

BURLINGTON SCHOOL DISTRICT PROCEDURE

PROCEDURE CODE G3P: EAGLE BAY REFERRAL PROCESS

Summary	1
Initial Considerations and Referral Form	1
Team Review & Discovery Meeting	1
Discovery Meeting & Tour	2
Final Decision and Formal Placement	2
Enrollment & PowerSchool Updates	2
Placement Review	2
Transition/Return to BHS	3
Enrollment Periods	3
Capacity	3
EBA Choice Process	3
Clerical Information	3
Appendix A: Simplified IEP Referral Process	4
Appendix B: Referral Flow Chart	4

Summary

This procedure outlines the process for referring students to Eagle Bay Academy, an alternative education setting within Burlington School District (BSD). It is designed to ensure referrals are thoughtful, equitable, and consistent with state and district guidelines. The procedure addresses referrals for students with and without IEPs, BSD Choice students, and tuition students from outside the district. The Superintendent or their designee reserves the right to override this process and assign direct placement as necessary.

Initial Considerations and Referral Form

The school team/case manager should fill out the [Alternative Placement Form](#) so the District-level student support team is aware of alternative placement discussions for students with IEPs only. The Referral should be submitted to the EST or IEP Team of the sending school.

- [BHS EST Referral Form 2024-25](#) (Example of what this may look like - For BHS only)

Ideally, prior to referral, other interventions have been attempted, documented, and attached to the referral and determined to be inadequate. These may include, but are not limited to:

- Act 264 meeting
- Referral/receipt of school or clinical mental health counseling services
- Community referral
- Academic support and intervention (*i.e.*, tutoring, homework help, Study Block, SUCCEED/Bridge, or other school-based alternative, etc.)

Team Review & Discovery Meeting

After receiving the placement form, the Educational Support Team (EST) or IEP Team will schedule an initial meeting to review referral data. The EST or IEP Team will review current interventions and determine if service models and supports

indicate an appropriate fit at EBA or with other education partners. EBA staff should be invited to attend these meetings or have a direct connection to the case manager if the student is on an IEP, so they can ask questions, gather data, and develop a profile of the student and their anticipated needs.

After the IEP or EST exploratory meeting and an:

Alternative placement referral is appropriate	Alternative placement referral is not appropriate
An IEP Team (or EST/School Support Team, if the student does not have an IEP) representative will convene a placement meeting with Sending School representatives, Eagle Bay Dean of Students, and/or Principal. Dual teams will review case referral for final placement determination.	<ol style="list-style-type: none"> 1) <i>Is EBA too restrictive?</i> <ol style="list-style-type: none"> a) <i>Student will remain at high school or programming embedded in the high school.</i> 2) <i>EBA is not supportive enough</i> <ol style="list-style-type: none"> a) <i>Team will work with Sally Martin for an alternate school environment.</i>

Discovery Meeting & Tour

An information meeting for the student and their parent/guardian will be coordinated by an Eagle Bay representative, including a student entrance interview, mental health screening, and tour. This information meeting allows the student to learn more about Eagle Bay - it does not constitute formal acceptance to the program

- Suggested attendees:
- Principal/Director/Head of the alternative program
- Sending School staff (*i.e.*, case manager, school counselor, or trusted adult known to the student)
- The student and their parent/guardian

Final Decision and Formal Placement

Eagle Bay and sending school IEP or EST/Student Support Team reconvene to make a final decision. The Eagle Bay team communicates with the sending school IEP or EST / Student Support Team to confirm/decline the final placement decision based on the tour and/or interview experience.

Enrollment & PowerSchool Updates

When we proceed with a change of placement, the Case Manager (for students with IEPs or 504s) or School Counselor (non-IEP) will schedule a change of placement determination meeting to discuss a thoughtful transition and start date.

- **If the student is on an IEP, a change of placement determination meeting must convene. The IEP must be updated by the sending school or program prior to starting in alternative placement.**
 - Attendance should include the principal, Dean of the Students, School Counselor, and/or case manager, and parent/guardian.

Sending School will update placement in PowerSchool upon confirmation of the completed change of placement determination meeting.

Placement Review

30-day Internal Review

During the first 30 school days (6 weeks), student attendance and behavior data are monitored by EBA staff to assess for fit and appropriate allocation of resources.

- Updates from School Counselor on attendance, Case Manager, Therapeutic supports, advisor, and teachers. Eagle Bay will provide an update to the EST Admin. Lead (for students with IEPs) to update BHS on the student's transition.

60-day Internal Review

After 60 days, Eagle Bay will review student attendance and behavior data by EBA staff to assess for fit and appropriate allocation of resources.

- Updates from School Counselor on attendance, Case Manager, Therapeutic supports, advisor, and teachers. EBA will provide an update to the EST Admin. Lead (for students with IEPs) to update BHS on the student's transition.

Transition/Return to BHS

For students ready to return to attend BHS, an Eagle Bay transition team will convene with BHS staff to discuss the student's placement at BHS; this is exploratory and need not be an IEP meeting.

- Review [Student Transition Rubric](#)

If the student is recommended to return to BHS, the Transition team will meet with the student and family to develop a transition plan.

- IEP meeting would occur at this time if necessary
- Date for return will be established
- EBA director contacts the BHS counseling office and submits a student transfer request form to the BHS EST team
- Sending school/program will update IEP (if applicable) and transfer student in PowerSchool

Enrollment Periods

Enrollment periods will, if possible, begin at the start of a given quarter. However, if the student has an IEP and it is determined that EBA is the correct placement, we cannot wait until the following quarter unless the team determines that this is in the student's best interest. Enrollment periods to EBA are as follows:

- Beginning of year, prior to start of first quarter
- End of first quarter for 2nd quarter start
- End of second quarter for 3rd quarter
- End of 3rd quarter for 4th quarter
- The 4th quarter will begin the enrollment process for the fall of the following year.

Capacity

EBA cannot have more than 100 people on-site at one time. EBA has 25 staff and 5 classrooms:

- The Nest is 1000ft² and is for the students who need the highest level of support; the capacity is no more than 20 once the flexible wall is installed.
- The Trillium House has two classrooms, each at 427ft². The capacity is no more than 30 students per the AOE.
- The Cedar House has two classrooms, each at 466ft². The capacity is no more than 30 students per the AOE.

EBA Choice Process

Eagle Bay will reserve 11 seats (based on a maximum enrollment of 75 students) or 15% of the student population, whichever is higher, for students seeking an alternative learning program who would not typically be identified through the BHS EST process. In terms of a schedule for this:

- An April 1 deadline for 1st semester enrollment for the following school year.
- A November 15 deadline for 2nd-semester enrollment.
- If "choice" spots are not filled by 11/15, the remaining slots may go toward "non-choice" EBA students as long as there are enough EBA students slated for graduation. This then leaves choice seats open for the following year.

Clerical Information

BSD Version:	G3 Procedure
Date Adopted:	9/8/25
Legal Reference(s):	Use the same legal references linked in the POLICY (N/A if there are none)
Policy Reference:	BSD Policy G3: Grade Advancement-Retention, Promotion, Placement & Acceleration

Appendix A: Simplified IEP Referral Process

EBA Referral Process for Students with IEPs

- Case manager will fill out [Alternative Placement Form](#) as soon as alternative placement is mentioned
 - Associate Director will schedule an information meeting with case manager to determine next steps
- If there is data that supports alternative placement to Eagle Bay
 - Associate Director will email EBA Director to let them know (and cc case manager)
 - Provide student name
 - Indicate that alternative placement to Eagle Bay is being considered - but not yet determined
- IEP Meeting scheduled by case manager to discuss alternative placement
 - Associate Director will be invited as LEA Rep
 - Associate Director will let case manager know to invite EBA Director
 - EBA Director will attend if possible to provide information regarding Eagle Bay
- Alternative Placement Determined at IEP Meeting
 - If alternative placement to Eagle Bay is decided at IEP Meeting (in-District alternative placement)
 - Associate Director will email EBA Director to let them know (cc case manager). If Associate Director was not LEA Rep at meeting, LEA Rep should email EBA Director (cc case manager)
 - Case Manager will complete the referral pack information
- EBA Director will reach out to parents to schedule meeting/tour (if this has not already been done)
- EBA Director will inform the case manager and Associate Director of start date at Eagle Bay
 - Associate Director will update EdDoc to reflect new school and case manager
 - Case manager will let appropriate staff at BHS know of date no longer at BHS

Family Notification (only needed if the request does not come from the family)

- Case Manager (for students with IEPs) or School Counselor (non-IEP) will notify families of the referral and consult regarding placement outside of the conventional high school setting. A representative from the sending school will review:
 - Basis for outreach which may include, *per EST / Student Support Team Referral*:
 - Disengagement from school
 - Behavioral challenges
 - Academically at-risk and/or lack of credit accumulation
- Emphasis upon exploratory nature of consultation; recommendations for a specific school or program are not made at this time.
- If the student and their parent/guardian consent to proceed with referral recommendations, an information meeting with Eagle Bay will be scheduled.
 - An [enrollment checklist](#) will be shared with the BHS team at this time to monitor the referral process.

Appendix B: Referral Flow Chart

Referral Type	Initial Step	Discovery Meeting	Final Approval
IEP Student	Case Manager & IEP Team identifies need; submits Alternative Placement Form	Yes - Tour, screening, interview	IEP Team & Eagle Bay leadership
Non-IEP Student	School Counselor initiates via EST Referral Form	Yes - Tour, screening, interview	EST & Eagle Bay leadership
Choice Student (IEP)	Follows standard IEP referral process	Yes - Tour, screening, interview	IEP Team & Eagle Bay leadership
Choice Student (Non-IEP)	School Counselor submits Application	Yes - Tour, screening, interview	EBA Referral Team and School Counselor
Tuition Student (From outside BSD)	BSD Central Office reviews request and eligibility,	Yes - Student is registered in BSD, Tour, screening, interview	BSD Central Office & Eagle Bay