

Florence School District Four
“ALTERNATIVE SCHOOL PROGRAM PLAN”

Description of Program:

The mission of TALC is “Whatever it takes to ensure that our students are college and/or career ready.”

The alternative program serves students in grades 6-12, with 8 students currently enrolled. The current hours of operation are from 8:00- 2:30p.m., and the program is located off-site. The staff consists of an alternative school facilitator and commuter staff from the home school. Students are supported by two certified teachers, one of which is certified in special education. In addition to the content teachers, students are served academically using APEX (high school) and USA Test Prep (middle school) as instructional software in a 1:1 environment. Each student has a personalized standards based instructional plan based on their graduation requirements (high school) and pacing guides (middle school). In order to ensure that our students are college and career ready, students have access to guidance services to include, individual counseling and academic progress monitoring and career exploration, which focuses on the 16 career clusters. Students have also been assigned a character coach for behavioral counseling. Grades and students’ progress are monitored at the home schools by the APEX coordinator and the guidance counselor. The current schedule for the alternative school is:

- 8:00- Breakfast/Academic Progress Checks
- 8:30- On Line Coursework
- 9:00-10:00 -Online Coursework/ Guidance and Career Exploration

Monday/Wednesday.- Ms. James Counselor
Tuesday- Ms. Robinson, Career Specialist
Thursday/Friday- Character Coach

- 10:00-12:00- On-Line Course Work (Henegan/Thomas as academic support)
- 12:00-12:30- Lunch
- 12:30- 2:30- On-Line Course work

Effective January 2, 2018, the site for the alternative program will be moved to the Timmonsville Educational Complex. The new hours of operation will be from 1:00pm-7:00p.m. The change in the program will increase student access to more certified teachers in order to increase student achievement. The alternative program will implement the Positive Behavior Intervention System beginning January 2, 2018 to reinforce positive behaviors. The character coach will utilize the ABE systems to provide intervention video modules to decrease the undesired behaviors. The new proposed schedule will be as follows:

- 12:00-1:00- Career Specialist
- 1:00-1:15- Lunch
- 1:15- 1:50- Guidance Services (Individual counseling and academic progress monitoring)
Character Coaching (Use of intervention video modules)
- 1:50-2:00- Break
- 2:00- 6:00- On-Line Course Work (APEX/USA Test Prep- Facilitated by a certified teacher). In addition, content certified teachers will provide instruction from 3:00pm-5:00pm using the following schedule:

Monday- Math
 Tuesday-Science
 Wednesday- S. Studies
 Thursday- ELA

Special education teachers will provide instruction from 3:00pm-5:00pm and/ or as required. Snacks will also be provided.

Students are assigned to the alternative program from a minimum of 30 days to one semester. The return to the home school is based on the students': Academic progress, attendance and behavior. Specifically, students must maintain at least a final C average in all classes, maintain legal state attendance requirement, complete one semester in the program, possess minimum number of out of school suspension days and minimum incident referrals, teacher recommendations and parent concurrence.

Transition to back to Home School:

A re-instatement meeting will be conducted with the school administrator, alternative school facilitator, guidance counselor, student, and parent to determine the student's readiness for placement back at the home school based on the criteria established above. During the exit meeting, an individualized transition plan will be developed to assist students with adapting to the regular school setting. This plan is shared with teachers and staff in the home school as part of the procedure for the students return. The individualized plan will be monitored by an appointed team upon return. If the student has an IEP, the IEP team will meet to determine placement and behavioral plan.

Protocol for Sending Students with IEPs School Referral to TALC:

For a student with an IEP, the IEP Team must meet prior to an official recommendation to TALC.

1. The special education Team Lead schedules an IEP meeting that includes the following participants:

- Guidance Counselor
- Special Education Teacher
- Principal/ Assistant Principal/LEA
- Regular Education Teacher
- Parent

- Other relevant service providers

2. The IEP Team should consider the following:

- Review/amend the IEP/BIP.
- If the student does not currently have a BIP, is an FBA/BIP needed?
- Additional services that may be needed at the home school to address behaviors.

3. If the IEP team determines that a referral is appropriate:

- The IEP team makes the appropriate amendments to the current IEP, including the initiation date of enrollment.
- Principal completes procedures for TALC orientation conference.

TALC Referral back to Home School:

For a student with an IEP, the IEP Team must meet prior to an official recommendation back to student's home school.

1. The special education Team Lead schedules an IEP meeting that includes the following participants:

- Guidance Counselor
- Special Education Teacher
- Principal/Assistant Principal/LEA
- Regular Education Teacher
- Parent
- Other relevant service providers

2. The IEP Team should consider the following:

- Review/amend the IEP/BIP.
- If the student does not currently have a BIP, is an FBA/BIP needed?
- Additional services that may be needed at the home school to address behaviors.

3. If the IEP team determines that a referral to return to the home school is appropriate:

- The IEP team makes the appropriate amendments to the current IEP, including the initiation date of return to home school (amendment cover page).

- IEP Team members determine the plan to transition students back to the home school environment.

When students enroll from other districts in or out of state the above procedures will be followed after comparable services have been reviewed.

Strategies for Parental Input:

The initial contact with parents is during the in-take meeting, Parent-Student Initial Orientation, which takes place prior to the students entering the school. Parents are explained the policies and procedures of the school, the goals, the expectations, and how to track their child's progress on APEX and USA Test prep. Parents are encouraged to participate in the classes, track their student's progress using the online systems, and schedule conferences with teachers whether planned or unplanned. Quarterly meetings are scheduled with parents to discuss student progress.

Community Support and Involvement:

Information pertaining to the Timmonsville Alternative Learning Center is located on our district's website.

For those negative issues that require court appearances for items such as truancy, behavior actions that require the School Resource Officer or local police involvement, the law enforcement officials as well as the District Office personnel are involved to inform the appropriate agencies and courts.

Class Schedule with Teacher's Names and Courses:

Class schedules and master schedules are included in the alternative program notebook.

Evaluation:

Assessment Strategies Used:

Currently, all testing is done at the home schools for all alternative students at TALC. Assessments given include: PASS for grades 3-8, MAP (3 times each year – Fall, Winter, and Spring) for grades 6-8, EOC's for all students during first and second semester classes who are in Biology, English 1, Algebra, and US History for grades 8-12 as well as the ASVAB, Work keys and ACT. In addition, formative assessments are conducted using APEX and USA Test prep.

Types of documentation gathered:

Students' MAP results are tracked and analyzed after each test to compare to the previous test in determining strengths and weaknesses.

Students' attendance is tracked and monitored at least three times each quarter to determine compliance with district policy. When a student crosses into the "truancy category", they are notified by the Attendance Officer within the district. Attendance is also monitored for the purpose of Attendance Recovery which is given on Saturdays. The dates for attendance recovery are outlined in the student handbook.

High school students' Carnegie units are tracked very closely to ensure that they are following their Individual Graduation Plan and getting credit where it is earned. Apex computer classes are given for initial credit and credit recovery. Students are assigned and scheduled with classroom teachers for as much of the schedule as possible. Students are counseled by the Character Coach and Guidance Counselor for progress and to ensure that they understand where they are with their graduation requirements.

Teacher attendance is tracked to ensure there are no unforeseen problems or issues that need to be addressed.

Teachers' professional development is provided by the home school. Teachers and support staff have access to all district professional development offerings and are invited to all professional developments offered by the home school. Additionally professional development is incorporated in the weekly newsletter that also serves as a form of communication.

Student incident reports are tracked as well as their out-of-school suspension days to determine if conferences are needed with parents as well as a Behavior Intervention Plan.

Students are tracked with regard to their Individual Education Plans, types of specific services that they require, counseling, IGPs and subgroups.

Methods of analyzing data:

Administrators and staff uses the data from APEX, PowerSchool and USA Test Prep in decision making and conferences with students, and parents.