Triage: Criteria and Procedures

1) Identify student needing therapeutic support
   - Has been suspended multiple times
   - Regularly engages in behavior
   - Significant increase in previously documented behavior
   - New behavior not addressed in current plan
   - Significant decrease in attendance
   - Mental health diagnosis
   - History of, or recent trauma
   - Recent or continued hospitalizations

2) Ensure interventions are being utilized and documented
   - Documented Support from Psychologist, School Administration, Behaviorist, SEA, etc.
   - Behavior Intervention Plan
   - SARB Process
   - IEP Goals addressing students needs with updated progress
   - Counseling Services outside of school setting (needs to be documented in IEP)
   - Counseling Services within school setting
   - Updated IEP
   - **Interventions must be in place for 4 weeks or more and documented through ARIES / Current IEP before going to the next step**

3) If interventions are not enough, start the Triage process
   - Contact the school psychologist and administrator to determine if a Triage packet should be completed
   - Case Manager is responsible for explaining to the parent the process and why they believe this process is recommended
   - The school psychologist is responsible for completing the packet (in SEIS), obtaining the parent signature, and submitting the packet to the Triage Team (send to Wing D at the District Office)
4) Triage Process

• Packets are reviewed weekly. If all criteria is met, the referral process continues. If all criteria is not met, a Disposition Letter is sent back stating why the packet is not being processed
• When an assessor is assigned, he/she will do a file review, observation, and conduct interviews
• Once all data is collected, a report is written with the assessors recommendation

5) Types of Recommendations

• Does not qualify: An IEP will be held to explain why and discuss recommendations to support the student
• Outpatient therapy: Student continues in his/her current placement, with the added support of Behavioral Health Specialist
• Change of placement to an in-District Social Emotional Educational Collaborative Program: The District has 6 Social Emotional Educational Collaborative Programs – 2 Elementary, 2 Middle, and 2 High
• Change of placement to a Non Public School: The District contracts with several Non Public Schools for students who need require a restrictive environment

6) Triage Letter

• Once the report is reviewed with the Triage team, a letter with their recommendation and next steps is sent to the school team. The parents are contacted with the recommendation and a tour and/or IEP is set up, depending on the type of letter received
• Once an IEP is completed and parent/guardian has consented to services and placement, the new IEP can be implemented.