**Guidelines for Successful Student Transitions**

**Horizon School Division**



***Purpose***

School transitions can be challenging for many students and their families. When school communities work together to plan and coordinate purposeful, student focused strategies, successful transitions are likely to result. This document can be used to help guide planning for key transitions at your school.

***Key Understandings for successful transitions***

* Planning for transition benefits ALL students
* Meaningful and positive relationships create a positive school climate in which students, parents and community feel a sense of belonging.
* Collaborative, coordinated processes provide continuity and consistency
* Individual student needs are addressed with a focus on student strengths and abilities
* Families play an important role
* Communication is clear and information is shared with stakeholders
* Transition strategies are implemented early and often (i.e. home to school right through to High School and beyond)

***Requirements for successful implementation***

* Leadership organization and communication of expectations
* Family and community involvement
* Information sharing
* Ongoing professional development

**Home to School**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Teacher visit Early Learning program if applicable * Parent information meeting for Kindergarten * Student(s) has the opportunity to visit the classroom prior to the first day of school * Welcome/congratulation letter to families that includes start-up information * Child participates in one to one Horizon Kindergarten assessment * Program philosophy, structure, curriculum outline, calendars, expectations, and resources are communicated and available for families * Teacher makes individual home contact before the end of September |
| **Individualized** | * Home visit * Teacher observe and get to know child in EL classroom * Transition meeting with parents * Learning Team is identified * Communication with parents and stakeholders of supports and services available * Teacher has viewed student records and/or appropriate documented information * Meetings are organized and communicated for the entire school-year to allow all learning team members to attend * Frequent and ongoing communication with parents via classroom teacher or LST |
| **Indigenous Students** | * Home visit or face to face meeting with family, teacher and FNMI Liaison * Individual visit to the classroom to get acquainted and get to know the teacher * Teacher makes contact with the family prior to school starting to check in * Teacher instruction is planned to promote a sense of belonging and acceptance * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Late Entry** | * Principal meets face to face with parents and student to gather information and welcome the family to the school * Orientation and calendar information is shared * Former school is contacted to access any documentation * Teacher makes contact with parents within first few days to check in on how things are going with new student |

**Kindergarten to Grade One**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Communication to grade one teachers regarding specific students and parents that may require additional transition support * Grade one teachers visit KG classrooms for informal visits/observations * KG students spend a half day in grade one classes (typically in June) * Grade one teacher contacts any parents that may need more transition information * Sept. meet the teacher and orientation * Teacher makes individual home contact before the end of September |
| **Individualized** | * Grade one teacher observe and get to know child in the KG classroom * Grade one teacher attend spring transition meeting * Learning Team is identified * Teacher access to reports or documents to provide further information * Grade one teacher makes formal contact with parents before the school year begins * Meetings are organized and communicated for the entire school-year to allow all learning team members to attend * Frequent and ongoing communication with parents via classroom teacher or LST |
| **Indigenous Students** | * Home visit or face to face meeting with family, teacher and FNMI Liaison * Individual visit to the classroom to get acquainted and get to know the teacher * Teacher makes contact with family prior to school starting to check in * Teacher instruction is planned to promote a sense of belonging and acceptance * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Late Entry** | * Principal meets face to face with parents and student to gather information and welcome the family to the school * Orientation and calendar information is shared * Former school is contacted to access any documentation * Teacher makes contact with parents within first few days to check in on how things are going with new student |

**Grade to Grade**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Accurate and up to date information is shared with consistency in Dossier, CRM and formal transition meetings * Students are given the opportunity to visit classrooms and meet teachers prior next school year * Meet the teacher and orientation is planned for early September * Teacher makes individual home contact before the end of September |
| **Individualized** | * New teacher attends spring year-end meeting * Specific transition needs and strategies are identified with a timeline * Learning team is identified * Teacher makes personal connection with family prior to school starting * Meetings are organized and communicated for the entire school-year to allow all learning team members to attend * Frequent and ongoing communication with parents via classroom teacher or LST |
| **Indigenous Students** | * Home visit or face to face meeting with family, teacher and FNMI Liaison * Individual visit to the classroom to get acquainted and get to know the teacher * Teacher makes contact with family prior to school starting to check in * Teacher instruction is planned to promote a sense of belonging and acceptance * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Late Entry** | * Principal meets face to face with parents and student to gather information and welcome the family to the school * Orientation and calendar information is shared * Former school is contacted to access any documentation * Teacher makes contact with parents within first few days to check in on how things are going with new student |

**Elementary to Middle School**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Transition plan information is completed in the CRM module in Dossier and accessible for teachers   -attendance, academic performance, social/emotional concerns, peer concerns, relevant medical information   * Students have the opportunity to tour the new school and meet the teachers (spring) * Host an orientation day with feeder schools * Cum file access and information sharing to incoming teachers * Grade 6 teachers visit grade 5 classrooms and meet with grade 5 teachers formally * Hosting a parent information evening and tour * Meet the teacher evening at the beginning of the school year * Send parent/family newsletter with calendar, assessment practices, curriculum and expectations etc. * Providing clear expectations for parent communication |
| **Individualized** | * New teacher attends spring year-end meeting * Specific transition needs and strategies are identified with a timeline * Learning team is identified * Teacher makes personal connection with family prior to school starting * Meetings are organized and communicated for the entire school-year to allow all learning team members to attend * Frequent and ongoing communication with parents via classroom teacher or LST |
| **Indigenous Students** | * Home visit or face to face meeting with family, teacher and FNMI Liaison * Individual visit to the classroom to get acquainted and get to know the teacher * Teacher makes contact with family prior to school starting to check in * Teacher instruction is planned to promote a sense of belonging and acceptance * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Late Entry** | * Principal meets face to face with parents and student to gather information and welcome the family to the school * Orientation and calendar information is shared * Former school is contacted to access any documentation * Teacher makes contact with parents within first few days to check in on how things are going with new student |

**Middle to High School**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Transition plan information is completed in the CRM module in Dossier and accessible for teachers   -attendance, academic performance, social/emotional concerns, peer concerns, relevant medical information   * Planned teacher transition meetings * Parent information evening * Student orientation visit * Parent transition letter and information * Clear expectations for parent communication |
| **Individualized** | * New teacher attends spring year-end meeting * Specific transition needs and strategies are identified with a timeline * Learning team is identified * Teacher makes personal connection with family prior to school starting * Meetings are organized and communicated for the entire school-year to allow all learning team members to attend * Frequent and ongoing communication with parents via classroom teacher or LST |
| **Indigenous Students** | * Home visit or face to face meeting with family, teacher and FNMI Liaison * Individual visit to the classroom to get acquainted and get to know the teacher * Teacher makes contact with family prior to school starting to check in * Teacher instruction is planned to promote a sense of belonging and acceptance * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Late Entry** | * Principal meets face to face with parents and student to gather information and welcome the family to the school * Orientation and calendar information is shared * Former school is contacted to access any documentation * Teacher makes contact with parents within first few days to check in on how things are going with new student |
| **Considerations for Outreach** | * Communicate awareness and understanding of the program and independent learning * Allow students to tour and meet with staff to ask questions * Meet with parents to clearly communicate what an outreach program is |

**High School to Employment or Post Secondary**

*Consider the Who, What, When, Where and How in your planning*

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| **Universal** | * Challenge students to look at ALL possible career options available * Offer career transition seminars * Meet with Career counsellor to make sure course selections are appropriate for considered career path(s) * Invite post-secondary institutions to come and share information * Host a career fair (providing post-secondary and employment options) * Have grade 11, 12’s attends Epic Day * Complete graduation checks to review students meet graduation requirements * Provide academic counselling * Provide financial aid information and application assistance * Provide up to date scholarship information and opportunities |
| **Individualized** | * Student involvement * Self-advocacy * Goal setting * Self-monitoring * Self-determination * FSCD to PDD transition * AISH supports * Work experience * Resume development |
| **Indigenous Students** | * Career counsellor and/or FNMI Liaison meets individually with student to discuss ALL postsecondary and career options * Please refer to the document “*Successful Transitions for First Nations, Metis and Inuit Students” -* Alberta Education |
| **Considerations for Outreach** | * Student has been connected with school staff member to work on school completion plan and options thereafter |