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| **Task** | **Prior to Program Date(s)** |
| Create protocols/crisis response plan (Schedule Protocols Meeting with Valerie. Refer to **Protocols, Prevention and Postvention** folder for samples). | 8 weeks |
| Planning meeting/designate SOS liaison   * Designate targeted grade levels * Designate location for headquarters and locations for staff to individually screen students. On average, 16% of students are “flagged” for follow-up during screening process; plan accordingly based on your student population (recommendation is to “round up”) * Designate dates (student programming, staff training) * Determine how many classes per day, who will present SOS to classrooms * Determine how many social workers/counselors you will need to effectively run the day * Plan for parent contact (i.e., calling home for every legitimate interview; determine whom parents should call back if someone not based at the school makes the call, etc.). For Priority 1’s and 2’s that are high-risk, Staff MUST make contact with a parent/guardian/emergency contact before the end of the day (Refer to **Parent Notification—High Risk** and **Sample Voicemail Messages)** * Develop a plan for what to do if parent contact cannot be made for high-risk students * Create a plan for pulling students out of class (passes, runners, etc.) * Determine follow-up procedures for students (Refer to **Student Follow-up Procedures** folder—**Sample—SOS Steps for Assessing Priority 1 Students; Sample—SOS Steps for Assessing Priority 2 & 3 Students; Sample Follow-up Response Plan)** |
| EM staff provides SOS liaison with access to password-protected site on website (limited to partnering schools) containing pertinent programming documents |
| EM purchases SOS portal access |
| Contact referring behavioral hospitals/agencies/SASS for in-person or phone support on SOS days | 4 weeks |
| Set up locations for staff to individually screen students who are flagged (offices, other potential spaces) |
| Identify students who may benefit from opting out (talk with parent(s) and student(s) in advance, as appropriate) |
| Send home **Passive Consent Letter** (English and Spanish)—via email is fine. Designate 1-2 people (administration or EM liaison or whoever signed the letter) to field parental questions/concerns (Refer to **FAQ from Parents About SOS**). Optional: Send with **SOS for Parents Handout** | 2 weeks  2 weeks |
| Create master document with room assignments for teachers/facilitators/moderators |
| Identify translators who can be on-site to assist in parent calls |
| Track students who opt out; designate a plan for where they should go during SOS lesson and ensure that both classroom teachers and applicable SOS facilitators have access to this information |
| Create a plan for students who are absent – designate 1 make-up day if feasible |
| Students take the **Pre-Test** (Elyssa’s Mission will mail out school-specific link to be shared with students) | 1 week  1 week |
| Plan for a social worker/counselor/dean/assistant principal to handle other building needs not related to the SOS program; all other student services staff should reschedule appointments/meetings unrelated to SOS program |
| Confirm plan for pulling students out of class |
| Create customized protocols for voice messages and emails left for parents (Refer to **Student Follow-up** **Procedures** folder: **Sample Voicemail Messages and Sample Parent Notification—Email** templates. NOTE: Email to be used only in non-emergency situations when you are unable to reach the parent by phone) |
| Set up waiting area where students can be supervised in the event of a SASS call or waiting for parent pick-up |
| Develop plan for sharing information among Student Services staff members |
| Prep headquarters   * Ensure sufficient copies of printed **Rubric Prioritizing Follow-ups** (5-10 copies for staff)—found in **Student Follow-up Procedures** folder * Print out **Student Screener--Samples** as reference for staff (1 set is sufficient)—found in **Student Follow-up Procedures** folder * If possible, obtain color-coded folders for P1, P2 and P3 students (or can use colored dots or markers for use on tabs of plain manila folders); 16% identification rate is average, but overestimate numbers especially if you have a high-risk student population * Gather bins/boxes for student folders waiting to be seen (including an additional folder for screeners where “No Follow-up Needed”) as well as bins/boxes for “Completed Folders” |
| Prep folders in headquarters with the following documents—for P1 and P2 (P3 folders generally only require blank or lined paper for note-taking on student concerns)   * **Suicide Risk Monitoring Tool**—found in **Student Follow-up Procedures** folder * List of local resources (can have in each folder or 1 per facilitator is also fine) * Safety/Support Plan—**Sample Safety Plan** (if applicable)—found in **Student Follow-up Procedures** folder |
| Prep SOS facilitator packets   * Classroom roster (track attendance—classroom teacher can highlight names of absent students)) * List of students who opted out * **SOS Discussion Guide (MS or HS,** as applicable)—found in **Discussion Guides** folder * **Consolidated Screener and Response Card**—found in **Student Follow-up Procedures** folder(sufficient copies for all students) * Facilitators can email out one or more of the following to students as follow-up: **Elyssa’s Mission ACT Resources Card; ACT Infographic-Students**—found in **Student Program Supplemental** **Materials/Activities** folder |
| **SOS Follow-Up Spreadsheet**—found in **Student Follow-up Procedures** folder--loaded on private shared drive (customized to needs; shared with applicable staff) |
| Test playing presentations, including video links, in the SOS portal (multiple computers streaming simultaneously) and ensure all SOS classrooms have required and functional technology |
| Confirm administrative support (e.g. assistance in headquarters) |
| Develop plan for storing student SOS folders |
| Plan for water/snacks/lunch for staff (optional) |
| Review and Plan for *Day-of Considerations* (See Below) |
| Students complete **Post-Test** (Elyssa’s Mission will mail out school-specific link to be shared with students) | 1-2 days after programming |
| School liaison completes online **MS and/or HS** **Outcome Survey**—link found in **Student Follow-up Procedures** folder; EM will also email link to liaison following the program) | 1-2 weeks after programming |

*Day-of Considerations:*

* Coordinate the following for outside support staff (from different schools in the district and/or outside agencies/behavioral health hospitals)
  + Arrival time
  + Parking information
  + Wifi password
  + Location of headquarters
  + Map of building
  + Set up tech/videos in SOS classrooms
  + Have “Facilitator Folders” ready in headquarters
* Make sure all outside helpers have access to relevant school information (e.g., school name, address, phone number, school liaison, etc.)
* Ensure that there are printed copies of the detailed scoring rubric (5-10) in headquarters
* Ensure that there are printed examples of scored Priority 1,2, and 3 screeners in headquarters (refer to EM **Student Screener Samples**—found in **Student Follow-up Procedures** folder)
* Have bins/boxes ready in headquarters for student folders waiting to be seen (folder for “no follow-up needed”)
* Have bins/boxes ready in headquarters for completed folders
* Determine who will assist with scoring (EM will score and model scoring on initial SOS date), spreadsheet entry and looking up/making copies of student schedules (if applicable)
* Make sure student names and priority level are listed on P1, P2 and P3 folders
* Designate system for tracking the location of students and interviewers (e.g. white board)
* Ensure whomever is filling out spreadsheet has access to **Tips—Filling out Spreadsheet**—emailed out to liaison by EM
* Plan/anticipate time allotted to student lunch
* Put signs on doors of designated SOS follow-up rooms to ensure space is reserved and have copies of “SOS Reserved Room” signs in the event empty classrooms need to be utilized for follow-up interviews
* Ensure available tech support, if needed
* Ensure that translators are available for parent calls/meetings, if needed
* Secure administrative support when ambulance needs to be called

End-of-Day Considerations

* Administer BSAD at *beginning of period* for last 2 class periods
* Ensure “all hands-on-deck” to provide follow-up for “Priority 1” students during last class period