

ALTERNATIVE SCHOOL PROCEDURES FOR ENROLLMENT AND DISMISSAL

Intake Procedure for Bragg Street Academy/Alternative School

Front Loading

Placement at Bragg Street Academy (BSA) will depend on available space. Each year the Principal of Bragg Street Academy will assess his/her accommodations and allot spaces to the three middle schools and the high schools accordingly. Student selection will be done by a rubric and recommendation from the student's principal. The rubric assigns points to core courses grades, attendance, EOG/EOC (Levels I or II), previous year's academic performance, and discipline issues. School start-up referrals (Front Loading) are primarily academic referrals, but can be other issues requiring principal's recommendations. These students should be identified by mid-July, and will report to Bragg Street Academy on the first day of school. Subsequent referrals will be processed through the Alternative School Placement Committee, which meets monthly.

Placement During the Year

Alternative School Placement Committee – The Alternative School Placement Committee will meet once a month for the purpose of assessing student referrals. A meeting schedule will be developed prior to the beginning of each school year by the Director of Student Services. The schedule will be forwarded to all secondary level principals. Referrals should be initiated for students who have already gone through the appropriate intervention process {e.g., the Student Support Team (SST) and/or parent/teacher/principal/student conferences}.

Individual Education Plan–Bragg Street Academy limits the number of EC placements to 12 except under extreme circumstances. IEP teams, consisting of home school and Bragg Street staff, must be involved in the placement decision. The placement decision is then noted on the IEP.

Individual Accommodation Plan (IAP) (504) Decisions –The 504 team, consisting of home school and Bragg Street staff, must be involved in the placement decision. The placement decision is then noted on the IAP (504).

Involuntary Placement

Alternative School Transfers – Students transferring into Lee County Schools from an alternative school will be referred directly to Bragg Street.

Hillcrest Students – Lee County students (who are residing at Hillcrest) may continue to be assigned to their home school or be placed at Bragg Street without having to go through the referral process. Out-of-county Hillcrest residents may attend Bragg Street Academy providing all of the necessary paperwork is submitted and completed. Each student will be judged on a case-by-case basis. The alternative school principal shall be involved in the decision-making.

Superintendent's Long-term Suspensions/Administrative Placement – The Superintendent may assign students to Bragg Street Academy in lieu of a long term suspension when an emergency placement is necessary; or when an appeal of a decision by the Alternative School Placement Committee is reversed by the superintendent. The Lee County Board of Education may also place a student at Bragg Street Academy based upon its decision of an appeal. Communication between the principals (recommending principal and alternative school principal) of the student(s) being referred should be made prior to the enrollment. This communication should involve the academic/attendance/behavior status of referred student(s). Communication should be initiated by the recommending principal.

Emergency Placement Committee Meeting

There will also be a procedure for principals to refer students to Bragg Street on an emergency basis. This will require conversation between the recommending principal and the receiving principal (Bragg Street Academy principal). The recommending principal will provide documentation which includes, but is not limited to, **academic records, attendance records, disciplinary records, and interventions implemented by the home school to address the behavior.** Documentation may also include, but is not limited to: student conferences with staff, parental conferences with staff; counseling sessions (individual or group); and/or juvenile court counselors. Staff may include teachers, teacher assistants, counselors, principals, assistant principals, psychologists, social workers, etc. Dates and topics discussed during these conferences must be included. The Student Support Team (SST) process may be used, but it is not the only form of documentation deemed appropriate. This documentation and information will be gathered from the teachers and school staff and shared at the “emergency placement meeting.” There may be additional information needed to make an intelligent and prudent recommendation to the superintendent regarding placement of the student.

The emergency placement team must consist of a core group of members:

Director of Student Services
Recommending Principal (Home school)
A School Counselor (of recommending school)
Receiving Principal (Bragg Street Academy)
Counselor (Bragg Street Academy)

All members of the Alternative School Placement Committee are strongly recommended to attend all emergency/disciplinary meetings; however, due to the fact these meetings are unscheduled this may not be possible. Bragg Street Academy representation must be in attendance for the emergency meeting to occur.

The disciplinary placement team meeting must be held quickly due to the maximum 10 day suspension authority of the referring principal. The decision regarding the recommendation must be made to the superintendent during this same 10 day period unless a long-term suspension is granted.

Felonious Crimes

Students charged with felonious crimes may be assigned to an alternative school/program after completing their suspension from their previous school. This assignment would come through the superintendent's office with the necessary documentation from the referring school.

If the student is not returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including any other programs offered by the school district, community colleges, or vocational schools.

Involuntary Referral

A student may be transferred from the regular educational setting to the alternative learning program or school under any of the following circumstances:

1. the student presents a clear threat to the safety of other students or personnel;
2. the student is a significant disruption to the educational environment at the regular educational setting;
3. the student is at risk of dropping out or not meeting standards for promotion and would benefit from additional or different resources from what is available at the regular educational setting to address the issue; or
4. the student has been charged with a felony or a crime that allegedly endangers the safety of others and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains.

Prior to an involuntary transfer, the principal or disciplinary committee of the referring school will document efforts and interventions to assist the student in the regular educational setting. The principal or disciplinary committee of the home school must also document the student's academic performance, attendance, and behavior. The recommending school principal for an emergency placement must contact, with proper notice, the Bragg Street Academy

principal to inquire about the possible placement/assignment of the student. Proper notice should be at least three (3) school days to allow for proper placement and scheduling. A voluntary transfer is preferable to an involuntary transfer. Therefore, the school should meet with the parents to try to reach consensus on resolution of the performance or behavior issues.

Appeal Process

If an agreement is not reached and a basis for involuntary transfer exists, the home school principal may recommend transfer to the alternative school to the superintendent. The referring principal must provide in writing (1) an explanation of the student's behavior or academic performance which is at issue, (2) documentation of the efforts/interventions to assist the student, and (3) other existing circumstances which support an involuntary transfer.

A copy of the recommendation and report must be provided to the parents by certified mail or in person. The parent may appeal the decision to the superintendent by placing in writing the reasons for remaining at the regular educational setting. The superintendent will respond in writing to the parent the decision rendered. The superintendent may allow an informal meeting after documentation has been received. The superintendent may also determine who can be present at the meeting.

The parent may appeal the superintendent's decisions to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in Lee County School Board of Education Policy Code #2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

Intake Process

If the superintendent approves the involuntary transfer, the principals of the regular educational setting and the alternative school are to make all necessary arrangements. The intake process will involve an initial conference between the home school principal and the alternative school principal. After agreement for placement, the counselor from the referring school and the counselor from the alternative school will communicate as to the best manner in which to serve the student academically and behaviorally. The alternative school principal will meet with the student, parent (or legal guardian), and an alternative school teacher/counselor to design the instructional and the support programs for the student. The meeting will minimally include the following procedures:

1. Review referral forms
2. Review documentation
3. Review BSA Referral Form
4. Review student level of competence in each subject
5. Develop behavior/academic contract including at least one goal specific to the student's

reason for placement.

Student records should be available upon registration of the student at the alternative school. Records should be transferred before enrollment so as to minimize the intake process.

Capacities

Bragg Street Academy has a capacity based on an average class size of a teacher/pupil ratio 1:10). The capacity will be based upon the four (4) classrooms in the main building and the current POD (12 spaces in a connected mobile unit) on the campus. The capacity figure is based upon these parameters with five (5) recommending schools having twelve (12) slots per school initially. These slots include the twelve (12) slots from the Exceptional Children's program. These slots also include any and all returning students from the previous school year. Finally, there is not a definite capacity figure set, but the capacity is determined by the number of personnel employed at Bragg Street Academy. The grade configuration of Bragg Street Academy shall consist of students ranging from grades 6th through 12th grade.

Exit Procedures for Bragg Street Academy

The purpose of these procedures is to establish a set of guidelines for implementing a standard criterion for students who may be transitioning back to their home school from Bragg Street Academy. This criterion is to ensure the student is provided the most appropriate educational setting and services which will meet his/her academic and behavioral needs.

Admission Contract Goals/PEP:

A student may be considered for return to their home school upon completion of the behavior, academic, and attendance contract which was initiated upon enrollment into Bragg Street Academy. The contract must contain at least one goal specific to the individual student and his/her needs as identified by the Alternative School Placement Committee.

-If a student referred to Bragg Street Academy does not have a Personalized Education Plan (PEP), one will be developed immediately upon enrollment at Bragg Street Academy by the home school counselor and/or teachers in collaboration with the Bragg Street Academy counselor and/or teachers.

-In accordance with the needs, strategies, and interventions outlined on the PEP, Bragg Street Academy staff will develop exit criteria for the student.

-If the student does not meet or make progress toward meeting the goals of the PEP and the admission contract, the PEP and/or contract will be revised to address the student's needs. Parents will be notified of the revised PEP and/or contract.

Alternative School Transition Team:

The Alternative School Transition Team will meet to review the progress of any student who has been at Bragg Street Academy for at least one semester, who is experiencing increased academic, behavioral, and/or attendance concerns, or who may be potentially eligible to return to the home school.

1. Members of the Alternative School Transition Team will include at a minimum: the Bragg Street Academy administrator; the Bragg Street Academy counselor; Bragg Street Academy teacher(s); a home school administrator; a home school counselor; at least one home school teacher; home school social worker; the Director of Secondary Education; and the Director of Student Services. Other members may be included on the team as appropriate for the individual student, including parents and the Director of the Exceptional Children (or designee).
2. Minutes of the Alternative School Transition Team must be maintained.
3. Students with an IEP or a 504 Accommodation Plan must follow all legal mandates relating to change in placement prior to returning to the home school.

Team Meeting:

The Alternative School Transition Team will review and discuss all documentation related to the student's academic performance, behavior, attendance, and progress toward PEP/admission contract goals while at Bragg Street Academy.

1. Parents will be informed of the Alternative School Transition Team Meeting.
2. If the team concurs the student has made sufficient progress to return to the home school, the PEP will be reviewed with the home school staff to discuss interventions/strategies which have led to the student's success while at Bragg Street Academy. The PEP will be revised as appropriate.
3. If the student has not made sufficient progress to warrant a return to the home school, the team will revise the PEP and/or contract, determine the appropriateness of continuation at Bragg Street Academy, and/or discuss other services and programs.

Required Documentation:

The following documentation is required following each Alternative School Transition Team meeting:

1. PEP which has been reviewed by the Team and/or revised as appropriate.
2. Letter from Bragg Street Academy to the parents advising of the decision regarding the student's transition back to the home school. If the student is to return to the home school, the letter must advise parents of the need to withdraw their student from Bragg Street Academy and enroll him/her in the home school. A copy of the letter must be forwarded to the home school principal.
3. Letter from the Bragg Street Academy principal to the student advising of the decision regarding the transition back to the home school. A copy of the letter must be forwarded to the home school principal.
4. Letter from Bragg Street Academy to the home school principal advising of the decision regarding the transition back to the home school. A copy of this letter must be forwarded to the counselor of the home school.
5. Copy of the letter to the parent, student, and principal must be forwarded to the Assistant Superintendent of Auxiliary Services and the Director of Student Services.
6. Copies of all letters are to be placed in the student's Bragg Street Academy folder. In addition to the above outlined correspondence, the counselor from Bragg Street Academy must transfer the student's records to the home school within two days following the Alternative School Transition Team meeting or no later than two days prior to the beginning of the next school semester, whichever occurs first.

Follow Up Services:

When the student returns to the home school (s)he will be referred to the counselor, participate in an advisor/advisee program, and/or receive other appropriate services. The student will be referred back to the home school's Student Support Team (SST) for review, intervention, and recommendations. Revisions will be made to the PEP as the Team deems appropriate to successfully address the academic, behavioral, and attendance needs of the student.

The home school social worker will monitor the student's progress as (s)he continues to be identified as "at risk" of academic failure.

August 15, 2013

Check List of Required Documentation for Student Transition to Bragg Street Academy

_____ Date parents were contacted regarding the Bragg Street Academy placement recommendation _____ . If parents were not contacted please explain why. (Attach a separate sheet if necessary to explain.)

_____ Copy of Bragg Street Academy referral

_____ Copy of the recommendation for placement letter and the Alternative Learning Committee justification form sent to the parent, the home school, and Bragg Street Academy by the Director of Student Services. The justification form must include at least one goal established by the Committee at the referral meeting.

_____ If placement is through an IEP team meeting a copy of the IEP documenting the team's recommendation as well as persons present at the meeting. A staff member from Bragg Street Academy must be in attendance. Date of meeting: _____

_____ If placement is through the 504 team a copy of the Individual Accommodation Plan documenting recommendation for placement as well as persons present at the meeting. A staff member from Bragg Street Academy must be in attendance. Date of meeting: _____

_____ Copy of Student Support Team (SST) documentation and/or other documentation of interventions provided both behaviorally and academically.

_____ Copy of Personalized Educational Plan (PEP). If one has not been established please explain.

_____ Cumulative folder including any special services record forwarded to Bragg Street Academy.

_____ Discipline record (including warnings, parent conferences, detentions, and suspensions.)

_____ Attendance Record (Current and past)

_____ Academic Record (Current and past)

_____ If placement is considered to be an emergency a conference is required between the Bragg Street Academy and the home school principal three days prior to the requested date of placement. Date of meeting _____. Attach copy of email requesting meeting.

_____ Copy of completed check list is to be forwarded to the Assistant Superintendent of Auxiliary Services and the Director of Student Services within three days of student's enrollment at Bragg Street Academy. Date forwarded: _____

The signatures below acknowledge the appropriate documentation has been prepared and received and/or distributed.

Signature of Bragg Street Academy Principal: _____

Date: _____

Signature of Home School Principal: _____

Date: _____

August 15, 2013