

School Transition Plan Template

Template should be used as a guide and edited to fit needs of practitioners/stakeholders; sample questions within each key factor/category

KEY STAKEHOLDERS/POINT PEOPLE <i>Determine and fill out as soon as possible after admission to facility</i>
STUDENT <ul style="list-style-type: none">• Name:• School:• Grade:
PARENT(S)/CAREGIVER(S) <ul style="list-style-type: none">• Name(s):• Phone:• Email:
SCHOOL PERSONNEL <ul style="list-style-type: none">• School Transition Point Person (Name and Position):• Teachers/School Staff to Be Informed (Names and Positions):• Other Supportive Staff to Be Involved (Names and Positions):
HOSPITAL/MENTAL HEALTH STAFF <ul style="list-style-type: none">• Hospital/Mental Health Point Person (Name and Position):• Other Hospital/Mental Health Staff to Be Involved (Names and Positions):
Transition Meeting
TRANSITION MEETING DETAILS: <ul style="list-style-type: none">• Date:• Time:• Location:
PARTICIPANTS: <i>(Should include the student and school transition point person at minimum; each key stakeholder should be invited)</i>

- Invited:

- Attended:

MEETING AGENDA/NOTES (*Sample agenda*):

- Introductions

- Student Voice Review

- Parent/Caregiver Voice Review

- School Point Person/School Staff Review

- Medical Point Person/Hospital Staff Voice Review

STAKEHOLDER VOICE

Recommended for each stakeholder to fill out/relay prior to transition meeting; should inform recommendations/accommodations

STUDENT VOICE (*Recommended to discuss at the hospital with student and hospital staff if possible*)

My Strengths

The class(es) I am strongest in are:

My favorite part(s) about school are:

Two goals I have for the remainder of this school year are:

Academic Planning

The class(es) I am strongest in are:

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Here are my top concerns about my academic work when I return to school:

Social/Relational Planning

When I return to school and someone asks me where I have been, I will say:

(Suggested response if information is not wanted to be shared: "I wasn't feeling well, thank you for asking" and then changing the subject, asking them a question, or stating that you have to speak to your teacher about your missed assignments)

(Recommended: Work with a mental health staff member to create this statement)

Here are my top concerns related to peers and/or staff when I return to school:

A few school staff members I feel the most comfortable with are:

Types of support I could use from my teachers/school staff during my transition back to school would be:

Emotional Planning

On a scale from 1-10, with 1 being the **least** stressed and 10 being the **most** stressed, how would you rate your stress towards returning to school?

1 2 3 4 5 6 7 8 9 10

Coping Skill Plan

(Recommended to work with a mental health professional on this if possible – can inform accommodations/educational plans)

PARENT/CAREGIVER VOICE

Here are my top concerns or questions regarding my child transitioning back to school:

Here are questions I might have about the transition process for my child, if they have not been addressed already:

SCHOOL POINT PERSON/SCHOOL STAFF VOICE

Here are questions/concerns that I have regarding this student's transition to discuss with the medical point person/hospital staff:

Here are recommendations that I would make for this student moving forward at school (informal or formal accommodations):

MEDICAL POINT PERSON/HOSPITAL STAFF VOICE

Here are questions/concerns that I have regarding this student’s transition to discuss with the school point person/school staff:

Here are recommendations that I would make for this student moving forward at school (informal or formal accommodations):

Recommendations/Accommodations

Recommended to be compiled and discussed prior to transition meeting if possible, but can be finalized at transition meeting

Formal Supports – Medical

Medication management needed at school

Yes

No

If yes:

Discharging Medication(s)	Dosages	Time(s) and Place of Administration	Prescriber for Follow-Up

**Formal Supports – Academic
Academic Make-Up Plan**

(Should be worked out between student and school point person/school staff; school point person should communicate with teachers in order to get this information prior to transition meeting; teachers should consider what work is essential to complete)

Access to learning: *(Utilize stakeholder voices to inform these concerns of each stakeholder, recommendations, etc.)*

- Review and revision of IEP or 504 accommodations
- Evaluation for special education
- Creation of 504 Plan
- Breaks from tasks (classroom, work, etc.)
- Frequent checks for understanding (assignments and directions)
- Smaller classroom setting
- Fewer transitions
- Early or late passing time
- Expression of knowledge of material individually rather in large class group

Absences: Ensuring absences are covered where possible, planning for future absences, consider supplemental academic support that is needed based on absences

- Extended time to make up missed work
- Extended time to make up missed exams or tests
- Excused absences when student is absent for follow-up care appointments
- Excused absences for time out of school while hospitalized

Formal Supports – Emotional

Formalized coping skill plan for school: *(Should be worked on between student and therapist, ensure ability to utilize coping skills at school, alert teachers that need to be alerted, considered for 504/IEP accommodations, etc.)*

- 504 Plan
- IEP accommodations
- School safety support plan
- Communication with teachers regarding plans
- Frequent check-ins with trusted school staff member
- Safe space/zone in building where student can go when feeling overwhelmed
- Access to consistent school support person

Informal Supports – Social Considerations/Supports *(Work with student to develop a plan to support social needs at school)*

Informal Supports – Mental Health Considerations/Supports *(Work with student and mental health staff to create options for the student and their needs)*

- Access to medication at school via school nurse
- Safe space/zone
- Check-in/check-out with trusted adult
- Other:

Informal Supports – Strength-Based Approach *(Suggestion to focus on and list student strengths, abilities, talents, skills, etc.)*

Transition details: *(Utilize stakeholder voices to determine this; consider that certain literature recommends a slower transition)*

- Student will return to full schedule
- Student will return on reduced schedule (partial days)
- Student will have access to space to complete work

What follow-up looks like: When can the student expect to meet with the School Point Person again? How often will this happen/for how long after the initial transition?

Who should the caregiver(s) contact with follow-up questions and concerns during the transition period?