



TRANSITIONAL RESILIENCE AT SCHOOL

SUPPORTING STUDENTS THROUGH TRANSITIONS.

INFORMATION ABOUT THIS DOCUMENT-

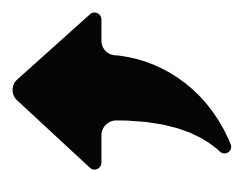
IT IS A BLESSING FOR YOUTH TO HAVE A LARGE SUPPORT NETWORK IN THEIR LIVES.

OFTENTIMES, IT LENDS ITSELF TO YOUTH TRANSITIONING FROM ONE LIVING ARRANGEMENT TO ANOTHER THROUGH INTENTIONAL EFFORTS TO **FOSTER A POSITIVE COMMUNITY**. TRANSITIONS NATURALLY EMERGE FROM EVERY ASPECT OF LIFE AND CAN BECOME SPACES THAT **ENCOURAGE LEARNING AND GROWTH**. THIS DOCUMENT PROVIDES GUIDANCE TO INFORM AND EMPOWER EDUCATORS ON HOW TO **PROACTIVELY SUPPORT STUDENTS** THROUGH TRANSITIONAL PERIODS GIVING STUDENTS THE OPPORTUNITY TO THRIVE.

NAVIGATING THIS DOCUMENT-

- Read each question/prompt carefully and select the answer that best fits the student you are assisting.
- Click on the answer that is most appropriate, and move forward to the next prompt.
- Use the arrow in the bottom left corner to return to the previous page, or the home button in the bottom right corner to start over.

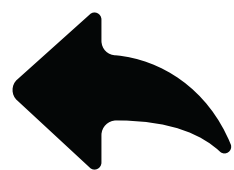
[CLICK HERE TO
PROCEED](#)



Select the scenario from the menu below to properly navigate the enrollment process for this student.

The student is here with an adult who has the ability to enroll them in school.

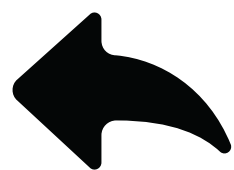
The student is an unaccompanied youth.



You have indicated that the student is an unaccompanied youth.

Unaccompanied youth are eligible for a variety of services to ensure their needs are met and they are receiving the best possible care and education. Some of the services offered are: immediate school enrollment, free school meals, and transportation. For more information on services available to students in Montana, [visit this link](#) and find the “Resources for Families and Students” tab. Additionally, you can contact your district’s McKinney-Vento Liason for more information. [Find your district’s designated liason here.](#)

[CLICK HERE TO
PROCEED](#)

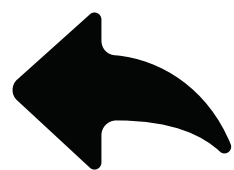


Please select the scenario below that best fits this student's current experience-

The student receives Special Education Services, meaning the student currently has an IEP, OR the student's Special Education Status is unknown.

The student is currently in foster care.

None of the above scenarios apply to this student.



You have indicated that the student receives Special Education Services, meaning the student currently has an IEP, OR the student's Special Education Status is unknown.

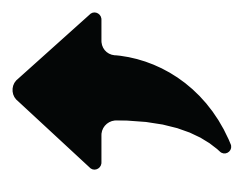
Next step(s)-

Visit [this document](#) and jump to page 118. Find the section that best matches the scenario for this student and proceed according to the guidelines.

Important Note-

Failure to ensure students' Special Education needs are identified and met can result in legal action on behalf of the student's family due to violation of IDEA and FAPE federal laws.

[Click here when ready to proceed to the next step.](#)



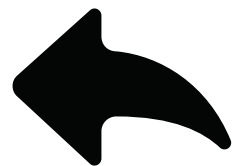
You have indicated that the student is currently in foster care.

In Montana-

Visit this document to access the "Students in Foster Care Toolkit" to ensure all necessary people are involved in the process and the student has access to all necessary resources to succeed.

If you reside outside of Montana, use this resource from the U.S. Department of Education.

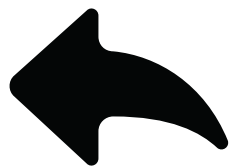
Click here when ready to proceed to the next step.



Has this student attended any school within this district before?

YES

NO

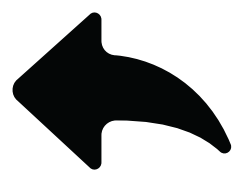


You have indicated that this student has never attended a school in this district before.

Warmly welcome the student to the school. Provide them and their family member(s) with a tour of the school, and spend some time getting to know them.

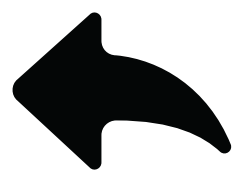
THEN, continue with the universal enrollment process according to school and district procedures.

[Click here when finished with the enrollment process.](#)



Warmly welcome the student back to the district. Provide them and their family member(s) with a tour of the school, and spend some time getting to know them. If they are new to this school, highlight key experiences that differ from the other schools within the district (ie- school start/end times, drop-off/pick-up procedures, after-school programs, attendance procedures, etc.). If the student has recently attended school here and declines a tour, offer to show them to their classroom(s), locker, etc.

[Click here when finished with the enrollment process.](#)



[Click here to access](#) the summative document for additional ways you can support students through transitions, including how various staff members can be involved in the process. Thank you for giving your full attention and care to this student to support their educational success.

