



POLICY 8.13

- 4D** I recommend that the Board approve adoption of the proposed revised Policy 8.13, entitled "Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs."

[Contact: Cheryl Alligood, PX 46888]

Adoption

CONSENT ITEM

- The proposed policy was approved for development at the July 23, 2014 Board meeting.
- This revision of The Department of Educational Alternatives Juvenile Justice/Youth Services Programs Manual has been updated from the prior revision date of March, 2009. The current revision incorporates both original language and changes to the Manual and all forms referenced therein.
- This revision continues to incorporate material for individual program placements for the Educational Alternatives Juvenile Justice/Youth Services Programs and includes, among other program components, the procedures for placement and exit (if applicable), eligibility criteria, equal access, and program objectives.
- This revision adds critical components identifying the procedures for: Safe Schools Interventions, Teleclass Placements, student program transfers, parent request for placement and a more detailed description including the reentry process for Residential Commitment and Day Treatment programs.
- This revision continues to provide statutory references and cites applicable State Board of Education rules.
- Additional input was obtained from various stakeholder groups, as several review meetings were held with various District representatives to obtain their input and consider their suggestions, including:
 - District Principals
 - District administrators
 - Attorneys

POLICY 8.13

EDUCATIONAL ALTERNATIVE PROGRAMS DROPOUT
PREVENTION/ALTERNATIVE EDUCATION/JUVENILE JUSTICE/YOUTH SERVICES
PROGRAMS

1. Alternative—Educational Dropout Prevention/Alternative Education/Juvenile
Justice/Youth Services Programs

a. The district District school system provides alternative Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs programs designed to meet the needs of students who are unmotivated, academically unsuccessful, or have disruptive behavioral challenges in the regular school environment.

b. Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs may be long-term or short-term, and They may also take any form approved by the School Board, consistent with Florida Statutes and State Board of Education Rules, pursuant to state statutes and Rules of the State Board of Education.

c. The March 2009 revision to the Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs Manual ("Manual") ~~Alternative Education Program Information and Procedures Manual FY 2001-2002~~ is incorporated herein by reference and made a part of this Policy. Said manual The Manual shall be filed with the Clerk of the School Board as part of this Policy. It and shall also be available for public inspection in the Office of Public Affairs and on the District's Dropout Prevention/Alternative Education website, currently located at: <http://www.palmbeach.k12.fl.us/alternativeed>. These Procedures within the Manual must be referred to in conjunction with all provisions of this Policy. Both the Policy and Manual, and each of their provisions, shall be interpreted consistently with federal and state law.

d. All forms referenced in the Manual, or referred to within those forms, are incorporated herein by reference as a part of this Policy. Each of the forms may be obtained from Dropout Prevention/Alternative Education. They can also be found on the District's Records Management website, located at: <http://www.palmbeach.k12.fl.us/Records/FormSearch.asp>.

e. A master list of current Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs, site locations, and supporting program criteria will be maintained and updated on the District's Dropout Prevention/Alternative Education website: <http://www.palmbeach.k12.fl.us/alternativeed>.

2. Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs - Students Eligible for Services and/or Under IDEA/Section 504/ADA/ELL

- a. Students who are eligible for services under the Individuals with Educational Disabilities Act ("IDEA") and who are assigned ~~via the Alternative Educational Alternatives Information and Procedures Manual~~ to alternative education Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs according to the Manual's procedures set forth in the ~~Alternative Education Information and Procedures Manual~~ must receive the educational program components and services contained in their Individualized Education Plans (IEPs) for all students being referred to Dropout Prevention/Alternative Education delineated in the Individualized Education Plan ("IEP").
- b. Students ~~who are eligible for accommodations and/or services under Section 504 of the Rehabilitation Act ("Section 504") of 1973 (504) or the Americans with Disabilities Act (ADA) and who are assigned Alternative Education Information and Procedures Manual to Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs~~ alternative education programs according to the procedures in the ~~Alternative Education Information and Procedures Manual~~ must receive the program and services delineated contained in the their Section 504 Accommodation Plans.
- c. Students eligible for English for Speakers of Other Languages ("ESOL") English Language Learners (ELL) services and who are assigned to Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs ~~alternative education programs~~ must receive the program and services delineated in the their Limited English Proficiency ("LEP") accommodation plan ELL Student Instructional Plans.

Student Eligibility for Alternative Education Programs

~~Eligibility of students may be determined by the criteria stated within Fla. Stat. §230.2316(3), Fla. Stat., and/or State Board of Education Rule 6A-6.0524, including:~~

~~Evidence of lack of academic success such as low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the State or District proficiency levels in reading, mathematics, or writing;~~

~~Being identified as having a pattern of excessive absenteeism or being a habitual truant; or~~

~~Having a pattern of disruptive behavior in school; or~~

~~Having committed an offense that warrants out-of-school suspension or expulsion under the District Code of Student Conduct.~~

3. ~~Interagency Coordination and Student Record Confidentiality~~ Confidentiality of Student Records

a. ~~Alternative programs~~ Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs will be coordinated, as applicable, with the Florida Department of Children and Families, Florida Department of Law Enforcement, the Florida Attorney General's Office, the Florida Department of Juvenile Justice, with social services, law enforcement, the State Attorney's Office, the Florida Department of Juvenile Justice, and other state agencies or private providers as may be appropriate.

b. Information contained in student records may be exchanged pursuant to School Board Policy 5.50(9) and applicable Florida Statutes. However, but the receiving agency must use the information only for official purposes in connection with the administration and placement or withdrawal of students in alternative education programs. The receiving agency and must maintain the confidentiality of the information pursuant to Fla. Stat. § 1002.22 228.093, F.S., unless otherwise specifically provided or exempted by federal or state law.

~~Student Voluntary Placement in Dropout Prevention and Academic Intervention Programs~~

~~Except as provided in Section 4 below, placement in dropout prevention and academic intervention programs shall be voluntary.~~

~~"Voluntary" is defined as assignment of students to a program only with custodial parent/guardian or adult student permission.~~

~~Prior to the District's voluntary placement of a student in an alternative education program, the principal/designee shall provide written notice of placement or alternative academic services by certified mail, return receipt requested, to the student's custodial parent/guardian.~~

~~Except as otherwise provided in State Board of Education Rule 6A-6.0524(6), when a student has not been returned to the regular educational program within a specified time after voluntary assignment to an alternative program that is designed to return unsuccessful or disinterested students to the regular program, the student shall be referred to the Child Study Team to determine if an evaluation for eligibility for services under the Individuals With Educational Disabilities Act ("IDEA") is needed.~~

4. Individual Program Plans for Dropout Prevention/Alternative Education/Juvenile

Justice/Youth Services Programs (except for Teenage Parent Programs)

- a. Agency coordination. (See agency coordination provisions on Page 19 of the Manual and Paragraph 3a of this Policy.) Community agencies which may assist students in the Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Programs can be located on the Dropout Prevention/Alternative Education website. Upon request, the information will be provided from the website in written form.
- b. Specific outcome objectives. (See applicable outcome objectives and goal provisions on Pages 4, 19, 20, 21, 22, 23, 24, 27, 28 and 29 of the Manual.)
- c. Evaluation. (See applicable evaluation provisions and statements on Pages 19, 21, 22 and 25 of the Manual.) Evaluation of the programs shall occur at a minimum at least as frequently as required by law.
- d. Specific student eligibility criteria. (See applicable student eligibility requirement provisions on Pages 6, 7, 9, 11, 12, 13, 14, 16, 17, 19, 23, 24, 25, 26, 27, 28 and 29 of the Manual.)
- e. Student admission procedures. (See applicable student referral and packet requirement provisions on Pages 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 23, 25, 26, 27 and 29 of the Manual.)
- f. Program operating procedures to include:
 - i. Curriculum (See applicable Curriculum provisions on Pages 19, 24, 25, 28 and 29 of the Manual.)
 - ii. Special strategies (See applicable Strategies provisions on Page 20 of the Manual.)
 - iii. Equal access for eligible exceptional and Limited English Proficient students (See applicable Access provisions on Pages 17, 20 and 24 of the Manual and Paragraphs 2a, b & c of this Policy.)
 - iv. Student services -- The Dropout Prevention/Alternative Education/Juvenile Justice/Youth Services Principal facilitates services provided to students enrolled in District-run middle and high schools, including those established through cooperative agreements and contracted programs. Services are based on the individual needs of the students. They may include related services, which may include Speech and Language Therapy, Occupational Therapy, and Physical Therapy.

- 148 v. Grade levels of students served. (See applicable grade level
149 statements on Pages 6, 7, 9, 12, 14, 23, 24, 28 and 29 of the
150 Manual.)
- 151 vi. Implementation sites. (See Paragraph (1) (e) above in this Policy
152 and Pages 19, 23, 24, 25, 26, 28 and 29 of the Manual.)
- 153 g. Total dropout prevention full-time equivalent (FTE) student membership
154 projected based on:
- 155 i. Number and length of class periods. (See applicable instructional
156 periods provisions on Pages 21, 22, 24, 25, 28 and 30 of the
157 Manual.)
- 158 ii. Average class size -- This item varies between programs. In
159 general these programs offer smaller class sizes and a variation
160 of class times. Please see individual program description on the
161 Dropout Prevention/Alternative Education web site for information
162 specific to each program.
- 163 iii. Length of stay. (See applicable length of stay and exit option
164 provisions on Pages 8, 9, 10, 14, 15, 22, 25, 26, 27, 29 and 30 of
165 the Manual).
- 166 iv. Total number of students served.. The projected number of
167 students served will be reflected in a report located on the
168 Dropout Prevention/Alternative Education website, based on the
169 above factors and the capacity of the programs.
- 170 h. Personnel qualifications. -- Dropout Prevention/Alternative Education/Juvenile
171 Justice/Youth Services schools and program administrators ensure that highly
172 qualified personnel meet Florida Department of Education (FLDOE)
173 requirements for certification. In compliance with District procedures, teachers
174 assigned to these programs possess the affective, pedagogical, and content-
175 related skills necessary to meet the needs of these students. (1003.53(4),
176 Florida Statutes).
- 177 i. Staff development activities. -- Dropout Prevention/Alternative Education
178 /Juvenile Justice/Youth Services Programs provides training activities that
179 include curriculum updates and special strategies to meet students' needs.
180 They are scheduled throughout the school year. The Dropout
181 Prevention/Alternative Education /Juvenile Justice/Youth Services Programs
182 training plan consists of administrator, instructional, and non-instructional
183 training, which includes training in the following areas: innovative teaching
184 strategies, computer-based instruction, competency-based instruction,
185 classroom management, learning styles inventories, and reading instruction

models.

Student Involuntary Placement in Dropout Prevention Alternative Education Programs

~~The District may assign students to programs for disruptive, delinquent, substance abusing, neglected, or state dependent students as provided in §§230.2316 through 230.23161, F.S., and State Board of Education Rules 6A-6.0526 through 6A-6.05281.~~

~~"Assigned placement" is defined placement that is required by the District, without need for custodial parent/guardian or adult student permission.~~

~~Pursuant to 230.2316(7), F.S., and State Board of Education Rule 6A-6.0521(2)(e), the custodial parent/guardian of a student assigned to an alternative education/dropout prevention program shall be notified in writing and is entitled to an administrative review under Chapter 120, F.S., of any action by school personnel relating to such placement. Such notice shall be given within five (5) school days of the placement as required by Fla. Stat. §230.2316(7), F.S., and State Board of Education and Rule 6A-6.0521(2)(f)6.~~

~~Pursuant to State Board of Education Rules 6A-6.0524(7) and 6A-6.0527(8), the written notice of a student's assignment to any alternative education program for unsuccessful, disinterested, or disruptive students shall advise of the custodial parent/guardian's right to request an evaluation to determine eligibility for exceptional student education. Prior to conducting an evaluation, the school must document pre-referral activities.~~

~~Any student assigned to an alternative education program for disruptive students which is designed to return the student to the conventional educational program shall be referred to the Child Study Team for an evaluation of eligibility for exceptional student educational services if not returned to the regular program after a specified time, except as otherwise provided in State Board of Education Rule 6A-6.0527(7).~~

~~As required by §230.2316(3)(d)(7), F.S., students assigned to second-chance schools must be evaluated by the school's Child Study Team before placement in a second chance school. The Child Study Team shall ensure that students are not eligible for placement in a program for emotionally disturbed children.~~

5. Individual Program Plans for Teenage Parents

a. Agency Coordination.

See Agency Coordination provisions on Page 19 of the Manual and

Paragraph 3a of this Policy.

b. Specific outcome objectives.

See outcome objectives provisions on Pages 19, 31 and 32 of the Manual.

c. Evaluation.

See Evaluation provisions on Page 19 of the Manual. Evaluation of the program shall occur at least as frequently as required by law.

d. Specific student eligibility criteria.

See student eligibility provisions on Page 31 of the Manual.

e. Student admission procedures.

See student admission procedure provisions on Pages 31 and 32 of the Manual.

f. Program operating procedures to include:

i. Pregnancy- and parenting-related curriculum.

See applicable Curriculum provisions and statements on Pages 19, 32 and 33 of the Manual.

ii. Special strategies.

See applicable Strategies provisions on Pages 20, 33 and 34 of the Manual.

iii. Equal access for eligible exceptional and limited English proficient students.

See applicable Access provision on Pages 20 and 31 of the Manual and Paragraphs 2a, b and c of this Policy.

iv. Student services.

A. Description of child care services.

See child care provisions on Page 33 of the Manual.

B. Description of health services.

See health services provisions on Page 34 of the Manual.

C. Description of social services.

See social services provisions on Page 34 of the Manual.

D. Description of transportation.

See transportation provisions on Pages 33 and 34 of the Manual.

E. Other services which may be provided to participants.

The Dropout Prevention/Alternative Education Principal facilitates student services provided to students who are enrolled in district-run middle/high schools, including those established to Cooperative Agreements and contracted programs. Services are based on the needs of the students and may include related services such as Speech and Language Therapy, Occupational Therapy, and Physical Therapy.

v. Implementation sites.

See Paragraph (1) (e) above in this Policy and Pages 31 and 32 of the Manual.

vi. Length of stay in program for students and their children.

See length of stay, instructional period, and exit option provisions on Page 33 of the Manual.

vii. Total teenage parent program FTE projected for students and their children.

The projected number of students served will be reflected in a report located on the Dropout Prevention/Alternative Education web site based on the above factors and the capacity of the programs.

g. Personnel qualifications.

Dropout Prevention/Alternative Education schools and program administrators ensure that highly qualified personnel meet Florida Department of Education (DOE) requirements for certification. Following district procedures, teachers assigned to these programs possess the affective, pedagogical, and content-relate skills necessary to meet the needs of these students. (1003.53(4), Florida Statutes)

h. Staff development activities.

Dropout Prevention/Alternative Education provides training activities that

include curriculum updates and special strategies to meet students' needs and are scheduled throughout the school year. The Dropout Prevention/Alternative Education training plan consists of administrator, instructional, and non-instructional training which includes the following areas: innovative teaching strategies, computer-based instruction, competency-based instruction, classroom management, learning styles inventories and reading instruction models.

Teenage Parent Programs

~~Pursuant to §230.23166, F.S., and State Board of Education Rule 6A-6.0525, the Board has implemented a teenage parent program designed to provide a specialized curriculum and other services to meet the needs of students who are pregnant, students who are mothers or fathers, and children of such students.~~

~~The program is designed to provide comprehensive educational and ancillary services to facilitate the parenting students' completion of high school.~~

~~As provided in State Board of Education Rule 6A-6.0525(2)(a), participation in a teenage parent program shall be voluntary, and no one may be assigned to the program without annual custodial parent/guardian or adult student permission.~~

Department of Juvenile Justice Programs and Other Agencies

~~The Board provides educational programs pursuant to § 230.23161, F.S., and State Board of Education Rules 6A-6.0528 and 6A-6.05281 for students participating in a detention, commitment, or rehabilitation program under the jurisdiction of the Florida Department of Juvenile Justice or other state agency or sponsored by a community-based agency.~~

~~These students shall have an individual academic plan and shall be eligible for services that are afforded to students otherwise enrolled in programs under §230.2316, F.S., and corresponding State Board of Education Rules.~~

~~Upon completion of detention or a court adjudicated placement, the placement in an alternative program must be reevaluated by the District.~~

STATUTORY AUTHORITY: Fla. Stat. §§ 1001.32(2); 1001.41(1) & (2); 1001.42(25); 1001.43(1); 1003.53(2) 230.22(1); 230.22(2); 230.2316(4)

LAWS IMPLEMENTED: Fla. Stat. §§ 1001.42(4)(l) & (n); 1001.41 (3), (5) & (6); 1003.52; 1003.53; 1003.54 230.23(4)(n); 230.23(4)(p); 230.2316; 230.23161; 230.23166

STATE BOARD OF EDUCATION RULES: SBER 6A-6.052-6A-6.05292

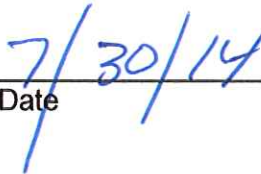
HISTORY: 2/7/79; 5/5/82; 4/6/83; 01/14/2002; 5/06/2009; 1/14.

Legal Signoff:

The Legal Department has reviewed proposed Policy 8.13 and finds it legally sufficient for adoption by the Board.



Attorney



Date

**The Department of Educational Alternatives
Juvenile Justice/Youth Services Programs
Manual**



“Lighting a Pathway to Success”

“Failure is Not an Option...Success is the Only Option”

Revised December 2013



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The School District of Palm Beach County Nondiscrimination Statement

The School District of Palm Beach County prohibits discrimination against students, employees and applicants on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status and disability in any of its programs, services or activities.

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Educational Alternatives Overview

The mission of the Department of Educational Alternatives is: To nurture the development of socially appropriate, productive, self-sufficient students in a supportive educational environment committed to excellence in all endeavors.

The goals of the Educational Alternatives Department are:

- To improve students' academic and social skills
- To improve graduation rates
- To transition students to the most appropriate school setting

Additional information as well as forms referenced in this document is available on the Department of Educational Alternatives website at www.palmbeachschools.org/9304 and on the School District's Department of Records Management web site at www.palmbeachschools.org/records/ . Hard copies are also available upon request.

This Manual shall be interpreted in reference to, and in compliance with Federal and Florida laws, as well as School Board Policy 8.13.

Part I: The Department of Educational Alternatives Programs

The Department of Educational Alternatives programs are governed by School Board Policy 8.13. Programs may be offered at alternative sites, general education school campuses, or any other locations approved by the School Board as a school center. Programs may be offered full-time or part-time. **Note:** This Manual is not intended to create any rights affecting the continuation of these current specific programs, sites and/or administrators relating to those programs.

The Department of Educational Alternatives website can be accessed at www.palmbeachschools.org/9304 for specific information as to current administrative staff, site locations, and programs to be found at each site. Each Department of Educational Alternatives program listed on the Department of Educational Alternatives website addresses specific student eligibility criteria, specific student outcomes, evaluation process, projected enrollment, school improvement plans, staff development, instructional schedule and program design elements. Website content is also available in written form upon request from the Department of Educational Alternatives.

Agency Coordination

The Department of Educational Alternatives has access to a host of community agencies and services available to assist School District students and families in need. These community agencies are made available through approved cooperative agreements with the School District. These agencies are required to update security and insurance information, as well as obtain current vendor badges issued by the Palm Beach County School District Police Department on an annual basis. Any agency representative on site participating as a Problem Solving/School Based Team (SBT) member or providing individual, group, or therapeutic services to students at any site must have available his/her current vendor badge.

Curriculum

The curriculum at the Department of Educational Alternatives sites is designed to meet the individualized needs of students. The goal of the curriculum is to enable students to progress to their next grade level and/or graduate from high school with a standard or special diploma. As allowed under SBER 6A-6.05291, modifications to the courses listed in the Florida Course Code Directory and the amount of in-class instruction required for a student to earn a credit may be lengthened or shortened, including competency-based learning. Students must fully participate in the program with evidence of successful completion to be eligible to meet exit criteria. An evidence informed behavior program/strategy must be implemented across all Educational Alternative sites.

Support Programs and Strategies

The Department of Educational Alternatives programs may include, as needed and as applicable, support programs and strategies not limited to:

- School-wide Positive Behavior Support Strategies
- Career and Vocational education
- Career exploration
- Character education
- Competency based instruction based on State Board rules
- FCAT Preparation
- Performance Based Exit Option Diploma
- Graduation Status Plan
- Individual and group counseling
- Individualized Student Performance Plan
- Integrated computer skills
- Job Coaching
- Low pupil to teacher ratio
- Parenting Skills
- Pre/Post Academic Assessment
- Restorative Justice Practices
- Service Learning
- Social Skills Development
- Speech-Language, Occupational or Physical Therapy
- Test-taking and study skills
- Variety of individual instructional strategies
- Virtual education

Equal Access

The Department of Educational Alternatives schools and programs guarantee equal access to students eligible for Exceptional Student Education (ESE), 504, and/or English Language Learners (ELL).

1. Behavior Intervention Programs

(Fla. Stat. § 1003.531(1)(c)(3); State Board of Education Rules (SBER 6A-6.0527)

Program Objectives

The objective of Behavior Intervention Programs is to provide positive behavioral interventions to ensure educational opportunities for a student with behavioral challenges, allowing that student to make academic progress. At the same time, Behavior Intervention Programs instill and teach the foundational skills needed to make appropriate behavioral choices, by receiving regular feedback on academic and behavioral progress, counseling, and

other student services that differ from traditional offerings provided at comprehensive schools.

Student Outcome Objectives

- Staying in school or earning a high school diploma
- Return to a comprehensive education setting
- Reduced number of discipline referrals
- Reduced number of suspensions
- Grade-level promotion
- Improved attendance
- Improved academic performance
- Improved social-interpersonal skills

SBER 6A-6.05292(1)(d).

Instructional Periods

All students shall receive a minimum of five (5) hours of instruction per school day. The student's instructional program shall consist of instruction full-time, part-time or on a variable schedule as needed to appropriately deliver the curriculum.

Evaluations

Any student assigned to a Department of Educational Alternatives program shall be considered for an evaluation to determine ESE eligibility if there remain academic and/or behavior concerns. This would occur after evidence-based interventions have been implemented with fidelity in accordance with the SBT/RtI model. Evaluations shall also be provided when requested by the parent/guardian or any time a disability is suspected.

2. Academic Intervention Programs

(Fla. Stat. § 1003.53: SBER 6A-6.0524)

Outcome and Program Objectives

Academic Intervention Programs provide academically challenged students the opportunity to:

- Stay in school and/or accumulate credits towards earning a high school diploma
- Improve socialization skills
- Improve academic performance
- Improve attendance
- Successfully progress through Student Progression Plan

Student Outcome Objectives

SBER 6A-6.05292(1)(a)(1-4).

Instructional models, classroom activities, and program components are designed to ensure positive, successful school experiences.

Student outcome objectives also include:

- Earning credits towards high school graduation
- Improving academic performance, GPA, or meeting state proficiency standards
- Improving attendance
- Achieving grade level promotion

Instructional Periods

Instruction shall be provided for at least two (2) instructional periods per day, unless the student participates in a student support and assistance component rather than the standard Department of Educational Alternatives program. SBER 6A-6.0524(3).

Length of Stay

In order for students to fully benefit from an Academic Intervention Program, they should commit to a minimum of one (1) semester. Programs may vary based on program-specific criteria.

Evaluations

Any student assigned to a Department of Educational Alternatives program shall be considered for an evaluation to determine ESE eligibility if there remain academic and/or behavior concerns. This would occur after evidence-based interventions have been implemented with fidelity in accordance with the SBT/RtI model. Evaluations shall also be provided when requested by the parent/guardian or any time a disability is suspected.

Procedures for Student Placement and Exit for Behavior and Academic Intervention Programs

A. Problem Solving/ School Based Teams/Response to Intervention (SBT/RtI)

Every school is required to have a functioning Problem Solving/ (SBT/RtI). The SBT follows a structured problem-solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow-up to students and families in need. Members of the Problem Solving/SBT/RtI may include:
:

- Administration
- Parent/Guardian
- Guidance
- **School Psychologist
- ESE Representative
- ELL Representative
- School Nurse
- 504 Designee
- School Police Officer
- **Classroom Teacher
- **Educational Alternatives Representative
- **Area Office Representatives
- **Community Agency Representative and other related service providers

** Where available or applicable

When a general education student is exhibiting behavior challenges, the student MUST be referred to the Problem Solving/SBT. The Problem Solving/SBT will consider evidence-based interventions for the student and develop an appropriate intervention plan in accordance with the School District's Response to Intervention model. Evidence-based interventions are implemented and monitored to check the progress of the student via the RtI plan (PPSD 2284 A & B).

When an ESE student is exhibiting behavior challenges, the student's IEP Team MUST address the behaviors and incorporate behavior goals into the IEP. ESE students with behavior issues are required to have a Functional Behavior Assessment (FBA) as well as a Behavior Intervention Plan (BIP). Training and support on how to develop effective Functional Behavior Assessments and Behavior Intervention Plans is available through the ESE Department.

When a 504 student is exhibiting behavior challenges, the student's 504 Team MUST meet to consider whether the behaviors are directly correlated to the disability of record and to consider whether there are any necessary changes to the 504 plan. RtI interventions are also appropriate. The SBT/504 Team will consider evidence-based interventions for the student and develop an appropriate intervention plan in accordance with the District's RtI model. Evidence-based interventions are implemented and monitored to check progress or lack of student progress.

Student Evaluation and Placement/Request for ESE Services

If the custodial parent/guardian verbally requests or completes the Parental Consent for Individual Student Evaluation (PBSD 0297 /PBSD 0939) prior to a recommendation for a Department of Educational Alternatives placement, the comprehensive school should make all attempts to complete this process prior to the recommendation for a transition to an Educational Alternatives program. At the conclusion of the Problem Solving/SBT process, the team can determine the most appropriate program to meet the student's needs. If the student meets eligibility criteria for Exceptional Student Education services, then ESE placement should be attempted prior to a Department of Educational Alternatives placement.

B. General Education Students

1. Behavior Intervention Programs

(Fla. Stat. § 1003.53(1)(c) (3); SBER 6A-6.0527)

Elementary School Students

Elementary school Behavior Intervention Programs are intended for students who have committed an act that would be considered for an expulsion or a felony suspension at a secondary school, *School Board Policy 5.1817*:

Elementary school students who exhibit consistent chronic behavioral difficulties must be referred to the Problem Solving/SBT for appropriate evidence-based interventions to be developed and implemented at the comprehensive elementary school. In unique and extremely rare circumstances, with the approval of the Area Superintendent and the Assistant Superintendent of the Division of Educational Alternatives and Interventions, an elementary school student with chronic behavioral difficulties may be referred to an elementary school Behavior Intervention Program. However, in such cases, accompanying documentation must be provided to support that appropriate evidence-based interventions were implemented with fidelity at the comprehensive elementary school. In addition, there must be evidence that the student's continued presence on the comprehensive campus will interfere with the student's or another student's safety and/or learning.

Students placed in a Behavior Intervention Program will remain for no longer than one calendar year or a natural break aligned with the PBCSD calendar.

After the Problem Solving/SBT meeting, the following forms shall be completed by the student's home school:

- PBSD Form 1051 (Conference Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1892 (Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of an alternative education packet, which must be signed and approved by the Area Superintendent, Division of Educational Alternatives and Interventions.

The home school principal and/or designee shall, prior to placement in a Department of Educational Alternatives Program, provide written notice of placement (Placement Letter) by certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. § 1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school may not withdraw a student until the Department of Educational Alternatives Program notifies the home school of the student's enrollment. Parent/guardian shall also be notified annually of their child's placement by the current Department of Educational Alternatives Program in which the child is enrolled.

Secondary School Students

Secondary school Behavior Intervention Programs are appropriate for students who are recommended for expulsion or felony suspension. *School Board Policy 5.1817* sets forth the procedures for students recommended for expulsion or felony suspension.

Behavior Intervention Programs for general education students are available for secondary students with a recommendation by the Problem Solving/SBT. Students must meet one or more of the following eligibility criteria in order to be considered for program placement:

- Student has a history of chronic or severe disruptive behavior
- Student has repeated out-of-school suspensions
- Student is on community control or re-entry from adjudication
- Student has a history of documented and implemented behavioral interventions that have been monitored by Problem Solving/SBT

With the exception of expulsions and felony suspensions, all other recommendations for a general education Department of Educational Alternatives placement must be made by the Problem Solving/SBT. A Behavior Intervention Program shall not be considered for a student with a history of chronic disruptive behavior prior to referral to the Problem Solving/SBT, so that appropriate evidence-based interventions may be developed and implemented at the

comprehensive secondary school. When the Problem Solving/SBT is considering a Behavior Intervention Program for a general education student, a meeting must be scheduled with a home school representative and an Area Educational Alternatives Placement Liaison in attendance. The prospective Educational Alternatives Program Principal/ designee must be invited to the meeting. After the meeting, the following forms shall be completed by the student's home school:

- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1892 (Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of an Educational Alternatives program packet, which must be signed by the Area Superintendent and approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions.

The home school principal and/or designee shall, prior to placement in a Department of Educational Alternatives Program, provide written notice of placement (Placement Letter) by certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. § 1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school may not withdraw a student until the Department of Educational Alternatives Program notifies the home school of the student's enrollment. The parent/guardian shall also be notified annually of their child's placement by the current Educational Alternatives Program in which the child is enrolled.

School Based Team/RtI/Progress Monitoring

Students traditionally placed from comprehensive school centers and enrolled in a Behavior Intervention Program will enter with an RtI plan. This RtI plan must be reviewed and revised via School Based Team meetings. Each SBT meeting must be documented including Conference/Staffing notes (PBSD 1051) identifying team decisions and continued interventions.

Safe Schools Intervention

In the event that a student safety concern imminently impacts the safety of the school campus, the school principal/designee shall immediately request a Problem Solving/SBT meeting to discuss the concerns and imminent negative impact to the campus. It is the responsibility of the comprehensive school administration to consult with a **Safe Schools** representative to obtain supportive details to consider student movement into a Department of Educational Alternatives program. The following individuals must be invited to the Problem Solving/SBT meeting:

Parent/guardian (must be invited)
Area Educational Alternatives Placement Liaison
Guidance Counselor
Safe Schools representative
Receiving school principal/designee
504/ELL Designee as applicable
School Psychologist (504 students)
Area Office Representative

The Problem Solving/SBT members will discuss and document the safety issues, the interventions previously attempted, and the need for a Department of Educational Alternatives Program placement. Department of Educational Alternatives will secure approval from Assistant Superintendent for the placement after the SBT meeting has taken place.

The following documents will be completed and provided to the Department of Educational Alternatives to develop an abbreviated program placement packet:

- School Based Team Referral (PBSD 2106)
- Conference/ Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Proof of invite to receiving school
- Updated 504 (PBSD 1595) /ELL plan (if applicable) with appropriate personnel
- 504 Manifestation Determination (PBSD 2209) (if applicable)
- 504 Evaluation/Reevaluation (PBSD 1468) (if applicable)
- All previously implemented interventions addressing student needs if identified
- Eligibility/Consent for Placement Form (PBSD 1546) for ESE students based on IEP Team recommendation

In the case of youths who have a history of violent felonies, the DJJ Transition Panel will be notified to review the student's history and to discuss placement options prior to the Problem Solving/SBT meeting. The Department of Educational Alternatives is to be contacted to begin the process of a panel review. The DJJ Transition Panel may consist of, but is not limited to: The School District of Palm Beach County (SDPBC) Superintendent/Chief Academic Officer (CAO), Assistant Superintendent, Division of Educational Alternatives and Interventions, Director of Educational Alternatives, Designated School Police representative, Designated Safe Schools representative, Director of Exceptional Student Education, General Legal Counsel, the student's Study Area Codes (SAC) Area Superintendent, and the respective school principal/administration.

When a Safe Schools Intervention has been approved, a Safe Schools representative/designee will code the Safe Schools placement on TERMS for student placement tracking purposes.

Exit Criteria for General Education Students from Behavior Intervention Programs

Elementary students will be considered for exit at the end of two (2) complete trimesters of attendance as determined by the current School District calendar or otherwise deemed appropriate. The program exit criteria for elementary school takes into consideration the student's progress with the Behavior Intervention Program.

Secondary students will be considered for exit after completing a minimum of one semester, but only at the natural break according to the School District calendar. Students who are placed on a temporary or emergency basis due to safety concerns may exit the Behavior Intervention Program prior to completion of a full semester as determined by Safe Schools administration.

The program exit criteria for secondary students take into consideration the student's progress. The Department of Educational Alternatives Behavior Intervention site Problem Solving/SBT will monitor the student's progress throughout the semester to determine if exit criteria have been met. **An exit criteria checklist will be completed at each Department of Educational Alternatives school site and become part of the exit documentation.** For students who have not met exit criteria, the school will continue to implement evidence based interventions and the Problem Solving/SBT will make recommendations to meet the individual needs of the student. If a general education student meets the exit criteria listed below, an exit meeting will be conducted to determine and make recommendations for student placement.

Exit Criteria

- Natural academic break (end of semester)
- For middle school students, no more than one (1) failing grade during the last quarter of placement
- For high school students, course credit must be earned within the semester timeframe with no more than one failing grade during the last 9 week period
- Less than 10 absences for last semester of placement
- No out-of-school suspensions for last quarter of placement
- No incidents of physical aggression for the last quarter of placement
- Students must have no more than 3 referrals for the last quarter of placement

When a student has met exit criteria, a meeting must be held and the Area Educational Alternatives Placement Liaison must attend. In addition, a representative from the student's home school must be invited to participate either in person or via telephone. Sufficient notification of the meeting must be provided to the home school. If there are concerns by members of the team regarding placement back at the same comprehensive school, the Area Superintendent shall be consulted and shall determine the appropriate comprehensive school placement.

Prior to or during the exit meeting, the Behavior Intervention Program must complete a Student Support Plan (PBSD Form 2007) and a Student Exit Report (PBSD Form 1605). The Department of Educational Alternatives Program shall forward all documentation of interventions and progress monitoring to the receiving comprehensive school. It is best practice for exiting students to be referred to the comprehensive school Problem Solving/ SBT for continued support and identification of needs. Students who return to a comprehensive campus and are identified to exhibit ongoing behavioral infractions must be referred to the Problem Solving/SBT for documented evidence-based interventions. A meeting may be scheduled with the respective Area Educational Alternatives Placement Liaison after 60 school calendar days in order to consider all educational options. For those students considered by the Problem Solving/SBT for a return to a Behavior Intervention Program, the following is required to constitute an abbreviated packet:

- PBSD 1605 (Student Exit Report)
- PBSD 2491 (Document of Parental Input)
- Certified Receipt of Parent Invite (if parent is not in attendance)
- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 2106 (School Based Team Referral)
- Proof of Invite to Receiving School
- Updated 504/ELL Plan (if applicable) and Designee in Attendance at the Meeting
- 504 Manifestation Meeting (if applicable)
- 504 Reevaluation Form (PBSD 1468) (if applicable)
- Copies of Discipline Referrals
- Attempted evidence based interventions and results of implementation

These forms will be submitted by the Area Educational Alternatives Placement Liaison to the Department of Educational Alternatives for compliance review and determination of program placement.

For students exiting from a Behavior Intervention program transferring to an Academic Intervention program, the following forms are required:

- PBSD 1605 (Student Exit Report)
- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)

Expulsion and Felony Suspension Exits

Expelled students and students recommended for expulsion will be exited from the Behavior Intervention Program using the procedures outlined in School Board Policy 5.1817 (3) & (6) or 5.1818 as applicable. Felony suspension students will be exited as per School Board Policy 5.1817. Upon the expiration of the expulsion or felony suspension, an exit meeting will be held. The timeliness of the exit may be considered on an individual basis not to exceed the current semester. Parent consent is required for extended placement. Expelled and felony suspension students are not required to meet exit criteria.

Exit meetings are not required for student expulsion cases that are rescinded. Students are to return to their comprehensive school once notification of rescission is obtained. In cases where school administration deems that a return to the campus by said student would negatively impact the campus, the school administrator will provide the Area Superintendent with supporting documentation. The Area Superintendent will determine an alternate comprehensive school placement if warranted.

Teleclass Placements

Students may be referred to the Teleclass program under extreme circumstances and when all other interventions and supports have been exhausted at the school site. Students may be assigned to Teleclass through the Department of Educational Alternatives after communication with the school site principal/designee has taken place. Students may be assigned to a Teleclass placement under the following circumstances:

- Student is pending expulsion or felony suspension involving the use of a firearm
- Student commits an expellable offense while attending a Behavior Intervention Program
- Student is placed on a felony suspension while attending a Behavior Intervention Program

Under these circumstances involving the recommendation for expulsion or felony suspension, administration must follow School Board Policy 5.1817. Teleclass placement is assigned for the duration of the expulsion or felony suspension.

Students may also be assigned to a Teleclass placement under the following circumstances:

- Identified and substantiated student safety issues – written/supporting documentation from the principal/designee is to be sent to the Department of Educational Alternatives and received for review by the Director of the Department of Educational Alternatives summarizing the severity of the safety concern and the impact to the student(s)/campus.
- For students currently enrolled in a Behavior Intervention Program who continue to exhibit chronic, persistent and consistent behavioral infractions, written/supporting documentation from the principal/designee is to be sent to the Department of Educational Alternatives summarizing the severity of the infractions. Documentation of Problem Solving/School Based Team meetings, RtI interventions and progress monitoring must also be included in the Teleclass placement packet. This documentation will be provided to the Director of the Department of Educational Alternatives for review and final approval for a Teleclass placement.

Once the Department of Educational Alternatives deems the information is sufficient to warrant a move to Teleclass placement, the following must occur:

The Area Educational Alternatives Placement Liaison is given direction to schedule a meeting to discuss the need for Teleclass placement. The following individuals in addition to the Area Educational Alternatives Placement Liaison are invited to the meeting:

- Parent/guardian
- Student
- Teleclass Representative
- Sending School Representative

At the meeting, the Area Educational Alternatives Placement Liaison compiles the following documentation:

- Eligibility/ Consent for Placement (PBSD 1546)
- Conference/Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Written/supporting documentation from the principal/designee summarizing safety/behavioral concern
- In addition, for students exhibiting chronic, persistent and consistent behavioral infractions, documentation of Problem Solving/School Based Team meetings, RtI interventions, and progress monitoring must also be included

The Educational Alternatives Department will assign all Teleclass placements in writing after review of the above documentation for a set period of time; typically for the remainder of the semester or through the end of the year. The length of placement will be determined by the severity of the safety factors or the behavioral infractions.

Procedures for Teleclass Enrollment

- The sending school notifies the parent/guardian with Teleclass contact information
- Student makes contact with Teleclass to enroll
- The Teleclass program develops a student schedule and provides the schedule to the designated Department of Educational Alternatives Program for inputting into TERMS

Exit Criteria

Exit meetings are conducted by the respective Area Educational Alternatives Placement Liaison when a student completes his/her Teleclass assignment to return to a comprehensive or the Department of Educational Alternatives school site. The following procedures must occur:

- Students assigned to Teleclass due to safety concerns will have an exit review in collaboration with the Area Office and Safe Schools to determine the most appropriate school setting. Should a Department of Educational Alternatives Program be considered, criteria for entry into an Academic or Behavior Intervention Program must

be followed and appropriate documentation compiled for review by the Department of Educational Alternatives for placement

- Students placed in Teleclass from a **Behavior Intervention Program due to chronic, persistent and consistent behavior infractions** will have an **exit/transfer review** meeting. The Area Educational Alternatives Placement Liaison will discuss the return to the Behavior Intervention Program until program exit criteria has been met

2. Academic Intervention Programs

(Fla. Stat. § 1003.53:SBER 6A-6.0524)

Academic Intervention Programs for general education students are available for secondary students with a recommendation by the Problem Solving /SBT. The parent/guardian must be in agreement with the recommendation. Students must meet one or more of the following academic eligibility criteria in order to be considered for program placement:

- Student has been retained at least once
- Student has failing grades or grades are not commensurate with documented learning ability levels
- Student's GPA is below a 2.0
- Student has fallen behind on credits and is in danger of not graduating with his/her class
- Student has not met State or District proficiency levels in reading, math or writing

In addition, a student has not had repeated out of school suspensions, physical aggression referrals, or bullying referrals during the current and previous semester. Each student should be reviewed individually by the placement team in order to determine the most appropriate educational placement. With documented extenuating circumstances, students with Level 1 or Level 2 behavior issues may be provisionally considered for an academic placement subject to dismissal and return to the home school if the student does not adhere to the school's code of conduct.

A referral to an Academic Intervention Program shall not take the place of providing evidence-based interventions on a comprehensive campus. All previous attempted academic interventions must be reflected on the School Based Team Referral. The Problem Solving/School Based Team should monitor the student over time and document identified interventions related to student academic deficiencies. A list of Academic Intervention Programs is available on the Department of Educational Alternatives website.

When the Problem Solving/SBT is considering an Academic Intervention Program for a general education student, a meeting must be scheduled with a home school representative and an Area Educational Alternatives Placement Liaison in attendance. The prospective Department of Educational Alternatives Program Principal/designee must be invited to the meeting, however the recommended placement is a team decision and not determined by any individual member.

The following forms shall be completed:

- PBS Form 2106 (School Based Team (SBT) Referral)
- PBS Form 1051 (Conference/Staffing Record)
- PBS 2491 (Document of Parental Input)
- PBS Form 1546 (Eligibility/Consent for Placement)
- PBS Form 1896 (Academic Intervention Regular Education Referral Procedures Checklist)

(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of a Department of Educational Alternatives packet, which must be approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions.

The home school principal and/or designee shall, prior to placement in a Department of Educational Alternatives Program, provide written notice of placement (Placement Letter) by certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. § 1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school should not withdraw a student until the Department of Educational Alternatives Program notifies the home school of the student's enrollment. Parent/guardian shall also be notified annually of their child's placement by the current Department of Educational Alternatives Program in which the child is enrolled.

In the interest of student academic achievement, movement into Academic Intervention Programs should occur at the beginning and end of the semester with the exception of Credit Recovery students. This preference must be considered and documented on the Conference Staffing Record (PBS 1051) by the School Based Team when making a recommendation for an Academic Intervention Program.

Problem Solving/School Based Team Progress Monitoring

All students enrolled in an Academic Intervention Program will enter with a School Based Team Referral. It is the responsibility of the program to monitor student progress and determine the need for review by School Based Team members. In the event that a student fails to demonstrate success in the program, tiered interventions must be implemented and monitored over time. Each SBT meeting must be documented including Conference/Staffing notes (PBS 1051) identifying team decisions and recommended/continued interventions.

Safe Schools Intervention

In the event that a student safety concern imminently impacts the safety of the school campus, the school principal/designee shall immediately request a Problem Solving/SBT meeting to discuss the concerns and imminent negative impact to the campus. The parent /guardian must be notified of the meeting with the method of notification and outcome documented on the Conference /Staffing record. It is the responsibility of the comprehensive school administration to consult with a **Safe Schools** representative to obtain supportive details to consider student movement into a Department of Educational Alternatives program. The following individuals must be invited to the Problem Solving/SBT meeting:

Parent/guardian (should be notified of the meeting)
Area Office Representative
Area Educational Alternatives Placement Liaison
Guidance Counselor
Safe Schools representative
Receiving school principal/designee
504/ELL Designee as applicable
School Psychologist (504 students)

The Problem Solving/SBT members will discuss and document the safety issues, the interventions previously attempted if applicable, and the need for a Department of Educational Alternatives Program placement. The Department of Educational Alternatives will secure approval from Assistant Superintendent for placement after the SBT meeting has taken place.

The following documents will be completed and provided to the Department of Educational Alternatives to develop an abbreviated program placement packet:

- School Based Team Referral (PBSD 2106)
- Conference/ Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Proof of invite to receiving school
- Updated 504 (PBSD 1595) /ELL plan (if applicable) with appropriate personnel
- 504 Manifestation Determination (PBSD 2209) (if applicable)
- 504 Evaluation/Reevaluation (PBSD 1468) (if applicable)
- All previously implemented interventions addressing student needs if identified
- Eligibility/Consent for Placement Form (PBSD 1546) for ESE students based on IEP Team recommendation

When a Safe Schools Intervention has been approved, a Safe Schools Representative/designee will code the Safe Schools placement on TERMS for student placement tracking purposes.

Exit Criteria

Prior to or during the exit meeting, the Academic Intervention Program must complete a Student Support Plan (PBSD Form 2007) and a Student Exit Report (PBSD Form 1605). The Department of Educational Alternatives Program should forward all documentation of interventions and progress monitoring to the receiving comprehensive school. It is best practice for the student to be referred to the comprehensive school Problem Solving/SBT upon exit for continued support and identification of needs. Exit consideration should occur at the natural break (end of semester).

Students who are placed on a temporary or emergency basis due to safety concerns may exit the Academic Intervention Program prior to completion of a full semester as determined by Safe Schools Representative.

Academic Intervention Program students may also be exited to the home school or recommended for a Behavior Intervention Program for failure to adhere to the Student Code of Conduct. Such recommendations would be made by the Problem Solving/SBT and follow the process for access to the Behavior Intervention Program.

GENERAL EDUCATION STUDENTS

Behavior Intervention Program

Academic Intervention Program

Expellable Offense

Follow procedures set forth in School Board
Policy 5.1817

Felony Suspension

Follow procedures set forth in School Board
Policy 5.1817

Chronic Behavior

SBT Recommendation
Evidence-Based Interventions

Safe Schools Interventions

SBT meeting
Consult with Safe Schools Representative
(pages 13 & 20 for forms)

SBT Recommendation
PBSD Form 1051
PBSD Form 1546
PBSD Form 1896
(*The Checklist on this form identifies all necessary documents needed to complete the packet.*)
Parent Agreement Required

PBSD Form 1546
PBSD Form 0262
PBSD Form 0215
PBSD Form 0279
Witness Statement or Anecdotal

Expulsion Screening Committee Review

PBSD Form 1546
PBSD Form 1923
PBSD Form 1924
Conference Notes
Charging Documents from State Attorney

PBSD Form 1051
PBSD Form 1546
PBSD Form 1892
(*The checklist on this form identifies all necessary documents needed to complete the packet.*)

Area Superintendent
Any other recommendations to remove a student from the school campus due to safety concerns must be discussed with the Area Superintendent.

For all placements, a Placement Notification must be completed and signed by the Area Superintendent then approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions

C. ESE Students

1. Behavior Intervention Programs

A move from a comprehensive school to a Department of Educational Alternatives site is considered a change in ESE placement under Federal and State law. Accordingly, the general rule is that no student may be moved without an Individual Education Plan (IEP) meeting and consensus among the IEP members. Furthermore, the IEP Team must determine that the student's IEP can be implemented at the Department of Educational Alternatives site and that the Department of Educational Alternatives placement is the student's least restrictive environment. ESE services delineated on the student's IEP shall not be altered to accommodate the Department of Educational Alternatives site. Rather, the ESE services must dictate the appropriate placement. Under no circumstances should a student lose ESE services based upon a move to a Department of Educational Alternatives Program. If the Department of Educational Alternatives site considered for a student does not offer the services listed on the IEP, the services must be made available or the student may not be considered for the Behavior Intervention Program.

An IEP Team should only consider a move to a Department of Educational Alternatives Program if the student commits an offense that would constitute an expulsion for a general education student or if the student exhibits a history of chronic disruptive behaviors which consistently interferes with the student's own learning and/or the learning of other students. Comprehensive schools should complete a Functional Behavioral Assessment and develop an Individual Behavior Intervention Plan (FBA/BIP) to address the student's behavioral needs. Best practice suggests that the (FBA/BIP) be considered when the student is approaching the five to seven day (5-7) out-of-school suspension mark.

The IEP Team must complete a manifestation determination prior to the consideration of a change of placement to a Department of Educational Alternatives Program. Nothing is intended to deny an ESE student the opportunity to participate in a Department of Educational Alternatives Program. Accordingly, the IEP team can make the decision for a change of placement to said program even if the behavior is deemed a manifestation of disability if the parent consents to the change of placement.

In the event that the parent will not sign consent for a Department of Educational Alternatives Program placement, upon legal review, the School District may request an expedited due process hearing. In such cases, the student would remain at the comprehensive campus until a judge rules otherwise, unless there is an IAES placement as described below.

Nothing within this Manual is intended to supersede School Board Policy 5.1812 and 5.1813 Student Code of Conduct.

Interim Alternative Educational Settings (IAES)

There are very limited circumstances which allow a student to be moved by the school principal without the need for an IEP meeting and without immediate consideration of whether the student's behavior was a manifestation of disability. These unilateral moves change the student's placement for up to 45 school days, and therefore Federal and State law severely limit the circumstances upon which such moves may be made. These moves, known as Interim Alternative Educational Setting (IAES) placements, are permitted only under the following circumstances:

- If a student carries a weapon to or possesses a weapon at school, on school premises, or to a school function [SBER 6A-6.03312(6)(a)1]
 - The term "weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length. [6A-6.03312(1)(e)]
- If a student knowingly possesses or uses illegal drugs while at school, on school premises, or at a school function [6A-6.03312(6)(a)2]
 - Second time offense only
- If a student sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function [6A-6.03312(6)(a)2]
- If a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function
 - "Serious bodily injury" must "involve a substantial risk of death; extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty" [6A-6.03312(1)(d)]

Once a student is placed in an IAES placement, an IEP Team must convene within 10 days to determine whether the student's IEP may be implemented at the IAES placement. During the course of an IAES placement, a student must continue to receive a Free and Appropriate Public Education (FAPE) in accordance with the student's IEP.

Within 10 school days of an IAES placement, the IEP Team must make a manifestation determination. "A manifestation determination is a process by which the relationship between the student's disability and a specific behavior that may result in disciplinary action is examined." [6A-6.03312(1)(f)] PBS Form 2041 must be completed by the IEP Team when making a manifestation determination for an ESE student.

A Functional Behavior Assessment (FBA) must be initiated for all students moved to an IAES Placement within ten days of placement with parental consent. A Behavior Intervention Plan (BIP) must be developed immediately upon completion of the FBA. If the student already has an FBA/BIP developed, it should be reviewed and modified, as necessary, to address the current behavioral violation so that it does not recur. [6A-6.03312(5)(b)].

When a unilateral IAES placement is being recommended by a principal, the following forms must be completed:

- IAES up to 45-day placement recommendation faxed to The Department of Educational Alternatives office at 681-5950
- PBS Form 0279 (Student Discipline Referral)
- Photograph of the weapon, if applicable
- TERMS Screens A-24 and A-23
- Witness Statement/Anecdotal Reports
- PBS Form 0262 (Suspension Letter), if applicable

These forms are part of The Department of Educational Alternatives packet, which must be signed by the Area Superintendent and approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions **however, nothing within this process is intended to override the unilateral placement change of a student who commits a defined IAES offense.**

The home school must arrange for the student's transportation. The student may enroll the next day and/or as soon as transportation is arranged; however, transportation arrangements may not prohibit a student from enrolling the next school day. The student must not be withdrawn from the home school until he/she registers at the IAES assigned school site or withdraws to another school program i.e. Charter, Private or Home School program.

Safe Schools Interventions

In the event that a student safety concern potentially impacts the safety of the school campus, the school principal/designee should immediately request an IEP Team meeting to discuss the safety concerns and perceived negative impact to the campus. The parent/guardian must be notified of the meeting with the method of notification and outcome documented on the Conference/Staffing record. It is the responsibility of the comprehensive school administration to consult with a Safe Schools representative to obtain supportive details to consider student movement into a Department of Educational Alternatives Program. The following individuals must be invited to the IEP meeting:

Parent/guardian (must be invited)
Area Office Representative
ESE Area Educational Alternatives Placement Liaison
LEA Representative
General Education Teacher of the student
ESE Teacher of the student
Safe Schools Representative
Receiving school principal/designee
School Psychologist

The IEP Team members will discuss and document the safety issues, interventions previously attempted, and the need for a Department of Educational Alternatives Program placement.

The following documents will be completed and provided to the Department of Educational Alternatives to develop the abbreviated program placement packet:

- Eligibility/Consent for Placement Form (PBSD 1546)
- Conference /Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Proof of invite to receiving school
- Documentation of proper notification to parent/guardian if not in attendance
- Manifestation Determination
- Updated IEP, FAPE, Matrix, FBA/BIP (if applicable), Psychological, most recent Re-evaluation
- All previously implemented interventions addressing student needs

The Department of Educational Alternatives will secure final approval for program placement from the Assistant Superintendent, Division of Educational Alternatives and Interventions.

When a Safe Schools Intervention has been approved, a Safe Schools Representative/designee will code the Safe Schools placement on TERMS for student placement tracking purposes.

Teleclass Placements

ESE students may be referred to the Teleclass program by the IEP Team under extreme circumstances and when all other interventions and supports have been exhausted at the school site. Documentation supporting a need for Teleclass placement must be provided and reviewed by the IEP Team. Teleclass placement may only occur if the IEP Team determines that Teleclass is an appropriate placement and that the IEP can be implemented. A Teleclass representative must be invited to/participate in the IEP Team meeting.

If the IEP Team deems a move to Teleclass placement as appropriate, the Area ESE Educational Alternatives Placement Liaison will compile the following documentation and forward to The Department of Educational Alternatives for review:

- Eligibility/ Consent for Placement (PBSD 1546)
- Conference/Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Written/supporting documentation from the principal/designee summarizing safety/behavioral concern
- Updated IEP, FAPE (change of placement), and Matrix
- Most recent psychological and re-evaluation

The Department of Educational Alternatives will assign all Teleclass placements in writing after review of the above documentation for a finite period of time determined by the IEP

Team. Length of placement will be determined by the severity of the safety factors or the behavioral infractions. The IEP Team along with the Area ESE Educational Alternatives Placement Liaison will schedule a meeting to review student progress, student needs, and determine the next most appropriate academic placement.

Exit Criteria for ESE Students from Behavior Intervention Programs

No ESE student may be unilaterally placed or exited from a Behavior Intervention Program except under the circumstances discussed and authorized under the section on IAES placements.

The IEP Team must meet at least quarterly during the school year to address student progress and needs in accordance with the IEP services. ESE students in Behavior Intervention Programs are entitled under Federal and State law to a free appropriate public education. Therefore, if an ESE student is not making adequate progress towards IEP goals in the current program, the IEP either needs to be updated to include additional or modified services or the student's placement must be reconsidered, or both.

ESE students can be exited from a Behavior Intervention Program at any time per an IEP Team decision. ESE students must be considered for exit when they meet the criteria outlined for general education students. When considering a move to another school, a representative from the receiving school must be invited to participate either in person or via telephone. In addition, the Area ESE Educational Alternatives Placement Liaison must attend. Sufficient notification of the meeting must be provided to the home school. If the IEP Team determines that the student's placement should be on a comprehensive campus, yet there are concerns by the IEP Team regarding placement back at the same school, the Area Superintendent shall be consulted and shall determine the appropriate comprehensive school location that can meet the student's IEP needs under the student's current IEP.

Students who are placed on a temporary or emergency basis due to safety concerns may exit the Behavior Intervention Program prior to completion of a full semester as determined by the IEP Team in collaboration with Safe Schools administration. The IEP Team should consider natural breaks in the academic schedule to transition students back to a comprehensive campus.

It is best practice for exiting ESE students to be referred to the comprehensive school IEP Team for continued support and identification of needs. Students who return to a comprehensive campus and are identified to exhibit ongoing behavioral infractions must be referred to the IEP Team for documented evidence based interventions and to review the Functional Behavioral Assessment and BIP.

ESE students who return to a comprehensive campus and are identified to exhibit ongoing behavioral infractions must be referred to the IEP Team for documented evidence based interventions. A meeting may be scheduled with the respective Area ESE Educational Alternatives Placement Liaison after 60 school calendar days in order to consider all

educational options. For those students considered by the IEP Team for a return to a Behavior Intervention Program, the following is required to constitute an abbreviated packet:

- Eligibility/Consent for Placement Form (PBSD 1546) (Parental consent required)
- Conference/ Staffing Record (PBSD 1051)
- Proof of invite to receiving school
- Documentation of proper notification to parent/guardian if not in attendance
- Manifestation Determination
- Updated IEP, FAPE, Matrix, FBA/BIP
- Copies of Discipline Referrals
- Attempted evidence based interventions and results of implementation

These forms will be submitted by the Area ESE Educational Alternatives Placement Liaison to the Department of Educational Alternatives for compliance review and determination of program placement.

2. Academic Intervention Programs

An IEP Team may determine that an Academic Intervention Program is appropriate for a secondary ESE student who meets one or more of the following academic eligibility criteria:

- Student has been retained one or more times
- Student has failing grades or grades are not commensurate with documented learning ability levels
- Student has a GPA below 2.0
- Student has fallen behind on credits under-credited for grade level/age group
- Student has not met State or District proficiency levels in reading, math or writing
- Student's IEP Team has determined the Academic Intervention Program to be an appropriate placement (with agreement by the parent/guardian).

A referral to an Academic Intervention Program shall not take the place of providing evidence-based academic interventions on a comprehensive campus. A list of Academic Intervention Programs is available on the Department of Educational Alternatives website. When the IEP team is considering an Academic Intervention Program for an ESE student, a meeting must be scheduled with the home school ESE contact and an Area ESE Educational Alternatives Placement Liaison in attendance. The prospective Department of Educational Alternatives Program Principal/designee must be invited to the meeting. In addition, an IEP Team must determine the Academic Intervention Program to be the student's least restrictive placement. Services may not be deleted from a student's IEP to accommodate the Academic Intervention Program. The following forms shall be completed:

- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)

- PBSD Form 1895 (Academic Interventions Exceptional Student Education (ESE) Referral Procedures Checklist)
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

These forms are part of a Department of Educational Alternatives packet, which must be signed by the Area Superintendent and approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions. Parent/guardian shall be notified annually of their child's placement by the current Department of Educational Alternatives Program in which the child is enrolled.

In the interest of student academic achievement, movement into Academic Intervention Programs should occur at the beginning and the end of the semester with the exception of Credit Recovery students. This preference must be considered by the IEP team when making a recommendation for an Academic Intervention Program.

Safe Schools Intervention

In the event that a student safety concern potentially impacts the safety of the school campus, the school principal/designee should immediately request an IEP Team meeting to discuss the safety concerns and potential negative impact to the campus. The parent/guardian must be notified of the meeting with the method of notification and outcome documented on the Conference/Staffing record. It is the responsibility of the comprehensive school administration to consult with a Safe Schools representative to obtain supportive details to consider student movement into a Department of Educational Alternatives program. The following individuals must be invited to the IEP meeting:

Parent/guardian
Area Office Representative
LEA Representative
General Education Teacher of the student
ESE Teacher of the student
Area ESE Educational Alternatives Placement Liaison
Safe Schools Representative
Receiving school principal/designee
School Psychologist

The IEP Team members will discuss and document the safety issues, interventions previously attempted, and the need for an Educational Alternatives Program placement.

The following documents will be completed and provided to the Department of Educational Alternatives to develop the abbreviated program placement packet:

- Eligibility/Consent for Placement Form (PBSD 1546)
- Conference /Staffing Record (PBSD 1051)

- PBSD 2491 (Document of Parental Input)
- Proof of invite to receiving school
- Documentation of proper notification to parent/guardian if not in attendance
- Manifestation Determination
- Updated IEP, FAPE, Matrix, FBA/BIP (if applicable), Psychological, most recent Re-evaluation
- All previously implemented interventions addressing student needs

The Department of Educational Alternatives will secure final approval for program placement from the Assistant Superintendent, Division of Educational Alternatives and Interventions.

When a Safe Schools Intervention has been approved, a Safe Schools Representative/designee will code the Safe Schools placement on TERMS for student placement tracking purposes.

Exit Criteria

Prior to or during the exit meeting from the Academic Intervention Program, an appropriately constituted IEP Team (except for offenses which warrant an IAES placement) must review and revise as necessary the student's IEP and complete a Student Exit Report (PBSD Form 1605).

If it has been determined that the student has violated a provision of the Student Code of Conduct at an Academic Intervention Program, the IEP team (except for offenses which warrant an IAES placement) will review that information in making its final placement determination which may be the student's home school or a Behavior Intervention Program after following the steps set forth above in Part 1,C,1 of this manual.

Students who are placed on a temporary or emergency basis due to safety concerns may exit the Academic Intervention Program prior to completion of a full semester as determined by the IEP Team in collaboration with Safe Schools administration. In all cases, the IEP Team will make the final placement determination with agreement of the student's parent/guardian.

ESE STUDENTS

Behavior Intervention Program

Academic Intervention Program

IAES Offense

Safe Schools Interventions

Chronic Behavior

* Possession of weapon
(as defined in IDEA)
* 2nd time drug possession
* Sale, distribution, or solicitation of drugs
* Infliction of serious bodily injury (as defined in IDEA)

* IEP Team Decision
* Conference Notes
* Cannot be based solely upon Manifestation of Disability
* **Parent Agreement required or Legal to request a Due Process Hearing**

* IEP Team Decision
* FBA
* BIP
* Cannot be based solely upon Manifestation of Disability
* **Parent Agreement required or Legal to request a Due Process Hearing**

* Must be IEP Team Decision
* Cannot change IEP services to accommodate placement
* **Parent Agreement required or Legal to request a Due Process Hearing**

Initial packet:
PBSD 0262 (if applicable)
PBSD 0279
Photo of Weapon (if applicable)
Witness Statement/Anecdotal

Within 10 Days of Placement:
IEP/Manifestation within 10 days
PBSD 1546
PBSD 1897 including FBA/BIP
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

PBSD Form 1051
PBSD Form 1546
PBSD Form 1891
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

FBA
BIP (with documentation of implementation)
PBSD Form 1051
PBSD Form 1546
PBSD Form 1891
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

PBSD Form 1051
PBSD Form 1546
PBSD Form 1895
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

For all placements, Placement Notification must be completed, signed by the Area Superintendent then approved by the Assistant Superintendent, Division of Educational Alternatives and Interventions

D. 504 Students

All programs identified in this Manual provide equal access to students with disabilities who are eligible under Section 504 (504). Accommodations must be provided by the school in accordance with a student's 504 Plan.

A 504 student may not be placed in a Behavior Intervention Program solely in response to behaviors that are a manifestation of the student's disability. Accordingly, the 504 Team must make a manifestation determination prior to consideration of a Department of Educational Alternatives Behavior Intervention Program.

For any 504 student being considered for a Behavior/Academic Intervention Program, the school 504 Contact must be present at the placement consideration meeting. The 504 plan must be reviewed/updated to ensure that all accommodations can be provided by the receiving school. The 504 plan must be included as part of the packet for consideration of a Department of Educational Alternatives Program.

Nothing within this Manual is intended to supersede School Board Policy 5.1812 and 5.1813 Student Code of Conduct.

E. Parent Request for Placement

A parent may request placement into a Department of Educational Alternatives Program if the student meets the following criteria:

- Student is currently successful in a Department of Educational Alternatives Program and parent/guardian requests that the student continue in the program
- Student was previously enrolled in a Department of Educational Alternatives program, the student was successful in the program, and the parent/guardian requests a return based on prior success
- Parent expresses safety concerns to school personnel and requests an immediate placement into a Department of Educational Alternatives site

The following would need to occur:

The respective Area Educational Alternatives Placement Liaison is contacted to schedule a meeting. An abbreviated packet will be submitted to the Department of Educational Alternatives including:

- Eligibility/Parent Consent Form (PBSD 1546)
- Conference/Staffing Record (PBSD 1051)
- PBSD 2491 (Document of Parental Input)
- Parent/Guardian Request for Educational Alternatives Program (PBSD 2486)

A review meeting will be scheduled at the natural break (semester) to review student progress and determine the most appropriate placement for the upcoming semester.

F. Department of Educational Alternatives – Student Transfers

Students will attend the Department of Educational Alternatives Program closest to their residence. In the event that a student requires a transfer to an equivalent program, due to a change of address, parent/guardian will provide proof of current residence change. The Department of Educational Alternatives must be informed of the move and will provide electronic communication notifying sending and receiving administration of the program transfer. This notification will be sent prior to enrollment at the new site.

For students who are being considered for a site transfer due to administrative request, the site principal/designee must provide in writing the justification for the site transfer to the Department of Educational Alternatives. This request must include all prior interventions that have taken place on the campus, including referral(s) to the [Problem/Solving/School Based Team](#). The Department of Educational Alternatives will review all provided documentation and consult with the principal to identify the best plan of action. Should it be determined that a site transfer will take place, written notification will be sent to both sending and receiving Department of Educational Alternatives sites and the respective Area Educational Alternatives Placement Liaison to move forward with the meeting.

The following documentation will be submitted to the Department of Educational Alternatives:

- Eligibility/Parent Consent Form (PBSD 1546)
- Conference /Staffing Record (PBSD 1051)

This documentation will then be included in the student's placement file.

Students who are placed in a Department of Educational Alternatives Program based on a Safe Schools recommendation may transfer to another Department of Educational Alternatives Program based on supporting recommendation and documentation of safety reasons.

G. Home Education

A student enrolled in Home Education may be eligible for an academic intervention program. The student must meet the academic eligibility criteria noted in this manual for ESE students and must not have demonstrated prior behavioral infractions at the comprehensive school for the current and previous semester.

The home school Department of Educational Alternatives Contact or ESE Contact will schedule the staffing when requested. Requests may come from area offices, Department of Educational Alternatives staff, Area Educational Alternatives Placement Liaisons, etc. The

student is not required to have a Problem Solving/SBT meeting or SBT referral (PBSD 2106). Attendees are as stated in The Department of Educational Alternatives manual. In cases where a student was not previously enrolled in a comprehensive school, the team will meet at the comprehensive school based on the student's current address. All documentation pertaining to the student's academic portfolio must be reviewed at the meeting. All ESE and 504/ELL records should be obtained from the last school of attendance prior to the meeting. The team will develop (if an ESE student) an appropriate IEP, address any re-evaluation needs, and ensure the IEP can be implemented at the Department of Educational Alternatives Program recommended. If the student is 504/ELL eligible, the 504/ELL plan will be reviewed and updated as part of the referral packet with appropriate team members. The completed packet will be forwarded to the Department of Educational Alternatives and appropriate Area Office for signature.

For general education students, this abbreviated packet must include all necessary documentation listed on page 19 with the exception of the SBT Referral (PBSD 2106).

For ESE students, this abbreviated packet must include all necessary documentation listed on page 28-29.

H. Charter School/Private School Options

A parent/guardian may elect to enroll a child in a Charter School or Private School once a behavior packet has been submitted and approved for placement in a Department of Educational Alternatives Behavior Intervention Program. In order to return to a comprehensive campus, the student must be enrolled for a minimum of one year in the Charter or Private school and adhere to the Behavior Intervention Program exit criteria as previously stated on page 14.

Students enrolled in Charter or Private schools may be eligible to transfer to a Department of Educational Alternatives Program. For this to occur, a meeting must take place at the appropriate Department of Educational Alternatives site to review all available data and student information in order to make a proper placement determination. Any student transfer to a Department of Educational Alternatives Program must be made at the natural break.

When a Charter or Private school is considering a Department of Educational Alternatives Academic or Behavior Intervention Program for a general education student, a meeting must be scheduled with a comprehensive school representative and an Area Educational Alternatives Placement Liaison in attendance. The prospective Department of Educational Alternatives Program Principal/designee must be invited to the meeting.

Academic Intervention Programs:

The following forms shall be completed:

- PBSD Form 2106 (School Based Team (SBT) Referral)
- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)

- PBSD Form 1896 (Academic Intervention Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

Behavior Intervention Programs:

A Department of Educational Alternatives Behavior Intervention Program shall not be considered for a student with a history of chronic disruptive behavior prior to the review of interventions and/or modifications that have been attempted.

- PBSD Form 1051 (Conference/Staffing Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1892 (Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

I. Administrative Review Procedures

Parents/guardians of ESE Students and 504 Students must be provided with their Procedural Safeguards, which outline in part the administrative review process available to them if they disagree with an IEP, educational placement, or a manifestation determination.

Procedures to follow when a parent/guardian requests an administrative review:

The principal/designee, along with an area representative:

- Meets with the parent/guardian to review the student's record. This may include the student's attendance, academic, or behavior concerns
- Reviews documentation of the reason for placement
- Reviews relevant District policies (e.g., Code of Student Conduct, School Board Policy 8.13), if necessary
- Reviews school-based interventions
- Reviews meeting notes of the Problem Solving/ School Based Team
- Obtains formal documentation of the administrative review (PBSD Form 1051), complete with parent/guardian signature. (This would not indicate that the parent/guardian agrees, only that the review took place and the parent/guardian had an opportunity to participate)

- Files the PBS Form 1051 in the student's cumulative folder and forwards copies to The Department of Educational Alternatives and the Area Office

Moreover, the parent/guardian of a student assigned to a Department of Educational Alternatives program, except when the assignment is voluntary and the parent/guardian has requested participation, shall be notified in writing of the entitlement to an administrative review of the placement.

Additional administrative review may be available if requested pursuant to Fla. Stat. § 1003.53.

Part II : Juvenile Justice/Youth Services

(SBER 6A-6.0528, SBER 6A-6.05281; Fla. Stat. § 1003.52)

A. Juvenile Justice Programs

Juvenile Justice Programs are designed to serve students who are assigned to a detention, day treatment, or residential commitment program operated by a state or the Department of Juvenile Justice (DJJ).

These programs must place a strong emphasis on appropriate agency coordination, as specified in SBER 6A-6.0521(2)(b). Participation in a DJJ program is assigned. Assigned participation means that the placement is required by the courts or other agencies pursuant to Chapter 39, Laws of Florida. Schools do not determine placement to these programs. SBER 6A-6.0528(1).

Outcome Objectives

The primary goal of DJJ Programs is to provide a high quality education to our students, while providing a safe, secure, and nurturing environment. There will be academic assessment and the provision of appropriate educational services. SBER 6A-6.05292(1)(e). See in general, SBER 6A-6.

Student Outcome Objectives

A student's objective is the continuation in an education program and completion of adjudication or court ordered sanctions. Students will have an opportunity to do at least one of the following:

- Improve academic performance
- Advance to next grade
- Accrue credits with program completion resulting in a high school diploma
- Improve socialization skills

Juvenile Justice Programs are divided into three categories:

1. Day Treatment: Students are placed in a day treatment program by court order, Juvenile Probation Officer referral, DJJ Post Commitment Probation or adjudication. Day treatment programs are non-residential programs operated by or under contract with DJJ. Day treatment programs include prevention, intensive probation, and conditional release programs that have educational services that are provided on site.
2. Detention: Detention centers are juvenile facilities operated by DJJ that detain students while they are awaiting their court appearances or placement in a commitment facility.

3. Residential Commitment: Students adjudicated by the court are assigned by DJJ to a commitment program. Residential commitment programs include low, moderate, high, and maximum risk DJJ programs. Students reside in these programs while committed to DJJ.

Specific Eligibility Criteria

Students in DJJ Programs (SBER 6A-6.05281(1) (a-d) and SBER 6-A-6.0528(2)) are:

- Students who have been court-adjudicated to a detention, commitment, rehabilitation, or day treatment. Commitment means any facility where the courts have adjudicated youth or have recommended placement
- In varying levels of commitment, and are awaiting trial or sentencing, or who are deemed neglected, dependent, or delinquent
- Schools do not determine placement to these programs

Students who do not attend a local public school due to their placement in a DJJ detention, commitment, day treatment, or early delinquency intervention program shall be provided high quality and effective educational programs by PBCSD in which the DJJ facility is located, or by a DJJ provider through a contract with the local school district. The facilities offer a variety of diploma options including; Performance Based Exit Option Diplomas, Special Diploma, Standard Diploma, and GED Diploma.

All ESE students placed in a DJJ program shall be provided a free appropriate public education consistent with the requirements of SBER Ch. 6A-6. Students with a documented mental or physical impairment that substantially limits a major life activity are protected from discriminatory acts under 504. Such students are generally entitled to certain accommodations and/or services pursuant to a written 504 Plan, to ensure they have equal educational access. The School District will ensure 504-eligible students are provided all necessary accommodations and/or services.

All English Language Learner (ELL) students placed in a DJJ program shall have equal access to entitled services, including assessment and appropriate strategies consistent with the requirements of SBER Ch. 6A-6.

School attendance is mandatory for compulsory school attendance age students. However, a non-compulsory, school attendance age student without a diploma may file an intent to terminate school enrollment as provided in Fla. Stat. §1003.52(6).

Instructional Periods

Pursuant to SBER 6A-6.05281(6)(a), the instructional program shall consist of two hundred fifty (250) days of instruction, ten (10) of which may be used for teacher planning, distributed over twelve (12) months, as required by Fla. Stat. § 1003.01(11)(a). The instructional program shall be provided a minimum of five (5) hours per day and shall consist of

appropriate academic, vocational or exceptional curricula and related services under the supervision of a qualified teacher as specified in SBER 6A-6.0501. The students will follow, as closely as possible, a basic academic program with the intent to exit the student to the home school or an Educational Alternatives program at the end of the commitment period.

Assessment (SBER 6A-6.05281)

All students in DJJ commitment, day treatment, or early delinquency intervention programs, who have not graduated from school, shall be assessed within ten (10) school days of the student's commitment. The entry assessments shall include academic measures that provide proficiency levels in:

- a. Reading
- b. Math
- c. Writing

Exit Criteria & Procedures

Exit criteria from day treatment, detention and residential commitment programs are determined by the Department of Juvenile Justice and the courts.

Juvenile Justice Programs Reentry Procedures

Transition services are provided pursuant to SBER 6A.6.05281(3).

Detention Center and Palm Beach County Jail

Students exiting from the Palm Beach Regional Juvenile Detention Center or Palm Beach County Jail do not require reentry meetings. The DJJ Transition Liaisons assist with students' transition from the Detention Center and/or Palm Beach County Jail back to home school and monitor student enrollment.

The students become involved with the DJJ when they are arrested by law enforcement for an alleged criminal act. Law enforcement will transport the student to the Juvenile Assessment Center. At the Juvenile Assessment Center, the student will be delivered to the Intake Unit.

- The Intake Unit will determine if the student should be picked up by a parent/guardian. The parent/guardian will be responsible for transporting the student to court for a first appearance before a Juvenile Judge
- The Intake Unit will have the student transported to the Palm Beach Regional Detention Center to be brought before a Juvenile Judge for a first appearance
- First Court Appearance - The Juvenile Judge will determine if the student meets the criteria to be detained at the Detention Center or be direct filed to the adult division. A Public Defender may be appointed for the student. The Public Defender will discuss with the student whether to plead innocent and take the case to trial, or to plead guilty and have the Judge make the decision about the case disposition

- The Court will determine if the student should remain detained at the Detention Center or Palm Beach County Jail
- **Students who are released by the Court are to report to their home school within twenty-four hours**
- Students who go to trial and found innocent or are placed on probation are to go back to their home school
- Students who are sentenced to an offender program, but are released by the Court to await the placement, are to return to their home schools. (If there are court restrictions about placement, the Court Liaison Manager/designee, will notify the home school and supply a copy of the Court Order for students who are restricted from the school.)
- The Detention Center and Palm Beach County Jail are holding facilities, not commitment programs; as such, a reentry meeting is not held and should not be required for less than a 30 day stay

Students returning to Palm Beach County schools after being at the Detention Center and the Palm Beach County Jail for less than 30 days will be re-enrolled immediately, without the need to supply proof of residence, or have a parent/guardian present at the time of their return. Transition staff will notify the Principal and DJJ designee to direct the Registrar to immediately re-enroll the student.

Residential Commitment and Day Treatment Programs

Students who have completed a court-ordered residential commitment or day treatment program at a DJJ facility are required to attend school and are entitled to return to their geographically assigned home school unless the agency provider or Juvenile Probation Officer recommends follow-up care in a day treatment program.

Students reentering public school from a DJJ residential commitment or day treatment program and who are on probation will have a DJJ Reentry meeting at the students' home school. An IEP/504 plan must be reviewed at this meeting. Meetings for DJJ reentry students who are not on probation are not required. However, if the home school principal has good cause to believe that the student's presence will pose a serious threat to the safety of the student or others, or will cause a serious disruption to the educational environment, the principal may request that the SBT/IEP/504/ELL Team consider an Educational Alternatives placement for the reentering student. The Team will follow the appropriate procedures set forth in this Manual for a reentry student.

The DJJ Transition Coordinator begins transition planning at least 30 days prior to the anticipated release date. The designated Juvenile Probation Officers for students returning from residential commitment programs and designees for students exiting in-county Day Treatment programs send notifications to the DJJ Transition Coordinator. For students enrolled at in-county Day Treatment Programs who are unsuccessfully terminated without prior 30-day release notification due to noncompliance with program rules, the Day Treatment designee will immediately send reentry notification to the DJJ Transition Coordinator. A reentry meeting will be scheduled as soon as possible. Until the reentry meeting can be held to

determine the next educational placement, the student will remain enrolled at the Day Treatment Program.

The DJJ Transition Coordinator reviews all DJJ reentry students prior to release. In the case of youths who have a history of violent felonies, the DJJ Transition Panel will be notified to review the student's history to discuss reentry placement options prior to the DJJ reentry meeting. The Department of Educational Alternatives is to be contacted to begin the process of a panel review. The DJJ Transition Panel may consist of, but is not limited to: the SDPBC Superintendent/CAO, Assistant Superintendent, Safety & Learning Environment, Director of The Department of Educational Alternatives, designated School Police representative, designated Safe Schools representative, Director of Exceptional Student Education, General Legal Counsel, and student's SAC Area Superintendent.

Reentry notifications and requests for DJJ reentry meetings will be sent at least ten (10) school days prior to the students release from the DJJ program. The DJJ Transition Coordinator sends notification to the Area Department of Educational Alternatives Placement Liaison, home school principal, DJJ contact, SBT leader, ESE Contact or 504 Designee, if applicable. DJJ Reentry/ Problem Solving SBT, IEP meetings or 504 meetings should be held within three (3) school days of a student being released from a DJJ program. In the event that a student is a direct release, the student and parent/guardian should be referred to the DJJ contact at the comprehensive school.

DJJ requires reentry students to attend school immediately upon exit from a residential commitment program. Even if a reentry meeting cannot be held within three (3) days of release, the student must enroll immediately and attend his/her home school until a DJJ reentry/ Problem Solving SBT/IEP/504 meeting is held.

The DJJ reentry/ Problem Solving SBT/IEP/504 Team may recommend a DJJ reentry student for placement at a Behavior Intervention Program or Academic Intervention Program. Packets for DJJ reentry should include the following:

- DJJ Reentry Notification and email request for reentry meeting
- Proof of invite to receiving school (if not in attendance)
- PBS Form 1546 signed by the parent/guardian and the Principal of the home school. Eligibility criteria should include community control or reentry from adjudication (Code T)
- PBS Form 1051 should include justification for any Educational Alternatives placement, current grade level and academic progress at DJJ program and recommended length of enrollment (DJJ reentry does not require a minimum of one full semester placement)
- Copy of school records from DJJ program
- Updated IEP/504/ELL plan if applicable
- Current health immunization information (immunizations must be current to enroll in school)

While such determinations are made, the student must be enrolled in school. Under no circumstances may a student be denied education beyond 24 hours from when the student is released from the DJJ program. Upon receipt of the packet, the Department of Educational Alternatives office will send a **DJJ Re-entry Student Notification letter** to the designated Department of Educational Alternatives site Principal/ designee stating the student will enroll and begin attending the Department of Educational Alternatives site immediately.

DJJ Reentry students will be able to attend school during the packet approval process. All required signatures will be obtained in accordance with the Department of Educational Alternatives guidelines and procedures.

It is best practice for the DJJ Reentry student to be referred to the comprehensive school Problem Solving/SBT for continued support and identification of needs. Students who return to a comprehensive campus and are identified to exhibit ongoing behavioral infractions must be referred to the Problem Solving/SBT for documented evidence based interventions. A second DJJ Reentry meeting may be held within 30 days in order to consider all educational options.

Students Returning From DJJ Residential Commitment Programs During Summer Break

The DJJ Transition Coordinator will hold DJJ reentry meetings for all students released during the summer months when regular school is not in session. The Coordinator will be responsible for scheduling the meetings and ensuring all required participants are invited.

The Reentry meeting teams for **general education students** will be held at the student's SAC school and will consist of the following: DJJ Transition Coordinator, parent/guardian, student, JPO, SAC school administration and designated SAC DJJ Contact, and an education representative from the Department of Educational Alternatives Office. Based on individual transition needs, additional members may include, but are not limited to, Safe Schools Representative, Specific Department of Educational Alternatives Site Administration and Designated Representative, Area Office Representative, 504 Designated Contact, DCF/Dependency Case Managers, Student's Legal Representative, PBCSD Legal Representative, etc.

The Reentry meetings for **ESE students** will be held at the student's SAC school. In addition to the DJJ reentry team members mentioned above for general education students, the Department of Educational Alternatives will provide the following additional members: a designated ESE Contact/ LEA from the Department of Educational Alternatives Office who will be responsible for drafting all required ESE paperwork, a regular education teacher and

an ESE teacher. Also, depending on the student's individual IEP needs, service providers such as, but not limited to, Speech Language Pathologists, District Family Counselors and Educational Psychologists, may also be needed. The Area Office ESE Representatives may also be invited.

The ESE DJJ reentry team must develop IEPs and determine the next educational placement. This process will include designated representatives from the SAC schools, The Department of Educational Alternatives sites and/or Area Offices who will provide specific information on the ESE service delivery models/course offerings provided (i.e. content equivalent courses, support facilitation, EBD cluster site.)

Summer DJJ Reentry Meetings:

Prior to summer break, each middle school administrator, high school administrator, and Department of Educational Alternatives school site administrator will provide a designated Summer General Education and ESE DJJ Contact to the DJJ Transition Coordinator who will attend the DJJ reentry meetings. These SAC school DJJ Contacts will participate in the DJJ reentry meetings and assist the DJJ Transition Coordinator by providing a location at the SAC school to hold the meetings. Students' ESE files for the ESE DJJ Reentry meetings must also be accessible.

Exit Criteria

DJJ reentry students placed in Behavior Intervention Programs do not have to meet the same exit criteria as required for the Department of Educational Alternatives Behavior Programs. DJJ reentry students should exit at a natural academic break (at the end of a semester for middle and high school). A meeting must be held prior to a student exiting a Department of Educational Alternatives Program. Area Educational Alternatives Placement Liaisons will follow the Department of Educational Alternatives exit procedures. It is best practice for the student to be referred to the comprehensive school Problem Solving/SBT upon exit for continued support and identification of needs. Students who return to a comprehensive campus and have documented ongoing behavioral infractions should be referred to the Problem Solving/SBT for further review and recommendation.

B. Youth Services Programs

Youth Services (YS) programs are designed to serve students who are attending a rehabilitation program funded by a county commission or private corporation.

The School District does not determine placement of students in these programs. Enrollment at these sites is voluntary and strictly based on parent/guardian, individual student, outside agency or court- recommended referral. Upon entry to a Youth Services program, the home school will be contacted for withdrawal and transfer of student records. At the time of

registration, PBSO Form 1546 (Eligibility/Consent for Placement) will be completed and retained with all School District entry records at the program.

The Youth Services programs are divided into two categories:

1. Substance Abuse Residential Treatment Programs
2. Family and Behavior Counseling Residential Programs

Program Goals/Objectives

The goal of these programs is the student's continuation in an education program, with accrual of credits, promotion to the next grade level and/or earning a high school diploma during the placement in a substance abuse, family and behavior counseling or behavior management program.

Agreements between the School District and outside providers are in place to provide educational services to students who are experiencing varying degrees of substance abuse. These programs serve students who have a documented substance abuse problem. School District personnel do not determine placement in these programs.

Specific Eligibility Criteria - Substance Abuse Programs

(SBER 6A-6.0526)

- Student is between 13-18 years old; and
- Student has documented drug-related or alcohol-related problem; or
- Student has immediate family members who have documented drug-related problems that adversely affect student's performance in school.

Each program may have additional criteria for admission. Additional information for the Residential Treatment Programs can be obtained from Youth Services or the contracted provider.

Specific Eligibility Criteria - Family and Behavior Counseling Residential Programs

- Student is usually between the ages of 11 - 16
- Student is experiencing problems at home, school or with their peers
- Student family is currently in crisis

Curriculum and Instructional Periods

The instructional program shall be provided to participants a minimum of five (5) hours per day and may be offered on a variable schedule as needed to deliver the curriculum. The program administered by the providers includes instruction designed to deter substance abuse and assist in behavior and family counseling. SBER 6A-6.0526(3). Each program may vary based on program specific criteria.

Youth Services Programs may be offered in a non-school-based residential substance abuse treatment program facility or residential family and behavior counseling program facility, such as alternative sites, regular school campuses, or in any location approved by the School Board. SBER 6A-6.0526(4).

Exit Procedures

The School District does not determine the student's length of stay in the program. Students typically return to their home school upon program completion or dismissal. The guidance/transition counselor will notify the student's home school ten (10) days in advance for a recommendation of placement into a Behavior Intervention Program so that the home school may create a support plan.

Part III: Court Education Liaison Program: The 15th Judicial Circuit of Florida

The Department of Educational Alternatives provides Court Education Liaisons who are divisionally assigned to the 15th Judicial Circuit Courts, Juvenile Division. These employees participate in both dependency and delinquency court proceedings on behalf of Palm Beach County students.

These employees perform the following functions:

- Assist in all dependency and delinquency court proceedings
- Interpret educational records and provide student advocacy
- Collaborate with Department of Children and Families on court involved youth
- Coordinate educational information packets for students at their court appearances
- Assist parents/guardians as appropriate concerning student enrollment matters
- Notify parents/guardians of appropriate school contact and enrollment requirements if not actively enrolled
- Notify Transition Coordinator of pending enrollment or placement
- Notify appropriate home school campus contact, of student pending or recommended enrollment/placement, via email and phone contact
- Obtain contact information for Juvenile Probation Officer and school related requirements as applicable and provide to home school contact
- Share information with parents/guardians and students about educational placement and graduation options
- Provide ongoing follow up and support to DJJ students and families as requested
- Participate in juvenile justice meetings and committees as assigned
- Explore business and community partnerships to support initiatives for students enrolled in DJJ/Youth Services programs.

Part IV: Teenage Parent Programs

[Fla. Stat. § 1003.54; SBER 6A-6.0525)]

Teenage Parent Programs (TAP) serve school-aged parents or pregnant students who meet the criteria for placement in the specified program. Participation in a Teenage Parent Program is voluntary. Pregnant students, teenage parent students, and their children shall not be assigned to the program without annual parental or adult student consent (PBSD Form 1546).

Eligibility

To be eligible to participate in the Teenage Parent Program, teenage parents or pregnant students must:

- Voluntarily commit to attend for a minimum of one (1) semester
- Be pregnant, or be a teenage parent
- Be children of parenting students and teenage parent program completers
- Provide one of the following documents: a certification of pregnancy from either the county health unit or a private physician or the child's birth certificate, copy of application of birth certificate, hospital records, or a notarized affidavit of fatherhood signed by mother and father
- Provide evidence of parent's Teenage Parent Program completion and documentation of child's birth

[SBER 6A-6.0525(2)(b-c).]

Students served in Teenage Parent Programs shall retain the right to earn the number and type of credits required for a standard or special diploma pursuant to Section 1003.54, Florida Statutes. As stated within SBER 6A-6.0521(2) and 6A-6.0524(1), ESE students referred for enrollment in a Teenage Parent Program shall have an Individual Education Plan review prior to enrollment. A staff representative of the Teenage Parent Program in the district shall participate in the review.

English Language Learner (ELL) students meeting the eligibility criteria for the Teenage Parent Program shall be considered for enrollment in the Teenage Parent Program based on student needs. The parent/guardian shall be notified annually in writing of their student participating in a Teenage Parent Program and of their right to review any action relating to such enrollment.

Student Admission Procedures

Students who attend a Teenage Parent Program in their comprehensive high school must provide the eligibility documents noted above including parental notification of the program placement (PBSD Form 1546). Standard Department of Educational Alternatives Academic Placement Packet procedures are followed for students seeking placement in a Department of Educational Alternatives Teenage Parent Program. Students must provide: 1) proof of

pregnancy from a private physician or any County Health Department, or 2) a copy of an application of birth certificate or the child's birth certificate. Students who are teenage parents or who are pregnant, and have dropped out of school, may be eligible for enrollment in a Teenage Parent Program by re-enrolling at their home school. If a Department of Educational Alternatives Program placement is considered, the home school follows the Department of Educational Alternatives placement procedures.

Procedures for Enrolling Students Currently Not Enrolled

If a pregnant or parenting student has not been enrolled in school for a minimum of 90 days then the following staffing procedure will be used:

The home schools Department of Educational Alternatives contact or ESE contact will schedule the staffing when requested. Requests may come from area offices, Teen Parent Program staff, Area Educational Alternatives Placement Liasons, etc. Attendees are as stated in the Department of Educational Alternatives manual. In cases where a student was not previously enrolled in a home school, the team will meet at the home school based on the student's current address. All ESE and 504/ELL records should be obtained from last school of attendance prior to the meeting. Parent/Student should also be advised that proof of pregnancy or birth certificate of baby must be brought to the meeting.

The team will develop (if an ESE student) an appropriate IEP, address any re-evaluation needs, ensure IEP can be implemented at the Department of Educational Alternatives program recommended. If the student is 504/ELL eligible, the 504/ELL plan will be reviewed and updated as part of the referral packet with appropriate team members. The completed packet will be forwarded to the Department of Educational Alternatives and appropriate Area Office for signature.

This abbreviated packet must include:

Eligibility Consent (PBSD 1546)

Confirmation of invite to receiving school

Confirmation of pregnancy or birth certificate

Conference notes (PBSD 1051)

[Document of Parental Input \(PBSD 2491\)](#)

IEP/Re-evaluation/psychological as needed

Updated 504/ELL plan as needed

TERMS screens as appropriate and other educational records that may be brought to the meeting.

Program Objectives

The Teenage Parent Program objectives are to provide pregnant students and teenage parent participants' instruction in the areas of prenatal and postnatal health care, parenting skills, the benefits of sexual abstinence, and the consequences of subsequent pregnancies, as well as to provide ancillary services and child care. SBER 6A-6.05292(1)(b).

The Teenage Parent Program offers pregnant students and teen parents the opportunity to gain parenting skills, obtain certified day care for their infants, and complete requirements for graduation. All participants in TAP must take at least one, state approved, child development or parenting course to access the child care services. Referrals to social services and health services are also provided.

The basic Teenage Parent Program objectives include:

- Staying in school or earning a high school diploma
- Continuation of academic program during placement in the Teenage Parent Program
- Improved parenting skills
- Reducing repeat pregnancies
- Increasing the number of infants with a birth weight at or above 5.5 pounds

SBER 6A-6.05292 (1)(b).

Student Outcome Objectives

Students served in Teenage Parent Programs are encouraged to continue their education despite perceived obstacles. Eligible teenage parents may remain in the program until they graduate or reach the maximum age of enrollment as set forth in the Student Progression Plan, adopted in School Board Policy 8.01. Students will have the opportunity to:

- Acquire and/or improve parenting skills
- Improve attendance
- Improve academic performance
- Advance to the next grade
- Accrue credits with eventual program completion resulting in a high school diploma

Program Components

The Teenage Pregnancy Program may be delivered on a variable schedule as needed to deliver the pregnancy or parenting-related curriculum as specified in Fla. Stat. § 1003.54(3)(b). Children of teenage parent students enrolled in Teenage Parent Programs shall be served during the time that the parent student is earning credit towards a standard or special diploma, pursuant to Fla. Stat. §§ 1003.429-438.

The Teenage Parent Program will include, but is not limited to providing:

- Pregnant or teenage parent enrolled in the School District receive a full range of health and social services, in addition to the education component
- Flexible class schedules, where applicable
- Transportation
- An opportunity to learn strong parenting skills and educational training
- An accelerated credit recovery program, and/ or the Performance Based Exit Option Diploma Model, where available, if eligibility criteria are met

- The right to earn to earn the number and type of credits required by standard and special diplomas
- Child care services for teenage parent program participants
- On-going parenting skills, health and nutrition curriculum including pre and post assessments of parenting skills

Exit Criteria and Procedures for Teenage Pregnancy Program participants at The Department of Educational Alternatives Centers

The parent/guardian, students, the Problem Solving/SBT, ELL, 504, or the IEP Team may recommend a return to a comprehensive school program. The Team will consider these recommendations and act accordingly at their meeting. Best practice recommends regular education students exit at the end of the semester based on the District calendar. ESE/ELL/504 students will be exited in accordance with ELL/IEP/504 Team recommendations.

If a provisionally placed general education student fails to adhere to Teenager Parent Program school's Code of Conduct, upon the recommendation of the Problem Solving/SBT, 504 Committee, or ELL Committee, he/she may be exited to the home school or be placed in a Department of Educational Alternatives Behavior Intervention Program following the meeting, based on the severity of the infraction and the student's past behavior. Prior to or during the exit staffing, the Problem Solving/SBT, 504 Committee, ELL Committee, or IEP Team will review student progress and document its recommendations on the Student Exit Report (PBSD 1605) and Student Support Plan (PBSD 2007).

Ancillary Services

Child Care

Developmentally appropriate learning activities for the children of Teenage Parent Program participants and completers during the hours when the student's teenage parent(s) is earning credit pursuing a standard or special diploma. SBER 6A-6.0525(5). Graduation and credit requirements are set forth in Fla. Stat. §§ 1003.429-438.

Health services

Health services include a referral to health and nutrition education and routine prenatal and postnatal health checkups during the time that the teenage parent student is reported for FTE in the Teenage Parent Program. Routine check-ups for the children of Teenage Parent Program participants and completers, including immunizations, shall be provided or coordinated during the time those children are reported for FTE in the Teenage Parent Program.

Social services

Social services include counseling assistance or case coordination related to economic assistance, during the time that the teenage parent students or their children are participating in Teenage Parent Program. The Teen Parent Program refers students to social services agencies as needed.

Transportation

Transportation is provided for Teenage Parent Program participants, program completers who have returned to their home school and their children regardless of distance from school. Fla. Stat. § 1011.68(1)(b). Transportation shall be provided for teenage parent and their children to and from home, the school, and the child care facility as required for the parent's educational activities in credit earning hours.