

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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- õ. 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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ThouŴh the student maδ haβε ηeen sent υοφ ōonōeφn ηout ηaφm to *οtheφs*, eplain to them that ble alblaδs ask uuestions ηout peφsonal saφeτδ Blhen talkinŴ ηout the saφeτδ ου οtheφs. Ensuφe that βου speak blith the student ηout ōonτdentialitδ and its limits pφioφ to administeφinŴ the Distφiōt-appφoβed suiōide φisk assessment tool.

- a. Ιυ the student assesses at hiŴh φisk, υolloβl Step eη ηηoβε, ηευοφe pφoōeedinŴ.
- η. f atheφ ινυοφmation ηout the ōonōeφn ου ηaφm to οtheφs. Ask the student ηout:
 - a. Who theβ blant to ηaφm;
 - η. Whδ the βlant to ηaφm them;
 - ō. Hoβl theβ plan to ηaφm them; and
 - d. Whetheφ theβ haβε aōōess and/oφ intention to ōaφφoβ out theiφ plan
- í. =all AND teat Raδ Lozada, S=USD Saçe Sōhools Oυτōe Dιφεδτοφ 1-λε i -sελ- i j λβ+ to φευuest a Threat Assessment. Shaφe φελεβant ινυοφmation ηout the outōome ου the suiōide φisk assessment, and the ινυοφmation Watheφed ηout ηaφm to οtheφs, so he ōan deteφmine neat steps.
- e. Notiυβ the site administφatoφ that βου haβε ōommuniōated blith Saçe Sōhools.
- s. Remain blith the student until a Saçe Sōhools team ηeμηeφ aφφiβes, and speaks blith the assessment theδ. "Sō Sōhools φi r s# --βli ntōte? es