

PROCEDURES GOVERNING

Admin. Reg. IS-60-E-(1)

ALTERNATIVE SCHOOL/PROGRAMS

September, 2016

I. Purpose. It is the goal of the Beaufort County School District (“BCSD”) Board for that all students ~~to~~ will make adequate academic progress each year and master the skills needed ~~to that~~ 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 ~~that uses~~ data-driven problem-solving and research-based instructional practices ~~for all students~~. The BCSD board is also committed to providing a safe and orderly learning environment in each school, with the expectation ~~that a student behavior management plan must 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.

I. SCHOOL: Islands Academy School.

A. ~~Right Choices School~~ Islands Academy School (“IA”) is an alternative school setting ~~that will operate~~ in independently of other BCSD schools ~~in the district, and incorporate grades 6-12, and serving students from all BCSD secondary schools in BCSD.~~ Enrollment into IA ~~Islands Academy~~ will be by through an application process (or administrative placement) to provide support for students ~~who are at risk of not graduating with their cohort.~~ Accepted students ~~and 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 that provides a more individualized and blended learning experience that is unlike that of a comprehensive high school. An alternative program for behavior, Right Choices Program, will reside within Right Choices School. In addition, the alternative education school/programs and support services are designed to facilitate students’ transitions back to the regular educational setting when appropriate.~~

~~B. The enrollment process into Islands Academy begins at the students’ home school and includes a Home School Alternative Placement Committee. The principal will submit an application with supporting documents to the District Alternative School Placement Committee for review for student placement into the school. The length of a student’s enrollment at Islands Academy will be determined by the district placement committee but is typically for the entire or remainder of the school year.~~

C.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/parent-guardian.
2. Enrollment will be capped at 250 student with projected student/teacher ratio of fifteen (15) students to one (1) teacher.
3. ~~IA Attendance zone~~ will serve all BCSD Beaufort County School attendance zones.
4. All students enrolling in ~~Islands Academy (IA)~~ will participate in a transition meeting at the time of enrollment ~~in IA~~, which must include the student, the student's parent/guardian, stakeholders from IA, and stakeholders from the student's home school. Students ~~that meeting~~ their goals and other criteria at IA Islands Academy may return to the home school at the end of the school year. A transition meeting ~~shall~~ must take place prior to a student returning to his/her/their home school and must include the student, the student's parent/guardian, stakeholders from IA, and stakeholders from the student's home school.
5. All core subject areas at all levels will be offered by highly-qualified certified staff. Electives will include a wide variety of subject areas.
6. ~~Course work will also be available through skype, Edmodo, online and live classroom.~~
7. Students will adhere to the BCSD a standard dress code.
8. ~~Student t~~ Testing, and school performance reporting, and parent conferencing will occur in accordance with the as per district BCSD schedule/calendar.
9. ~~IA School~~ will be subject to all state and federal accountability guidelines.
10. ~~IA School~~ 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.
11. Students meeting South Carolina graduation requirements at ~~Right Choices School~~ IA Islands Academy ~~will~~ may (if they meet all criteria) participate at graduation at their home school at the end of the school year.

D.C. ISLANDS ACADEMY (School) 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 District IA Islands Academy Placement Committee Schedule established each school year. The BCSD District IA Placement Committee will:
 - a. Accept applications from the School Based Alternative Placement Committee from each home school in BCSD; and-
 - b. Each application will be reviewed and a meeting will be scheduled to allow each Principal the principal of each school to present the student application for enrollment.
3. **District Islands Academy Placement Committee.:** The District Committee shall be comprised of BCSD district district-level staff members who that may include the following:
 - a. Director of Secondary Education;
 - b. Director of Innovation;
 - c. Director of Special Education;
 - d. IA Principal-IA; and
 - e. The applicant student’s home school Principal. -home school
4. **Home School Alternative Placement Committee.:** The School Committee shall be comprised of persons from the applicant student’s home school and team members that who may include the following from the sending school:
 - a. Principal;
 - b. One (1) or more of the applicant student’s tTeachers;
 - c. The applicant student’s schoolguidance Ccounselor;
 - d. Social Worker;
 - e. The applicant student’s pParent/legal guardian; and
 - f. The applicant sStudent.

Students may attend Right Choices School on a voluntary or involuntary basis. In both instances, the enrollment process into Right Choices School begins at the students' home school.

Voluntary assignment to Right Choices School includes providing students who are at risk of not graduating with their cohort an opportunity to complete an individualized, strategic graduation plan that may allow them to return to their home school. Additionally, some students may be encouraged to enroll for the purpose of completing standard courses in ELA, Math, Science, and Social Studies, electives in a smaller setting that provides a more individualized and blended learning experience that is unlike that of the comprehensive high school. Students entering voluntarily will have opportunities to experience an alternative learning program that is different from the traditional school setting based on a recommendation of the principal in collaboration with student, parent and counselor. The length of a student's enrollment at Right Choices School will be determined by a committee with stakeholders from the home school, Right Choices School, parent and student.

Involuntary assignment to Right Choices Program within the school will serve students who are placed in the program through the district disciplinary process, or due to a pattern of unacceptable behavior in school, and/or violation (s) of the BCSD Student Code of Conduct.

Students will receive the core subjects of English, Math, Social Studies, and Science, along with electives taught in a virtual setting along with online and traditional instruction by highly qualified and certified teachers. Students will participate in behavior modification, conflict resolution, life skills, and character education programs on a daily basis. Students are required to perform community service either on the program site or with outside agencies. All parents will be expected to participate with a minimum of 4 Parent Education Seminars, depending on the student's length of time enrolled in the program. The Right Choices Program serves students in grades 6-12. The length of a student's assignment to the Right Choices Program will be determined through the Hearing process and/or completion of requirements/ goals set for individual students.

TRANSFER/ PARTICIPATION PROCESS

An established district level, **Alternative School Placement Committee** with school staff representation will meet each June/July to review any/all applications made to Right Choices School for the beginning of the following school year via the students' home school (frontloading). Applications will also be accepted from the **Alternative Programing Committee** from each home school and reviewed for acceptance into the school once a month, on a rolling basis throughout the year.

Students who will participate in an alternative program at Right Choices School will be referred through a school based team, principal, or be the result of a disciplinary or attendance hearing.

District Alternative School Placement Committee

The Alternative School Placement Committee (district level) is comprised of district staff members including the principal of the home and alternative schools and is convened monthly during the school year to make final placement recommendations.

School Based Alternative Programing Committee

The Alternative Programming Committee (school based) is comprised of staff members from the sending school, principal, parents. This committee convenes monthly to consider requests both voluntary and involuntary for student enrollment at the alternative school.

Voluntary and Involuntary Referrals

Voluntary Referral: A voluntary referral/ transfer is an agreement by the referring home school team, principals of the referring school and the alternative school that the transfer is an appropriate option for the particular student. After the Alternative School Placement Committee has recommended the transfer, the principals of the home school and the principal of the alternative learning program or school shall arrange the process and time for the transfer.

E.D. **Responsibilities of Personnel Principal/Staff at Referring Home School.**

- ~~1. **Identify students:** Prior to referring a student to Islands Academy, the principals of referring schools shall of the referring school must collaboratively meet with appropriate school stakeholders to identify students through the RTI process who that may would benefit from an academic or behavioral plan in an alternative setting.~~
- ~~2. **Include the applicant student and the applicant student's parent/guardian and student** 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. **Complete IA Application: School Team (Not Parent)** Fill out all information on the application.~~
- ~~4. **Principal or designee will present** student applications to the District IA Placement Committee on scheduled dates. The District Ceommittee will decide whether the applicant make a decision for the student will be assigned to IA to either transfer to Islands Academy or remain at their home school. The District Committee chair will send an An e-mail will be sent to the applicant student's Pprincipal and school counselor informing them of the disposition of the District Alternative Education Placement Committee's decision.~~
- ~~5. **Prepare to Transition Student:** provide all relevant information, including anecdotal information, to Islands Academy to ensure the student's tTransition of the student is complete and effective. -The sStudent will remain enrolled and attend his/her hHome sSchool until a the tTransition mMeeting at IA is completed with Islands Academy. IA will complete the enrollment of the student at IA.~~
6. Process for Special Education Students.:

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

F.E. Responsibilities of IA Principal/Staff of Islands Academy for Transition Meeting

1. Once a student is ~~assigned to IA~~placed in Islands Academy, a ~~t~~Transition meeting must be scheduled within five (5) school days of ~~assignment~~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 ~~student's former~~referring school to develop the student's ~~IGP (Individual G~~graduation ~~P~~plan ("IGP), which may include a ~~to include a BIP (b~~Behavior ~~I~~ntervention ~~P~~plan,) if needed.

~~2.3.~~Place student in classes and document in Power-School.

~~3.4.~~Based on these records and any input provided by the parent/(s) or guardian(s) concerning the student's needs, IA ~~staff~~the personnel at Islands Academy shall determine the support services and intervention strategies ~~that are recommended for the student.~~

~~Prior to referring a student to an alternative learning program or school, the principal of the referring school must:~~

- a. ~~document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;~~
 - b. ~~provide the reasons for referring the student to an alternative learning program or school;~~
- and
- c. ~~provide to the alternative learning program or school all relevant student records, including anecdotal information.~~

2. Responsibilities of School Personnel at the Alternative Learning Program or School

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program or school, the appropriate school personnel of the alternative learning program

or school must meet to review the student's records and other documentation forwarded by the referring school. Based on these records and any input provided by the parent(s) or guardian(s) concerning the student's needs, the personnel at the alternative learning program or school shall determine the support services and intervention strategies that are recommended for the student.

II. **BEHAVIOR PROGRAM: Right Choices Program.**

A. An alternative program for behavior, Right Choices Program (“RCP”), will reside within ~~IAslands Academy~~. Assignment to ~~RCP~~ Right Choices Program within the school will serve students placed in the program through the ~~D~~istrict Alternative Placement Committee or the ~~BCSD~~ student discipline ~~Disciplinary P~~rocess. Principals may request an involuntary placement at ~~RCP~~ in Right Choices Program through the District ~~Alternative Placement 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 ~~that provides~~ for a transfer as a consequence of the student's behavior. Students ~~that who~~ may be considered for entry into the program may include students who are: expelled, long term suspended, chronically truant, disengaged learners, or students with repeatedly in violation of the BCSD Code of Conduct resulting in multiple out of school suspensions, students who ~~students that~~ 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 ~~that allegedly endangering~~ the safety of others in which, ~~and~~ it is reasonably foreseeable ~~that~~ the educational environment in the regular educational setting will be significantly disrupted if the charged student remains, and ~~as well as~~ students who ~~that~~ have committed an assault, threat, or harassment on school personnel may be assigned to ~~RCP~~ Right Choices program.

B. The following guidelines will govern operation:

1. Students will receive the core subjects of English, Math, Social Studies, and Science. Students will receive, ~~along with~~ electives taught in a virtual setting. Instruction will be traditional or in an online setting by ~~along with online and traditional instruction 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. ~~The RCP~~ Right Choices Program shall serves students in grades 6-12.

6. The length of a student's assignment to the ~~RCP~~ight Choices Program will be determined through the District ~~Alternative Placement Committee~~ or through the student discipline Hearing 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~~ight Choices program ~~who that have meet~~ their goals and criteria at the end of their assignment ~~ed time~~ may return to their home school or make application to ~~IA~~ Islands Academy. 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 ~~returning to~~ include the student, the student's parent/-guardian, and stakeholders from the home school or IA.

C. Responsibilities of ~~RCA~~ Principal/-Staff of ~~Right Choice Program~~ for Transition Meeting.

1. Once a student is assigned to ~~placed in~~ ~~RCP~~ight Choice program, 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 (~~individual graduation plan~~), which is to include a BIP (behavior intervention plan)-if needed.
- 2.3. The student will be assigned to classes, and IA staff will updated PowerSchool accordingly~~Place student in classes and document in Power School.~~
- 3.4. Based on these records and any input provided by the student's parent/(s) or guardian(s) concerning the student's needs, IA the personnel at Islands Academy shall determine the support services and intervention strategies that are recommended for the student.

Involuntary Referral: ~~An involuntary referral/ transfer is when a student may be required to be referred from the regular educational setting to an alternative learning program or school setting under the following circumstances:~~

- a. ~~the student presents a clear threat to the safety of other students or personnel;~~
- b. ~~the student presents a significant disruption to the educational environment in the regular educational setting;~~
- c. ~~the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;~~
- d. ~~the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains;~~
- e. ~~if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior; or~~

~~the student has committed an assault, threat, or harassment on school personnel or others~~

- ~~f. the student presents a clear threat to the safety of other students or personnel;~~
- ~~g. the student presents a significant disruption to the educational environment in the regular educational setting;~~
- ~~h. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;~~
- ~~i. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains;~~
- ~~j. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior; or~~
- ~~k. the student has committed an assault, threat, or harassment on school personnel or others.~~

1. Responsibilities of Referring School

~~Prior to an involuntary transfer in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or disciplinary committee of the referring school shall document the student's behavior, attendance and academic performance and efforts to assist the student in the regular educational environment. School administrators are encouraged to meet with the student's parents to try to reach a consensus on how to address the student's difficulties at school.~~

2. School Personnel at the Alternative Learning Program or School

~~In addition to any other procedures required by this policy, once a student is placed in an alternative learning program or school, the appropriate school personnel of the alternative learning program or school must meet to review the student's records and other documentation forwarded by the referring school. Based on these records and any input provided by the parent(s) or guardian(s) concerning the student's needs, the personnel at the alternative learning program or school shall determine the support services and intervention strategies that are recommended for the student.~~

~~C.D. Removal from RCP, the Alternative Learning Program or School. A student may be removed from RCP for the following:~~

Right Choice Program

~~A student may be removed from Right Choice Program for:~~

- ~~1. Conduct that habitually interferes 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 specifics conditions of assignment to RCP or the specifil requirements of the student’s behavior plan or contract in the hearing documents; or.
4. Any other reason by which a student in a regular educational setting may be removed.

~~A student may be removed from the alternative learning program or school (1) for conduct that habitually interferes 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) for a failure to comply with the specifics in the hearing documents (4) for any other reason by which a student in a regular educational setting may be removed.~~

~~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.~~

III. Promising Students Program.PSP

~~A. This satellite The BCSD~~Deaufort County School Distriet ~~will offers 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~~the following school sites; located at Joseph Shanklin Elementary School (“JSES”), Red Cedar Elementary School (“RCES”), and Whale Branch Middle School (“WBMS”) (for elementary students). These programs offer an alternative setting to repeated suspensions for chronically disruptive elementary school students whothat have repeated suspensions. Students in grades two through five, who are at risk for retention due to behavior may be served. Students will receive individual attention from certified BCSD staff that will focusing on academics and, as well as behavior modification. An assigned student’s parent/guardian The child’s parent is required to be an active partner with PSPthe program staff andalong with any outside agencies working with the student.

~~A.B.~~ The goals of PSPthe program include providing:

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

~~B.C.~~ The following guidelines will govern operation:

1. All staff from a PSP student's the home school and the PSP program site who working with the student shall need to 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 sStudents 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'sThe 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'sthe RtI team determines the student is ready to transition to his/herthe home school, a transition meeting must be scheduled and must occur prior to the student's reassignment to his/herturning to the home school. -The meeting must include the parent/ guardian, and stakeholders from the home school who will be working with the student.

C.D. Staffing and Expectations:- The PSP staff consists of one (1) certified highly qualifiedelementary 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 in the classroom. -The PSP site school Pprincipal of the site school will shall oversee the PSPthis classroom and thePSP staff in his/her respective building. collaboration with the referring home school principal. -The and the BCSD Director of Elementary Education and the BCSD Director of Student Services shall will monitor the progress of PSP students in the alternative setting, through based on visits to PSPthe classrooms, RtI meetings, and review of documentation entered into Enrich by the PSP teachers, school behavior management specialists, and the site school RtI Coordinators.

D.E. Transportation:- Transportation shall beis provided by the BCSDschool district from the PSP students' home elementary schools to the appropriate PSP site. Exceptions may be made (with some exceptions for special education and 504 students based on their accommodations, or IEPs, or 504 plans).

F. Responsibilities of Personnel Principal/-Staff of the Referring/-Home School.

1. Only students in Tier 3 of the RtI process for behavior will be considered for PSP. There must be dDocumentation must exist in Enrich evidencing school staff folloed

~~that processes have been followed in accordance to the Beaufort County RtI Reference Guide.~~

2. Prior to referring a student to PSP, the ~~referring school P~~principal ~~of the referring school must~~ 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~~ Include the Pparent/~~G~~guardian shall be included in the decision-making process. ~~School staff are required to~~ and document conversations, meetings, conferences in Enrich.
3. If the ~~school team decides~~decision of the team is to recommend ~~assignment of the student to PSP, it must then complete the PSP Application must be completed by the School Team and signed off by the referring school P~~principal. ~~All information on the application shall be completed, and the student's parent/guardian shall Fill out all information on the application. The parent must complete Part 3 (page 4) of the application.~~
4. Process for students who also have an IEP in an academic area:
 - a. ~~The referring school P~~principal ~~of the referring home school shall~~ -submits an application packet for review to the ~~BCSD~~District PSP Placement Committee and Director of Special Education.
 - a.b. The packet will be reviewed by ~~BCSD~~the district staff who will discuss the appropriateness of the assignment with the ~~referring school P~~principal.
 - b.c. If it is determined ~~that~~ assignment to PSP is appropriate, the ~~referring school P~~principal, or his/her designee shall ~~will~~ schedule an IEP team meeting so the ~~student's IEP team may amend for a decision for changes to 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.

E.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 (~~Only in those cases where the~~for students with ~~has~~ a 504 Plan or an IEP ~~in an academic area.~~)

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 Pprincipal ~~of the referring home school~~ will make arrangements for transportation with Beaufort County Bus Transportation Services.
- ~~4. **Only students in Tier 3 of the RtI process for behavior will be considered for PSP.** There must be documentation in Enrich that processes have been followed in accordance to the Beaufort County RtI Reference Guide.~~
- ~~5. Prior to referring a student to PSP, the principal of the referring school must meet with the RtI Team and appropriate school stakeholders to collaboratively determine if the student would benefit from an alternative setting. **Include the Parent/Guardian** in the decision-making process and document conversations, meetings, conferences in Enrich.~~
- ~~6. If the decision of the team is to recommend the student to PSP, the PSP Application must be completed by the School Team and signed off by the principal. Fill out all information on the application. The parent must complete Part 3 (page 4) of the application.~~
- ~~7. **Process for students who also have an IEP in an academic area:**~~
 - ~~a. The principal of the referring home school submits an application packet for review to the District PSP Placement Committee and Director of Special Education.~~
 - ~~b. The packet will be reviewed by the district staff who will discuss the appropriateness of the assignment with the principal.~~
 - ~~c. If it is determined that assignment to PSP is appropriate the principal will schedule an IEP team meeting for a decision for changes to the IEP or possible change of placement.~~
- ~~8. 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.~~

PSP Application/ Acceptance/ Enrollment Process

9. ~~The District PSP Placement Committee consists of the:
 - d. ~~Director of Elementary Education~~
 - e. ~~Director of Student Services~~
 - f. ~~Director of Special Education (Only in those cases where the student has a 504 Plan or an IEP in an academic area.)~~~~
10. ~~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.~~
11. ~~After the PSP Placement Committee recommends a student for PSP:
 - ~~A transition meeting between the referring home school and PSP site must be held within 5 school days of placement and prior to the student beginning at the PSP site.~~The principal of the referring home school will make arrangements for transportation with Beaufort County Bus Transportation Services.~~

~~**The PSP Intake and Exit Transition Review Committee: is comprised of** the referring principal, the program site principal (or designee), and the District Alternative Placement Committee (to include SPED as appropriate). At the conclusion of the meeting, a decision will be made regarding placement and/or recommendations.~~

F.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 :- Pprincipals, teachers, school counselors, social workers, behavior management specialists, outside counseling agencies serving the student, and the parent ~~/or~~ 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 (Rtesponse to Intervention, Special Education, 504 plan, English as a Second Language -:- The referring school will provide the committee with any additional supporting information/documents that are not in Enrich- (Rrefer 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 both schools and referring home school staff visits will be established at the intake meeting. -Such visits shall This includes 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~~brought to the meeting~~. The same process as the Intake Transition Meeting, *supra*, ~~(see above)~~ will be followed for an Exit Transition Meeting. -A transition plan for the student shall ~~will~~ 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.

Adopted:

Revised: