SCHOOL-TO-SCHOOL TRANSITION CHECKLIST

For Receiving Public Schools

WORKING TOGETHER FOR STUDENTS

☐ **School-to-School Transition Planning**
- Who is the primary contact at the Interim-Program School or Special Purpose School where the student last attended?
- Did the Interim-Program School or Special Purpose School discuss the *School-to-School Transition Checklist* with the student?
- What needs to be done for the student to return to or enroll in school?
  - Has this been discussed with the student; parents, guardian or foster parent; and designated child welfare/juvenile justice staff?
  - Do they have 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 this school with questions or concerns?
  - Is this person aware of the student's return or enrollment and their role in working with the child?
  - Has the student met this person yet? If not, when can this occur?
- Who at this school is going to meet with the student on a regular basis during this transition?

☐ **Child Welfare/Juvenile Justice Contacts**
- Who is the primary child welfare and/or juvenile justice contact(s) for the student?
- Will designated child welfare/juvenile justice staff be meeting with the student at school?
  - What is the student's preference about those meetings occurring during school?
  - How will the student be notified during school of those meetings in a manner that protects privacy?

☐ **Parental Involvement**
- Have the student's biological or adoptive parents' rights been relinquished or terminated by the Court?
  If Yes: Who is the student's guardian or foster parent(s)?
- 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?
  - Has the Court or school district appointed a surrogate parent to make education decisions on behalf of the student?
- Who will be attending Parent/Teacher Conferences for the student?
- Have any "No Contact" orders been issued by the Court?
  If Yes: Do the court orders prohibit or limit the circumstances in which a family member can have contact with the student?

☐ **Information Sharing**
- What education records and information are needed for the student to return to or enroll in school?
  - Has the school district received those records and information from the school last attended?
  - Has the school district received the required health, immunization and school physical records?
  - **If the student has a disability**, has the school district received the *Individualized Education Plan (IEP), Multidisciplinary Team (MDT) Report* and other special education records?
- Has a copy of this school's *Student Handbook, Student Code of Conduct* and *School Calendar* been provided to the student; parents, guardian or foster parent; and/or designated child welfare/juvenile justice staff?
- What information needs to be shared with the parents, guardian, foster parent and/or designated child welfare/juvenile justice staff about the student's adjustment to the new school, attendance, grades and academic progress?
- What information about the student's past or current involvement in the court system needs to be shared with the new school?

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 are needed from the school district to address this?

GENERAL EDUCATION

☐ **School Transportation**
- Who is responsible for providing transportation for the student to and from school?
- Is school bus transportation needed?
- Who is authorized to pick the student up after school, for appointments or court appearances?

☐ **School Lunches**
- Has a school lunch account with adequate funds been set up for the student?
- Is the student eligible for free or reduced school lunches?

☐ **Student's Talents and Interests**
- What are the student's talents and interests?

☐ **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 school district?
- What courses will the student be taking at the new school?
- Does the student have a full class schedule?

☐ **Graduation Requirements**
- Does the student understand the school district's academic credit system and 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 currently behind on academic credits, will he or she be involved in a credit recovery program at the new school?
- What academic supports or programs are needed to assist the student?
  - Who at the new school will be providing those supports and assistance?

☐ **Advanced Placement (AP) Classes and Dual Enrollment Classes**
- Has the student been identified as a high ability learner?
- Is the student interested and eligible for Advanced Placement (AP) classes?
  If Yes: What type of AP classes?
  - Who is responsible for any fees associated with AP classes being applied toward college?
- Is the student interested and eligible for Dual Enrollment (high school and college credit) classes?
  If Yes: What type of Dual Enrollment classes?
  - Who is responsible for any fees associated with Dual Enrollment classes?

☐ **Summer School**
- Will the student be participating in summer school?
  If Yes: Has the student registered for summer school? In which classes and on what schedule?
  - Who is responsible for any expenses associated with the student attending summer school?

☐ **Extracurricular Activities**
- In what type of extracurricular activities is the student interested?
- Does the student meet the eligibility requirements for extracurricular activities?
- Is there a waiting period before the student can participate in extracurricular activities?
- Who is responsible for any expenses associated with the student's participation in extracurricular activities?

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 and in *504 Plan* reviews?

☐ **Special Education for Students with Disabilities**
- Has the student been evaluated by a *Multidisciplinary Team (MDT)* for a disability eligible for special education and related services under the federal *Individuals with Disabilities Education Act (IDEA)*?
- 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 the Interim-Program School, Special Purpose School and/or designated child welfare/juvenile justice staff be involved?

☐ **English Language Learners (ELL)**
- Is the student eligible for *ELL* classes? *If Yes:* Is the student enrolled in *ELL* classes?
- Do the student and/or parents need a translator or interpreter?
  If Yes: In which language?
  - Has the *Student Handbook, Student Code of Conduct* and *School Calendar* been provided in that language?

CAREER EXPLORATION AND POST-SECONDARY OPPORTUNITIES

- ☐ **Career Exploration and Work Study Programs**
  - Has the student taken any career exploration classes?
    If No: When should the student enroll in those classes?
  - Is the student interested and eligible for the new school's Work Study Program?

- ☐ **Post-High School Options**
  - Does the student plan to continue his or her education after high school graduation?
    If Yes: Has the School Counselor assisted the student in exploring college or other post-secondary education programs?
    o 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?