



## **Student Re-Entry Plan After a Suicide Attempt**

Transition back to school after a suicide attempt can be a difficult one, especially if the attempt was public. The student's privacy going forward is critical and the student and their parent(s) need to be an integral part of the decisions made in the re-entry plan.

The return to school requires individualized attention and planning. It is important that staff who have direct contact with the student be aware of the student's plan in order to monitor potential continued risk.

### **Counselor/Administrator Guidelines:**

Prior to return:

1. Meet with the student and their parent(s) before the return to school and fill out the Student Re-Entry Plan.
2. Respect the student's wishes as to how their absence is discussed. If the attempt is common knowledge, help the student prepare for questions from peers and staff. If no one is aware, help the student create a short response to explain the absence. Role play so that the student can try out different responses to different situations (peer to peer & staff-student), if needed. Being prepared helps reduce anxiety and helps the student feel more in control.
3. Reassure the student and family that sharing information with school personnel will be done on a need to know basis. Staff that have direct contact should be informed so they can actively assist the student academically.
4. Identify the staff that will need to know by name and role.
5. Reassure the student that staff will be available to help the student with any academic issues and that it will be important for the student to reach out if they are feeling worried about school work.
6. Obtain a Release of Information from the parent so the mental health provider can talk to the school counselor.
7. If needed, schedule a student interview team meeting if student has a diagnosis or condition that will last more than 6 months that may hinder access to education. Determine if a 504 plan would be sufficient.

After return to school:

1. Continue to monitor and support the student, as needed.
2. Have regular contact with the student's parent(s) and therapist to provide feedback and gain information on how best to support the student.



**Staff Guidelines:**

After return to school:

1. Welcome the student's return to school as you would any other students' return from an extended absence. Let them know you are glad they are back – "Good to see you".
2. Be aware that the student may still be dealing with symptoms of depression which can affect concentration and motivation.
3. Be aware that the student may be adjusting to medication and may be dealing with side effects including fatigue or jitteriness.
4. Keep the reason for the student's absence **CONFIDENTIAL**.
5. Discuss missed classwork and homework and arrangements for completion. Adjust expectations, if needed. If possible, provide alternative assignments instead of having the student try to make up all the work; provide temporary interventions during re-entry.
6. Keep an eye on the student's academic performance as well as their social/emotional interactions. If you see that they are isolating or being shunned by peers or is falling further behind academically, follow-up with the student's counselor.
7. Pay close attention to further absences, tardies, and requests to be excused during class and share any concerns with the student's counselor.
8. Encourage the student to use the school counselor for additional support.

**NOTES:** \_\_\_\_\_  
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## Student Re-Entry Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date to be reviewed: \_\_\_\_\_

Primary School Contact (a qualified school professional who will create and monitor the Support plan):

\_\_\_\_\_

Secondary School Contact (a qualified school professional available to the student when the primary contact is not):

\_\_\_\_\_

Re-Entry meeting participants:

\_\_\_\_\_

\_\_\_\_\_

### Accommodations/Support Options – check those that apply

Re-entry meeting with counselor before returning to class  
Reduced schedule for gradual re-entry  
Return to previous full-day schedule  
Return to full-day schedule but with class changes made to the schedule  
Change of placement  
Other: \_\_\_\_\_

Shortened assignments  
Extended time for work  
Provide alternative work  
Working lunch  
Arrange with teachers to not call on student unless hand is raised  
Assigned classmate as volunteer assistant  
Preferential seating, near door to allow leaving class for breaks  
Alternate work environment

Other: \_\_\_\_\_



# Willamette

EDUCATION SERVICE DISTRICT

Student allowed to take breaks inside the classroom

Student allowed to take breaks outside the classroom

Student allowed to check in with the counselor as needed

Audio or listening options (i.e. sound cancelling headphones) as deemed appropriate in class

Other: \_\_\_\_\_

School Safety Plan completed

Next steps in case of continued safety concern:

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Parental/Guardian/Student needs and/or additional information:

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