Return to Learn

Guidelines for Transitioning Students Back to School from Extended Absences

Purpose of Guidelines

Establish standard and straightforward procedure, forms, and roles for consistent division-wide implementation to meet an existing need
Key Concepts for Effective Transitioning

• Ongoing communication and collaboration among school staff, family members, and community treatment providers prior to, during, and after an extended leave situation

• Compassion, positive support, and flexibility of staff for temporarily modifying/adapting attendance, work, grading expectations

• Clear plan of support & point of contact

Elements of a Transition Plan

• Attendance & Stamina: student’s capacity to attend school and remain in the classroom

• Academic Engagement: student’s ability to complete past/current/future work, spend time on both classwork and homework, manage the type and difficulty of the work

• Level of Support: supports needed to increase attendance, stamina, and academic engagement
Goal of Transition Plans

+ Attendance and classroom participation
+ Amount of work, time spent on work, and/or the type or difficulty of work the student is expected to complete and make-up

- Amount/type of academic modifications and supports

Framework for Recovery/Transition

Phases

1. No School or Work
2. No School; Minimal Work
3. School Part-Time with Maximum Instructional Supports
4. Full-Time School Attendance; Moderate Instructional Supports
5. Full-Time School Attendance; Minimal Instructional Supports
6. Full-Time School Attendance; No Instructional Supports

✓ Individualized process, so not all students will start at the same point, progress at the same rate, or pass through all phases of recovery
Transition Team

- Administrator
- Teacher(s)
- School Counselor
- Parent/Guardian
- Student (as appropriate)
- Treatment Provider

*Transition Contact*: School team member assigned to case manage and serve as the liaison for communication and implementation.

- Psychologist, Social Worker, Student Assistance Specialist
- School Nurse/HCS
- Others with Specific Expertise: Student Assistance Specialist, Special Education Supervisor, Special Education Teachers (if the student has an IEP), Athletic Trainer, Attendance Officer, etc.

Transition Planning

- See Guidelines for all suggested prompts/questions:

  - **Attendance and Stamina**
    - *What recommendations are provided from outside treatment providers?*

  - **Academic Engagement**
    - *What missed assignments are essential?*
    - *What missed tests/quizzes are essential for the student to demonstrate mastery of course knowledge?*

  - **Level of Support**
    - *Does the student need access to the school nurse/health clinic specialist?*
Transition Procedures

• Prior to Initiating a Transition Meeting
  • Identify team
  • Identify *transition contact*
  • Review and provide necessary forms
  • Contact parents to obtain information
  • Obtain release

Transition Procedures

• Initiating the Transition Meeting
  • Schedule meeting 1 to 2 weeks before return (schedule within 5 days student unexpectedly returns)
  • Invite team members including private provider
Transition Procedures

• Developing and Implementing the Plan
  • Reviews meeting agenda
  • Reviews and considers all available information including recommendations from the student’s treatment provider(s).
  • Develop plan
  • Determine appropriate accommodations and supports

  • Determine what confidential information to share
  • Provide written copy of the plan to teachers and others

Transition Procedures

• Providing Follow-Up Support
  • Transition Contact should monitor the implementation of the plan
  • Periodic monitoring should occur
  • Adjustments may require a follow-up meeting or need to refer for an evaluation
Transition Plan

Return to Learn Transition Plan
Loudoun County Public Schools

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>School</th>
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Team Members:

Transition Contact Name and Title:

Reason for Absence:

Current Physical Health or Mental Health Concerns (include input from all stakeholders, such as the student, parents, school professionals, and treatment providers; consider both short-term and long-term effects, medications and relevant side effects, physical capabilities and limitations, social-emotional strengths and coping skills, and recommendations from treatment providers):

Accommodations and Supports:

Please indicate how you will support the physical health, mental health, and academic needs of this student. Include timeframe and/or dates that supports will be implemented, who will be responsible for implementation, and how each component of the plan will be monitored. If relevant, consider whether changes require an IEP or 504 meeting.