Include the school nurse in discussion of medications, when they are given, and their anticipated side effects. Make staff aware of potential side effects and ask them to report unusual behavior.
  - F. Arrange for tutoring with teachers, peers, or outside resources, if necessary.
3. While the student attends school
  - A. Check in daily for the first week; then at least twice weekly for the second week, and so on.
  - B. Ask the therapist, parents/guardians, and/or doctor if a student support group is appropriate. If so, invite the student to attend.
  - C. Check regularly to be sure student is attending outside counseling and chat often with the therapist to share school concerns.
  - D. Ask the attendance office to notify the case manager immediately if the student fails to show up to school and teachers to report immediately if the student misses a class. Call parents/guardians immediately.
  - E. Ask staff to monitor behavior and report any concerns.
  - F. Arrange to meet with teachers, parents/guardians, and student to monitor progress and resolve issues.
4. Document all steps taken. See Sample Confirmation of Parental Contact and Student Record of Actions Taken and Sample Incident Report links from Intervention page.