

Exemplary Practice 7.0: Transition Planning **And Support**

- Clear transition criteria and procedures are in place to address student enrollment, transfers, and reintegration, if applicable, to a traditional setting at exemplary nontraditional or alternative schools.
- Transition plans include college and career readiness support for high school students.
- School counselors or transition specialists are specifically trained to address student transitions.
- The transition process ensures the nontraditional or alternative school is the most appropriate placement based on the student's effective and affective needs, academic requirements, and post-baccalaureate goals.

Indicators of Quality Programming:

7.1 A screening committee to ensure the placement is most appropriate for the student's specific effective and affective needs, academic requirements, and post-baccalaureate goals is in place at exemplary nontraditional or alternative schools.

7.2 A formal transition process for students from entry to exit which includes the following elements: an orientation which consists of rapport building, assessment of the student, IEP review, information and record sharing regarding the student, short and long-term goal setting, development of an individualized student plan, and other mechanisms designed to orient the student to the alternative education setting is in place at exemplary schools.

7.3 Transition planning and the student plan afford students the opportunity to maintain and accelerate their current progress toward matriculation or graduation.

7.4 A Student Support Team (SST) is established that consists of educators from the school of origin, educators from the nontraditional or alternative school, the student, parents/guardians and other trained transitional personnel. The team is directly involved in all aspects of the transition process including assessment, planning, and implementation of the student's transition plan.

7.5 Transition planning includes referral and timely access to community agencies, and support services such as: mental health, public health, family support, housing, physical fitness activities, and other youth services.

7.6 When appropriate, students are provided with opportunities to develop and maintain supportive links to the school of origin.

7.7 Student areas of strength and growth are addressed as part of transition in, throughout, and upon exit of the nontraditional or alternative school.

7.8 Prior to a student's entrance and exit from the school, transition services are coordinated by the SST with all appropriate entities to ensure successful entry into the student's next educational setting or workforce.

7.9 Within the bounds of the Family Educational Rights and Privacy Act (FERPA), information sharing (availability of pertinent records) takes place between the school of origin, the nontraditional or alternative school, and other social service organizations. Copies of the student cumulative academic file should be sent to the nontraditional or alternative school to ensure adherence to second language, special needs, or medical plans, to establish accurate student schedules, and to ensure the student's areas of academic strength and growth are known and used by the nontraditional or alternative school to develop the individual student plan.