

Transition Process From Residential Facility/External Evaluation to School – SAMPLE

The process below should be used when a student is returning to school after a stay at a facility for mental health needs or if a student seeks an outside psychiatric evaluation. The student will receive discharge paperwork when they leave the facility. The paperwork may include diagnosis information, medication, and/or recommendations for the student.

NOTE: All of these steps are completed WITH the student, not on behalf of the student.

Step 1, Notifying Campus Personnel:

Ensure Principal, Assistant Principal, Counselor, Nurse, and other School Mental Health (SMH) Support Personnel (*could include school social worker, Communities In Schools, etc.*) are notified that student is seeking a mental health evaluation or has been receiving care at a residential facility. Begin the process of scheduling the Student Support Committee/Student/Teacher Assistance Team meeting (SSC/STAT) and give notice to Parents/Guardians. Host a pre-staffing meeting with campus-based staff to determine if additional disciplinary or intervention steps must be taken prior to return.

Special Education/504:

Ensure Principal, Assistant Principal, Counselor, Nurse, Special Education representative, and 504 representative are notified that student is seeking a mental health evaluation or has been receiving care in a residential facility. Begin the process to schedule an Admission Review Dismissal (ARD) meeting or 504 meeting and give notice to Parents.

Step 2, Student Arrival:

Counselor meets student upon arrival and discharge paperwork is collected.
Counselor and Nurse review paperwork.

Step 3, Student Support Meeting (General Education):

Upon student's arrival, the Student Support Committee/Student/Teacher Assistance Team (SSC/STAT) should convene. Attendees should include Parent(s)/Guardian(s), Student, Administrator, Teacher(s), Counselor, and Nurse.

Optional Attendees may include Licensed Specialist in School Psychology (LSSP), in the event a consult is requested or a referral discussed.

Special Education/504 Students, Convene a Staffing/Admission Review Dismissal (ARD) or 504 Meeting:

Conduct the ARD meeting; attendees should include Parents/Guardians, Student, LSSP/504 coordinator, Administrator, Teacher(s), Counselor, and Nurse.

Step 4, Student Support Meeting Agenda Items:

- Debrief the facility stay and review the discharge paperwork. Identify if any additional needs from residential facility that are not captured in discharge paperwork should be included.
- If diagnosis was given, determine if 504 or Special Education referral is needed. Follow appropriate 504/Special Education referral process.

- If the student is not under Section 504, consider a referral to Section 504. Following this meeting, an initial Section 504 meeting can be scheduled to determine eligibility and formalize the plan under 504.
- Optional: collect consent paperwork so that medication may be administered at school.
- Create a Student Support Plan with reintegration into the classroom.
- Create a Safety Plan with the student.
- Determine Communication Plan with Parents, Administrators, Nurse, Counselor, and other Teachers who may not be present. Remind all staff members of confidentiality best practices (Health Insurance Portability and Accountability Act [HIPAA] policy).

ARD/504 Meeting Agenda Items:

- Debrief the facility stay and review the discharge paperwork, noting if any diagnosis was given. Ask parents if additional needs came out of residential facility that are not captured in discharge paperwork.
- Review 504 Plan or Behavior Improvement Plan (BIP) and update as needed to reflect discharge paperwork recommendations.

Special Education Students: *If new diagnoses are given and eligibility could change, Licensed Specialist in School Psychology (LSSP) may initiate an update of the Individual Education Plan (IEP) to include additional supports. A request for a Review of Existing Evaluation Data (REED) meeting may also occur. Please refer to LSSP for this.*

504: *If new medication is given, this must be reflected in 504 Plan and Nurse must be updated.*

- Request release of records from parents. This will allow campus to communicate with medical professionals, in case additional support is needed.
- Discuss student's reintegration into the classroom and any additional supports/actions that must take place for this. Update Behavior Improvement Plan (BIP)/504 Plan with any new interventions.
- Create a Safety Plan/No Harm Plan if applicable (*can be accessed on counselor website*) and update Behavior Improvement Plan (BIP)/504 Plan.
- Create Communication Plan with Parents, Administrators, Nurse, Counselor, and other Teachers who may not be present. Remind all staff members of confidentiality best practices (HIPAA policy).

Step 5, Create Support Plans:

Plans for students include a Student Support Plan, Student Safety Plan, and a Communication Plan.

- **Student Support Plan:**
 - Assign a trusted Teacher/Staff Advocate for the student. This should be a campus-based employee who can check in with the student daily.
 - Identify interventions (academic/behavioral) needed, based on recommendations from discharge paperwork and academic/disciplinary records for the current year.
- **Student Safety Plan:**
 - Examples included in Mental Health (MH) Toolkit in English/Spanish.
- **Communication Plan:**
 - Ensure plan includes communicating interventions with all Teachers, appropriate Administrators, Counselor, and Nurse.
 - Include daily/weekly updates to Parents on student progress.

Step 6, Followup Meeting:

- Scheduling two consecutive followup meetings 3 weeks apart will ensure that critical student support staff members are able to adjust the student supports as needed.

- Review all of the academic and social/emotional supports that were put into place and determine if these need to be adjusted.
- Review Communication Plan and make changes as needed.
- Ensure Student Safety Plan is updated.
- Communicate all academic and social/emotional intervention changes to all Teachers and school staff including the Principal, Assistant Principal, Counselor, Nurse, and Children and Youth Services/Communities In Schools (CYS/CIS).

SAMPLE