School Withdrawal/Enrollment Checklist

This tool is intended to guide families through the withdrawal and enrollment process by providing suggested actions as well indicating documents and other resources that should be gathered in advance of a transfer. The Military Child Education Coalition provides a comprehensive checklist of documents that families should have in a portfolio https://www.militarychild.org/resources/transitions?format=16&page=1. Although these checklists were developed for military-connected families, they can be helpful for other highly mobile families, also.

Withdrawal

- Notify counselor and other school personnel of anticipated withdrawal as soon as Permanent Change of Station (PCS) orders are received (or sooner if possible) or other notification of need to move
- Update/begin collecting documents for a STUDENT PORTFOLIO. Put portfolio information on thumb drive, secure cloud file, or organized binder
- As needed, obtain official copy of birth certificate, immunization records, proof of residency, and proof of military orders, NOTE: Public schools may not ask for or require proof of citizenship of students or their families at any point in the withdrawal process
- Become knowledgeable about available school options near new installation or other location of move by researching online, contacting School Liaison Officer, and military family services
- Consult with counselor and School Liaison Officer to identify considerations for new school if options are available and to identify transition supports
- When possible, work proactively with counselor to identify credit or graduation issues that may arise during school transfer
- Where relevant, meet with the special needs coordinator and obtain the most recent Individualized Educational Program (IEP) or 504 plan and, if possible, copies of the most recent evaluations and information about services provided
- Get contact information for a student's current special needs coordinator and ask that the coordinator be available to speak with coordinator at the new school
- If appropriate, contact the coordinator for the Exceptional Family Member Program (EFMP) at both the sending and receiving installations.
- As needed, contact new school/district to identify special program, extracurricular, sports and other qualifying requirements and deadlines
- Obtain contact information for counselor and registrar, including summer and vacation contacts

Enrollment

- Obtain and review enrollment requirements and checklists for new district/school; most are available online
- Become familiar with the relevant provisions of the Military Interstate Compact Children's Commission (MIC3)
- Clarify which school or schools are available, including any residency or specialized requirements, such as application deadlines; often, districts will have one or more schools serving the same residential zone as well as several "choice" options that have no residency requirements (either whole schools or programs within the district's schools that serve other zones), such as gifted, magnet, career and technical, charter, or other options
- Determine proof of residency requirements and obtain necessary documents
- Check website or call district office for enrollment sessions or fairs
- Make an appointment for enrollment, if required, and complete all required forms before appointment
- Bring all required documents, including an unofficial transcript and IEP, to the enrollment appointment
- Meet with school counselor and principal at time of or shortly after enrollment to establish relationship and begin resolving any unique situations
- Give the counselor copies of your child's transcript, other information (including IEP), and the student's portfolio
- Closely review your child's initial class placements and make sure you know how to contact the counselor or other personnel with questions or concerns. If you think your child may have received an incorrect placement, do not wait and see - address this right away! Often the best time to get this corrected is in advance, and waiting can create or exacerbate gaps that make later changes hard or not possible.

Mitigating the Impact of School Mobility - An Effective Practices Model and Guide for Educators

This project has been made possible by a grant from the CHAN ZUCKERBERG INITIATIVE DAF, a donor advised fund of the Silicon Valley Community Foundation.
Center for Public Research and Leadership (CPRL) at Columbia University