



SCHOOL-TO-SCHOOL TRANSITION CHECKLIST

For Parents, Foster Parents and Guardians

WORKING TOGETHER FOR STUDENTS

■ School-to-School Transition Planning

- Who is the primary contact for re-entry or enrollment at the new school where the student will be attending?
- What needs to be done for the student to return to or enroll in school?

■ Student Support Systems

- Who should the student go to at the new school with questions or concerns?
 - Has the student met this person yet? If not, when can this occur?
 - Is this person aware of the student's return or enrollment and their role in working with the child?
- Who is the primary contact at the new school regarding how the student is doing during this transition?

■ Parental Involvement

- What opportunities are available for you to be involved in school activities or volunteer?
- What is the new school's policy on parental involvement for students in out-of-home care?
 - What is the school's policy on this for students whose parents' rights have been relinquished or terminated?
- When are Parent/Teacher Conferences?

■ Information Sharing

- What education records and information are needed for the student to return to or enroll in school?
 - Has the next school received those records and information from the school last attended?
 - Has the next school received the required health, immunization and school physical records?
 - **If the student has a disability**, has the new school received the *Individualized Education Program (IEP)*, *Multidisciplinary Team (MDT) Report* and other special education records?
- What information will the new school be sharing with you about the student's adjustment to the new school, attendance, grades and academic progress?
- Has the new school provided you with a copy of the *Student Handbook*, *Student Code of Conduct* and *School Calendar*?
- Will the new school be using a web-based program to communicate with you about the student's homework assignments, grades and attendance?
If Yes: Is a password needed? Who is the primary contact at the school for assistance with this program?

HEALTH FACTORS AFFECTING EDUCATION

■ Health Factors

- If the student has any health factors that impact his or her ability to learn or attend school regularly, what supports are needed from the new school to address this?

GENERAL EDUCATION

■ School Attendance

- What is the new school's attendance policy?
- Are the following considered excused absences:
 - Medical, mental health or substance abuse treatment appointments?
 - Court appearances?
 - Court-ordered parent/child or family visitation?
 - Religious observances?
- Who is the primary contact at the new school to call if the student is absent or tardy?
- What are the consequences for an unexcused absence or tardy?

■ School Transportation

- What is the process for arranging school bus transportation, if needed?

■ School Lunches

- What is the process for setting up a school lunch account for the student?
- If the student is eligible for free or reduced school lunches, what is the process for arranging this?



DATE: February 24, 2021

SOURCE: Nebraska's "Fostering Connections in Education" Program
Nebraska Department of Education – Office of Coordinated Student Support Services

GENERAL EDUCATION - Continued

■ School Supplies

- What school supplies and equipment are needed for the student to be successful in school (e.g., notebooks, pens, pencils, paper, calculator, access to a computer and Internet, etc.)?

■ Academic Credits and Courses

- Have the academic credits earned by the student while attending the Interim-Program School or Special Purpose School been transferred and accepted by the next school?
- What courses will the student be taking at the new school?
- Does the student have a full class schedule?

■ Graduation Requirements

- What are the school district's high school graduation requirements?
- Where is the student currently in relation to meeting the school district's graduation requirements?

■ Credit Recovery Programs

- If the student is behind on academic credits, what is the process for enrolling in the new school's credit recovery program?
- Who at the new school will be providing any additional academic supports or programs needed to assist the student?

■ Advanced Placement (AP) Classes and Dual Enrollment Classes

- Has the student been identified as a high ability learner?
- If the student is interested and eligible for Advanced Placement (AP) classes, what is the process for enrolling in those courses?
 - Are there any fees associated with AP classes being applied toward college?
- If the student is interested and eligible for Dual Enrollment (high school and college credit) classes, what is the process for enrolling in those courses?
 - Are there any fees associated with Dual Enrollment classes?

■ Summer School

- Does the new school provide summer school?
 - If Yes:** What types of classes are available and on what schedule?
 - What is the process for registering the student in summer school?
 - Are there any expenses associated with summer school?

■ Extracurricular Activities

- What types of extracurricular activities are available for students?
- Does the student meet the eligibility requirements for extracurricular activities?
- Is there a waiting period before the student can participate in extracurricular activities?
- Are there any expenses associated with extracurricular activities?
 - If Yes:** Is there financial assistance available to help with those expenses?

DIVERSE STUDENT POPULATIONS

■ Student Assistance Team (SAT) and 504 Plans

- Have you or the student had or requested a SAT meeting, *504 Evaluation*, *504 Plan*, and/or related services?
 - If Yes:** Does the student have an education advocate participating on the SAT and in *504 Plan* reviews?

■ Special Education for Students with Disabilities

- Who is the new school's Special Education Director or primary contact for students with disabilities?
- What is the new school's process for evaluating a student who may have a disability eligible for special education and related services under the *Individuals with Disabilities Education Act (IDEA)*?
 - If a disability is suspected, how do you or the student request a *Multidisciplinary Team (MDT) Evaluation* under *IDEA*?
 - How can you, the student and the new school work together during this process?
- Does the student have a current *Individualized Education Program (IEP)*?
 - If Yes:** When is the student's *IEP* next due for review by the *IEP Team*?

■ English Language Learners (ELL)

- If the student is eligible for *ELL* classes, what is the process for enrolling in that program?
- Does the new school have a translator or interpreter available in your or the student's native language?
- Is the new school's *Student Handbook*, *Student Code of Conduct*, *School Calendar* and other information available in your or the student's native language?

■ Student Parents

- If the student is pregnant or has a new baby, what arrangements need to be made to make up any missed school work?
- What is the new school's policy on flexible class schedules for student parents?
- If the new school has onsite child care for students who are parents, what are the eligibility requirements for those facilities?

CAREER EXPLORATION AND POST-SECONDARY OPPORTUNITIES

■ Career Exploration and Work Study Programs

- Has the student taken any career exploration classes? If not, when should the student enroll in those courses?
- If the student is interested and eligible for the new school's Work Study Program, what is the process for arranging this?

■ Post-High School Options

- Does the student plan to continue his or her education after high school graduation?
 - If Yes:** How will the School Counselor assist the student in exploring college or other post-secondary education programs?
 - What needs to be done so the student can attend college or other post-secondary education program?
 - If No:** What post-high school options have been explored with the student, such as career training, employment or military?