STUDENTS

Mental Health Procedures

Prince William County Public Schools is committed to promoting safe, responsible, and healthy behaviors, and to support the personal/social development of students.

A variety of prevention and intervention services are provided by school counselors, school social workers, school psychologists, and school nurses and are delineated in Regulation 651-1, “School Counseling Services, Elementary, Middle, and High School,” Regulation 763-1, “School Social Work and Comprehensive Child Study Services,” and Regulation 761-1, “Psychological Services.”

In the event that a student experiences a mental health emergency in which the student is believed to be at imminent risk for harm to self or others, the following regulations will be used to guide intervention efforts: Regulation 778-1, “Suicide Prevention,” Regulation 777-1, “Threat Assessment Procedures,” and Regulation 758-1, “Emergencies.”

The purpose of this regulation is to provide guidelines to support the student’s transition back to school following a mental health emergency or extended absence due to mental health concerns.

School Re-entry Following a Mental Health-Related Absence

I. Definition. A mental health-related absence refers to situations in which a student has been referred for a community-based mental health assessment due to threats to self or others or has been absent due to serious mental health concerns, hospitalization, participation in a day treatment program, or residential placement.

II. When a student is referred for a community-based mental health assessment as the result of a suicide risk assessment or threat assessment, the school administrator or designee will inform the parent/guardian that a re-entry meeting will be held upon the student’s return to school.

III. The parent/guardian is responsible for informing the school administrator when their student is absent due to treatment in a partial day program, hospital, or residential facility. The school administrator or designee will discuss strategies that may be available to support the student during their absence and will ensure that a re-entry meeting is held when the student is able to return to the school setting.
IV. At a minimum, the participants in the re-entry meeting will include the student, a school-based mental health professional (school counselor, school social worker, school psychologist, or school nurse) and an administrator. It is recommended that the team also include the parent(s)/guardian(s) and the community-based professional treating the student. A consent to exchange information with the community-based professional will be requested.

V. The re-entry planning team will follow the Office of Student Services’ Student Re-entry Guidelines and will document the student’s needs and strategies to address those needs on the Student Re-entry Plan of Action (Attachment).

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for implementing and monitoring this regulation.

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for reviewing this regulation in 2020.
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
Student Re-entry Plan of Action

Student Name:  
D.O.B.:  
ID:  
School:  
Grade:  
Date:  

The planning team should include each of the following in its consideration of possible needs and strategies/resources that might be appropriate to support this student’s success in the school setting.

**Current Status:**

**Academic**—Review and summarize student’s courses, grades, impact of missed work, etc.

**Social/Emotional**—Review and summarize information and concerns provided by student, parents, and treating clinician(s) (including diagnoses and recommendations as appropriate).

**Health**—Describe need(s) to be addressed, if any. Develop a Health Treatment Plan as appropriate.

**School Recommendations:**

**Academic**

- [ ] Schedule changes
- [ ] Adjustments to assignment/test deadlines
- [ ] Grading considerations
- [ ] Other
- [ ] Course change(s)

**Describe:**

**Social-Emotional**

- [ ] Check-ins (specify schedule and staff member, e.g., “1st period daily w/Ms. Smith,” “As needed w/Mr. Smith,” etc.)
- [ ] School-based individual supportive counseling (specify source, frequency, duration)
  - [ ] Person(s) responsible: ________________________________
- [ ] School-based group counseling (specify source, frequency, duration)
  - [ ] Person(s) responsible: ________________________________
- [ ] Individual Student Safety Plan (attach)

**Describe:**
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
Student Re-entry Plan of Action

Health
☐ Health Treatment Plan
  o Person(s) responsible: ________________________________

Describe:

Communication
Consider communicating with treating clinician, temporarily increasing in home/school communication:
☐ Request permission to communicate with treating clinician
  o Person(s) responsible: ________________________________
☐ Home/school communication (describe, including frequency)
  o Person(s) responsible: ________________________________
☐ School/staff communication (describe, including any limitations)
  o Person(s) responsible: ________________________________

Describe:

Case Management
☐ Assign case manager: ________________________________

Schedule a follow-up meeting within two to four weeks.

☐ Schedule informal progress monitoring meeting. Date of meeting: _____________
or
☐ Refer to Intervention/IEP/504 Team to address academic, behavioral, and/or emotional concerns. Date of Intervention Team meeting: ________________________________

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