

TRANSITIONING STUDENTS FROM ALTERNATIVE PROGRAM: PROCEDURAL DIRECTIVES

The successful completion of the alternative school experience depends on students being able to return to their comprehensive school program and meet the expectations of that program. A major factor in this process is a successful transition program. Responsibility for successful transition falls in equal parts on alternative and comprehensive schools' personnel.

The model, which sets up consistent standards for transition, is needed for both alternative programs and the comprehensive schools they serve. The model is to have alternative program personnel write transition plans prior to students return to their home schools (see samples attached). The alternative school personnel will hold a reinstatement meeting with designees and representatives of the comprehensive school, usually an administrator, to outline the process for transitioning. At this time the alternative school provides current grades and a report of academic progress, along with a transition recommendation.

Prior to a student's return to the comprehensive school, the principal is to confer with appropriate staff. The student's grade-level administrator is to set up a case conference (administrator, counselor, and receiving teachers) to share the transition plan and to develop implementation strategies.

After the transition plan is copied and distributed to teachers and the school counselor, the original is to be filed in the student's school record.

The responsibility of assuring that the transition plan is implemented by teachers and the counselor will fall to the grade-level administrator of the student.

It is advised that school counselors develop support groups, conflict resolution, anger management, etc. to assist students in making adjustments when they return from an alternative school. Consideration should also be made by school counselors to obtain additional services for returning students as needs arise (e.g., family counseling, assistance from DSS, substance abuse counseling, and/or involvement with probation officer).

The administrator should ensure a weekly review of student transition by way of a Pupil Services Team for the first three weeks and a monthly review of student progress with teachers to assure that the plan is being consistently implemented and that the student is meeting with academic success.

The transition plan should be part of the articulation process when a student is moving from one grade level (e.g., middle school) to another school or level (e.g., high school). Suitably this plan should be shared with appropriate personnel when students attend other programs (e.g., Afternoon Learning Center, Home Teaching, or Evening High School).