



MindPeace

A School Leader's Review & Reflection Guide for Successful Student Transitions

Student Needs

1. Questions to answer before making any changes:

- What will students gain and lose in this transition?
- What do students commonly struggle with in this transition?
 - ▶ If you can't answer this, deliver a survey to students (depending on age), staff at the new building, and parents
- What does a student need to know and be able to do on their first day in the new building?
- How are we already reducing a sense of anxiety?
- How do we already communicate with students about that struggle a) academically, b) socially, c) emotionally, and d) across more than one category? Where can we improve?

2. Student support structures to celebrate, create, or improve

- Transfer of knowledge (process, templates, frameworks) about each student (academically, socially, and emotionally)
- Intentional transition experiences (visits, orientation, step-up, family nights)
- Continuum of supports identified for all students (Tier 1, Tier 2, & Tier 3)?
 - ▶ Schedules that ensure continuity of service for ALL students currently receiving additional support
 - ▶ For students receiving school-based mental health services, be sure to reference the Transitioning Mental Health Services Between Schools [Process Map](#).
- Structures for monitoring the transition for 30-60-90 days

School Systems of Support

1. Questions to answer before making any changes:

- How aligned are the two schools on grading, discipline, expectations?
- What assumptions are being made by each school team about what the students will already know about their transition?
- How is shared ownership of student success implemented across the transition?
- What are the indicators we use to determine if a student is struggling with their new transition?

2. System structures to celebrate, create, improve:

- Logistics to consider and overcome (schedules, transportation, class placement)
- Feedback loops about the transition from students, families, staff
- Curriculum collaboration across buildings that eliminates redundancies and builds continuity

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Family Communication and Resources

1. Questions to answer before making any changes:

- What communication is already sent; at what cadence?
- Are there families that don't receive/read our main communication (non-English speakers, anti-technology, arrive late to sign up, disengaged for other reasons)?
- What are we sharing proactively and what has been reactive in the past?
- Who should families contact with questions and how do they find that out?

2. Family structures to celebrate, create, improve:

- Communication to ease family anxiety.
- Multi-modal communication about the transition.
- Face-to-face opportunities for families on and off campus.
- Detailing what is different and what is the same about the two buildings.

Big Picture Questions:

- What would best-in-class transitions look like (study other places)?
- If we started from scratch what would we do differently?
- What small shift will make an immediate difference?
- What big shift would make a positive difference?
- How will we know, one year from now, that we had a successful student transition?
- How will these transition systems impact teachers and staff?
 - ▶ How can we help bolster support for our team as they provide extra transition support for students and families?

Add your own:

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