

Fort Jackson Partnerships in Education Local Action Plan



DDESS
South Carolina/Ft. Stewart District

1. Improve the Timely Transfer of Records

1.a Develop a records request form to be faxed to old school during new student registration

1.b Provide an unofficial copy of records for students to take to the next school.

1.c Provide blank forms on either the district or school websites that can be copied and completed by the parent and other persons at the student's current school that will insure consideration for participation in extra curricular activities.

2. Develop systems to ease student transition during the first two weeks of enrollment.

2.a Identify all orientation dates and details in the schools for the coming year and make information available to the School Liaison Officer and on websites.

2.b Identify programs currently in place for transitioning students.

2.c Publish all orientation schedules for schools and programs through post publications, Information Exchange Council (IEC) and Installation calendar.



2. Develop systems to ease student transition during the first two weeks of enrollment. (continued)

2.d Examine the processing of military personnel and evaluate ways to improve the transition process for family members

2.e Establish orientations at the schools for new students. These should be at the school site with school personnel and current student leaders.

2.f Match each new student with a peer sponsor.

2.g Provide follow-up for new students to gauge success of assimilation.

3. Promote Practices that Foster Access to Extra-Curricular Activities.

3.a Identify extra-curricular activities, skills or any correspondence from previous school necessary for a new student to participate.

3.b Coaches, teachers and club sponsors should develop letters of referral for transitioning students. Each school and/or district should establish policies For accepting reference letters brought from previous schools.

3.c Establish a program that allows other participating students to sponsor newer students in clubs and activities.



4. Establish procedures to lessen the adverse impact of moves from the end of the junior year as well as before and during the senior year.

4.a Provide priority counseling and class placement when possible to resolve graduation issues for incoming juniors and seniors.

4.b Schools should make every attempt to keep incoming students' grade status intact or provide an "in house status" allowing incoming student grade privileges such as parking & dances

4.c Provide a list of schools with the Interactive Counseling Center so they can be utilized for interviews, IEPs, and meetings with guidance counselors.

4.d The Army needs to identify soldiers with rising and/or current seniors.

4.e Include the urgency to address the heightened educational needs of children in their junior and senior year of high school during in/out briefings and withdrawal from schools.

4.f Insure that accurate information is posted on all web sites.

4.g Review school policies in an effort to make them more inclusive of the transitioning student.



4. Establish procedures to lessen the adverse impact of moves from the end of the junior year as well as before and during the senior year. (continued)

4.h Establish transition labs in the high school to help compensate for subject matter lost in the move.

4.i Middle School/Teen program sponsors back to school Bash, socials and dances to welcome transitioning students.

4.j Inform schools of incoming families with juniors and seniors so a student sponsor can be assigned ahead of time.

4.k Incoming Juniors and Seniors that may have a light academic requirement due to the number of transferred credits will be assisted in exploring options of attending area colleges for course credit. The benefits will be to keep the student engaged in learning.

5. Communicate Variations in School Calendars

5.a Provide and maintain accurate information to include: *Opening and closing dates of school, by grade level *End of grading periods/semesters *Holidays *Extra curricular dates, where possible * Testing dates *Enrollment dates and requirements *Modified calendars by school * Link to SC High School League web page

5.b Define and explain school day schedules; i.e. block, skinny, FMP



6. Create and implement professional development systems.

6.a Train counselors in the emotional and social needs of transitioning students, especially those in the last two years of high school.

6.b Develop a procedure for discussion among districts of topics of mutual concern as they relate to the military child.

6.c Schools will provide opportunities for special training for counselors who can be the designated counselor and contact person for all military families in the school.

6.d Schools may request Army Family Team building modules for faculty in service training.

7. Continue Strong, Child-Centered Partnerships Between the Installation and the Supporting School Districts.

7.a Schools will appoint a staff person as a new student contact and provide that name and contact information to the School Liaison Officer.

7.b Fort Jackson will host all phases of the Transition Counselor Institute and Special Education Leader Institute. Local schools will attempt to allow as many professionals to attend as possible.



7. Continue Strong, Child-Centered Partnerships Between the Installation and the Supporting School Districts. (continued)

7.c All districts will join and maintain membership in the Military Child Education Coalition (MCEC) Districts will send representatives to the MCEC conference annually.

7.d Fort Jackson and all school districts will develop a yearly plan to enhance involvement with each community.

7.e Quarterly review and analysis of partnerships

8. Provide Information Concerning Graduation Requirements

8.a Disseminate information about South Carolina graduation requirements.

8.b Place a link to school course curriculum guide on the websites of the high schools and districts.

8.c Publish requirements for admission to major South Carolina colleges, other general college and tech school admissions requirements and information on scholarships.



9. Publish requirements for admission to major South Carolina colleges, other general college admissions requirements and information on scholarships.

9.a Develop programs and/or procedures to inform parents and students of best methods of completing post secondary applications.

9.b Support training of counselors on how to best assist a new student on preparing college and scholarship applications.

9.c Publicize scholarships and grants available to all students and those uniquely designed for military students. Counselors will provide to students a list of all states that offer “College In State Tuition” to military family members if the soldier is assigned to duty in those states.

10. Provide Optimum Education for Children with Special Needs Moving to a New School.

10.a Develop a Special Education link on district web pages that provides enrollment information. This should also include a list of documents necessary to appropriately place special needs students. The list of documents should include the following:

Full IEP

Most recent psychological evaluation

All other recent evaluations; speech, physical therapy, etc.

Signed release that will enable the school to obtain all other necessary documentation.

This link should also include, if possible, a name of an individual at each school responsible for special education and the area of special education served.



10. Provide Optimum Education for Children with Special Needs Moving to a New School.

10.b Schools should maintain a list or pool of parents with special needs children who would be willing to contact families new to the school with similar concerns.

10.c All new special education students should receive a partner or “buddy” for the first few weeks of school.

10.d Districts, Exceptional Family Member Program, and Educational and Developmental Intervention Services (EDIS) will collaborate to provide families of special needs students timely information about available services.

This is a working document. Progress on issues continues and changes will be made as necessary. Oversight of the plan and its progress belongs to the Partnerships in Education Steering Committee.