



Alternative Education Referral Form
Office of Pupil Personnel Services
 Manchester Public Schools
 45 North School Street Manchester, CT 06042
 (860) 647-3452

Office Use:

Date Received: _____

Date Reviewed: _____

Date:		Name of person(s) making referral:		
Student:	DOB:	ID #:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Nonbinary	Race:
Current School:	Current Grade:		Grade Student Should Be In:	
Parent/Guardian(s):	Phone #:		Work #:	
Address:			Email:	
Number of Credits Needed (HS Only):	Credits Already Obtained (HS Only):		Ant. Date of Grad. (HS Only):	
School Case Manager and Phone Number (Special Education Case Manager, School Social Worker, School Counselor, etc.):		Other community agency workers (if applicable, DCF, Counseling Supports, Probation, etc.):		
Check if applicable: <input type="checkbox"/> General Education <input type="checkbox"/> Special Education <input type="checkbox"/> 504 <input type="checkbox"/> ELL (Translator needed <input type="checkbox"/> Yes <input type="checkbox"/> No) Language:				

Suggested Alternative Education Classroom (See program descriptions below or please contact a Director of Pupil Personnel Services with questions):

<input type="checkbox"/> Elementary Special Education, Districtwide Learning Center (Grades K - 4)	<input type="checkbox"/> Elementary Regular Education, Learning Strategies Program (Grades K - 2)
<input type="checkbox"/> Middle School Regular Education Program, Districtwide Learning Center (Grades 5 - 6)	<input type="checkbox"/> Alternative Education Program, Manchester Middle Academy (Grades 5 - 8)
<input type="checkbox"/> In-District Special Education Program, Manchester Regional Academy (Grades 7 - 12)	<input type="checkbox"/> Alternative Education Program, Bentley Alternative Education Program (Grades 9 - 12)
<input type="checkbox"/> Alternative Education Program, New Horizons (Grades 7 - 12)	
<input type="checkbox"/> Alternative Regular Education, E-Credit (Grades 9 - 12)	

Subject(s) student enjoys / excels in:

Subject(s) student does not enjoy / perform well in:

Reason for referral (be specific – why does this student require this intervention?):

Describe student strengths, likes, and interests (what does the student do well?):

Describe interventions that have been implemented (attach at least 6 weeks of data):

Preferred parent/guardian method of contact (phone, text, email, etc):

Are there any resources this family is currently engaged with/referred to (referral to outside counseling, FRC support, SES, other community resources)? *Please answer, so that the receiving school can ensure continuity of services.*

Has the parent/guardian been notified of this referral (contact must be made): ☐ Yes ☐ No **How?** _____

Please attach the following information. Check off to ensure this information is included:

- ☐ Discipline Summary
- ☐ Attendance Summary
- ☐ Assessment Data (Benchmarks/CBMs)
- ☐ Grades Summary
- ☐ Current Schedule
- ☐ Transcript
- ☐ Current IEP and most recent evaluation or 504 Plan if applicable.

Records that must be forwarded after placement:

- ☐ Health
- ☐ Cumulative
- ☐ Confidential

**Please forward the completed referral packet electronically as one packet (via email) to:
Sophia Krisch (K-4) and / or, Sarah Burke (5-12+), Directors for Pupil Personnel Services and
cc: their administrative assistant, Stacey Kaufman.
The referral must be sent by the building principal or his/her assistant.**

Alternative Education Referral Process

- ☐ Follow Manchester Public School's District Wide [SSAT Guidelines](#) and prepare an SSAT folder for the student containing data.
 - ☐ The sending school team should meet and should include parent/guardian as a team member during this process, so they are aware of the concerns and are included in brainstorming and implementing solutions, plans and strategies. The team must include the appropriate case manager, classroom teacher, administrator and may include nurse, pupil services supervisor/director, appropriate support staff, and the alternative programs supervisor as well as other school based personnel.
 - ☐ Sending school administration designates who fills out the form and who is responsible for completing portions of the packet. Once the packet is completed, the admin or designee speaks with the parent/guardian regarding the referral/recommendation (the parent/guardian should understand that space is limited and that the referral does not mean guaranteed placement in an alternative setting).
 - ☐ After discussing this referral with the parent / guardian, please forward the completed referral packet electronically (via email) to: Sophia Krisch (K-4) and / or, Sarah Burke (5-12), Director for Pupil Personnel Services and cc: their administrative assistant, Stacey Kaufman. The referral must be sent by the building principal or his/her assistant.
 - ☐ Stacey Kaufman will then email this form to the Alternative Programs Supervisor, the appropriate Pupil Services Supervisor(s) and the appropriate Pupil Services Assistant(s).
 - ☐ If an alternative program is being recommended/considered, within 1 week of receiving the referral form a team meeting should be scheduled by the sending school with the receiving school that should include as appropriate: Pupil Services Director(s)/Supervisor(s), Alt Programs Supervisor, Building Administrator(s), Classroom Teacher / SSW, etc, to determine fit and program availability.
 - ☐ At this meeting, the Building Administrator(s)/designee should be prepared to report on the student's SSAT Folder and pertinent data. If a transition is recommended by the team, a start date for the student should also be agreed upon by the team.
 - ☐ If a transition is recommended by the team, the sending school will contact the parent / guardian to discuss the outcome of the meeting and the receiving school will set up a visit/intake. This should be done in a manner that will make the parent/guardian feel most comfortable and may mean that school staff from the sending school is present for the tour/visit at the receiving school. The classroom teacher/support staff at the receiving school should participate in the tour/intake.
 - ☐ If a student is recommended for an alternative setting and receives special education and or related services, a PPT meeting will be scheduled by the sending school prior to the student's start date in the alternative setting. The appropriate special education supervisor and a representative from the receiving program should be included in the PPT.
 - ☐ For a special education student, transportation for an alternative setting should be set up by the special education supervisor from the sending school, for a student not receiving services, transportation will be set up by the Alternative Programs Supervisor/Building Principal.
- ***If a student has a 504 plan, that plan should be continued in the new placement. If the plan needs to be revised once the student is in the new placement, a 504 meeting should be scheduled. ***As a reminder, placement is not a decision nor an accommodation under 504.******

Department of Pupil Personnel Services
Administrative Procedures Relating to Placement of Students in
Alternate Education Settings within the Manchester Public Schools

This memorandum clarifies and outlines administrative procedures developed by the District administrators to facilitate the processing and review of student enrollment in alternative education programs within the District as well as expulsion procedures. These procedures are a supplement to and not a replacement for procedures already in place. Questions about these procedures should be directed to the Director for Pupil Personnel Services. Please note that all placements of students referred are subject to available space within the program.

Elementary Special Education Districtwide Learning Center, or General Education Learning Strategies Program: These classrooms are for students grades K-4 and are located in various buildings throughout the district. Students would be referred to these programs when they are not able to find success in the regular education environment with appropriate services and supports in place. Placement in a special education district wide learning center is restricted to students on an IEP. Students on a 504 Plan are considered regular education students and would be considered for a placement in the Learning Strategies Program. On a case-by-case basis, students without a 504 plan are considered for placement within the Learning Strategies Program.

Middle School Regular Education Program, Districtwide Learning Center: These classrooms are for students in grades 5-6 and are located at Bennet Academy. Students would be referred to these programs when they are not successful in the regular education environment with appropriate services and supports in place. Students on a 504 Plan are considered regular education students and would be considered for a placement in this program. On a case-by-case basis, students without a 504 plan are considered for placement within the regular education district wide learning center.

Alternative Education Program in District, Manchester Middle Academy: This program can serve students in grades 5-8. The primary focus of the program is to provide a smaller school environment for students in general education who struggle in the milieu of the larger school; however, services are available to support students with special education needs, 504 accommodations and or related service needs. Recommendations are made by building administration when previous supports and services have not been effective. A parent may also request consideration for this program. In addition, a PPT or 504 team may also consider placement to this program. If a PPT or 504 team is considering such a placement they must invite a representative of Manchester Middle Academy to the meeting to explain the program and participate in the decision process.

Alternative Regular Education Program in District, Bentley Alternative Education Program: This program can serve students in grades 9-12. The primary focus of the program is to provide a smaller school environment for students in general education who struggle in the milieu of the larger school; however, services are available to support students with special education needs, 504 accommodations and or related service needs. Recommendations are made by building administration when previous supports and services have not been effective. A parent may also request consideration for this program. In addition, a PPT or 504 team may also consider placement to this program. If a PPT or 504 team is considering such a placement they must invite a representative of Bentley to the meeting to explain the program and participate in the decision process.

In-District Special Education Program, Manchester Regional Academy: This program is designed to serve students in grades 7-12 who would require a special education clinical day program. Students are placed into this program through the PPT process. When this program is being considered as a possible placement at a PPT it is required that the PPT invite a representative of MRA to participate in the PPT to provide input about the program and its appropriateness for the student.

Alternative Regular Education Program in District, New Horizons: This is a regular education program housed at Manchester Regional Academy that can serve approximately 30 students in grades 7-12. The program meets after regular school hours from 3:30-8:00. The primary focus is for students who have been expelled or who need out of school tutoring on a short term basis. This program is able to provide some special education and related services support. If a PPT or 504 team is considering such a placement they must invite a representative of the New Horizons Program to the meeting to explain the program and participate in the decision process.

Alternative Regular Education Option in District, E-Credit: This online program is supervised by a regular education teacher and is available to students in grades 9-12. The primary focus of the program is for students who are chronically absent, are older and require minimal credits for graduation, or have 504 plans that require this accommodation. It is not recommended for students who present with behavioral concerns that require a higher level of intervention. If a PPT or 504 team is considering proposing an e-credit placement, the team should invite staff from the e-credit program to participate and explain the program and participate in the decision process.