

**PROCEDURES GOVERNING
ALTERNATIVE SCHOOL/PROGRAMS**

**Admin. Reg. IS-60-E-(1)
~~November~~October, 2016**

I. Purpose. It is the goal of the Beaufort County School District (“BCSD”) for all students to make adequate academic progress each year and master skills needed to align with the Profile of the South Carolina Graduate. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance at the regular school setting through a multi-tiered system of support using data-driven problem-solving and research-based instructional practices. The BCSD is committed to providing a safe and orderly learning environment in each school, with the expectation a student behavior management plan be developed and implemented systematically to encourage students to be a successful and contributing member of the school community. In the BCSD, an alternative school/program setting is an option offered for those instances in which a student’s behavior management or academic performance needs cannot be met in a regular education setting. The Alternative School/Programs will follow the guidelines and criteria for Alternative School Operations as outlined by the State Board of Education and the South Carolina statues governing school and program operations.

II. Islands Academy School.

A. Islands Academy School (“IA”) is an alternative school setting operating independently of other BCSD schools and serving students from all BCSD secondary schools. Enrollment into IA will be by an application process (or administrative placement) to provide support for students at risk of not graduating with their cohort. Accepted students will have an opportunity to complete an individualized, strategic graduation plan that may allow them to return to their home school. Some students may be encouraged to enroll for the purpose of completing standard courses in ELA, Math, Science, and Social Studies, and electives in a smaller setting providing a more individualized and blended learning experience unlike that of a comprehensive high school.

B. The following guidelines will govern operation of IA:

1. Students in grade 6-12 will be eligible for enrollment based on a School Committee referral, which shall include collaboration with the student’s parent/guardian.
2. Enrollment will be capped at 250 students with projected student/teacher ratio of fifteen (15) students to one (1) teacher.
3. IA will serve all BCSD attendance zones.
4. All students enrolling in IA will participate in a transition meeting at the time of enrollment, which must include the student, the student’s parent/guardian, stakeholders from IA, and stakeholders from the student’s home school. Students meeting their goals and other criteria at IA may return to the home school at the

end of the school year. A transition meeting shall take place prior to a student returning to his/her home school and must include the student, the student's parent/guardian, stakeholders from IA, and stakeholders from the student's the home school.

5. All core subject areas at all levels will be offered by certified staff. Electives will include a wide variety of subject areas.
6. Students will adhere to the BCSD dress code.
7. Student testing, school performance reporting, and parent conferencing will occur in accordance with the BCSD schedule/calendar.
8. IA will be subject to all state and federal accountability guidelines.
9. IA will include onsite alternative programs to serve as an option for students who need a higher level of support. Internal programs will also serve students who are at risk behaviorally.
10. Students meeting South Carolina graduation requirements at IA may (if they meet all criteria) participate at graduation at their home school at the end of the school year.

C. Application, Acceptance and Enrollment Processes.

1. The IA enrollment process shall begin at a student's home school and shall include the school's Home School Alternative Placement Committee ("School Committee"). The student's Principal will submit an application with supporting documents to the District Alternative School Placement Committee ("District Committee") to review whether to assign the student to IA. The length of a student's enrollment at IA will be determined by the District Committee but is typically for the entire or remainder of the school year.
2. Students will be enrolled according to the BCSD IA Placement Committee Schedule established each school year. The BCSD IA Placement Committee will:
 - a. Accept applications from the School Committee from each home school in BCSD; and
 - b. Review each application and schedule a meeting to allow each Principal to present the student application for enrollment.
3. **District Committee.** The District Committee shall be comprised of BCSD district-level staff members who may include the following:
 - a. Director of Secondary Education;

- b. Director of Innovation;
 - c. Director of Special Education;
 - d. IA Principal; and
 - e. The applicant student's home school Principal.
4. **School Committee.** The School Committee shall be comprised of persons from the applicant student's home school and who may include the following:
- a. Principal;
 - b. One (1) or more of the applicant student's teachers;
 - c. The applicant student's school counselor;
 - d. Social Worker;
 - e. The applicant student's parent/legal guardian; and
 - f. The applicant student.

D. Responsibilities of Principal/Staff at Referring Home School.

1. Prior to referring students to IA, Principals of referring schools shall collaboratively meet with appropriate school stakeholders to identify students through the RtI process who may benefit from an academic or behavioral plan in an alternative setting.
2. Include the applicant student and the applicant student's parent/guardian in the decision-making process and document conversations, meetings, conferences.
3. Complete the IA Application. Principals are not to allow parents to complete the Application.
4. Present student applications to the District Committee on scheduled dates. The District Committee will decide whether the applicant student will be assigned to IA or remain at the home school. The District Committee chair will send an e-mail to the applicant student's Principal and school counselor informing them of the District Committee's decision.
5. Provide all relevant information, including anecdotal information, to IA to ensure the student's transition is complete and effective. The student will remain enrolled

and attend his/her home school until a transition meeting at IA is completed. IA will complete the enrollment of the student at IA.

6. Process for Special Education Students.

- a. The applicant student's Principal shall submit an application packet for review to the Director of Innovation or Director of Secondary Education and to the Director of Special Education.
- b. The packet will be reviewed by the District Committee, who will discuss the appropriateness of the assignment with the applicant student's home school Principal.
- c. If the District Committee determines assignment to IA may be appropriate, the applicant student's home school Principal shall schedule an IEP team meeting such that the student's IEP Team may review appropriate changes to the IEP or a possible change of placement.

E. Responsibilities of IA Principal/Staff for Transition Meeting

1. Once a student is assigned to IA, a transition meeting must be scheduled within five (5) school days of assignment.
2. The Principal, school counselor, appropriate school staff, parent/guardian and student must meet to review the student's records and other documentation forwarded by the student's former school to develop the student's Individual Graduation Plan ("IGP), which may include a Behavior Intervention Plan, if needed.
3. Place student in classes and document in PowerSchool.
4. Based on these records and any input provided by the parent/guardian concerning the student's needs, IA staff shall determine the support services and intervention strategies recommended for the student.

III. Right Choices Program.

- A. An alternative program for behavior, Right Choices Program ("RCP"), will reside within IA. RCP will serve students placed through the District Committee or the BCSD student discipline process. Principals may request placement at RCP through the District Committee if a student exhibits a pattern of unacceptable behavior in school presenting a significant disruption to the educational environment in the regular educational setting and/or any violation (s) of the BCSD Student Code of Conduct providing a transfer as a consequence of the student's behavior. Students who may be considered for entry into the program may include students who are expelled, long term suspended, chronically truant, disengaged learners, or repeatedly in violation of the

BCSD Code of Conduct resulting in multiple out of school suspensions, students who have not responded to other less intrusive interventions, and students presenting a clear threat to the safety of other students or personnel. Students charged with a felony or a crime allegedly endangering the safety of others in which it is reasonably foreseeable the educational environment in the regular educational setting will be significantly disrupted if the charged student remains, and students who have committed an assault, threat, or harassment on school personnel may be assigned to RCP.

B. The following guidelines will govern operation:

1. Students will receive the core subjects of English, Math, Social Studies, and Science. Students will receive electives taught in a virtual setting. Instruction will be traditional or in an online setting by certified teachers.
2. Students will have a specific behavior plan and an individual graduation plan.
3. Students will participate in behavior modification, conflict resolution, life skills, and character education programs on a daily basis.
4. Students may be required to perform community service either on the program site or with outside agencies.
5. RCP shall serve students in grades 6-12.
6. The length of a student's assignment to RCP will be determined through the District Committee, through the student discipline process, and/or completion of requirements/ goals set for individual students. The goal is to transition students at the end of academic reporting periods.
7. Students assigned to RCP who meet their goals and criteria at the end of their assignment may return to their home school or make application to IA. At that time a transition meeting must be scheduled and must occur prior to the student's transition to his/her home school or IA and shall include the student, the student's parent/guardian, and stakeholders from the home school or IA.

C. Responsibilities of RCP Principal/Staff for Transition Meeting.

1. Once a student is assigned to RCP, a transition meeting must be scheduled within five (5) school days of placement.
2. The Principal, school counselor, appropriate school staff, parent/guardian and student must meet to review the student's records and other documentation forwarded by the referring school to develop the student's IGP, which is to include a BIP if needed.

3. The student will be assigned to classes, and IA staff will updated PowerSchool accordingly.
4. Based on these records and any input provided by the student's parent/guardian concerning the student's needs, IA personnel shall determine the support services and intervention strategies recommended for the student.

D. Removal from RCP. A student may be removed from RCP for the following:

1. Conduct habitually interfering with another student's right to learn or a teacher's responsibility to teach;
2. If the presence of the student on campus presents a clear and present danger to the safety of school staff or other students;
3. Failure to comply with the specific conditions of assignment to RCP or the specific requirements of the student's behavior plan or contract; or.
4. Any other reason by which a student in a regular educational setting may be removed.

IV. Promising Students Program.

A. The BCSD will offer the Promising Students Program ("PSP") for elementary school students in grades two (2) through five (5) at one (1) or more locations to be determined by the Superintendent. These programs offer an alternative setting for chronically disruptive elementary school students who have repeated suspensions. Students who are at risk for retention due to behavior may be served. Students will receive individual attention from certified BCSD staff focusing on academics and behavior modification. An assigned student's parent/guardian is required to be an active partner with PSP staff and any outside agencies working with the student.

B. The goals of PSP include providing:

1. A highly structured separate setting where chronically disruptive elementary students can acquire acceptable social skills enabling them to return to their original schools and experience academic and behavioral success; and
2. Students and parents with the resources for family counseling beyond the school setting for managing behaviors associated with chronic disruptions in schools.

C. The following guidelines will govern operation:

1. All staff from a PSP student's home school and the PSP site who work with a student shall continually monitor student progress and communicate academic information, grades and attendance.

2. Students will receive the core subjects of English, Math, Social Studies, and Science, taught by certified teachers.
 3. Each assigned student will have a specific behavior plan.
 4. Students will participate in behavior modification, conflict resolution, life skills, and character education programs on a daily basis.
 5. The length of a student's assignment will be determined by the student's success in achieving goals based on the Response to Intervention (RtI) process and documentation of progress in Enrich. Each assigned student's RtI Team will meet periodically to review progress and will determine if the student is ready to make a successful transition to the home school.
 6. When an assigned student's RtI team determines the student is ready to transition to his/her home school, a transition meeting must be scheduled and must occur prior to the student's reassignment to his/her home school. The meeting must include the parent/ guardian and stakeholders from the home school who will be working with the student.
- D. Staffing and Expectations. The PSP staff consists of one (1) certified elementary teacher with a focus in special education and/or reading certification (preferred) and a behavior management specialist. The home school and PSP site school social workers, nurses and psychologists will provide support to students while assigned to PSP. The PSP site school Principal shall oversee the PSP classroom and PSP staff in his/her respective building. The BCSD Director of Elementary Education and the BCSD Director of Student Services shall will monitor the progress of PSP students through visits to PSP classrooms, RtI meetings, and review of documentation entered into Enrich by the PSP teachers, school behavior management specialists, and site school RtI Coordinators.
- E. Transportation. Transportation shall be provided by the BCSD from the PSP students' home elementary schools to the appropriate PSP site. Exceptions may be made for special education and 504 students based on their accommodations, IEPs, or 504 plans.
- F. Responsibilities of Principal/Staff of the Referring/Home School.
1. Only students in Tier 3 of the RtI process for behavior will be considered for PSP. Documentation must exist in Enrich evidencing school staff followed processes in accordance to the Beaufort County RtI Reference Guide.
 2. Prior to referring a student to PSP, the referring school Principal shall meet with the student's RtI Team and appropriate school stakeholders to collaboratively determine if the student would benefit from an alternative setting. The student's

parent/guardian shall be included in the decision-making process. School staff are required to document conversations, meetings, conferences in Enrich.

3. If the school team decides to recommend assignment of the student to PSP, it must then complete the PSP Application and signed by the referring school Principal. All information on the application shall be completed. The , ~~and the~~ student's parent/guardian shall complete Part 3 (page 4) of the application. In the event the student's parent/guardian refuses to complete Part 3 (page 4) of the application or sign the application, the referring school Principal may indicate the refusal of the parent/guardian on the application and forward the application to the BCSD PSP Placement Committee. In any circumstance, the student's parent/guardian shall be provided with a copy of the application.
 4. Process for students who also have an IEP in an academic area.
 - a. The referring school Principal shall submit an application packet for review to the BCSD PSP Placement Committee and Director of Special Education.
 - b. The packet will be reviewed by BCSD staff who will discuss the appropriateness of the assignment with the referring school Principal.
 - c. If it is determined assignment to PSP is appropriate, the referring school Principal, or his/her designee shall schedule an IEP team meeting so the student's IEP team may amend the IEP or implement a possible change of placement.
 5. The Principal will present the student PSP application to the District PSP Placement Committee if the IEP team determines a change of placement is needed.
- G. PSP Application/Acceptance/Enrollment Process.
1. The District PSP Placement Committee consists of the:
 - a. Director of Elementary Education;
 - b. Director of Student Services; and
 - c. Director of Special Education (for students with a 504 Plan or an IEP)
 2. The application will be reviewed by the District PSP Placement Committee, and a decision will be made for the student to either transfer to PSP or remain at their home school. An email will be sent to the principal informing them of the disposition of the District PSP Placement Committee.
 3. After the PSP Placement Committee recommends a student for PSP:

- a. A transition meeting between the referring home school and the PSP site must be held within five (5) school days of placement and prior to the student beginning at the PSP site.
- b. The referring school Principal will make arrangements for transportation with Beaufort County Bus Transportation Services.

H. Intake and Exit Transition Meetings.

1. The Intake and Exit Transition Committee will be comprised of the following staff from the referring home school and PSP site - Principals, teachers, school counselors, social workers, behavior management specialists, outside counseling agencies serving the student, and the parent/guardian.
2. At the Intake Transition Meeting, the following information will be reviewed from Enrich - the student's discipline records, grades, attendance records, test scores (state and local), and any program records (RtI, Special Education, 504, English as a Second Language). The referring school will provide the committee with any additional supporting information/documents not in Enrich (refer to page 3 of the PSP Application for Enrollment packet for specific examples). A Student Transition Plan will be developed at the Intake Meeting prior to the student beginning the PSP and documented and maintained in Enrich. A schedule of ongoing communication and meetings between the PSP and referring home school staff visits will be established at the intake meeting. Such visits shall include communication between the PSP site teacher and the referring home school teacher regarding attendance and grades, as these will still be entered in PowerSchool by the referring home school.
3. At the Exit Transition Meeting, the student's grade reports, progress reports and other supporting documents will be reviewed. The same process as the Intake Transition Meeting, *supra*, will be followed for an Exit Transition Meeting. A transition plan for the student shall be developed prior to the student's return to the home school. This plan will be documented in Enrich, and progress will be monitored, documented in Enrich by the home school staff who work directly with the students, and periodically reviewed by the School RtI Coordinator. After the student returns to the home school, an immediate review (within one (1) school week) of the Exit Transition Plan by the students' teacher and school support staff will take place in order to ensure ongoing success. After that, the RtI Team will make a determination about the frequency of subsequent RtI meetings.

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