**Transition Plan**

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The alternative program student is always in transition- either going in or coming out of an alternative placement. In order to facilitate the transition, constant communication both ways, which moves from home school to alternative program and from alternative program to home school, is essential for the student’s success. Two components which must be in place for facilitation are:

1. A designated home school liaison and a designated alternative program, and
2. A standardized transition plan.

The following procedures are sequenced to show the responsibilities for transition activities during and after assignment to an alternative placement.

**Home School Liaison Responsibilities:**

* to stay in communication with the alternative program liaison
* to track progress
* to review credits and course requirements for high school students
* to continue the IEP process, if warranted
* to assist and oversee the extended day transition, when appropriate
* to prepare for student’s return- team changes, special assignments, schedule
* to communicate and oversee the implementation of the transition plan
* to monitor 12th grade students prior to mid-point, i.e., cap/gown, diploma, graduation requirements meet
* to assist in tracking students’ needs in the area of testing and to communicate those needs to the alternative school
* to make periodic visits to students in the alternative placement
* have the student identify a home campus administrator or teacher who worked well with them-this person is subsequently invited to stop by for lunch with the student or check in with the student periodically via email or phone call.

**Alternative Program Liaison Responsibilities:**

* to visit weekly with home school’s liaison to support implementation of the transition plan
* to visit with each student to discuss his/her adjustment and academic success
* to discuss the implementation of the student’s transition plan with appropriate staff
* to confer with teachers, counselors, or administrators to discuss issues or concerns expressed by the student
* to suggest revisions of transition plan if the student is not being successful
* to discuss the possibilities of other students returning to the home school with appropriate staff members

**Home School Reassignment**

A plan will be developed by the alternative team in conjunction with the home school liaison and team. This plan is shared with teachers and all staff in the home school as part of the procedure for the students return. The transition plan is implemented at the home school with the alternative liaison as support. The transition plan may include such things as:

* flexible scheduling
* regular continued visits from alternative center staff
* a mentor at home school
* assorted strategies, i.e.:
  + contact with alternative staff
  + progress report
  + school based mental health
  + group counseling

The student begins touring the home campus building, sitting on scheduled classes, meeting with administrators, and gaining familiarity with practicalities such as lockers and lunch procedures.

###### Guidance Counselor Profile

1. Short narrative on behavior, academics, attitude, etc. prepared by guidance counselor at alternative school.

2. Describe the student’s reason for leaving the program

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Signature:

Counselor

**Student Action Plan Criteria**

Prepare a brief narrative explaining how the student has met the expectations of his or her SAP.

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**Transition Plan**

No student will be returned to a traditional school under any circumstances without a formal written transition plan prepared by the alternative school, parent, and student in consultation with the traditional school to which the student shall be returned. The transition plan will include action steps necessary to facilitate the transition, persons responsible, resources needed and any applicable timeline. The transition plan must be approved by the Transition Team prior to a student’s return to a traditional school.

**ALE TRANSITION TEAM**

**Name: Position:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL ADMINISTRATOR**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL COUNSELOR**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASSROOM TEACHER (Current Educator Assigned to Student)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PARENT OR GUARDIAN**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ALE REPRESENTATIVE**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 504, SPED, External Support, Probation Officer, Relative, etc.**

**Transition Plan**

Re-entry plan for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of entry to Alternative Education: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Projected Date of Withdrawal from Alternative Education: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Re-entry Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AE Counselor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AE Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home School Counselor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home School Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goals to be addressed upon return to home school:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Schedule Concerns:

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Suggestions for success in the traditional program:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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