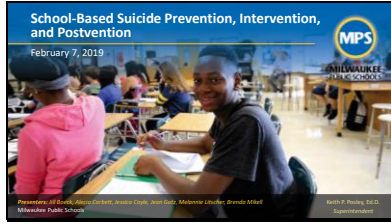
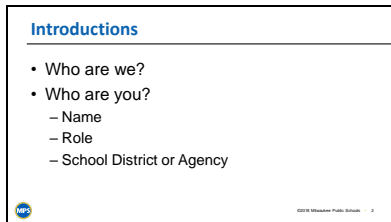


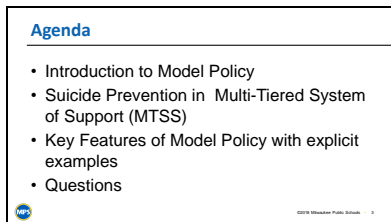
Slide 1



Slide 2




Slide 3



Slide 4

Objectives

- Participants will gain foundational knowledge of best practices in school-based suicide prevention efforts.
- Using the information provided, participants will be able to develop a plan to enhance suicide prevention, intervention, and postvention in their district.
- Participants will learn how suicide prevention aligns with a Multi-Tiered System of Support (MTSS).




©2018 Wisconsin Public Schools 4

Slide 5

Model School District Policy

- Today's information is aligned with...
 - Model School District Policy for Suicide Prevention (2014) developed by:
 - The National Association of School Psychologists,
 - The American Foundation for Suicide Prevention,
 - The Trevor Project, and
 - The American School Counselor Association to create a Model School District Policy on Suicide Prevention.

Link: <https://www.thetrevorproject.org/education/model-school-policy/#tm.00011u4011944zch4k10u4011>




©2018 Wisconsin Public Schools 4

Slide 6

Wisconsin Law

- WI 115.365
 - Encourages schools to train staff on how to intervene (gatekeeper training)
 - Notify staff annually of youth suicide prevention resources (Required)
- WI 118.01
 - Schools need to educate students about suicide prevention (Required)
- WI 118.295
 - Staff cannot be sued for trying to help a student who may be suicidal




©2018 Wisconsin Public Schools 4

Slide 7

A Growing Public Health Concern

- In the U.S.
 - #3 cause of death ages 5-19
 - Causes 10% of all deaths
- In Wisconsin
 - #2 cause of death ages 5-19
 - Causes about 14% of all deaths
 - 14th highest rate of suicide in the country

(Centers for Disease Control and Prevention)




©2018 Wisconsin Public Schools

Slide 8

Youth Risk Behavior Survey: High School

Wisconsin (Spring 2017)

- 16.4% have considered suicide
- 15% made a plan
- 7.8% actually attempted suicide




©2018 Wisconsin Public Schools

Slide 9

National Trends

"The largest increases in suicidal ideation and attempts are seen in those *aged 15-17 years old* and in *females*."

Hospitalization for Suicide Ideation or Attempt: 2008-2015, Pediatrics (2018)



©2018 Wisconsin Public Schools

Slide 10

Who is at Higher Risk?

- Considering suicide is the highest among Wisconsin high school students who are:
 - LGBT (41%)
 - Special Needs (35%)
 - Homeless (31%)
 - Low grades (28%)
- Rates are also higher for students who report experiences of violence or bullying

(WI DPI Youth Risk Behavior Survey, Special Topic, Suicide and Help Seeking, 2017)

Slide 11

Suicide Prevention in an MTSS Model

- Consistent with "upstream" approaches in suicide prevention from Public Health Model
- **Universal** (Tier 1) - all students, regardless of risk
- **Selected** (Tier 2) - those identified as being at-risk
- **Intensive** (Tier 3) - highest risk students and postvention

Slide 12

Multiple Strategies Needed

Figure: Estimated Percentages of Suicides Prevented by Use of Different Suicide Prevention Strategies

Suicide Prevention Strategy	Estimated Percentage of Suicides Prevented
Psychological	1%
Media	4%
Public	1%
Schools	1%
Community	4%
Mental Health	5%
Professional	5%


Christensen (2016) JAMA

Slide 13

Prevention – Essential Elements

District and School-Level Suicide Prevention Workgroup/Lead Staff Members

- Continuum of mental health supports/integrated SEL curriculum
- Mental health topics, including suicide prevention, integrated into Health curriculum
- Gatekeeper Training (staff and students)
- Student Groups targeting mental health and/or suicide prevention
- Easy access to information for parents and community members (websites, brochures, etc.)
- Training for co-located mental health providers
- Screening
- Relationship with law enforcement, medical examiner, and community health providers
- Consideration of staff mental health needs and risk for suicide



©2018 Washington Public Schools 13


Slide 14

Multidisciplinary Team – District Level

- Suicide Prevention Workgroup

Key Features of Workgroup:

- Includes members from community organizations and student voice
- Regularly scheduled meetings
- Oversee efforts regarding prevention, intervention, and postvention
 - Continuous collaboration and examination of policies




©2018 Washington Public Schools 14

Slide 15

Multidisciplinary Team - School Level

- Designated Suicide Prevention Coordinators at district and school level (SSW, School Psychologist, School Counselor, and NURSES)
- Coordinators work with administrators and other school staff to ensure that additional recommended preventive steps be taken school wide




©2018 Washington Public Schools 15

Slide 16

Prevention

- Two Levels:
 - Prevention Strategies for Students
 - Prevention Strategies for Staff




©2018 Williamson Public Schools 16

Slide 17

Continuum of Mental Health Supports

Key Features:

- Professional Development for All Staff
 - E.g. Youth Mental Health First Aid (YMHFA)
- Trauma-Informed Practices/Trauma Sensitive Schools
- Access to school-based mental health professionals (multidisciplinary) throughout the school day
- Integration of SEL supports and education in the classroom
- Staff knowledge of and access to referral options in community




©2018 Williamson Public Schools 17

Slide 18

Integrated SEL Curriculum and Supports

- Social Emotional Learning Supports
 - Examples:
 - PBIS
 - Mindfulness
 - Second Step
 - Restorative Practices
 - REDGen – Resiliency(R), Education(E), and Determined(D) to make a difference in the health of a new generation (gen)
www.redgen.org




©2018 Williamson Public Schools 18

Slide 19

Mental Health Integrated into Health Curriculum

- Health Curriculum
 - Wisconsin State Statute WI 118.01 (2) requires suicide prevention be taught in WI schools.
 - DPI Curriculum or the *Signs of Suicide* curriculum – built into health classes




©2018 Wisconsin Public Schools 19

Slide 20

Gatekeeper Training

- Best Practice: All school-based staff should be trained annually on suicide prevention
- DPI Gatekeeper Training video (NEW!) <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/training>




©2018 Wisconsin Public Schools 20

Slide 21

Gatekeeper Training

- Question, Persuade, Refer Training (QPR)
 - Training for students *and* staff

<https://qprinstitute.com/>



©2018 Wisconsin Public Schools 21

Slide 22

Student Groups

- Examples:
 - Gay Straight Alliance (GSA)
 - Honest, Open, Proud Groups (HOPs) <https://wisewisconsin.org/honest-open-proud>
 - Link Crew (9th grade mentoring program)
 - Pearls for Girls
 - Other extracurricular activities

WPS ©2019 Wisconsin Public Schools 22

Slide 23

Screening

- Ethical responsibility to *act* on data obtained
- **Strongly** Consider:
 - Feasibility
 - Timing, staff availability/preparedness, group size
 - Selection of tool
 - Access to referral options

***Tip* - Work Backwards when Planning!**

WPS ©2019 Wisconsin Public Schools 23

Slide 24

Consideration of Staff Suicidality


- Promote mental health resources and wellness programs to staff members
 - Especially during Gatekeeper trainings!
- Create protocol to respond to staff suicidality
 - Supportive process that honors the confidentiality of the staff member and promotes recovery

WPS ©2019 Wisconsin Public Schools 24

Slide 25

Prevention - Other Key Features

- Easy access to information and resources for parents and community members
- Training for co-located mental health providers
- Relationship with law enforcement, medical examiner, and community health providers




©2019 Williamson Public Schools - 25

Slide 26

Intervention - Essential Elements

- Risk Identification/Referral
- Risk Assessment
- Means Restriction
- Re – Entry
- NSSI Assessment
- Staff Training
- Population-specific supports (e.g. LGBTQ+)
- Plan for threats made after school hours




©2019 Williamson Public Schools - 26

Slide 27

Risk Identification and Referral

- Contingent on Tier 1 Gatekeeper training
- Awareness of point-person in building for referral
 - Consideration of what to do if point-person(s) are not available



©2019 Williamson Public Schools - 27


Slide 28

Risk Assessment Protocol

- To be used when student has been identified as "at-risk"
 - Makes verbal or written threat
 - Presents with multiple risk factors or warning signs
- Should be seen within the same school day, if not immediately

Key Features of Risk Assessment Protocol:

- Common method of assessment throughout school and district
- Triage Guidelines with information regarding intervention steps, follow-up recommendations and documentation requirements
- Parent Notification Forms/Practices (for when parent is and is not reached)
- Safety/Support Plan
- Resource Guide with community referral information
- Data Collection and Analysis (to be used by school and/or district team)
- Continuous Training for Staff




©2019 Washington Public Schools 28

Slide 29

In MPS - Risk Assessment Protocol

- Approx. 500 staff trained in protocol
 - Trainings provided annually for new and returning staff
- Tool - Columbia Suicide Severity Rating Scale (C-SSRS)
 - Triage guidelines (low, moderate, high risk)
 - Parent notification and information forms (translated into variety of languages)
 - Community Resource Guide




©2019 Washington Public Schools 29

Slide 30

Risk Assessment Protocol

- Columbia Suicide Severity Rating Scale
 - Assesses both **Ideation** and **Behavior**
 - All items include **definitions** for each term and **sample questions** for each category
 - Scores obtained can be used for triage
 - Evidence-based and supported
 - Easy to use (10-20 minutes to administer)
 - Versions include Lifetime/Recent Clinical (standard), Pediatric/Cognitively Impaired (for those younger than 6 or with cognitive concerns), and Screener (to be used for follow-ups)
 - Available in multiple languages




©2019 Washington Public Schools 30

Slide 31

C-SSRS Training Video

http://zerosuicide.sprc.org/sites/zerosuicide.actionallianceforsuicideprevention.org/files/cssrs_web/course.htm




©2019 Washington Public Schools 11

Slide 32

Triage Guidelines

- **High Risk:**
 - Suicidal Ideation Rating: 4 or 5 in past month, AND/OR
 - Behavior indicated in last 3 months
- **Moderate Risk:**
 - Suicidal Ideation Rating: 2 or 3 in past month, AND/OR
 - Suicidal Ideation Rating: 4 or 5 lifetime, AND/OR
 - Suicidal Behavior more than 3 months ago
- **Low Risk:**
 - Suicidal Ideation Rating: 1 OR
 - Suicidal Ideation Rating: 2 or 3 more than one month ago OR
 - No reported history of Suicidal Ideation or Behavior



©2019 Washington Public Schools 12


Slide 33

Support Plan

- Commonly used in suicide risk assessments
- Use professional judgement as to when to complete with student
 - Strongly recommended immediately or upon reentry from hospitalization (for HIGH RISK students)

Key Features of Support Plan:

- My Warning Signs
- My Coping Skills
- My Support Network
- Resources (especially APPS)
- Making My Environment Safe
- My Reasons to Live



©2019 Washington Public Schools 13

Slide 34

MPS Risk Assessment Data				
	2016-2017	Feb. 17-18	June 17-18	January 18-19
Total Risk Assessments	1,570	1,348	2,332	730
Initial Risk Assessments	--	1,045	1,806	642
Follow-Ups	--	303	526	88
Unique Students	--	836	1,369	550
Rate per Month	149.6	174.2	212	146
Deaths by Suicide	3	0	1	2

MPS ©2019 Milwaukee Public Schools 34

Slide 35

Data Collection

- Consider:
 - Entering data into student information system
 - Account for sensitivity of the information and what staff members will have access to the information
 - Plan for which data is most useful for your district/school to collect
 - Or, find a system that works for your district with the intent of improving prevention efforts

MPS ©2019 Milwaukee Public Schools 35

Slide 36

Example – Data Collection

Initial Assessment [188]

Priority Assessment [289]

Student Suicide History - YES/NO [167/1]

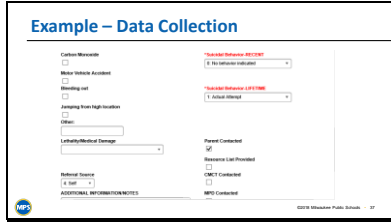
Student Suicide History - LAST TIME [167/1]

Notes:

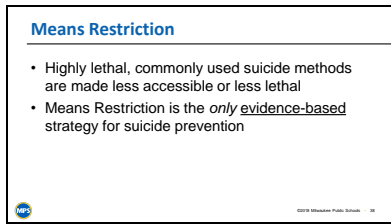
To add complete the Student Suicide field with a 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

MPS ©2019 Milwaukee Public Schools 36

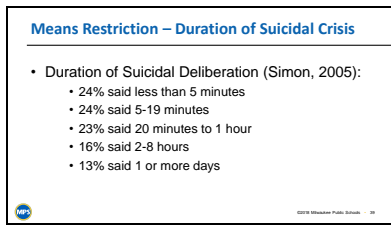
Slide 37



Slide 38



Slide 39




Slide 40

Means Restriction Counseling

Among families of high-risk youth, those who received the counseling were significantly more likely than those who had not to remove or secure the items

(Runyan, et al., 2017)



©2018 Williamson Public Schools 11


Slide 41

Means Restriction Counseling

- Consider:
 - Creating a tip sheet for parents or staff to use to guide conversation
 - Adding "Means Restriction Counseling" on triage guidelines
 - Adding to Support Plan discussion

Key Features of Means Restriction Counseling:

- Information regarding how to engage students and families in discussion in collaborative way
- Information on when to include students in discussion
- Information on what to restrict and how
 - Community-based resources, such as medication drop-boxes or options for temporary storage of firearms and ammunition




©2018 Williamson Public Schools 11

Slide 42

Re-entry

- Defined as:
 - Any absence related to mental health hospitalization or treatment
 - May or may not be due to suicide attempt
- Role of School-Based Staff
 - Advocacy and Leadership
 - Addressing *school-based* needs




©2018 Williamson Public Schools 11

Slide 43

Re-Entry

Key Features of Re-entry:

- Re-entry meeting with key stakeholders
 - Develop a prevention/intervention plan with community service provider
 - Planning for student safety in school
 - Consideration of managing missed work and altering schedule or environment
 - Establish a process to ensure the plan is being followed
- Support Plan created *with* student
- Communication with necessary staff members
- Involvement of student as much as possible



©2019 Williamson Public Schools 33

Slide 44

Non-Suicidal Self-Injury (NSSI)

Assess for Physical Injury/Potential Lethality

If immediate medical attention is required, follow school emergency response protocol. If physical injury does not exist but concerned injury has high potential to be lethal, identify an on-site observer and follow triage guidelines.

Referral to Support Staff

- Referral for Academic Staff/Intervention
- Referral for Case Manager


Assessment

Prior to determining academic status:

- The C-DESI for presence of suicidal ideation and behavior
- Ask: Is there anything that the student does to manage their negative emotions (e.g., self-harm, substance use, anger management)?

Triage

- Essential Services: Medical attention included
- Basic Support: Self-harm (NSSI), suicidal ideation, substance use, anger management
- Special Services: Trauma Services, Crisis Services, Social Skills, Peer Support, Student Leadership
- Referral to Student Support Services: Student Support Services, Behavioral Services, Health Services
- Referral to Counseling Services: Individual Counseling, Group Counseling, Family Counseling
- Referral to Intervention Services: Intervention Services




©2019 Williamson Public Schools 34

Slide 45

Other Essential Elements

- Population-specific supports (e.g. LGBTQ+)
- A plan for threats made after school hours




©2019 Williamson Public Schools 35

Slide 46

Postvention – Essential Elements

- Death Verification
- Established Crisis Team
- Memorials
- Staff Resources
- External Communication




©2019 Williamson Public Schools | 46

Slide 47

Death Verification

- **Step 1**
 - Important Considerations:
 - Communicate with family regarding actual death
 - Determine families wishes for confidentiality
 - How can this be balanced with current needs of students and staff?
 - Contact administration and all staff prior to school day
 - Schedule all-staff meeting prior to start of school day to share information and triage staff needs
 - Consider if community referrals or supports are needed for adults
 - Provide staff with information on what to expect from the schedule for the day and what to expect from students




©2019 Williamson Public Schools | 47

Slide 48

Announcements to Students and Families

- Create standard statement to be shared with all students at the same time (e.g. during 1st period; *NOT* over loudspeaker or in assemblies)
- Create letter to be sent home to families
 - Include the following information:
 - Community Resources
 - Crisis Warning Signs
 - Tips on how to have discussion with their child
- Consider students not at school that day




©2019 Williamson Public Schools | 48

Slide 49

Crisis Team


- Team of trained pupil services staff to support after death
 - Provides situation management and supports day of and possibly days following
 - **Goals:**
 - Sharing information in controlled manner
 - Helping students process emotions
 - Returning students to normal routines as quickly as possible, and
 - Identifying those who have additional needs and need referrals to appropriate resources
- Preparing for the day
 - Logistics: notifying crisis team members (flexible schedule), arranging space for crisis team response (public vs private space)
 - "Go Kit" - additional copies of risk assessments, art supplies, fidgets, Kleenex, resource brochures

 ©2019 Williamson Public Schools 10

Slide 50

Crisis Team – Other Considerations


- Examine population needs
- Anticipate and plan for reactions from students who are highly involved
- Increased number of risk assessments (day of and following time frame)
- Questions from students
- Possible animosity

 ©2019 Williamson Public Schools 11

Slide 51

Crisis Team – Other Considerations, cont'd.

- Be supportive/empathetic
- Answering questions with honest information
- Having someone monitor the entire group
- Switching roles to reduce fatigue
- School-based staff to follow the student's schedule who died
- Social media


 ©2019 Williamson Public Schools 11

Slide 52

Memorials

Do not make student bigger in death than they were in life

- Can be student led, *as long as...*
 - It is temporary
 - It does not disrupt the educational environment (This is VERY important for many students to have a 'normal' day)
- CAUTION against large group gatherings




©2019 Williamson Public Schools 11 52

Slide 53

Staff Resources

- Employee Assistance Programs
 - Services that can be provided
 - Having access during crisis times
- Adults are people, too, and have feelings...they may need support




©2019 Williamson Public Schools 11 53

Slide 54

Community Resources

- Finding services in your community
 - Good match for population (i.e. language, culture, specializations etc.)
 - Funding
 - Agencies able to handle volume
 - Making resources available
 - Access




©2019 Williamson Public Schools 11 54

Slide 55

After the Initial Crisis

What Follows After the Death

- Short- and Long-Term Planning and Support
 - Following up with students and family
 - Consideration of birthdays, anniversaries, the day on months that follow...be mindful
 - Staff support needs
 - Education and training needs for staff, students, and families




©2019 Williamson Public Schools 10

Slide 56

External Communication

- Who is your media person?
- Know the information boundaries
- News/Interviews with staff, parents, students




©2019 Williamson Public Schools 11

Slide 57

High Risk Students

- Referrals to appropriate community supports (CBT, DBT, etc.)
- Continuous communication with mental health providers and family
- Continuous monitoring of suicide risk




©2019 Williamson Public Schools 12

Slide 58

Advocacy

Policy Model

- Educate yourself in current population trends and research
- Examine the current policy



©2018 Williamson Public Schools 58

Slide 59

Questions?





©2018 Williamson Public Schools 59

Slide 60

Thank you.

Presenters:

- Jeff Block**, School Counselor jblock@wpschools.k12.or.us
- Alicia Clark**, School Social Worker acklark@wpschools.k12.or.us
- Jessica Coyle**, School Psychologist, Mt Hood jcoyle@wpschools.k12.or.us
- Jean Galt**, School Psychologist, Supercenter kgalt@wpschools.k12.or.us
- Melinda Lischer**, School Psychologist, Supercenter mlischer@wpschools.k12.or.us
- Brenda Moad**, School Counselor bmoad@wpschools.k12.or.us



Kathi F. Pringle, M.Ed., Superintendent
©2018 Williamson Public Schools 60

Slide 61

