



TRANSITION PROCESS FROM RESIDENTIAL FACILITY/EXTERNAL EVALUATION TO SCHOOL

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.

Step 1, Notifying Campus Personnel:

Ensure Principal, Assistant Principal, Counselor, Nurse, and CIS/CYS worker are notified that student is seeking a mental health evaluation or has been receiving care at a residential facility. Begin the process of scheduling Student Support Committee meeting (SSC/STAT) and give notice to parents.

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, and Janet Olson Gay (Special Ed.) or Ann Conkling (504) 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):

Before student attends any classes, the Student Support Committee (SSC/STAT) should convene.

Attendees should include Parent(s)/Guardian(s), Student, Administrator, Teacher(s), Counselor, Nurse.

Optional Attendees may include 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, 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 re-integration into the classroom.
- Create a Safety Plan.



TRANSITION PROCESS FROM RESIDENTIAL FACILITY/EXTERNAL EVALUATION TO SCHOOL

- Determine communication plan with parents, administrators, nurse, counselor, and other teachers who may not be present. Remind all staff members of confidentiality best practices (H.I.P.P.A. 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 updated as needed to reflect discharge paperwork recommendations.

Special Education Students: *If new diagnosis are given and eligibility could change, 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 re-integration 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/create 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 (H.I.P.P.A. policy).

Step 5, Create Support Plans:

Plans for students include a Student Safety Plan, a Student Support 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. Intervention ideas may be accessed on the Transition Process Intervention Guide located on Counselor website.
- **Student Safety Plan:**
 - *Can be accessed on the Counselor website.*
- **Communication Plan:**
 - Ensure plan includes communicating interventions with all teachers, appropriate administrators, counselor, and nurse.
 - Include daily/weekly updates to parents on student progress.
 - Calendar follow-up meeting in three weeks with same attendees to review Student Support Plan.