



Planning for Your Child's Discharge from a Mental Health Treatment Program: School Checklist

Planning for your child's transition out of a mental health treatment program back to their school setting is an important part of continued success after discharge. Start planning for this transition as soon as your child is admitted to a treatment program. The following checklist is intended for you to use in collaboration with treatment staff and school staff.

Information from the treatment program, including diagnostic and other psychological testing, may help school staff better understand your child's needs. It may be helpful in determining if your child is eligible for special education services or 504 accommodations. You are not required to share everything about your child's medical history and you may choose to protect sensitive information.

If your child has been in a treatment program for more than 15 school days, the school will remove your child from their attendance rolls. You may need to re-enroll your child after discharge.

CHECKLIST FOR ENTRY BACK TO SCHOOL

I have:

- Informed school staff of the date my child is expected to return to school
- Completed and submitted enrollment forms and confirmed that my child is re-enrolled in school
- Invited staff from school to attend or call into the educational planning portion of the discharge planning meeting
- Set a meeting date and time to plan for transition back to school
- Invited treatment program staff to attend or call into a meeting to discuss transition planning with the school **OR** send written recommendations to the school
- Requested relevant topics be added to meeting agenda. Consider whether you will need to discuss any of the following:
 - Recommendations for services and supports from the treatment program
 - Your child's school schedule, including possible need for shortened or modified school day
 - An evaluation or re-evaluation for special education or a 504 Plan
 - Changes or additions to Individualized Education Program (IEP) or 504 Plan
 - Credit transfer or progress toward graduation
- Provided school staff with educationally relevant information or recommendations from the treatment program
- Provided school staff with grades, transcript, or education records from treatment program

Children and youth with disabilities, including mental health and emotional or behavioral needs, may be eligible for education plans. If your child has not been evaluated for special education or a 504 plan, be sure that you ask school staff to talk with you about these education plans. If you believe that your child could benefit from a 504 Plan or IEP, submit a written request to your child's school for an evaluation. Learn more at <https://www.PACER.org/cmh/learning-center/education/introduction.asp>.

TREATMENT STAFF RECOMMENDATIONS FOR SCHOOL

Can a member of my child's care team attend or call into a meeting with myself and school staff to assist in planning for my child's transition?

Yes

Dates and times staff may be available: _____

No

Would you recommend a shortened or modified school day after discharge?

Yes

No

How much school time is appropriate or manageable for my child as they transition back to the school setting?

What supports worked well for my child while they were receiving educational services during treatment?

What additional supports would you recommend for my child when they return to school?

What concerns has my child shared with staff about transitioning back to school after discharge?

What recommendations do you have to address these concerns with school staff?

What, if any, accommodations or supports are recommended for non-academic (i.e.; lunch, recess, passing time, etc.) or after-school activities?

How and when will education records be transferred to my child's school? Who is the contact person for educational records for the treatment program?

MEETING WITH SCHOOL TO PLAN TRANSITION

Who needs to be invited to the meeting?

If my child tells staff that they are having thoughts about self-harm, staff will take the following steps:

Does my child need to recover credits for graduation? If so, which subjects, and what are the available options?

How can staff help my child reconnect with their peer group? (*See last page of this handout for information about why you may want to include this information*)

For how many hours or class periods will my child attend school?

Which classes will they take at school?

If my child is unable to attend full days, how will they keep up with core subjects (math, science, social studies, and language arts) until they are able to return to full time?

If your child is not currently qualified for a 504 plan or special education:

What recommendations from the care and treatment program will be implemented?

Does my child need to be evaluated for a 504 plan or special education services?

- Yes, evaluate for 504 plan
- Yes, evaluate for special education
- No, an evaluation is not needed at this time for the following reasons:

MEETING TO DISCUSS YOUR CHILD'S 504 PLAN

What recommended accommodations from the care and treatment center will be added to the 504?

What were some of the challenges my child experienced at school prior to treatment? (Include your thoughts and any thoughts your child has shared with you)

How are these challenges currently being addressed in the 504 plan?

Are there other accommodations that need to be added to the 504 plan to address those challenges? If so, what accommodations will be added?

MEETING TO DISCUSS YOUR CHILD'S IEP

What recommendations from the care and treatment center will be added to the IEP?

What were some of the challenges my child experienced at school prior to treatment? (Include your thoughts and any thoughts your child has shared with you)

How are these challenges currently being addressed in the IEP? (If applicable)

Are there other accommodations that need to be added to the IEP to address these challenges? If so, what accommodations will be added?

Are there skills that my child needs to build to address those challenges? If so, what are those skills, and will a goal be added or changed so that my child can work on them?

Are there other services that need to be added to the IEP to address the challenges prior to treatment or help them make progress on current or new IEP goals? If so, which services will be added?

Helping your child navigate social situations after discharge

- Many children and teens worry about what to say to peers when they are asked why they have been away from school. It may be helpful to work with them to prepare an answer that they are comfortable with prior to returning to school.
- Even short periods of time away from school can make some children or teens feel disconnected from their friends. Some children and teens have a difficult time figuring out how to reconnect or may feel isolated because they have not been a part of day-to-day conversations or activities with their friends. Reestablishing friendships can be an important part of your child's wellness after discharge. You can help your child schedule activities.
- You can also talk with school staff about ways to support reconnecting with friends. For example, schedule lunch periods with at least one close friend or find a few minutes during the day when your child and friends can meet in a quiet space during the first week your child is back at school.