



STATEWIDE TRANSITION PLAN

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THE UNIVERSITY OF THE STATE OF NEW YORK

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DEFINITIONS

Child Welfare – a group of public and private services that focus on ensuring that all children live in safe, permanent, and stable environments that support their well-being¹.

District of Residence – the school district that a student is entitled to attend due to their permanent residence.

District of Location – the school district in which the residential facility is located.

Educational Liaison – the employee(s) of a residential facility where the student is placed, and who is responsible for supporting the student as they transition into, out of, and between residential facility(ies) and school district(s).

Education Program – operates pursuant to [Education Law §112](#) and [8 NYCRR §116.1\(a\)](#) to provide educational programs and services, as a part of a residential facility's program, and is staffed with certified teachers who can award high school credit by attestation.

Educational Record – the records directly related to a student that are maintained by the public school district, charter school, or education program, which include, but are not limited to:

- Academic transcripts, which includes a record of all Regents exams taken to date
- Most recent course schedule
- Vocational certifications and/or credentials
- Individualized Education Program (IEP)
- District language proficiency record or appropriate educational plans
- Report cards/progress reports
- Academic assessments (e.g., screeners, benchmarks)
- Evaluations (e.g., health, psychoeducational, behavioral, etc.)
- Proof of age; and
- Immunization records

Electronic Record Transfer – the efficient and safe transfer of any student-specific school records and related information (**data in transit**) between school districts, a school district to a residential facility's education program, or a residential facility's education program to a school district, through methods that conform to the encryption standards required by the New York State Education Department's (NYSED) Information Security Office and includes any Personal, Private, or Sensitive Information (PPSI) or Personally Identifiable Information (PII) is stored (**data at rest**) that similarly conform to the encryption standards required by NYSED's Information Security Office.

Every Student Succeeds Act (ESSA) – federal law that replaced the No Child Left Behind Act and in 2015 reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 which includes provisions that will help ensure success for students and schools; including but not limited to appropriating federal funding to support approved educational programs .

Prompt (or promptly) – within 1-2 business days (including during summer months), unless otherwise specified or agreed upon between the sending and receiving entities; however, the time frame for education record provision should not exceed ten (10) school days.

¹ Center for Advanced Studies in Child Welfare. (n.d.). Definition & questions about services: Child welfare. <https://casw.umw.edu/wp-content/uploads/2013/11/DCWCCChildWelfareDefined.pdf>

Residential Facility – where youth reside while receiving services that is operated, licensed, or certified by the [8 NYCRR §100.2(ff)(1)(i)]:

- Office of Children and Family Services (OCFS);
- Department of Corrections and Community Supervision (DOCCS);
- Office of Addiction Services and Supports (OASAS);
- Office of Mental Health Services;
- Office for People With Developmental Disabilities;
- Local department of social services;
- County Sheriff's Office or applicable New York City agency;
- Juvenile detention facility authorized by Executive Law §503; or
- Voluntary foster care agency.

Transition - when child(ren) or youth(s) move into, within, or back home from a residential facility.

Transition Liaison –employee(s) of the school district where the student permanently had been residing at the time of their placement in a residential facility, who is responsible for supporting the student as they transition into, out of, and between residential facilities and the school district.

Transitioning Student – a student who transitions from their home school district to a residential facility, requiring coordination of educational services and support to ensure continuity and stability for this individual.

Youth Justice – sometimes referred to as “juvenile justice” is a collection of governmental and private organizations, at the local and state level, which focus on responding to behavior by a minor that is unlawful.

INTRODUCTION

The New York State Education Department (NYSED) and the Board of Regents committed, through the State Every Student Succeeds Act (ESSA) Plan, to increase educational equity and outcomes for all New York State students. NYSED and the Board of Regents recognize the need to continuously review data, policies, and practices to identify inequities within the education system, and work to provide proactive solutions to improve educational access, opportunities, and positive outcomes for every student. Embedded in New York's ESSA Plan is a provision to ensure students



transitioning into, between, and out of residential facilities graduate from high school and meet college and career readiness standards. Through Title I, Part D, (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)² limited supplemental funding is provided to meet the educational needs of transitioning students and assist with the transition of students from residential facilities back to their home, school, and community.

The Statewide Transition Plan (STP) is a toolkit for public schools to enable them to be responsive to the unique educational and psychosocial needs of transitioning students and to ensure their successful transition into, between, and out of a residential facility and their community. NYSED identified a significant barrier to successful transitions was the transfer of educational records, which resulted in a delay in the provision of appropriate academic and supportive services to students. Additionally, the differences in educational programs offered to students in some resulted in high school credits not being transferred or accepted by a student's district of residence. The STP provides guidance on statutory and regulatory requirements as well as best practices to better support transitioning students.

APPLICATION TO OTHER STATE AGENCIES

While the STP derives from the Title I, Part D of ESSA, NYSED and the Board of Regents recognize that students are transitioning from several different types of facilities that are administered, licensed, or certified by the New York State Office of Mental Health, Office of Children and Family Services, Office of Addiction Services and Supports, Department of Corrections and Community Supervision, Office for People With Developmental Disabilities, and other locally operated programs. The transition liaison's work extends to any student who is transitioning into, between, and out of a residential facility pursuant to 8 NYCRR 100.2(ff).

TRANSITIONING STUDENTS

Transitioning students disproportionately have involvement with multiple systems, including child welfare, youth justice, and mental health. The American Academy of Pediatrics found that 90%

² Title I, Part D funding specifically targets students transitioning into or out of residential facilities for the care of children who have been committed to or voluntarily placed in an institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or have been placed in a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

of justice-involved youth experienced at least one form of childhood trauma³. The [Northwestern Juvenile Project](#) found of their study's sample, 84% of justice-involved youth experienced more than one trauma, while 57% were exposed to trauma six or more times. The STP seeks to resist incidents of re-traumatization through a thoughtful and seamless transition process that will move students towards a future focused on academic achievement, re-engagement in their schools and communities, and college and career readiness.

According to [The National Technical Assistance Center for the Education of Neglected and Delinquent Children and Youth \(NDTAC\)](#), the majority of students benefiting from Title I, Part D funding identify as male between the ages of 14 and 18, followed by students ages 19 and 21 during the 2021-2022 school year. Chart 1 represents the race and ethnic breakdown of students benefiting from Title I, Part D funding. Chart 2 represents two specific student populations – students with disabilities and English language learners. Black or African American students and students with disabilities are disproportionately placed.

Chart 1. Race and Ethnic Breakdown of Students Benefiting from Title I, Part D			
	New York State Student Population	Students Benefiting from Subpart 1	Students Benefiting from Subpart 2
Asian or Native Hawaiian/Other Pacific Islander	10%	<1%	1%
American Indian or Alaska Native	1%	1%	<1%
Black or African American	16%	53%	37%
Hispanic or Latino	29%	22%	27%
White	41%	15%	36%
Multi-Racial	3%	9%	5%

Chart 2. Students with Disabilities and English Learners Benefiting from Title I, Part D			
	New York State Student Population	Students Benefiting from Subpart 1	Students Benefiting from Subpart 2
Students with Disabilities	19%	36%	49%
English Language Learners	10%	0%	6%

³ American Academy of Pediatrics. (2021). Protect children, reform the juvenile justice system. <https://www.aap.org/en/advocacy/juvenile-justice/protect-children-reform-the-juvenile-justice-system/>

DEVELOPMENT OF THE STATEWIDE TRANSITION PLAN

NYSED identified these steps in the New York State approved ESSA Plan to develop the STP:

1. Develop an advisory group consisting of multiple stakeholders from various state agencies, public schools, and individuals and groups with a vested interest.
2. Design a STP, based on research, best/promising practices, and input from the advisory group.
3. Provide training and guidance to residential facilities regarding the implementation of the STP through webinars and online resources.
4. Disseminate and implement the STP in each residential facility through technical assistance to facilities and public schools and charter schools.

TRANSITION LIAISON ADVISORY GROUP

NYSED gathered representatives from our partner state agencies including the Office of Children and Family Services, Division of Criminal Justice Services, Department of Corrections and Community Supervision, and the Office of Addiction Services and Supports; public school districts including Buffalo Public Schools, New York City Public Schools, Syracuse City School District, Rochester City School District, and Yonkers Public Schools; student advocates, detention facilities personnel, and other key stakeholders to participate in a series of Transition Liaison Advisory Group meetings. Stakeholders were divided into workgroups/subcommittees focused on the topics of:



- Comparable Education
- Transition Liaison Responsibilities
- District Responsibilities
- Uniform Transition Plan Template
- Secure Electronic Transfer of Records
- Uniform Documents/Forms
- Statewide Transition Plan

SUCCESSFUL TRANSITION PROCESS

Recommendations of the Transition Liaison Advisory Group included incorporating three elements of the [NDTAC Transition Toolkit](#) into the STP to support transitioning students into, out of, and between :

- Coordination
- Outcome-oriented process; and
- Successful transitions

Coordination A well-coordinated transition requires multidisciplinary collaboration that considers the individual needs of the student and the support, resources, and services they need to make successful transitions. It is imperative coordination activities are done in partnership with the transitioning student, their family, and any significant adults that will support the student throughout their transition. Schools have integral role in a well-coordinated transition for every student.

Outcome-oriented process This process requires the transitioning student, their family, significant adults, and professionals responsible for the transition process to maintain four goals:

1. **Social and Emotional Stabilization:** Support the student's mental health, behavioral needs, and social reintegration through structured school and community-based supports and relationships.
2. **Academic Reengagement:** Ensure consistent participation in school-based learning and progress toward grade-level standards, graduation, and career pathway.
3. **Positive Youth Development and Opportunities Access:** Connect students to extracurricular, employment, and leadership opportunities that foster identity, agency, and a sense of belonging.
4. **Long-Term Stability:** Reduce the risk of repeated system involvement, especially in non-community-based settings such as detention, residential care, or hospitalization – that interrupt a student's education, social development, and connection to their home, school, and community.

Schools can ensure transitioning students have access to available resources (e.g., working papers, job fairs), academic and career supports (e.g., IEP, tutoring, CTE classes, college courses and career counseling, ACCES-VR), social-emotional services (i.e., school-based health and mental health clinics) and programs (e.g., after school, My Brother's Keepers, interscholastic sports) necessary to successfully transition back to their home, school, and community. To attain the four goals outlined, schools will want to establish partnerships with organizations and service providers in their communities, such as their municipal youth bureau.

Successful transitions There are many moving parts to a successful transition, including a well-coordinated process and being outcoming-oriented. Additionally, schools will need to ensure students' records are transferred promptly to ensure continued progress, with every effort to minimize any delay, toward their academic and career goals. A student's success in school, and their longer-term outcomes in life, can be supported by increasing their [protective factors](#).

PUBLIC SCHOOLS' RESPONSIBILITIES

Public schools have a responsibility to support student transitions in accordance with ESSA. Schools can meet these obligations through policy development, budget allocation, identification of human capital to serve as the transition liaison and providing initial and continuous professional development opportunities to faculty and staff to build their capacity to meet the needs of transitioning students, public schools can ensure that students are experiencing an optimal transition into, between, and out of residential facilities. [A full list of transition liaisons for New York State school districts can be found here.](#)

District Responsibility	Explanation
Appoint a Transition Liaison to coordinate educational continuity for students placed in residential settings.	<ul style="list-style-type: none"> School districts must appoint a minimum of one employee as a transition liaison to support students transitioning into, out of, and between residential facilities. The school district must publish the name(s) and contact information for their transition liaison and ensure this information remains current and accessible to the public on the school district website. [8 NYCRR §100.2(ff)(2)]
Establish a protocol to ensure students are enrolled in a school the first day school is in session following the student's return from residential placement and planning is underway to ensure students begin attending in-person classes.	<ul style="list-style-type: none"> Students returning to school from a residential facility must be placed in the appropriate academic program with all the necessary supports and services, including appropriate supports and services for students with an IEP and English language learners (ELLs). Generally, home instruction does not meet this requirement. When informed by the education liaison at the residential facility, the transition liaison must coordinate for the student's return. Planning meetings should be on-going in advance of a student's return and schools should take the opportunity to have an in-person planning meeting with the student, their family, and those providing supports and services upon enrollment.
Award students the high school credits and where available, partial credits, earned while in a residential facility's education program.	<ul style="list-style-type: none"> Students must be awarded all credits and where available, partial credits, earned while in residential facilities in accordance with 8 NYCRR §100.5 (a)(4)(ii);(d)(5)(i)(b)(2).
Provide students with access to extra-curricular activities and social development opportunities.	<ul style="list-style-type: none"> Returning students should be encouraged to participate in all extra-curricular

	activities available pursuant to school district policies.
Ensure that district and school personnel receive professional development on the following requirements:	<ul style="list-style-type: none"> • The role and responsibilities of the transition liaison related to students transitioning into, out of, and between residential facilities, and how district and school staff must facilitate and coordinate efforts to ensure a successful transition and the ongoing engagement of the student. • The immediate enrollment and intentional, advanced planning to ensure students begin attending in-person classes within days of students transitioning from a residential facility to the school district, including those receiving special education services. • Students returning to school from a residential facility must be placed in the appropriate academic program with all the necessary supports and services, including appropriate supports and services for students with an IEP and English language learners (ELLs). • The psychosocial needs of transitioning students, including evidence-based and best practices for supporting transitioning students, such as trauma-informed care, culturally and linguistically responsive pedagogy and practices, and strategies for addressing implicit bias. • Federal and state confidentiality laws and requirements related to student educational records and the operation of the district's secure record transfer system.
Ensure the district has the capacity to use a secure records transfer system for sharing and receiving student records. (see Appendix A).	<ul style="list-style-type: none"> • Maintaining a secure educational record transfer system includes: <ul style="list-style-type: none"> ○ monitoring for attempts to breach or misuse the system; and ○ managing the secure transfer and retention of students' educational records and other identifiable information. • Managing the assignment of personnel, including the transition liaison, authorized to use the secure record transfer system and monitor use of the system.

RESPONSIBILITIES OF THE TRANSITION LIAISON

Pursuant to 8 NYCRR §100.2(ff)(2), the transition liaison's duties shall include, but are not limited to:

- i. ensuring that the district has complied with the requirements of this subdivision, Parts 116 and 118 of the Commissioner's regulations and Education Law §112, as applicable;
- ii. coordinating the timely transmission, receipt, and review of a student's educational records (including but not limited to, report cards, transcripts, progress notes and Individualized Educational Plans) from the previous school and/or any educational program placements;
- iii. collaborating with staff in such facilities to ensure a student is appropriately enrolled in required educational and support services; and
- iv. ensuring that parents or guardians of students are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

The transition liaison should be cognizant of:

- When a student transitions from residential facilities to the school district, ensure the student's immediate enrollment and class attendance on the next regularly scheduled school day. [8 NYCRR §100.2(y)(3)]
- Ensure the appropriate high school credit is awarded from previous high school transcripts and credit attestations. [[8 NYCRR §100.5\(d\)\(5\)\(i\)\(b\)\(1-2\)](#)]

Additionally, the transition liaison should:

- Provide support and advocacy for a student upon their entry into, during, and after residential placement and return to the school district.
- Cultivate a collaborative and supportive relationship with the student's family and guardian.
- Establish a communication plan with the education liaison at the facility to receive regular updates – with a **minimum** bi-weekly contact. Best practice is to maintain more frequent communication the shorter a students' expected length of a stay in a residential facility.
- Ensure the student has access to all appropriate educational and related services while in a residential facility.
- Collaborate with the education liaison, the student's teachers, and school counselor to develop an individualized learning, college, and career and technical education program that is aligned with the students' career plan.
- Make every effort to participate in planning meetings (e.g., treatment team meetings, case conferences, transition meetings, and family team conferences) for the student to ensure appropriate educational planning is considered and school or district supports are in place for when the student returns.

TRANSFER OF EDUCATIONAL RECORDS

Transitioning students placed in a residential facility will most likely encounter at least one of the following scenarios:

- A. Transition from a public school to a residential facility
- B. Transition from one facility to another
- C. Transition from a residential facility to a public school

Chart 3. Records Transfer

Transition from a public school to a residential facility	Transition from a residential facility to a residential facility	Transition from a residential facility to a public school
Upon receipt of the educational records request, the transition liaison must transfer the requested educational records to the receiving liaison within 1–2 school days using the most expeditious, approved, and secure method. If parent/guardian consent has not been received, the liaison must make every effort to assist in obtaining such consent.	The transition liaison should check in with the education liaison at the new residential facility to ensure that all necessary records have been received.	<p>Confirm receipt of the student's educational records within one business day of receipt.</p> <p>Ensure the records are sent to the appropriate school personnel (e.g., registrar, school counselor, Committee on Special Education Chairperson, English Language Services, school administrator) within one business day.</p>

ENROLLMENT OF TRANSITIONING STUDENTS

MAINTAINING ENROLLMENT

School districts are required to maintain enrollment for students remanded to juvenile detention pending the outcome of their court case. Schools and districts should consult the Student Information Repository System (SIRS) Manual's section for Court-Placed Students. While students are in juvenile detention, school districts must use the first eight digits of their district's BEDS code followed by "0777" to keep the student enrolled without them adversely effecting accountability measures (i.e., chronic absenteeism) (See page 29 of the SIRS Manual).

RE-ENROLLMENT

[8 NYCRR §100.2\(ff\)\(1\)\(i\)](#) explicitly states:

"that any youth presented for enrollment who is entitled to attend the schools of such district pursuant to Education Law, section 3202 and who is released or conditionally released from a residential facility...is promptly enrolled and admitted to attendance in such district, and that the school district personnel cooperate with such facilities and agencies in facilitating such prompt enrollment."

When a transitioning student presents to their school district of residence for enrollment, it is expected they are immediately enrolled and attending classes on the next regularly scheduled school day. Registration and school attendance should not be delayed due to incomplete registration documentation. The transition liaison should support families with obtaining any missing documentation to fulfil registration requirements while the student is attending classes. Generally, home instruction does not meet this requirement.

HIGH SCHOOL CREDITS & DIPLOMA REQUIREMENTS FOR STUDENTS IN RESIDENTIAL FACILITIES

Students of compulsory school age placed in a residential facility are required to regularly attend an education program. Residential facilities provide education programs either by employing certified teachers or by contracting with a registered school or school district. The education provided in residential facilities is expected to align with New York State learning standards and diploma requirements. When a student has satisfied the credit and assessment requirements for high school completion, a high school diploma is issued in accordance with [Education Law §112-a](#). The protocol for awarding high school credit and issuing a diploma will depend on the entity administering the education program.

Transitioning students regularly attend a comparable education program while placed in a residential facility.

Education program is administered by the **residential facility with certified teachers.**

OR

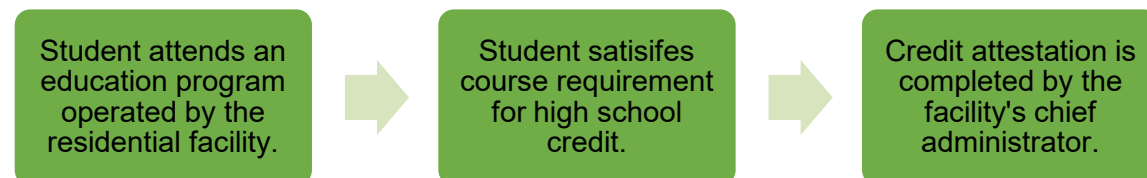
Education program is administered by a **registered school or district.**

Education Program Administered by the Residential Facility

Students placed in residential facilities that administer their own education programs with certified teachers are required to receive an education comparable to that of a registered school or school district. However, these education programs are unable to award course credit or issue a high school diploma because they are not recognized as registered schools or school districts. When a student has satisfied a credit requirement pursuant to [8 NYCRR §100.5\(d\)\(5\)\(i\)\(b\)\(2\)](#), the chief administrator of the residential facility must attest that the student was instructed by a certified teacher and has:

- successfully completed a unit of study; and/or
- met the requirements for the awarding of:
 - credit by examination; and/or
 - make-up credit; and/or
 - credit for independent study; and/or
 - credit for online and/or blended courses.

Any credit attestation shall be honored by all New York State schools and school districts as credit earned toward satisfying the high school diploma requirements set forth by NYSED.



When a student has met the [high school graduation requirements](#) as set forth by NYSED, the residential facility's chief administrator or their designee should request the issuance of a high

school diploma from the facility's school district of location. The residential facility is responsible for providing the following documentation for review to their district of location:

- [Request to Issue a Diploma for a Student in a Residential Facility](#) (Face Sheet); and
- Previous school transcript(s) or credit attestation(s) from all previous facilities; and/or
- Any credit attestation(s) from current education program.

Within **10 calendar days** of receiving a request to issue a diploma, the district of location must provide the residential facility's chief administrator with a determination. The district of location and the residential facility may mutually agree to extend this timeframe.

- If the student is determined **to have satisfied** the requirements for a high school diploma, the district of location shall issue the diploma at the next scheduled conferral period (e.g., June, August, or January).
- If the student is determined **not to have satisfied** the requirements for a high school diploma, then the district of location shall promptly send written notice via email to the residential facility's chief administrator and/or their designee, clearly identifying all areas of deficiency.
 - The residential facility's chief administrator, and/or their designee, shall address the identified deficiencies and resubmit the necessary documentation to the school district of location.

Physical Education – Per [8 NYCRR § 100.5\(a\)\(4\)\(ii\)](#), transitioning students shall be exempt from the physical education requirements for a diploma while placed in a residential facility.⁴

Education Program Administered by a Registered School or School District

When a residential facility's educational program is administered by a registered school or school district, the registered school or school district is responsible for providing credit-bearing coursework to students. Accordingly, the school or school district must ensure the student receives a transcript reflecting credits earned both from prior schools and while in enrolled in their education program. When a student has satisfied the credit and assessment requirements for a high school diploma, the credit-granting school district is responsible for issuing the diploma.

⁴ *Instead, such students shall be required to enroll in physical education courses every semester they are in a registered New York State high school, and shall earn 1/4 unit of credit in physical education for each semester completed in a registered New York State high school to meet the diploma requirements.* 8 NYCRR §100.5 (a)(4)(ii).

CONSIDERATIONS FOR SCHOOLS ON ENGAGING TRANSITIONING STUDENTS

School Adjustment & Academic Supports	
STUDENT EXPERIENCES	STRATEGIES FOR SCHOOLS
Adjusting to School Structure Transitioning students may need support adapting to school schedules that differ in hours, class structure, or academic rigor from those in a residential setting.	Consider school programs with: <ul style="list-style-type: none"> ▪ Flexible start times, smaller student-to-teacher ratios, and opportunities for accelerated credit accumulation. ▪ Embedded workforce development programming. ▪ Academic enrichment and intervention services. ▪ Proactive recognition of student effort and success. ▪ Engage with the student, their family, and the facility's education liaison in planning for their return to their home school.
Rebuilding Trust in Adults Transitioning students may require time to develop trust in the genuine concern of teachers and staff for their academic, social, and emotional development, and overall well-being.	<ul style="list-style-type: none"> ▪ Provide professional development on the psychosocial needs of transitioning students. ▪ Consider implementing trauma-responsive care that is culturally and linguistically appropriate. ▪ Offer restorative practices to the student, teacher, and class to rebuild a sense of safety, particularly if an incident occurred in the school prior to the transition.
Transportation and Balancing Life Transitioning students may face challenges with transportation to and from school, and with balancing school, family, and work responsibilities.	<ul style="list-style-type: none"> ▪ Confirm eligibility and coordinate access to school district transportation services, including late buses or alternative routes, if available. ▪ Connect students to public transportation resources, such as reduced-fare programs, transit passes, or community-based travel assistance. ▪ If available, connect the student to reduced-fare transportation options.
Course Credit Recognition Transitioning students may experience anxiety about whether the coursework they completed in a residential facility will be recognized toward graduation requirements.	<ul style="list-style-type: none"> ▪ Award course credit for coursework completed in the residential facility when aligned with NYSED regulations. ▪ Refer the student to their school counselor to review transcripts and ensure credit evaluation is timely and accurate.
Regents Exam Preparation Transitioning students may feel inadequately prepared to take Regents or other required exams due to differences in curriculum pacing, instructional delivery, and	<ul style="list-style-type: none"> ▪ Offer academic enrichment and intervention as needed. ▪ Provide engaging Regents preparation through multiple and flexible modalities (e.g., self-paced materials, small-group tutoring, remote instruction).

missed content while in a residential facility.	<ul style="list-style-type: none"> Identify and prioritize gaps in content knowledge through diagnostic assessments and tailor instruction accordingly.
Sense of Belonging Transitioning students may feel unwelcome or undeserving in school and social spaces, limiting their participation and motivation to attend or succeed in school.	<ul style="list-style-type: none"> Encourage the student to join clubs, participate in sports teams, and engage in the broader school community to foster connection and inclusion. Pair the student with a peer mentor or ambassador to help them navigate school life, build relationships, and feel welcomed into the community.
Adjustment from Residential Facility	
Student Experiences	Strategies for Schools
Reacclimation to Daily Structure Transitioning students may struggle to adjust from a highly structured daily schedule in a residential facility to the self-regulated demands of a typical school and home environment.	<ul style="list-style-type: none"> Design a check-and-connect system to support adjustment and progress with the student's aftercare plan. Co-design the system with students and families who have experience with the transitioning process. Connect the student to prosocial, enriching activities and/or mentoring opportunities. Assist the student in developing an activity schedule that is realistic and sustainable. Identify the adult(s) in the school and community who can provide individualized support to help the student strengthen their executive functioning skills.
Readjustment to Home and Community Transitioning students may feel that life has moved on without them and question where they now fit in with friends, family, and classmates. Complex home dynamics may also create emotional stress and make it difficult to focus on academics.	<ul style="list-style-type: none"> Design a check-and-connect system to support adjustment and progress with the student's aftercare plan. Co-design the system with students and families who have experience with the transitioning process. Collaboratively problem-solve with the student regarding concerns they raise. Connect the student and their family to community-based supports.
Other Concerns Students Experience	
Mental and Behavioral Health Transitioning students may require ongoing support for substance use, mental health, and other psychosocial challenges that is comparable in quality and intensity to the services received while in a residential facility.	<ul style="list-style-type: none"> Design a check-and-connect system with students to support adjustment and progression with any aftercare services. If available, connect the student to in-home counseling services (e.g., Functional Family Therapy, Multisystemic Therapy, etc.). Refer the student and their family to culturally affirming mental health clinicians.

	<ul style="list-style-type: none"> Continually assess and address the student and their family's psychosocial needs (e.g., access to food, clothing, shelter, mental health, primary care, etc.). Refer student to appropriate behavioral health services operated, licensed, certified by OASAS⁵.
Parenting Responsibilities Transitioning students may face challenges readjusting to caregiving responsibilities following placement. Students with children may be concerned about reestablishing themselves as involved or custodial parents while also balancing parenting duties with their personal and academic needs.	<ul style="list-style-type: none"> Design a check-and-connect system with students to support adjustment to responsibilities. Co-design the system with students and families who have experience with the transition process. If available, refer students to parenting classes or coaching to learn positive parenting strategies. Help students manage their schedules, access community resources, and develop problem-solving and community navigation skills.
Impact of an Adjudication or Delinquency Finding Transitioning students involved in the youth justice system may return to their school and home communities with concerns about how an adjudication or delinquency finding could affect their current and future educational, social, and career opportunities. Feelings of stigma, exclusion, and uncertainty may shape their reentry experience.	<ul style="list-style-type: none"> Promote the student's self-advocacy skills (e.g., encourage them to contact their attorney or speak with their probation officer) When necessary, assist student in connecting with their attorney for information and support regarding their concerns. Offer referrals to community-based legal advocacy organizations that specialize in record sealing, expungement, or reentry support.
Access to Reentry and Prevention Resources Transitioning students with justice system involvement may lack awareness of community resources available to support their reentry and reduce the risk of recidivism. Even when such resources exist, students may not feel empowered to seek them out or confident in using them.	<ul style="list-style-type: none"> Design a check-and-connect system with students to support adjustment. Co-design the system with students and families who have experience with the transition process. Ensure school personnel are informed of the student's full aftercare plan, including conditions of probation or parole, reentry supports, and agency involvement. Provide workshops or one-on-one sessions focused on building self-advocacy, navigation, and help-seeking skills related to accessing community services. Maintain partnerships with local youth-serving agencies and reentry programs and create streamlined referral pathways for students returning from residential facilities.
Adjustment to Increase Independence	<ul style="list-style-type: none"> Design a check & connect system to support adjustment. Co-design the system with students and families with experience transitioning.

⁵ [Memo for Providing Educational Resources to Address Substance Use](#)

<p>Transitioning students from a residential facility may struggle to adapt to environments with greater freedom and fewer external controls. They may experience hyper-vigilance, difficulty making independent decisions, and challenges in forming self-directed relationships with adults and peers as they acclimate to home, school, and community life.</p>	<ul style="list-style-type: none"> ▪ Utilize a welcome and re-entry circle to include the student, their family, school faculty and leadership, significant adults in the student's life, and other service providers to develop a re-entry plan that addresses the student and family's needs and communication expectations. ▪ When the student expresses readiness, use restorative practices to facilitate a conversation(s) between the student and school safety, security, or police (e.g., beat cop, community engagement officer, non-uniformed officer, PAL, etc.) to increase personal safety and trust.
<p>Detachment for Gang Involvement Transitioning students prior gang involvement may see reentry as an opportunity to disengage from affiliations formed before or during out-of-home placement. However, separating from those ties can be complex and may require intentional support, safety planning, and positive relationship-building.</p>	<ul style="list-style-type: none"> ▪ Connect the student with local gang intervention or prevention programs such as the SNUG Street Outreach Program. ▪ Collaborate with student, their family, school safety teams and community-based organizations to develop individualized safety plans for students seeking to disengage from gang affiliation. ▪ Provide mentoring and positive youth development opportunities to build alternative social networks and a sense of belonging.
<p>Removal of Identifying Marks Transitioning students with gang or trafficking involvement may seek the opportunity to remove tattoos or other identifying marks as part of their effort to disengage and safely reenter their school and community. This process can be personal, symbolic, and may require access to specialized services.</p>	<ul style="list-style-type: none"> ▪ Consult with Safe Harbour, gang prevention (e.g., SNUG), or local anti-trafficking task forces to identify services that offer tattoo removal.

APPENDIX A

SECURE FILE TRANSFER PROTOCOLS ENCRYPTION STANDARD

Information Statement-Encryption Needs

The need for encryption of information is based on its classification, risk assessment results, and use case. The following are recommended standards for encryption.

Encryption products for confidentiality of data at rest and data in transit must incorporate Federal Information Processing Standard (FIPS) approved algorithms for data encryption at a minimum of 128-bit strength. Minimum key length for digital signatures and public key encryption is 2048. Hashing functions must have a minimum key length of 256. Approved algorithms are contained in this document. Use of outdated, cryptographically broken, or proprietary algorithms is prohibited.

Due to the prevalence of incorrectly implemented cryptography, encryption products must have FIPS 140 (Security Requirements for Cryptographic Modules) validation and be operated in FIPS mode.

Electronic information used to authenticate the identity of an individual or process (i.e., PIN, password, or passphrase) must be encrypted when stored, transported, or transmitted. This does not include the distribution of a one-time use PIN, password, passphrase, token code etc., provided it is not distributed along with any other authentication information (e.g., along with the user ID).

A system's security plan must include documentation to show appropriate review of encryption methodologies and products. This will demonstrate due diligence in choosing a method or product that has received substantial positive review by reputable third-party analysts.

Data in Transit

Encryption is required for data in transit in the following situations:

1. When electronic Personal, Private, or Sensitive Information (PPSI) or Personally Identifiable Information (PII) is transmitted (including, but not limited to, e-mail, File Transfer, instant messaging, e-fax, Voice Over Internet Protocol (VoIP) etc.).
2. When encryption of data in transit is prescribed by law or regulation.

Appropriate encryption methods for data in transit include, but are not limited to, Transport Layer Security (TLS) 1.2 or later, Secure Shell (SSH) 2.0 or later, WIFI Protected Access (WPA) version 2 or later (with WIFI Protected Setup disabled) and encrypted Virtual Private Networks (VPNs). Components should be configured to support the strongest cipher suites possible. Ciphers that are not compliant with this standard must be disabled. Applications which transmit passwords or other sensitive information in clear text, such as Telnet or File Transfer Protocol (FTP), are prohibited. Secure alternatives such as SFTP, FTPS, SSH, etc. must be used. Email must not be used for automated, regularly scheduled transmissions of sensitive information, secure electronic transfer protocols or similarly compliant software should be used.

Data at Rest

Encryption means methods of rendering personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology

specified or permitted by the Secretary of the United States department of health and human services in guidance issued under Section 13402(H)(2) of Public Law 111-5.

Encryption is required for data at rest, as follows:

1. For the systems listed below:
 - a. Data stores (including, but not limited to, databases, file shares) that contain district PPSI and PII;
 - b. All mobile devices, whether district issued or third party, that access or contain any district information; and
 - c. All portable storage devices containing any district information.
2. When electronic PPSI and PII is transported or stored outside of a district facility.

Full disk encryption is required for all district issued laptops that access or contain district information.

To mitigate attacks against encryption keys, when outside of district facilities, district laptops and third-party laptops that access or contain district PPSI and PII must be powered down (i.e., shut down or hibernated) when unattended.

The district must have a process or procedure in place for confirming devices and media have been successfully encrypted using at least one of the following, listed in preferred order:

1. Automated policy enforcement;
2. Automated inventory system; or
3. Manual recording keeping.

Definitions of Key Terms

Advanced Encryption Security (AES): A specification for the encryption of electronic data established by the U.S. National Institute of Standards and Technology (NIST). Data stored with AES cannot be decrypted without the key.

Digital Certificate: A form of electronic credentials for the Internet. Digital certificates are used to verify that a user sending a message is who he or she claims to be.

Encryption: A technique used to protect the confidentiality of information. The process transforms ("encrypts") readable information into unintelligible text through an algorithm and associated cryptographic key(s).

File Transfer Protocol (FTP): A standard network protocol used to transfer files from one host to another host over a TCP-based network, such as the Internet.

Internet Protocol Security (IPSEC): A framework of open standards for helping to ensure private, secure communications over Internet Protocol (IP) networks using encryption.

Key: A cryptographic key is a string of bits used by a cryptographic algorithm to transform plain text into cipher text or vice versa.

Key Management: The processes and procedures for providing the generation, distribution, tracking, control, and destruction for all cryptographic keys and their associated certificates.

Mobile Device: A computer device in a small form factor that has at least one network connection interface, non-removable and/or removable storage, and is portable, including but not limited to smartphones, Personal Digital Assistants (PDAs), tablets, laptops, smart watches, and wearable devices.

Portable Storage Device: A storage device that is capable of being physically transported, including but not limited to USB/flash drives/thumb drives, external hard drives, tapes, CDs, DVDs, and cameras.

Secure File Transfer Protocol: SFTP, or secure FTP, is a program that uses SSH to transfer files. Unlike standard FTP, it encrypts both commands and data, preventing passwords and sensitive information from being transmitted in the clear over the network.

Secure Shell (SSH) - A network protocol that establishes an encrypted tunnel between an SSH client and a server.

Transport Layer Security (TLS) - A network protocol for transmitting private documents via the Internet. Websites (URLs) that require an TLS connection start with “*https:*” instead of “*http:* .”

Virtual Private Network (VPN) - Virtual Private Network. A network which emulates a private network, although runs over public network lines and infrastructure.

Wireless Fidelity (Wi-Fi) - A mechanism that allows electronic devices to exchange data wirelessly.

Wi-Fi Protected Access 2 (WPA2) - A security protocol for wireless networks that provides data protection and network access control.

RESOURCES

[Core Principles for Reducing Recidivism and Improving Other Outcomes for Youth in the Juvenile Justice System - CSG Justice Center](#)

[Juvenile Justice and Learning: How Education Impacts Youth Recidivism | The Center for Public Justice \(cpjustice.org\)](#)

[Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed to the Juvenile Justice System | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)

State and National Resources

[Home | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)

[New York State Division of Criminal Justice Services](#)

- Office of Probation and Correctional Alternatives, for resources for students on Probation: <https://www.criminaljustice.ny.gov/opca/index.htm>

[New York State Office of Children and Family Services \(OCFS\)](#)

- [OCFS Youth Bureau Directory, to connect students with positive youth development opportunities](#)
- OCFS ESSA-specific resources: <https://ocfs.ny.gov/programs/fostercare/education.php>
- OCFS CMSO Directory, for youth leaving a DJJOY placement: <https://ocfs.ny.gov/programs/rehab/cmso.php>

[New York City Administration for Children's Services](#), for resources specific to child welfare and youth justice involved youth in New York City

[Center for Justice Innovation](#)

[The Sentencing Project](#)