



# SCHOOL-TO-SCHOOL TRANSITION CHECKLIST

## For Facility-Based Schools

### WORKING TOGETHER FOR STUDENTS

#### ■ School-to-School Transition Planning

- Who is the primary contact at the next school where the student will be attending?
- Has the *School-to-School Transition Checklist* been provided to the student?
- Have plans and arrangements for the upcoming school-to-school transition been discussed with the receiving school?
  - Has this been discussed with the student; his or her parents, guardian and/or foster parent; and/or designated child welfare/ juvenile justice staff assigned to the child?
  - Do they have any questions or concerns related to this transition?  
**If Yes:** How will those questions or concerns be addressed?

#### ■ Student Support Systems

- Who should the student go to at the next school with questions or concerns?
  - Is this person aware of the student's return or enrollment and their role in working with the child?
  - When will the student meet this person?
- Who is the primary child welfare and/or juvenile justice contact(s) for the student?
  - Is this person aware of the student's return or enrollment at the receiving school and their role during this transition?

#### ■ Parental Involvement

- Do the student's biological or adoptive parents retain education decision-making rights?  
**If No:** Who is responsible for making education decisions on behalf of the student?

#### ■ Information Sharing

- What education records and information need to be shared with the receiving school about the student's academic progress while attending the Interim-Program School or Special Purpose School?
- What information about the student's past or current involvement in the court system needs to be shared with the next school?
- Does the new school use a web-based program to communicate with parents about students' assignments, grades and attendance?  
**If Yes:** Can you have access? Is a password needed?
  - Who is the primary contact at the school for assistance in accessing the web-based program?

### GENERAL EDUCATION

#### ■ School Attendance

- What is the receiving school's attendance policy?
- How does the new school ensure students and parents are aware of this policy?

#### ■ School Supplies

- What school supplies and equipment are needed for the student to be successful at the receiving school (e.g., notebooks, pens, pencils, paper, calculator, access to a computer and Internet, etc.)?
- Who is responsible for providing those supplies and equipment?

#### ■ Student's Talents and Interests

- What are the student's talents and interests?

#### ■ Academic Credits and Courses

- Will the receiving school accept academic credits earned by the student while attending the Interim-Program School or Special Purpose School? **If No:** What arrangements need to be made to facilitate this?
- What courses will the student be taking at the next school?
- Will 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 district's graduation requirements?

#### ■ Credit Recovery Programs

- If the student is currently behind in academic credits, does the receiving school offer a credit recovery program?  
**If Yes:** How does the student enroll in this program?
  - Are there additional academic supports or programs available to assist the student?



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

## **HEALTH FACTORS AFFECTING EDUCATION**

### **■ Health Factors**

- Does the student have any health factors that impact his or her ability to learn or attend school regularly?  
**If Yes:** What are those health factors?
  - How does this impact the student's education?
  - What supports will be needed from the new school to address this?

## **DIVERSE STUDENT POPULATIONS**

### **■ Student Assistance Team (SAT) and 504 Plans**

- Has the student, parent or guardian had or requested a SAT meeting, *504 Evaluation*, *504 Plan*, and/or related services?
- Does the student have a current *504 Plan*?  
**If Yes:** Does the student have an education advocate participating on the SAT at the receiving school and in *504 Plan* reviews?

### **■ Special Education for Students with Disabilities**

- Who is the receiving school's Special Education Director or primary contact for students with disabilities?
- What is the next school's process for evaluating a student who may have a disability eligible for special education and related services under the federal *Individuals with Disabilities Education Act (IDEA)*?
  - If a disability is suspected, how does the student, parent or guardian request a *Multidisciplinary Team (MDT) Evaluation*?
  - How can you work with the new school to assist in this process?
- Does the student have a current *Individualized Education Plan (IEP)*?  
**If Yes:** When is the student's *IEP* next due for review by the *IEP Team*?
  - Will you be participating in the *IEP Review Meeting*?

### **■ English Language Learners (ELL)**

- Is the student eligible for *ELL* classes?

### **■ Student Parents**

- What is the receiving school's policy on maternity leave for pregnant students or those with a new baby?
  - What arrangements need to be made for a student who has been on maternity leave to make up missed school work?
- What is the new school's policy on flexible class schedules for student parents?
- Does the new school have onsite child care for students who are parents?  
**If Yes:** What are the eligibility requirements for using those child care facilities?

## **CAREER EXPLORATION AND POST-SECONDARY OPPORTUNITIES**

### **■ Career Exploration and Work Study Programs**

- Does the receiving school offer career exploration classes?  
**If Yes:** What types of classes are available?
  - In which grade(s) do students typically enroll in those courses?
- Does the new school offer a Work Study Program?  
**If Yes:** Is the student interested and eligible for the Work Study Program?
  - What arrangements need to be made for the student to participate in this program?

### **■ Post-Secondary Options**

- Does the student plan to continue his or her education after high school graduation?  
**If No:** What post-high school options have been explored with the student, such as vocational training, employment or military?  
**If Yes:** Who is the primary contact(s) at the receiving school to assist the student with the college application process, including scholarships and tuition assistance?
  - When should the student begin the college application process?
  - When should the student begin the scholarship and financial aid application process?
  - Are there scholarships or tuition assistance specifically for students involved in the child welfare or juvenile justice system?
- What is your role in assisting the student to prepare for and enroll in college?
- Does the new school offer college preparatory classes and related services?  
**If Yes:** What types of classes and services are available?
  - In which grade(s) do students typically enroll in those courses?

## **ADULTHOOD AND INDEPENDENT LIVING**

### **■ Adulthood and Independent Living**

- What programs and services are available through the receiving school and/or designated child welfare/juvenile justice agency to assist the student in preparing for adulthood and independent living through employment and/or post-secondary education?
  - At what age should the student begin participating in those programs?
- What is your role in assisting the student to transition into adulthood and independent living?

- Will the new school and/or designated child welfare/juvenile justice staff assist the student in developing an *Independent Living Plan*?  
**If Yes:** Does the *Independent Living Plan* address housing arrangements?
  - Is the student eligible or in need of housing assistance?
  - How does the student apply for this type of assistance?