

School Crisis Plan: Direct Referral Criteria (Tier 3)

PURPOSE

This form provides guidance and clarity to teachers and staff about making a direct referral to Tier 3, bypassing Tier 2 processes.

DIRECTIONS:

Use these criteria to determine whether a student's needs require immediate support. Please refer to your school or district mandated reporter guidelines as well.

Important Guidelines:

- Tier 3 provides intensive supports for individual students with more significant needs. Students who are demonstrating crisis-level indicators of need at Tier 1 should be referred directly to Tier 3.
- All staff members in schools are mandated reporters; please follow school and district mandates.
- The following indicators require an immediate response and are not subject to the standard referral process for tiered supports. While the referral form must be completed for documentation purposes, it can be completed after the student is placed in safe custody; it is not needed to receive support.
- All students receiving outside services for any of the following indicators should automatically be placed on the list of students receiving Tier 3 supports for close monitoring.

STUDENT CONCERNS	
Crisis Level Indicators	Looks like or sounds like...
School Functioning	<p>A student who...</p> <ul style="list-style-type: none"> • Does not consistently log in to virtual classroom lessons or has not participated in any virtual classroom lessons • Struggles with regular attendance and/or tardiness • Misses three days in a row without a doctor's note • Does not turn in any academic work/homework • Refuses to participate in class, either verbally or in completion of assignments • Has changes in academic functioning, such as a sudden dip in grades, sudden lack of work completion, etc.
Mental Health Needs	<p>A student who...</p> <ul style="list-style-type: none"> • Appears to be or reveals they are sad most of the time • Appears to be nervous or fearful, reveals feeling worried or anxious most of the time • Communicates or demonstrates irrational phobias • Demonstrates severe mood swings • Has sudden issues with inconsistent thoughts, limited memory, or confusion • Shares information that is not real or is imagined • Demonstrates other unusual behavior • Caregiver reveals will not get out of bed or refuses to attend sessions

Crisis Level Indicators	Looks like or sounds like...
Suicidal Ideation or Attempt	<p>A student who...</p> <ul style="list-style-type: none"> • Talks about dying (any mention of dying, disappearing, jumping, killing oneself, or other types of self-harm) • Displays suicidal gestures, such as cutting
Demonstration of Extremely Violent Behavior or Thoughts, or Homicidal Ideation or Attempt	<p>A student who...</p> <ul style="list-style-type: none"> • Talks about an intent to kill or harm others or shares a plan (past or present) to do so • Talks about and/or is preoccupied with use of weapons (e.g., knife, scissors, pencils) • Talks about and/or attempts to sexually assault others (e.g., sexual inappropriate language and touching, sexual harassment, LGBTQ harassment, pornography, sexting, sexual jokes) • Demonstrates excessive bullying or intimidation of others • Talks about or is preoccupied with destruction of property and/or vandalizes property (e.g., inappropriate use of bodily fluids on property, intentional plumbing damage, fire setting) • Shares intent to steal property of others
Family Needs/Concerns	<p>A student who...</p> <ul style="list-style-type: none"> • Is currently hospitalized with mental or physical health concerns • Is in transitional housing, moved in with other relatives, or is facing threat of eviction • Reports food insecurity • Lacks medical care or insurance • Does not have electricity or other utilities in the home <p>A student whose...</p> <ul style="list-style-type: none"> • Caregiver is unemployed or underemployed • Caregiver has language barriers • Caregiver has immigration concerns and/or is in risk of deportation • Caregiver was recently divorced or is in the midst of a custody conflict in court
Substance Use or Abuse	<p>A student who...</p> <ul style="list-style-type: none"> • Appears to be under the influence and/or verbalizes (or demonstrates via virtual communication or telephone) use of drugs or alcohol; this includes illegal substances, prescription pills, or other forms of substances intended to alter state of mind or that are only allowable under law to be used as an adult • Is seen with any of the substances listed above • Reveals intent to purchase or sell any of the substances listed above
Systems Involvement	<p>A student who...</p> <ul style="list-style-type: none"> • Is recently or has been currently placed in foster care or group home • Has juvenile justice involvement

Crisis Level Indicators	Looks like or sounds like...
<p>Trauma (Includes Physical, Sexual or Emotional Abuse or Neglect)</p>	<p>A student who...</p> <ul style="list-style-type: none"> • Experiences a recent death of a close relative • Is being separated from parents • Is currently hospitalized or reports caregiver is hospitalized • Witnesses domestic violence in the home • Has caregiver with substance use issues or mental illness (unusual behavior of caregiver) • During virtual classroom sessions, does not have electricity, as reflected in either no lights or reports of having to leave to charge electronic devices; electronic devices run out of battery during sessions most of the time (could be a sign of financial instability) • Has a caregiver who appears to be under the influence • Is physically attacked by caregiver while participating in a virtual classroom session • Appears fearful to talk or refuses to talk during virtual classroom sessions • Is anxious or fearful of the class ending or refuses to log out of the session <p>Other more subtle warning signs include:</p> <ul style="list-style-type: none"> • Student misses a particular day(s) of the week for at least 3 weeks; for example, always missing Mondays or Fridays • Student misses most days each week • Student reports frequent unexplained visits to the hospital • For older children, caregiver is overly monitoring or answering for the student during virtual classroom sessions • Student refuses to put video on or parent prevents student from using video during virtual classroom sessions • Student is prevented from typing answers or must use the phone only and verbally respond during virtual classroom sessions • Student does not participate in any 1:1 session • Student refuses to answer certain questions on assignments • Student appears fearful • Student prefers to only type answers during virtual classroom sessions