

# Before transitioning a student to an **ALTERNATIVE SETTING** (Checklist)

Before considering the transition of a student to an alternative setting, professional conversations should occur with the principal, classroom teachers, behaviour support teacher and/or guidance officer and other relevant staff. Ongoing consultation with parents is essential. When the joint analysis confirms that the student displays a range of behaviours that interfere with their ability to learn in mainstream settings and that may put them at risk of disengaging from school, it may be appropriate to transition the student to an alternative setting.

There should be consensus among parents, staff and the student that an alternative setting will provide the student with the best chance of success.

## Make in-school adjustments

When a principal and other relevant staff confirms that a student exhibits behaviours or is affected by other circumstances that impede learning, the school will first make adjustments to support that student's ability to learn. We expect that schools will have considered a range of contextual factors and used many of the following actions before contemplating the use of an alternative education setting.

Where substantial in-school adjustments have not been made, state school principals are encouraged to consult with their assistant regional director or principal supervisor prior to making a decision to transition a student to an alternative setting, particularly where the evidence is not sufficient or compelling.

Reasonable action	Y/N	Comments
Consulted with student's parents/carers		
Made adjustments and taken action in response to consultation with parents/carers		
Examined issues of concern		
Identified target behaviours		
Undertaken a Functional Behaviour Assessment		
Developed an individual behaviour support plan or a discipline improvement plan based on Functional Behaviour Assessment		
Assigned a case manager to the student		
Worked with the classroom teacher/s to develop different approaches to managing challenging behaviours		

Reasonable action	Y/N	Comments
Determined if short- or long-term educational and behavioural support is required to strengthen student participation at school		
Used specialist teachers/guidance officer/school staff to assist the student		
Provided differentiated classroom learning to respond to the learning needs of the student		
Implemented personalised learning plans in response to the skills, knowledge and understanding of the student		
Implemented flexible arrangements for the student's educational program. This may include more individualised tuition etc.		
Conducted an audit of classroom practices		
Used flexible approaches, for example, greater timetabling flexibility and a wide range of programs and educational options		
Developed an individual attendance improvement plan to retain the student at school		

Additional considerations	Y/N	Comments
Reasonable action has modified student behaviour		
Relocation implications for student and parents/ carers		
Social and emotional implication for student		
Required intervention is beyond the capacity of the school		
Suitability for an alternative education setting		

## Holistic reflection

**Schools now reflect on the student's response to the reasonable actions and adjustments the school has made.**

**If the student has not exhibited a significant improvement in their engagement, the principal may consider transitioning the student to an alternative education setting.**