

Transition Checklist from SD22 Schools to the ALP

1. Discussion and decision for placement at the home school SBT Meeting. School Based Team makes referral to the District Screening Committee (Don Wilcox).
2. Student discussed at monthly District Screening Meeting (DS). Placement decisions made at the DS Meeting.
3. Written review summary from the student's case manager. Some schools already have a School Based Team Review Package that is very helpful because it covers all domains of student life.
4. Updated IEP with appropriate supporting documentation (i.e., Ministry Special Education Category Checklist, academic assessments, functional behavior assessment or standardized behavior assessment for students with difficult behaviors or mental health concerns, suspension letters, behavior contracts, special program adaptations).
5. If necessary, based on student academic progress, a current WIAT or Woodcock-Johnson academic assessment.
6. A detailed account of what the student is currently working on (e.g., teacher-generated spreadsheets of grades).
7. The case manager (e.g., counselor, behavior teacher, administrator, etc.) available to attend intake meeting at the ALP.

Transition from the ALP to another Secondary School

1. ALP School Based Team decision to refer student to the District Screening Committee based on the following three criteria: (1) attendance; (2) academic progress; (3) ALP Code of Conduct compliance.
2. Referral to monthly District Screening Committee. Placement decision made at that meeting. Default decision regarding transition is a “partial transition” (e.g., one or two blocks at the receiving school). The student on a partial transition remains registered with the ALP.
3. ALP-based transition meeting with ALP teachers, transitioning students, and their parents. Student and parents are informed as part of the transition plan that transitioning students must meet expectations at both school sites in order not to jeopardize the transition. Failure to meet minimum standards of performance will result in the student returning to the ALP on an “as needed basis” (e.g., a student’s schedule could be reduced at the receiving school from two courses to one course).
4. Essential that the student has a case manager at the receiving school that supervises the transitioning student’s progress and provides timely feedback to the student’s parents, the receiving school’s SBT, and the ALP teachers. Copies of interim progress reports, or other reports (e.g., behavior) forwarded to the parents, the SBT, and the ALP teachers.
5. Transition meeting between the transitioning student, and the case managers from both the ALP and the receiving school. The timing of this meeting is important - it should happen with adequate lead time before the first day of classes to ensure course selection and remediation of outstanding placement concerns.
6. Regular communication between the receiving school case manager and the ALP case managers (e.g., frequent email communication).
7. Copies of course completions and course progress reports sent to the ALP for all courses that the transitioning student is enrolled in at the receiving school.
8. Progress of students on transition from the ALP reviewed by case managers from both school sites at the monthly District Screening Committee Meeting.