

Alternative Education Transition Plan Template

A Transition Plan from the sending school to the Alternate Education (AE) site and back again will ensure an effective and efficient transfer of relevant information, adherence to BESE policy, and provision of access for students to evidence based academic and behavior interventions. Time spent by students in the AE site should not only address academic and behavior needs, but should also address the underlying issues that led to the time away from the sending school, and the plan should be designed with the expectation of the student’s return to the sending school on track academically. A well-developed transition should result in a better experience for all stakeholders involved: student, teachers, family, and administrators.

School System:

Name of person responsible for ensuring the development and implementation of the AE Transition Plan:

Email of contact:

| Focus/Phase | Key Questions |
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| <p>Formalized Intake Process that addresses both academic and behavior needs including the full list of evidence-based interventions used to address student behavior. Each intervention or strategy will be aligned to one of the three tiers within an MTSS.</p> | <p>Outline the process for the transfer of documentation between sending school and AE site including a maximum timeline that will be consistent for all students:</p> <p>Who is the person(s) responsible for developing, implementing and overseeing the plan? Identify by position.</p> <p>How will working within the timeline established for the Intake process be verified?</p> <p>What is the process to ensure the student is on track academically, and academic supports, as applicable, have been provided?</p> <p>What is the process to design a behavior plan that addresses the underlying issues of the student?</p> |

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| <p>Classroom Progress: goals and measures will ensure successful student outcomes while at the site and set up a positive re-assimilation into the sending site.</p> | <p>What placement tests or evaluative tests will be used to identify accurate placement and supports for the student and establish appropriate standards-aligned curriculum comparable to that used at the sending school?</p> <p>What stakeholders will be involved in the goal-setting phase of the process?</p> <p>What tools will be used to measure and monitor academic and behavioral progress while at the AE site?</p> |
| <p>Return Plan Designed to bridge supports and assist students in readjusting to a traditional school setting.</p> | <p>What steps will the Return Plan include?</p> <p>Will these steps include debriefing interviews with the student?</p> <p>What is the fixed timeline for transfer of documentation between the AE site and traditional school?</p> <p>Who will lead the coordination of a successful communication between the AE site and the sending school?</p> <p>How will bridge and other supports be identified for successful readjustment at the traditional setting?</p> <p>What follow-up will occur to verify the Return Plan was successfully implemented?</p> |