

COMPREHENSIVE DROPOUT PREVENTION PLAN

(July 2016)

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The School Board of Okaloosa County, Florida



Mrs. Catherine Thigpen, Chairman

October 24, 2016

Date

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Mary Beth Jackson, Superintendent

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Introduction

The School District of Okaloosa County recognizes that a growing proportion of our young people are not making successful transitions to productive adult lives. The district believes that a child who does not complete his or her education is greatly limited in obtaining employment, achieving his or her full potential, and becoming a productive member of society. Therefore, it is the intent of the district to encourage schools to develop and establish Dropout Prevention and Academic Intervention Programs. These programs are designed to meet the needs of students who do not perform well in traditional educational programs and who potentially are capable of not graduating with a high school diploma within four years of entering ninth grade. It is the intent of the district that cooperative agreements be developed with other governmental, private, and community agencies in order to implement innovative exemplary programs. The goals of these programs are to reduce the number of students who do not complete their education, to increase the number of students who have a positive experience in school and for students to obtain a high school diploma. The programs offered as dropout prevention programs are voluntary programs, except for those programs to which adjudicated youth are court ordered. However, those programs still require consent by parent for placement.

Course Modification

Florida State Board Rule 6A-6.05291 states "(1) Districts implementing approved comprehensive dropout prevention plans may, make modification to courses listed in the Course Code Directory as adopted by reference in Rule 6A-1.09441, FAC. Modifications in courses may take one or more of the following forms: (a) the amount of in-class instruction required for a student to earn credit may be lengthened or shortened. Less than one hundred fifty (150) hours may be offered for a particular course if it is determined that the essential content can be learned in a shorter period of time pursuant to the requirements of Section 232.2462, Florida Statutes. Students may be allowed to spend more than one hundred fifty (150) hours in a course if it is determined that additional time is needed. Instructional time must be sufficient to allow students to master curriculum frameworks and district adopted performance standards." The District's Dropout Prevention Programs may use computer based instruction for courses listed in the Course Code Directory; therefore, computer based instruction for these courses will qualify under State Board Rule 6A-6.05291 "Course Modification".

Agency Coordination

All Dropout Prevention Programs of the Okaloosa County School District coordinate with other school programs and appropriate agencies to provide services and meet the needs of students to ensure success in school. As needed, the school staff works with the Department of Children and Families, the Department of Juvenile Justice, law enforcement agencies, the Department of Corrections and similar agencies to coordinate the provision of services to students.

The Okaloosa County School Board would like to thank the following staff members for serving on the committee to review and revise the OCSD Dropout Prevention Plan.

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“At Risk Profile”

A Student with Two or More Indicators Listed Below Is At-Risk for Dropping Out of School

1. The student is academically unsuccessful as evidenced by low test scores, 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.
2. Absences = A student who has an excess of 9 absences per semester or 18 in a given year.
3. Mobility = A student has attended five (5) or more schools during his/her academic history.
4. Grade Point Average (FAIL) = A student has earned three or more F's for the previous school year in grades 1-9.
5. Retention (RET) = A student has been retained one or more times.
6. Discipline Referrals = A student who has discipline referrals in excess of four (4) this school year.
7. A student is two (2) years older than peer group.

Program Categories

A. Disciplinary Programs – Disciplinary programs are programs that are longer than ten (10) days in duration and are designed to serve students who are disruptive in the traditional school environment. However, in-school suspension programs may be less than (10) days in durations as specified in Sections 230.2316(4)(c)3., 5., Florida Statutes. These programs must place strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

1. Common Objective Criteria

- a) Staying in school or earning a high school diploma.
- b) Decreased number of expulsions.
- c) Decreased number of suspensions.
- d) Decreased number of referrals.
- e) Continuation of academic program during placement in disciplinary program.

2. Criteria for Eligibility

- a) Student has a history of disruptive behavior which interferes with his own or others' educational program(s) or results in frequent conflicts of a disruptive nature in or out of the classroom while the student is under the jurisdiction of the school;
- b) Student severely threatens the general welfare of others;
- c) Student requires assistance in behavior modification beyond that which can be provided in the traditional class; or
- d) Student has committed an offense which would warrant out-of-school suspension or expulsion.

3. Service Delivery Models and Sites

- a) Adjudicated Youth Facility Model
- b) AMI Kids Model
- c) Okaloosa Academy Charter School Model
- d) LEAP – 4th and 5th grade students

B. Educational Alternatives Programs – Educational alternative programs are programs designed to serve students who are unmotivated or unsuccessful and shall have strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

1. Common Objective Criteria

- a) Staying in school or earning a high school diploma
- b) Academic improvement
- c) Improved attendance
- d) Promotion

2. Criteria for Eligibility

- a) Student has been retained.
- b) Student has failing grades or grades not commensurate with documented ability levels.
- c) Student has high absenteeism.
- d) Student has low achievement test scores.
- e) Student has performed successfully in an educational alternative program and wishes to remain enrolled in such program or;
- f) According to district criteria, student exhibits behavior of a non-disciplinary nature which interferes with school success.

3. Service Delivery Models and Sites

- a) AMI Kids
- b) Fast-Track
 - 1. Okaloosa Technical College Campus
 - 2. Richbourg Campus

- c) Limited Credit Recovery Model
 - 1) Choctawhatchee High School
 - 2) Fort Walton Beach High School
 - 3) Niceville High School
 - 4) Crestview High School
 - 5) Laurel Hill School
 - 6) Baker School
- d) Middle School Credit Recovery Model
 - 1) Bruner Middle School
 - 2) Davidson Middle School
 - 3) Destin Middle School
 - 4) Lewis School
 - 5) Meigs Middle School
 - 6) Pryor Middle School
 - 7) Ruckel Middle School
 - 8) Shoal River Middle School
 - 9) Baker School
 - 10) Laurel Hill School
- e) The Okaloosa Academy Charter School Model / LEAP @ Combs

D. Teenage Parent Programs – Pregnant and parenting students and their children shall be entitled to participate in Teenage Parent Programs (TAPP) designed to provide comprehensive educational and ancillary services to facilitate the parents' completion of high school.

1. Common Objective Criteria

- a) Staying in school or earning a high school diploma
- b) Continuation of academic program during placement in the teenage parent program.
- c) Improved parent skills.
- d) Reduced repeat pregnancies.
- e) Improved numbers of babies with birth weights at or above 5.5 pounds.

2. Criteria for Eligibility

- a) Pregnant students
- b) Parenting students
- c) Children of parenting students and teenage parent program completers

3. Documentation of eligibility

- a) A county public health unit or private physician's certification of pregnancy
- b) A child's birth certificate, copy of application of birth certificate, hospital records, or notarized affidavit of fatherhood signed by mother and father.
- c) Evidence of parent's program completion and documentation of child's birth.

4. Service Delivery Models

- a) Teenage Parent Program Model – Traditional School Model

E. Youth Services Program – Youth services programs are programs designed to serve students who are assigned to a detention, commitment or rehabilitation program operated by a state or community-based agency or through the Department of Health and Rehabilitative Services or the Department of Juvenile Justice. These programs must place a strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

1. Common Objective Criteria

- a) Academic Assessment
- b) Provision of appropriate educational services.

2. Criteria for Eligibility

- a) Student is neglected, delinquent or dependent; or
- b) Student is assigned by the court to a detention, commitment or rehabilitation program.
Commitment means any facility where the courts have adjudicated youths.

3. Service Delivery Model and Sites

- a) Adjudicated Youth Facility Model
- b) AMI Kids
- c) Okaloosa Regional Detention Center Model
- d) Okaloosa Youth Academy Model
- e) Okaloosa Youth Development Center Model

Section 1 - Disciplinary Programs

- B. Disciplinary Programs** – Disciplinary programs are programs that are longer than ten (10) days in duration and are designed to serve students who are disruptive in the traditional school environment. However, in-school suspension programs may be less than (10) days in durations as specified in Sections 230.2316(4)(c)3., 5., Florida Statutes. These programs must place strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

4. Common Objective Criteria

- f) Staying in school or earning a high school diploma.
- g) Decreased number of expulsions.
- h) Decreased number of suspensions.
- i) Decreased number of referrals.
- j) Continuation of academic program during placement in disciplinary program.

5. Criteria for Eligibility

- e) Student has a history of disruptive behavior which interferes with his own or others' educational program(s) or results in frequent conflicts of a disruptive nature in or out of the classroom while the student is under the jurisdiction of the school;
- f) Student severely threatens the general welfare of others;
- g) Student requires assistance in behavior modification beyond that which can be provided in the traditional class; or
- h) Student has committed an offense which would warrant out-of-school suspension or expulsion.

6. Service Delivery Models and Sites

- e) Adjudicated Youth Facility Model
- f) AMI Kids Model
- g) Okaloosa Academy Charter School Model
 - 1) Fort Walton Beach
 - 2) LEAP @ Combs

Adjudicated Youth Facility (DJJ)

A. Program Overview

1. The Okaloosa County Jail Program is a self-contained residential holding facility located in the Okaloosa County Jail. It has the capacity to serve the needs of approximately 25 youth. The School Board of Okaloosa County provides the educational component through an official agreement with Rader Group, Inc.
2. The educational program at the county jail emphasizes the improvement of basic academic skills and regular school attendance while the student is assigned to this facility.
3. The curriculum is specifically designed to provide the student with the greatest opportunity to reenter the community and/or next educational placement.

B. Program Specific Outcome Objectives

1. 100% of the students enrolled in the educational program for 6 days will be assessed to determine the appropriate basic skill levels.
2. 100% of the students will be enrolled in a credit earning educational program.

C. Program Evaluation Procedures

1. The evaluation activities will be designed to determine whether the stated objectives have been met.
2. At the end of the school year, student folders will be reviewed to determine whether students have been assessed.
3. At the end of the school year, student records will be reviewed to determine whether students have been enrolled in credit earning courses.

D. Program Specific Student Eligibility Criteria

1. Participation in the educational program is for all school-aged students assigned to the facility by the judge. Other students over the age of 17 who had previously dropped out of school will be encouraged to participate in the school program which will emphasize improvement of basic academic skills while working toward earning a high school diploma or its equivalent.

E. Program Specific Student Admission Procedures

1. Students are assigned by the judge to the facility

F. Program Operating Procedures

1. Curriculum

- (a). Instruction is self-paced. Individualized and competency based instruction include English, reading, science, math, and social studies. I took out the sentence about having homework, it isn't assigned. Grades and educational information are forwarded to receiving schools and programs.

2. Special Strategies

- (a). Court appearances or other Department of Corrections scheduled appointments will be excused absences.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. LEP students will have equal access to the program. When a LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP students in order to ensure that the instruction is understandable.
- (b). Exceptional (ESE) students who meet the program eligibility criteria will be considered for placement and an IEP meeting will be held to ensure the student's needs are met.

4. **Student Services**
 - (a). Students are provided with health care and indoor/outdoor recreation.
5. **Grade Level of Students Served**
 - (a). Students in grades 6 – 12 are served by this program
6. **Implementation Site**
 - (a). Okaloosa County Jail
1200 East James Lee Boulevard
Crestview, FL 32539

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. **Number and Length of Class Periods**
 - (a). Students are served up to 5 hours daily.
2. **Average Class Size**
 - (a). Each class has 5-10 students enrolled.
3. **Length of Stay**
 - (a). This is dependent on the sentence imposed by the judge.
4. **Total Number of Students Served**
 - (a). Approximately 100

H. Program Personnel Qualifications

1. The minimum qualification for teachers employed in dropout prevention programs is a valid Florida teaching certificate.

I. Program Professional Development Activities

1. Professional development activities will be provided for teachers as established by the school district's master professional development plan.

AMIkids Emerald Coast

A. Program Overview

1. The AMIkids Emerald Coast serves the specific needs of approximately 25 adjudicated adolescents, male and female, who have been unsuccessful in the traditional classroom. AMIkids provides them with opportunities for accelerated remedial education, other credit earning opportunities, vocational and employability skills training, and individual, group and family counseling.
2. The overall goal of AMIkids is to meet each student's individual needs and to encourage them to remain in an educational environment for a longer period of time.

B. Program Specific Outcome Objectives

1. For Youth Services, at the end of the school year:
 - (a). 100% of the students enrolled in the program will be academically evaluated upon entry.
 - (b). 100% of the students enrolled in the program will be served academically in a way that meets their educational needs.
 - (c). 100% of the students enrolled in the program will, with the assistance of staff advisors, develop goals to guide their progress in the program.
 - (d). Approximately 51% of the students who complete the program will return to their home school or another credit earning institution.
 - (e). After one year, 70% of the students who complete the program will not have returned to the justice system.
2. For Disciplinary Programs, the following objectives will be evaluated annually:
 - (a). 80% of the students will continue in their academic program.
 - (b). 80% of the students will show a 20% reduction in days suspended while enrolled at AMIkids.
 - (c). 80% of the students assigned to the program will remain in school, or graduate.
 - (d). 80% of the students placed for committing an expellable offense will not commit another expellable offense.

C. Program Specific Evaluation Procedures

1. The evaluation procedures will be designed to determine whether the stated objectives have been met. To determine the success, AMIkids will evaluate the following areas:
 - (a). For Youth Services:
 - (1). The Director of Education will examine student records to ensure that the pretest is administered and scores recorded.
 - (2). The Director of Education will examine student records to determine whether each student was placed in classes designed to meet individual needs as determined by the pretest.
 - (3). The Director of Education will examine student records to determine whether 100% of the students have developed goals to guide their progress.
 - (4). The Local Care Counselor's records will be examined to determine the percentage of students who complete the program, who return to their home school or another credit earning institution.
 - (b). For Disciplinary Programs:
 - (1). A comparison of student report cards for the current year with the report cards from the previous year will show that 80% will have continued their academic progress.
 - (2). A review of the discipline records at the end of each semester will show that 80% of the enrolled students will have a 20% reduction in numbers of days suspended.
 - (3). A review of the district data base will show that 51% of the students previously enrolled at AMIkids will have remained in school.
 - (4). Student records will show students have not committed another expellable offense.
 - (5). A review of disciplinary records will show students have decreased referrals.

D. Program Specific Student Eligibility Criteria

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must be 13 – 18 years of age.
3. Student's that have been classified as a sex offender cannot be considered for admission.

E. Program Specific Admission Procedures

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must have a personal interview with the Local Care Counselor, and Behavior Specialist.
3. Eligible students are accepted in the program on a space-available basis.

F. Program Operating Procedures

1. Curriculum

- (a). Instruction at AMIkids is competency-based. Students are enrolled in courses for credit through individual educational plans. Since this is a short-term program, students have the option of transferring earned credits back to their home school. Florida State Department of Education curriculum frameworks provide course outlines, and instructors have matched materials and activities to the performance standards for each course. The use of Ed Options is an option for those students who can benefit from credit recovery.

2. Special Strategies

- (a). Point System
- (b). Earned trips and special activities
- (c). Level System
- (d). Grades earned for behavior and achievement

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Exceptional (ESE) students who meet the program eligibility criteria will be considered for placement. An IEP will occur within 10 days of the student's enrollment. The staffing specialist from the Okaloosa School District will be present at the IEP meeting. Dropout prevention strategies will be included in the IEP.
- (b). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. LEP students will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP student in order to ensure that the instruction is understandable.

4. Student Services

- (a). One-on-one counseling with advisor and student. (Minimum once weekly)
- (b). Home visits are conducted if a student has 2 consecutive unexcused absences
- (c). Students who exhibit a need for individual or mental health counseling therapy are referred to an outside agency. AMI also has a Local Care Counselor on staff.
- (d). Drug Awareness, Planned Parenthood, and Community Health Services provide programs and services to the AMIkids students.
- (e). Job placement and other services are provided by the Case Manager after the student leaves the program, as appropriate.

5. Grade Level of Students Served

- (a). Students in grades 6-12 are served. Each student will be pre-tested and post tested if possible to determine his grade level increase while in the program.

6. Number and Description of Program Staff

- (a). The Executive Director is responsible for the fiscal management and program direction. The Behavior Specialist is responsible for the day-to-day operation of the program and oversees the five staff and two bus drivers that work with the youth. Florida certified teacher(s) shall be responsible for supervision of instructional activities.

7. Description of Facilities

- (a). The facility includes classrooms and offices. In addition, the students are instructed in a pool, on boats and canoes, at dive sites, at beaches and marshes, and other appropriate locations.

8. Implementation Sites

- (a). AMIkids Emerald Coast
207 4th Street Southeast
Fort Walton Beach, FL 32548
- (b). Students are also instructed off-site in a pool, on boats and canoes, at dive sites and at other appropriate locations.

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). Students participating in credit earning classes receive instruction for 300 minutes per day.

2. Average Class Size

- (a). The average class is 8 – 13 students.

3. Length of Stay

- (a). Students average three to six months in the program. Length of stay is determined by achievement of program goals.

4. Total Number of Students Served

- (a). 25 who are referred by the Department of Juvenile Justice.
- (b). Approximately 25 youth are referred by the school district as an option.

H. Program Personnel Qualifications

- 1. Teachers are certified by the Florida Department of Education. Personnel involved in the program must also have the personal skills necessary to be able to effectively communicate with high-risk students. They must also be able to teach an academic area, vocational area and/or marine based program.

I. Program Professional Development

- 1. Professional development will be provided throughout the year as a part of the District's Master Professional Development Plan. AMIkids provides all staff members with one staff training day each month. Additional training is provided by the Associated Marine Institute (AMI) throughout the year.

J. Program Projected Budget

- 1. The School Board of Okaloosa County contracts with the Associated Marine Institutes to provide educational services at the Institute. AMIkids is responsible for providing a Florida Certified teacher. Partial funding for AMIkids is provided by FEFP funds generated by weighted FTE for dropout prevention programs and budgeted by the District. In addition, funding is provided by a contract with the Department of Juvenile Justice. There is an ongoing effort to obtain additional funding from community sources.

K. Program Parent/Community/Business Involvement Activities

- 1. Parents are not required to participate in the program; however, parents are invited and are included in monthly Multidisciplinary Team Meetings to discuss progress with Juvenile Probation Officer and AMI Staff.
- 2. AMIkids has a local Board of Trustees. The Board members are local business and community leaders.

L. Program Employability Skills and Career Awareness Activities

1. Employability Skills and Life Management Skills are incorporated into the AMI curriculum.
2. The Local Care Counselor and Director of Education assist the students with placement when they are ready to leave the program. He/she helps the students make the transition back to school and develops a job bank within the community. The aftercare services continue after the student had graduated or been favorably terminated by AMIkids.

M. Program Description of Activities for Coordination of Programs with Other Agencies

1. AMIkids works closely with DJJ and the School Board of Okaloosa County. Additional services are provided by Bridgeway Mental Health and Rehabilitation Services, Department of Children and Families, Vocational Technical Center, and Rehabilitation Vocational Training School.

Okaloosa Academy Charter School Option

A. Program Overview

1. Okaloosa Academy Charter School is organized to serve at-risk students in an alternative school setting. The academic program is designed to parallel other public schools, focus on reading improvement and includes strategies designed to reduce disruptive, truant, inappropriate social and/or delinquent behaviors among students attending Okaloosa Academy. The instructional school day is a minimum of 350 minutes. The school term/year coincides with the Okaloosa County School District calendar. Students are enrolled based on a written referral from the district's elementary, middle or high school principal specifying the reason for placement in the alternative school using dropout prevention criteria. Parents/Guardians may also enroll their child by choice if documentation is provided validating eligibility for the dropout prevention program.

B. Agency Coordination

1. Okaloosa Academy has been included in the interagency agreement between the Okaloosa School District and municipal, county, military, law enforcement agencies; Department of Juvenile Justice; Lutheran Services; and other appropriate related service agencies. Additionally, school staff works closely with individual providers, the Department of Children and Families, and the Department of Juvenile Justice (DJJ) caseworkers serving Okaloosa Academy students.

C. Program Specific Outcome Objectives and Evaluation Procedures

1. Fifty-one percent (51%) of the students who were referred by a public school for committing an expellable offense will not commit another expellable offense.
2. Fifty-one percent (51%) of the students who were referred by a public school will have fewer suspensions during participation in the Charter School as compared with the number of suspensions during the previous year of enrollment at the previous school.
3. Using students as their own control group, fifty-one percent (51%) of the students will have fewer unexcused absences during participation in the charter school as compared with the last year of attendance in a public school.
4. One hundred percent (100%) of the students in attendance will be pre-tested within thirty (30) calendar days of admission.
5. One hundred percent (100%) of the students will receive a student success Plan within thirty (30) calendar days of admission.
6. One hundred percent (100%) of the students in attendance will be post-tested.
7. One hundred percent (100%) of the students in attendance will be administered state and local tests following the testing established by the school district.

D. Specific Student Eligibility Criteria

1. To be eligible to participate in the programs at Okaloosa Academy, the student must be classified as an elementary, middle or high school student and referred by their school principal/designee, the Superintendent's representative or enrolled by parental choice and meet one of the following criteria for placement:
 - (a). Students who have dropped out of school, and have been dropped from enrollment in a district school and are returning to complete their education.
 - (b). Students returning after a period of expulsion or incarceration.
 - (c). Students referred by a public school principal, or the Superintendent's representative, due to serious violations of the Code of Student Conduct.
 - (d). Students charged with a felony offense whose attendance may result in a negative impact on the school environment.
 - (e). Students who are adjudicated offenders and/or recommended for placement by the courts.

- (f). Students serving a court imposed sentence in jails in Okaloosa County, Florida for which the School Board has legal responsibility as a primary service provider.
- (g). Students who are at-risk of academic failure, as evidenced by an average grade of less than a "C" for the previous two (2) or more semesters, and/or standardized test scores that are at or below the district criteria.
- (h). Students who are unable to benefit from existing strategies at current school as determined by the parents/guardian.
- (i). Students who are habitually truant.
- (j). Students enrolled by their parent or guardian by choice because they have knowledge and evidence substantiating that the student meets the criteria of At-Risk as specified in the contract, or have evidence of substance abuse or participation in delinquent behaviors.
- (k). Students who have been previously served in a Dropout Prevention Program at Okaloosa Academy Charter School.
- (l). Students who have been expelled from the public school and are being provided continuing educational services.
- (m). An IEP committee has determined exceptional educational students who meet one of the criteria above and a best placement decision.

E. Student Admission Procedures

1. The following steps will be followed for student admission to Okaloosa Academy Charter School.
 - (a). For students referred by Okaloosa School District principals/designees or the Superintendent's representative, the "Okaloosa County School District Student Intervention Services Alternate Placement" for **(MIS 6326)** and the "Okaloosa School District Student Intervention Services Behavior Contract for Alternatively Placed Students **(MIS 4355)** and eligibility documentation must be completed and sent to the director/designee of Okaloosa Academy. For students making application through parent choice, the "Application for Admission" **(MIS 3174)** and supporting eligibility documentation must be completed and submitted to the director/designee.
 - (b). Exceptional student education (ESE) students will have their placement determined at the Individual Education Plan (IEP) meeting to ensure the appropriateness of the placement recommendation.
 - (c). During the enrollment conference, parents, student, and school staff will discuss the major goals for the student and determine an entry date. Parents sign a statement on the application acknowledging voluntary placement and their right to an administrative review.
 - (d). If the referred student is classified as an Exceptional Student Education (ESE) student, an Individualized Education Plan (IEP) meeting must be conducted at the referring or current school to determine if placement in Okaloosa Academy is appropriate. This must be approved by the school district's ESE director/designee prior to the enrollment conference.
 - (e). Okaloosa Academy accepts all students appropriately referred by the school principal or Superintendent's designee up to the safety capacity of the specific facility serving the geographic area in which the student resides.
 - (f). Placement based on referral or choice is for a period of one calendar year unless specified otherwise by the referring authority at the time of referral or, in the case of choice application, mutual consent of the parent/guardian and the Okaloosa Academy director/designee.
 - (g). Choice enrollment periods are (1) August-September (2) December-January

F. Program Operating Procedures

1. Curriculum

- (a). Middle School curriculum parallels the district programs, and also includes skill development, projects, cooperative learning, and application of knowledge and skills to real-life situations. Teachers individualize instruction to meet individual student needs and strengths.

- (b). This approach capitalizes on individual learning styles and multiple intelligence theory. The use of technology and multi-media activities, community resources and family-school partnerships contribute to an inviting, challenging, purposeful and meaningful learning environment. Students are expected to demonstrate competency in the Sunshine State Standards Benchmarks and to make positive academic, social, and behavioral progress.
 - (c). The high school program provides students an opportunity to earn a standard high school diploma or General Equivalency Diploma (GED). The program of study toward the standard diploma adheres to the Next Generation Sunshine State Standards. The Okaloosa County School District's Pupil Progression Plan specifies the program of study required. Time is provided each for development and/or remediation of reading and writing skills. Instruction is provided to assist students in preparing for the Florida Standards Assessment(FSA).
- 2. Special Strategies**
- (a). Special strategies include individualized behavior modification programs; the student success plan; social skills courses; school wide behavior management system; community service for infractions of specific codes of conduct; individualized instruction; reading remediation; thematic-activity based curriculum; activity-application based high school program; modification of student schedule/school day; truancy interventions; pre-post testing; agency cooperatives; partnerships with parents and community volunteers; graduation options; field trips; use of technology for learning; multi-media approaches to instruction; use of learning styles and cooperative learning for teaching and for students; standardized student academic assessment.
- 3. Equal Access for Eligible Exceptional and Limited English Proficient Students**
- (a). English Language Learner students who meet program eligibility criteria shall have equal access to the program at Okaloosa Academy. In this case, the curriculum will be designed to appropriately address the needs of the English Language Learner (ELL) student to ensure that instruction is understandable. Exceptional students (ESE) who meet the program eligibility criteria will be accepted after the Individual Educational Plan (IEP) conference determines that Okaloosa Academy is an appropriate placement for the student and the district ESE director/designee approves the placement.
- 4. Student Services**
- (a). In addition to employing certified faculty members, Okaloosa Academy also subcontracts for one (1) certified mental health counselors and has a School Resource Officer (SRO) at its location. Transportation is provided for eligible students living in Okaloosa County.
- 5. Grade Levels of Students Served**
- (a). Students in grades 4-12 are served at Okaloosa Academy.
- 6. Implementation Sites**
- (a). Okaloosa Academy – FWB
720 Lovejoy Road NW
Fort Walton Beach, FL 32548

G. Total Dropout Prevention FTE Student Membership Projected Based On:

- 1. Number and Length of Class Periods**
 - (a). Students receive a minimum of 350 minutes of instruction per day.
- 2. Average Class Size**
 - (a). Class maximum per teacher is 25 students in HS and 22 in MS and elementary. Typically, a class of 22 students will have one teacher.
- 3. Length of Stay**
 - (a). Students are typically enrolled for one semester or for the entire school year.
- 4. Total Number of Students Served**
 - (a). Okaloosa Academy serves approximately 320 students.

H. Personnel Qualifications

1. All teaching staff holds valid Florida Educators Certification (temporary or professional). Additionally, staff is trained in nonviolent crisis intervention and has a strong personal and professional commitment to serve at-risk students. The school-wide behavior management system is uniformly applied and repeatedly evaluated for effectiveness.

I. Professional Development Activities

1. Additional training is planned throughout the year. Teachers may also participate in the Okaloosa District Professional Development activities using MYLEARNINGPLAN. All new teachers at Okaloosa Academy are required to participate in the district's teacher induction program.

Section 2 - Educational Alternative Programs

A. Educational Alternatives Programs – Educational alternative programs are programs designed to serve students who are unmotivated or unsuccessful and shall have strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

4. Common Objective Criteria

- e) Staying in school or earning a high school diploma
- f) Academic improvement
- g) Improved attendance
- h) Promotion

5. Criteria for Eligibility

- g) Student has been retained
- h) Student has failing grades or grades not commensurate with documented ability levels
- i) Student has high absenteeism
- j) Student has low achievement test scores
- k) Student has performed successfully in an educational alternative program and wishes to remain enrolled in such program or;
- l) According to district criteria, student exhibits behavior of a non-disciplinary nature which interferes with school success.

6. Service Delivery Models and Sites

- f) AMI Kids
- g) FAST TRACK Model
 - 1) Okaloosa Technical College Campus
 - 2) Richbourg Campus
 - 3) Baker School
 - 4) Laurel Hill School
- h) Limited Credit Recovery Model
 - 7) Choctawhatchee High School
 - 8) Fort Walton Beach High School
 - 9) Niceville High School
 - 10) Baker School
 - 11) Laurel Hill School
- i) Middle School Credit Recovery Model
 - 11) Bruner Middle School
 - 12) Davidson Middle School
 - 13) Destin Middle School
 - 14) Destin Middle School
 - 15) Lewis School
 - 16) Meigs Middle School
 - 17) Pryor Middle School
 - 18) Ruckel Middle School
 - 19) Shoal River Middle School
 - 20) Baker School
 - 21) Laurel Hill School
- j) The Okaloosa Academy Charter School Model

AMIkids Emerald Coast

A. Program Overview

1. The AMIkids Emerald Coast serves the specific needs of approximately 25 adjudicated adolescents, male and female, who have been unsuccessful in the traditional classroom. AMIkids provides them with opportunities for accelerated remedial education, other credit earning opportunities, vocational and employability skills training, and individual, group and family counseling.
2. The overall goal of AMIkids is to meet each student's individual needs and to encourage them to remain in an educational environment for a longer period of time.

B. Program Specific Outcome Objectives

1. For Youth Services, at the end of the school year:
 - (a). 100% of the students enrolled in the program will be academically evaluated upon entry.
 - (b). 100% of the students enrolled in the program will be served academically in a way that meets their educational needs.
 - (c). 100% of the students enrolled in the program will, with the assistance of staff advisors, develop goals to guide their progress in the program.
 - (d). Approximately 51% of the students who complete the program will return to their home school or another credit earning institution.
 - (e). After one year, 70% of the students who complete the program will not have returned to the justice system.
2. For Disciplinary Programs, the following objectives will be evaluated annually:
 - (a). 80% of the students will continue in their academic program.
 - (b). 80% of the students will show a 20% reduction in days suspended while enrolled at AMIkids.
 - (c). 80% of the students assigned to the program will remain in school, or graduate.
 - (d). 80% of the students placed for committing an expellable offense will not commit another expellable offense.

C. Program Specific Evaluation Procedures

1. The evaluation procedures will be designed to determine whether the stated objectives have been met. To determine the success, AMIkids will evaluate the following areas:
 - (a). For Youth Services:
 - (1). The Director of Education will examine student records to ensure that the pretest is administered and scores recorded.
 - (2). The Director of Education will examine student records to determine whether each student was placed in classes designed to meet individual needs as determined by the pretest.
 - (3). The Director of Education will examine student records to determine whether 100% of the students have developed goals to guide their progress.
 - (4). The Local Care Counselor's records will be examined to determine the percentage of students who complete the program, who return to their home school or another credit earning institution.
 - (b). For Disciplinary Programs:
 - (1). A comparison of student report cards for the current year with the report cards from the previous year will show that 80% will have continued their academic progress.
 - (2). A review of the discipline records at the end of each semester will show that 80% of the enrolled students will have a 20% reduction in numbers of days suspended.
 - (3). A review of the district data base will show that 51% of the students previously enrolled at AMIkids will have remained in school.
 - (4). Student records will show students have not committed another expellable offense.
 - (5). A review of disciplinary records will show students have decreased referrals.

D. Program Specific Student Eligibility Criteria

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must be 13 – 18 years of age.
3. Student's that have been classified as a sex offender cannot be considered for admission.

E. Program Specific Admission Procedures

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must have a personal interview with the Local Care Counselor, and Behavior Specialist.
3. Eligible students are accepted in the program on a space-available basis.

F. Program Operating Procedures

1. Curriculum

- (a). Instruction at AMIkids is competency-based. Students are enrolled in courses for credit through individual educational plans. Since this is a short-term program, students have the option of transferring earned credits back to their home school. Florida State Department of Education curriculum frameworks provide course outlines, and instructors have matched materials and activities to the performance standards for each course. The use of Ed Options is an option for those students who can benefit from credit recovery.

2. Special Strategies

- (a). Point System
- (b). Earned trips and special activities
- (c). Level System
- (d). Grades earned for behavior and achievement

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Exceptional (ESE) students who meet the program eligibility criteria will be considered for placement. An IEP will occur within 10 days of the student's enrollment. The staffing specialist from the Okaloosa School District will be present at the IEP meeting. Dropout prevention strategies will be included in the IEP.
- (b). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. LEP students will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP student in order to ensure that the instruction is understandable.

4. Student Services

- (a). One-on-one counseling with advisor and student. (Minimum once weekly)
- (b). Home visits are conducted if a student has 2 consecutive unexcused absences
- (c). Students who exhibit a need for individual or mental health counseling therapy are referred to an outside agency. AMI also has a Local Care Counselor on staff.
- (d). Drug Awareness, Planned Parenthood, and Community Health Services provide programs and services to the AMIkids students.
- (e). Job placement and other services are provided by the Case Manager after the student leaves the program, as appropriate.

5. Grade Level of Students Served

- (a). Students in grades 6-12 are served. Each student will be pre-tested and post tested if possible to determine his grade level increase while in the program.

6. Number and Description of Program Staff

- (a). The Executive Director is responsible for the fiscal management and program direction. The Behavior Specialist is responsible for the day-to-day operation of the program and oversees the five staff and two bus drivers that work with the youth. Florida certified teacher(s) shall be responsible for supervision of instructional activities.

7. Description of Facilities

- (a). The facility includes classrooms and offices. In addition, the students are instructed in a pool, on boats and canoes, at dive sites, at beaches and marshes, and other appropriate locations.

8. Implementation Sites

- (a). AMIkids Emerald Coast
207 4th Street Southeast
Fort Walton Beach, FL 32548
- (b). Students are also instructed off-site in a pool, on boats and canoes, at dive sites and at other appropriate locations.

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). Students participating in credit earning classes receive instruction for 300 minutes per day.

2. Average Class Size

- (a). The average class is 8 – 13 students.

3. Length of Stay

- (a). Students average three to six months in the program. Length of stay is determined by achievement of program goals.

4. Total Number of Students Served

- (a). 25 who are referred by the Department of Juvenile Justice.
- (b). Approximately 25 youth are referred by the school district as an option.

H. Program Personnel Qualifications

- 1. Teachers are certified by the Florida Department of Education. Personnel involved in the program must also have the personal skills necessary to be able to effectively communicate with high-risk students. They must also be able to teach an academic area, vocational area and/or marine based program.

I. Program Professional Development

- 1. Professional development will be provided throughout the year as a part of the District's Master Professional Development Plan. AMIkids provides all staff members with one staff training day each month. Additional training is provided by the Associated Marine Institute (AMI) throughout the year.

J. Program Projected Budget

- 1. The School Board of Okaloosa County contracts with the Associated Marine Institutes to provide educational services at the Institute. AMIkids is responsible for providing a Florida Certified teacher. Partial funding for AMIkids is provided by FEFP funds generated by weighted FTE for dropout prevention programs and budgeted by the District. In addition, funding is provided by a contract with the Department of Juvenile Justice. There is an ongoing effort to obtain additional funding from community sources.

K. Program Parent/Community/Business Involvement Activities

- 1. Parents are not required to participate in the program; however, parents are invited and are included in monthly Multidisciplinary Team Meetings to discuss progress with Juvenile Probation Officer and AMI Staff.
- 2. AMIkids has a local Board of Trustees. The Board members are local business and community leaders.

L. Program Employability Skills and Career Awareness Activities

1. Employability Skills and Life Management Skills are incorporated into the AMI curriculum.
2. The Local Care Counselor and Director of Education assist the students with placement when they are ready to leave the program. He/she helps the students make the transition back to school and develops a job bank within the community. The aftercare services continue after the student had graduated or been favorably terminated by AMIkids.

M. Program Description of Activities for Coordination of Programs with Other Agencies

1. AMIkids works closely with DJJ and the School Board of Okaloosa County. Additional services are provided by Bridgeway Mental Health and Rehabilitation Services, Department of Children and Families, Vocational Technical Center, and Rehabilitation Vocational Training School.

Fast Track Model

A. Program Overview

1. The Fast Track Model is designed for dropout prevention of students who are not currently making adequate progress toward graduation. This option provides an educational setting for students who have fallen behind their graduation cohort to get back on track with their cohort. This program is designed to provide an opportunity for students to get back on track and return to their zoned high schools as quickly as possible.

B. Program Specific Outcome Objectives

Students will return to the school from which they were referred by the end of the year.

C. Program Evaluation Procedures

1. At the end of the school year the numbers of students who started the program will be compared with the numbers of students who have caught up to their cohort level.

D. Program Specific Eligibility Criteria

1. Drop Out Prevention Middle School

- (a). All 6th and 7th grade students failing core courses will remain at their zoned schools and enroll in credit recovery coursework.
- (b). Any middle school student that are 16 years old or will turn 16 years old during the school year will be referred to Fast Track.
- (b). 8th grade students may be referred to a Fast Track program if by the end of their 8th grade year, lack the necessary coursework to be promoted to the 9th grade.

2. Drop Out Prevention High School

- (a). 9th grade students earning less than the 4 required credits needed for their graduation plan.
- (b). 10th grade students earning less than 8 cumulative required credits needed for their graduation plan.
- (c). 11th grade students earning less than 12 cumulative required credits needed for their graduation plan.
- (d). 12th grade students short any number of credits required for their graduation plan.

3. Twilight School - Students 18-21 Years of Age (Offered at Okaloosa Technical College Only)

High school students who have reached the age of 18 may be recommended to apply for Twilight School. Twilight school is an evening program for students to earn the credits needed for high school graduation. Students must meet all state testing requirements. Students will be screened by staff before admission to the program.

E. Program Student Admissions Procedures

1. The following steps will be followed for student admission into the Fast Track Program High School Model:
 - (a). Students will be identified and screened by counselors using the Fast Track Dropout Prevention Process (see appendix)
 - (b). Students from outside of the district must be recommended to the Fast Track Program by a zoned school in the district. Records will be requested and reviewed by zoned school.
 - (c). Students recommended for the Fast Track Program must sign a behavior/performance contract before beginning the Fast Track Program.

- (d). Parents will be notified that student placement in dropout prevention is voluntary and parents will be required to sign a placement form or notification letter consenting to placement. **MIS 4198a- Dropout Prevention Program form.**
- (e). Final decisions related to the program will be that of the school site staff.

F. Program Operating Procedures

1. Curriculum

- (a). The curriculum will consist of core and elective coursework delivered via computer and the Edgenuity program.

2. Special Strategies

- (a). A comprehensive academic plan will be developed for each student as it relates to graduation requirements and career and technical education programs.
- (b). Each student will be assigned to a team with a coach (teacher). The coach will be the direct contact with parents and students.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). English Language Learners (ELL) students who meet program eligibility criteria shall have equal access to the program. When an ELL student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the ELL student in order to ensure that the instruction is understandable.
- (b). Exceptional (ESE) students who meet the program eligibility criteria **and who do not require specialized services** will be considered for placement in the program. ESE students who are recommended and accept the recommendation to the program must have an Interim IEP which designates Fast Track as a change in instructional method.

4. Student Services

- (a). The program counselor will provide counseling services in the area of graduation planning.
- (b). Team coaches will provide counseling and mentoring in the area of graduation planning and life-long success.

5. Grade Level of Students Served

- (a). This program will serve students in middle school who have reached or will reach age 16 during the school year, as well as grades 9-12.

6. Implementation Sites

- (a). Okaloosa Technical College Campus
1976 Lewis Turner Blvd
Fort Walton Beach, FL 32547
- (b). Richbourg Campus
500 Alabama St.
Crestview, FL 32536
- (c). Baker School
1369 14th Street
Baker, FL 32531
- (d). Laurel Hill School
8078 4th Street
Laurel Hill, FL 32567

G. Program Personnel Qualifications

- 1. Administrative and support personnel will be certified in their area of responsibility. Instructional personnel will be state-certified teachers who have been selected on the basis of their commitment to work with students who are at-risk and their ability to personalize instructional experiences.

H. Professional Development Activities

1. Professional development activities may be delivered through district professional development days, school level meetings, summer training institutes, post-secondary courses, national and state conferences, individual study projects and visits to other dropout prevention programs.

I. Diploma

1. If a student completes all high school requirements while enrolled in Fast Track, he/she will receive an Okaloosa County Diploma. Students who wish to walk with their cohort at their referring school, will be allowed to walk; however, the student will receive the Okaloosa County diploma. It will be the student's responsibility to contact the zoned school for all graduation information. Staff from Fast Track will be available at the graduation.

Limited Credit Recovery Model (LCRM)

A. Program Overview

1. This option is designed to provide students with the opportunity to retrieve lost credits that would prevent them from graduating on time. While enrolled in this program, students are able to work at an individualized pace beyond the time constraints of the normal school day. This program makes classes available to the student that he or she may not otherwise be able to take due to scheduling or calendar limitations.

B. Program Specific Outcome Objectives

1. By the end of the school year, 90% of students participating in this model will have recovered the necessary credits to position themselves for graduation with their cohort group.

C. Program Evaluation Procedures

1. The number of students enrolled in the program will be compared to the number of students who have recovered the necessary credits to be on schedule for on-time graduation.

D. Program Specific Student Eligibility Criteria

1. Students shall meet one of the following criteria to be eligible for LCRO:
 - (a). Seniors, who at the conclusion of the 7th semester have insufficient credit, but lack no more than 1 credit for on-time graduation.
 - (b). Any other student who failed a 1st and/or 2nd semester course which would prevent them from graduating on time. *Example: Elective does not fulfill failed core requirement.*

E. Program Student Admission Procedures

1. The following steps will be followed for student admission into the Limited Credit Recovery Model:
 - (a). Student obtains guidelines for the Limited Credit Recovery Model from base school.
 - (b). Student and Parent/Guardian consult with school officials to determine appropriate courses and timeline for completion of credits.
 - (c). Student and Parent/Guardian voluntarily sign up for LCRM with zoned school. Completion of MIS 4198a required.
 - (d). School admits student into program on space-available basis.

F. Program Operating Procedures

1. **Curriculum**
 - (a). The curriculum will consist of district-approved computer software or within an approved online environment.
2. **Special Strategies**
 - (a). Students will work in a performance-based model at their own pace.
3. **Equal Access for Eligible Exceptional and Limited English Proficient Students**
 - (a). Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. Exceptional education (ESE) students who meet the program eligibility criteria will be considered for placement and designated dropout prevention staff may be present at an IEP review.
4. **Student Services**
 - (a). A designated counselor at the school site will provide counseling services related to graduation requirements, scholarship requirements, and credits.

5. Grade Level of Students

- (a). Students in grades 10-12 are served.

6. Implementation Site(s)

- (a). Choctawhatchee High School
110 Racetrack Road NW
Fort Walton Beach, FL 32548
- (b). Fort Walton Beach High School
400 Hollywood Blvd SW
Fort Walton Beach, FL 32548
- (c). Niceville High School
800 E. John Sims Parkway
Niceville, FL 32578
- (d). Crestview High School
1250 N. Ferdon Blvd.
Crestview, FL 32536
- (e). Baker School
1369 14th Street
Baker, FL 32531
- (f). Laurel Hill School
8078 4th Street
Laurel Hill, FL 32567

G. Total Dropout Prevention FTE Student Membership Based On:

1. Number and Length of Class Periods

- (a). In the Limited Credit Recovery Model, the school will provide time beyond the normal school hours, on a fixed schedule to be determined annually by the school site.

2. Average Class Size

- (a). Program enrollment size will be determined by space available at the program site.

3. Length of Stay

- (a). Students will be allowed to remain in the program until the student's current necessary credits required for on-time graduation have been attempted / completed.

H. Program Personnel Qualifications

- 1. LCRM teachers will hold a valid Florida teaching certificate.

I. Program Professional Development Activities

- 1. Professional development activities may include, but not be limited to, district professional development days, school level meetings, summer professional development institutes, state and national conferences, and visitation to other dropout prevention programs.

Middle School Credit Recovery Model

A. Program Overview

1. This option is designed to provide students with the opportunity to retrieve lost credits that would prevent them from meeting promotion requirements. While enrolled in this program, students are able to work at an individualized pace within and beyond the time constraints of the normal school day. This program makes classes available to the student through elective scheduling.

B. Program Specific Outcome Objectives

1. By the end of the school year, 90% of students participating in this model will have recovered the necessary credits to position themselves for promotion to the next grade.

C. Program Evaluation Procedures

1. The number of students enrolled in the program will be compared to the number of students who have recovered the necessary credits for promotion to the next grade.

D. Program Specific Student Eligibility Criteria

1. Students shall meet one of the following criteria to be eligible for the Middle School Credit Recovery Model:
 - (a). Students who have failed two or more core courses.
 - (b). Students who are in danger of failing two or more core courses.

E. Program Student Admission Procedures

1. The following steps will be followed for student admission into the Middle School Credit Recovery Model:
 - (a). Student obtains guidelines for the Middle School Credit Recovery Model from his/her school.
 - (b). Student and Parent/Guardian consult with school officials to determine appropriate courses and timeline for completion of courses/credits.
 - (c). Student and Parent/Guardian voluntarily sign up for Middle School Credit Recovery Model at the student's school. Completion of **MIS 4198a** required.
 - (d). An academic plan which reflects course of study and strategies for academic success must be completed and reviewed each semester and kept in a folder for each student.
 - (e). School admits student into program on space-available basis and enrolls student into elective course 0500000, 0500010 or 0500020.

F. Program Operating Procedures

1. **Curriculum**
 - (a). The curriculum will consist of district-approved computer software or within an approved online environment.
2. **Special Strategies**
 - (a). Students will work in a performance-based model at their own pace.
3. **Equal Access for Eligible Exceptional and Limited English Proficient Students**
 - (a). Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. Exceptional education (ESE) students who meet the program eligibility criteria will be considered for placement and designated dropout prevention staff may be present at an IEP review.
4. **Student Services**
 - (a). A designated counselor at the school site will provide counseling services related to course/credit requirements.

5. Grade Level of Students

- (a). Students in grades 6-8 are served. Any middle school student that will turn 16 during the current school year will be served in the FAST TRACK program at either CHOICE High School or Best Chance Crestview.

6. Implementation Site(s)

- (a). All Okaloosa County middle schools may implement this model as needed.

G. Total Dropout Prevention FTE Student Membership Based On:

1. Number and Length of Class Periods

- (a). In the Middle School Credit Recovery Model, the school will provide time for the delivery of this model as an elective course during the normal school hours.

2. Average Class Size

- (a). Program enrollment size will be determined by space available at the program site.

3. Length of Stay

- (a). Students will be allowed to remain in the program until the student's current necessary credits required for promotion to the next grade have been completed.

H. Program Personnel Qualifications

- 1. Middle School Credit Recovery teachers will hold a valid Florida teaching certificate.

I. Program Professional Development Activities

- 1. Professional development activities may include, but not be limited to, district professional development days, school level meetings, summer professional development institutes, state and national conferences, and visitation to other dropout prevention programs.

Okaloosa Academy Charter School Option

J. Program Overview

1. Okaloosa Academy Charter School is organized to serve at-risk students in an alternative school setting. The academic program is designed to parallel other public schools, focus on reading improvement and includes strategies designed to reduce disruptive, truant, inappropriate social and/or delinquent behaviors among students attending Okaloosa Academy. The instructional school day is a minimum of 350 minutes. The school term/year coincides with the Okaloosa County School District calendar. Students are enrolled based on a written referral from the district's elementary, middle or high school principal specifying the reason for placement in the alternative school using dropout prevention criteria. Parents/Guardians may also enroll their child by choice if documentation is provided validating eligibility for the dropout prevention program.

K. Agency Coordination

1. Okaloosa Academy has been included in the interagency agreement between the Okaloosa School District and municipal, county, military, law enforcement agencies; Department of Juvenile Justice; Lutheran Services; and other appropriate related service agencies. Additionally, school staff works closely with individual providers, the Department of Children and Families, and the Department of Juvenile Justice (DJJ) caseworkers serving Okaloosa Academy students.

L. Program Specific Outcome Objectives and Evaluation Procedures

1. Fifty-one percent (51%) of the students who were referred by a public school for committing an expellable offense will not commit another expellable offense.
2. Fifty-one percent (51%) of the students who were referred by a public school will have fewer suspensions during participation in the Charter School as compared with the number of suspensions during the previous year of enrollment at the previous school.
3. Using students as their own control group, fifty-one percent (51%) of the students will have fewer unexcused absences during participation in the charter school as compared with the last year of attendance in a public school.
4. One hundred percent (100%) of the students in attendance will be pre-tested within thirty (30) calendar days of admission.
5. One hundred percent (100%) of the students will receive a student success Plan within thirty (30) calendar days of admission.
6. One hundred percent (100%) of the students in attendance will be post-tested.
7. One hundred percent (100%) of the students in attendance will be administered state and local tests following the testing established by the school district.

M. Specific Student Eligibility Criteria

1. To be eligible to participate in the programs at Okaloosa Academy, the student must be classified as an elementary, middle or high school student and referred by their school principal/designee, the Superintendent's representative or enrolled by parental choice and meet one of the following criteria for placement:
 - (a). Students who have dropped out of school, and have been dropped from enrollment in a district school and are returning to complete their education.
 - (b). Students returning after a period of expulsion or incarceration.
 - (c). Students referred by a public school principal, or the Superintendent's representative, due to serious violations of the Code of Student Conduct.
 - (d). Students charged with a felony offense whose attendance may result in a negative impact on the school environment.
 - (e). Students who are adjudicated offenders and/or recommended for placement by the courts.

- (f). Students serving a court imposed sentence in jails in Okaloosa County, Florida for which the School Board has legal responsibility as a primary service provider.
- (g). Students who are at-risk of academic failure, as evidenced by an average grade of less than a "C" for the previous two (2) or more semesters, and/or standardized test scores that are at or below the district criteria.
- (h). Students who are unable to benefit from existing strategies at current school as determined by the parents/guardian.
- (i). Students who are habitually truant.
- (j). Students enrolled by their parent or guardian by choice because they have knowledge and evidence substantiating that the student meets the criteria of At-Risk as specified in the contract, or have evidence of substance abuse or participation in delinquent behaviors.
- (k). Students who have been previously served in a Dropout Prevention Program at Okaloosa Academy Charter School.
- (l). Students who have been expelled from the public school and are being provided continuing educational services.
- (m). An IEP committee has determined exceptional educational students who meet one of the criteria above and a best placement decision.

N. Student Admission Procedures

1. The following steps will be followed for student admission to Okaloosa Academy Charter School.
 - (a). For students referred by Okaloosa School District principals/designees or the Superintendent's representative, the "Okaloosa County School District Student Intervention Services Alternate Placement" for (MIS 6326) and the "Okaloosa School District Student Intervention Services Behavior Contract for Alternatively Placed Students (MIS 4355) and eligibility documentation must be completed and sent to the director/designee of Okaloosa Academy. For students making application through parent choice, the "Application for Admission" (MIS 3174) and supporting eligibility documentation must be completed and submitted to the director/designee.
 - (b). Exceptional student education (ESE) students will have their placement determined at the Individual Education Plan (IEP) meeting to ensure the appropriateness of the placement recommendation.
 - (c). During the enrollment conference, parents, student, and school staff will discuss the major goals for the student and determine an entry date. Parents sign a statement on the application acknowledging voluntary placement and their right to an administrative review.
 - (d). If the referred student is classified as an Exceptional Student Education (ESE) student, an Individualized Education Plan (IEP) meeting must be conducted at the referring or current school to determine if placement in Okaloosa Academy is appropriate. This must be approved by the school district's ESE director/designee prior to the enrollment conference.
 - (e). Okaloosa Academy accepts all students appropriately referred by the school principal or Superintendent's designee up to the safety capacity of the specific facility serving the geographic area in which the student resides.
 - (f). Placement based on referral or choice is for a period of one calendar year unless specified otherwise by the referring authority at the time of referral or, in the case of choice application, mutual consent of the parent/guardian and the Okaloosa Academy director/designee.
 - (g). Choice enrollment periods are (1) August-September (2) December-January

O. Program Operating Procedures

1. Curriculum

- (a). Middle School curriculum parallels the district programs, and also includes skill development, projects, cooperative learning, and application of knowledge and skills to real-life situations. Teachers individualize instruction to meet individual student needs and strengths.

- (b). This approach capitalizes on individual learning styles and multiple intelligence theory. The use of technology and multi-media activities, community resources and family-school partnerships contribute to an inviting, challenging, purposeful and meaningful learning environment. Students are expected to demonstrate competency in the Sunshine State Standards Benchmarks and to make positive academic, social, and behavioral progress.
- (c). The high school program provides students an opportunity to earn a standard high school diploma or General Equivalency Diploma (GED). The program of study toward the standard diploma adheres to the Next Generation Sunshine State Standards. The Okaloosa County School District's Pupil Progression Plan specifies the program of study required. Time is provided each for development and/or remediation of reading and writing skills. Instruction is provided to assist students in preparing for the Florida Standards Assessment(FSA).

2. Special Strategies

- (a). Special strategies include individualized behavior modification programs; the student success plan; social skills courses; school wide behavior management system; community service for infractions of specific codes of conduct; individualized instruction; reading remediation; thematic-activity based curriculum; activity-application based high school program; modification of student schedule/school day; truancy interventions; pre-post testing; agency cooperatives; partnerships with parents and community volunteers; graduation options; field trips; use of technology for learning; multi-media approaches to instruction; use of learning styles and cooperative learning for teaching and for students; standardized student academic assessment.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). English Language Learner students who meet program eligibility criteria shall have equal access to the program at Okaloosa Academy. In this case, the curriculum will be designed to appropriately address the needs of the English Language Learner (ELL) student to ensure that instruction is understandable. Exceptional students (ESE) who meet the program eligibility criteria will be accepted after the Individual Educational Plan (IEP) conference determines that Okaloosa Academy is an appropriate placement for the student and the district ESE director/designee approves the placement.

4. Student Services

- (a). In addition to employing certified faculty members, Okaloosa Academy also subcontracts for one (1) certified mental health counselors and has a School Resource Officer (SRO) at its location. Transportation is provided for eligible students living in Okaloosa County.

5. Grade Levels of Students Served

- (a). Students in grades 4-12 are served at Okaloosa Academy.

6. Implementation Sites

- (a). Okaloosa Academy – FWB
720 Lovejoy Road NW
Fort Walton Beach, FL 32548

P. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). Students receive a minimum of 350 minutes of instruction per day.

2. Average Class Size

- (a). Class maximum per teacher is 25 students in HS and 22 in MS and elementary. Typically, a class of 22 students will have one teacher.

3. Length of Stay

- (a). Students are typically enrolled for one semester or for the entire school year.

4. Total Number of Students Served

- (a). Okaloosa Academy serves approximately 320 students.

Q. Personnel Qualifications

1. All teaching staff holds valid Florida Educators Certification (temporary or professional). Additionally, staff is trained in nonviolent crisis intervention and has a strong personal and professional commitment to serve at-risk students. The school-wide behavior management system is uniformly applied and repeatedly evaluated for effectiveness.

R. Professional Development Activities

1. Additional training is planned throughout the year. Teachers may also participate in the Okaloosa District Professional Development activities using MYLEARNINGPLAN. All new teachers at Okaloosa Academy are required to participate in the district's teacher induction program.

Section 3 - Teenage Parent Program (TAPP)

A. Teenage Parent Programs – Pregnant and parenting students and their children shall be entitled to participate in Teenage Parent (TAP) Programs designed to provide comprehensive educational and ancillary services to facilitate the parents' completion of high school.

1. Common Objective Criteria

- a) Staying in school or earning a high school diploma
- b) Continuation of academic program during placement in the teenage parent program.
- c) Improved parent skills.
- d) Reduced repeat pregnancies.
- e) Improved numbers of babies with birth weights at or above 5.5 pounds.

2. Criteria for Eligibility

- a) Pregnant students
- b) Parenting students
- c) Children of parenting students and teenage parent program completers

3. Documentation of eligibility

- a) A county public health unit or private physician's certification of pregnancy
- b) A child's birth certificate, copy of application of birth certificate, hospital records, or notarized affidavit of fatherhood signed by mother and father.
- c) Evidence of parent's program completion and documentation of child's birth.

4. Service Delivery Models

- a) Teenage Parent Program Model – Traditional High School

Teenage Parent Program (TAPP)

A. Program Overview

1. Okaloosa District Schools offers a comprehensive Teenage Parent Program (TAPP), which includes a complete academic program for grades 6-12 with online classes in prenatal and postpartum care, parenting and life management skills. Transportation and childcare are provided for TAPP students in a supportive environment. Enrollment in the TAPP is voluntary and open to any eligible student. Students remain in their "home" school to receive services. Students choosing not to remain at their "home" school may choose to enroll in Okaloosa Online and receive services.

B. Program Specific Outcome Objectives

1. In order to realize its goal, TAPP will provide a setting that will encourage participating students to achieve the following objectives by the end of the school year.
 - (a). 80% of the students enrolled in TAPP will remain in school or graduate.
 - (b). 100% of participating students will continue an academic program while enrolled in the Teenage Parent Program.
 - (c). 80% of the participating students will improve parenting skills by 5% as measured through completion of Parenting 1 course on Florida Virtual School and Life Management Skills on Okaloosa Online.
 - (d). 75% of participating students will not have a repeat pregnancy this school year.
 - (e). 85% of the pregnant students who enter the program before the end of the second trimester will have infants weighing at or above 5.5 pounds.

C. Program Evaluation Procedures

1. Daily attendance records will be kept on all TAPP students and entered in the district's attendance records. The TAPP Coordinator and/or the district's attendance officer(s) will contact students having attendance difficulty. Phone calls, home visits and/or parent conferences will be used to encourage attendance.
2. TAPP students' academic progress will be monitored by utilizing official attendance records and grade reports to ensure continuation of basic academic program.
3. TAPP students will receive grades for all work in Parenting and Life Management Skills.
4. Repeat pregnancies, school attendance, and academic progress will be monitored using follow-up records through the guidance department and TAPP Coordinator.
5. Records will be kept by the TAPP Coordinator of the birth statistics of all babies born to TAPP students. This information will include, but not be limited to, birth weight, date of birth, name of mother and infant, and delivery hospital.

D. Program Specific Student Eligibility Criteria

1. Students shall meet the following criteria to be eligible for the Okaloosa County TAPP:
 - (a). Have not received a high school diploma, certificate of completion or a high school equivalency diploma (GED), and
 - (b). Have a medically verified pregnancy or be a verified teen parent. Verification of pregnancy is by physician statement (**MIS Form 1271**). Verification of parenthood is by child's certified birth certificate, or
 - (c). Be the child (birth to 5 years of age) of an eligible student.

E. Program Student Admission Procedures

1. Guidance counselors will provide information about the TAPP program to eligible students and complete TAPP referral form **(MIS 5387)**. The TAPP Coordinator will meet with all pregnant teenagers to share more detailed information about the program and services and provide counseling to students.
2. Upon completion of physician's statement **(MIS Form 1271)** by a licensed physician or his/her representative, students currently enrolled in a district school will be enrolled in the TAPP Program.
3. A student with ESE eligibility must have an IEP meeting conducted prior to admission to the TAPP program.
4. If the student is a minor, the parent or legal guardian, or husband of a married minor student, if he is not a minor, must accompany the student to enroll in the TAPP and complete the TAPP registration form **(MIS 4198b)**.
5. Teen parents of children (birth to 5 years of age) will be referred to the TAPP coordinator for childcare, counseling and placement.

F. Program Operating Procedures

1. Curriculum

- (a). All courses required for graduation or promotion in grades 6-12 will be offered to TAPP students.
- (b). Parenting I on FLVS and Life Management Skills on Okaloosa Online will be offered to determine eligibility for continuing services.
- (c). Physical education classes may be offered which will be adapted for the prenatal and postpartum student.
- (d). All TAPP students will be required to enroll in one parenting class and Life Management Skills. At least one class each semester must be completed and both within the first year to receive child care services. Intensive reading classes are also offered, if needed.
- (e). Information on sexual abstinence, family planning and the consequences of subsequent pregnancies will be presented through referral to the Okaloosa County Department of Health as an integral part of the entire Teenage Parent Program.

2. Special Strategies

- (a). Information regarding services provided by various community agencies will be an integral part of the special strategies.
- (b). Regular monthly meetings with the TAPP Coordinator will take place during the student's pregnancy. For parenting students, quarterly meetings will take place. The TAPP Coordinator will be available more often should student counseling be needed related to pregnancy or teen parenting.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Limited English Proficient students who meet program eligibility criteria shall have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP students in order to ensure that the instruction is understandable. Exceptional (ESE) students who meet the TAPP eligibility will be considered for placement and dropout prevention staff will be present at the IEP review.

4. Student Services

To receive ancillary services, the TAPP student will:

- (a). Be in attendance 90% of the time from date of enrollment. For absences in excess of 10%, documentation must be provided if absence is due to pregnancy or illness of child.
- (b). Be enrolled in and/or successfully complete the required parenting class on FLVS and Life Management Skills on Okaloosa Online.

5. Child Care

- (a). Infants 6 weeks of age and older may be placed in childcare through the Okaloosa-Walton Child Care Services, Inc. Okaloosa-Walton Child Care Services, Inc. is a state licensed childcare program, which works cooperatively with the TAPP Coordinator to place children of TAPP students in licensed childcare. The TAPP Coordinator will assist all TAPP students in obtaining childcare and transportation in their zone.
- (b). Upon successful completion of the required FLVS parenting class and Life Management Skills, the teen parent will be eligible to receive child care services as long as he/she is enrolled in coursework leading toward high school graduation.
- (c). Proof of passing grades while enrolled in the FLVS parenting class and Life Management Skills shall be required to receive and/or continue child care services provided by Okaloosa County School District.

6. Transportation

- (a). Transportation to the school site will be provided by school district school buses for TAPP students and their infants.
- (b). Transportation to and from district coordinated child care will be provided by district buses equipped with safety belts to restrain car seats which shall be used for all children under four (4) years of age. The TAPP Coordinator will coordinate such childcare transportation.

7. Academic Services

- (a). FSA, End of Course exams and other required assessments will be conducted on all for all TAPP eligible students according to the district testing policy and schedule.
- (b). Each entering student will have a counseling session with the school guidance counselor and the TAPP Coordinator to evaluate her academic history, create an academic plan and design an appropriate schedule. TAPP students will use Edgenuity for original credit as appropriate for post-partum period.
- (c). Psychological testing is available through the school district to TAPP students by teacher or counselor referral.

8. Other Services

- (a). Extensive parent and community involvement is a unique feature of TAPP. These services are available through numerous community agencies.

9. Grade Levels of Students Served

- (a). The TAPP program is designed to serve students in grades 6-12. Pregnant or parenting students in lower grades are administratively placed into grade 6 when possible and in accordance with school district policy.

10. Implementation Sites

- (a). All middle and high school sites will participate in the TAPP program.

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number of Class Periods and Length of Periods in Minutes

- (a). Each school will have a minimum of six (6) fifty (50) minutes periods for a minimum student contact time of 300 minutes per day.

2. Average Class Size

- (a). According to state class size requirements.

3. Length of Stay

- (a). TAPP students remain in the program a minimum of one semester. Students may remain enrolled in TAPP for two semesters. Children of eligible teen parents will be provided ancillary services until mother graduates or child is eligible for Pre-K.

4. Total Number of Students Served

- (a). Approximately 50-70 pregnant and parenting students and their children will be served annually.

H. Program Personnel Qualifications

1. The TAPP Coordinator will hold a valid Florida Teaching Certificate, School Counseling Certification, Social Worker Certification or School Psychologist Certification.
2. All teachers will hold a valid Florida teaching certificate.

I. Program Professional Development Activities

1. Professional development activities may be provided through district professional development activities or through attendance at workshops, conferences, or visits to other programs. These activities may take place on teacher evaluation days or other times as appropriate.

Section 4 - Youth Services Programs

A. Youth Services Program – Youth services programs are programs designed to serve students who are assigned to a detention, commitment or rehabilitation program operated by a state or community-based agency or through the Department of Health and Rehabilitative Services or the Department of Juvenile Justice. These programs must place a strong emphasis on appropriate agency coordination as specified in paragraph 6A-6.0521(2)(b), F.A.C.

1. Common Objective Criteria

- a) Academic Assessment
- b) Provision of appropriate educational services.

2. Criteria for Eligibility

- a) Student is neglected, delinquent or dependent; or
- b) Student is assigned by the court to a detention, commitment or rehabilitation program.
Commitment means any facility where the courts have adjudicated youths.

3. Service Delivery Model and Sites

- a) Adjudicated Youth Facility Model
- b) AMI Kids Model
- c) Okaloosa Regional Detention Center Model
- d) Okaloosa Youth Academy Model
- e) Okaloosa Youth Development Center Model

Adjudicated Youth Facility (DJJ)

A. Program Overview

1. The Okaloosa County Jail Program is a self-contained residential holding facility located in the Okaloosa County Jail. It has the capacity to serve the needs of approximately 25 youth. The School Board of Okaloosa County provides the educational component through an official agreement with Rader Group, Inc.
2. The educational program at the county jail emphasizes the improvement of basic academic skills and regular school attendance while the student is assigned to this facility.
3. The curriculum is specifically designed to provide the student with the greatest opportunity to reenter the community and/or next educational placement.

B. Program Specific Outcome Objectives

1. 100% of the students enrolled in the educational program for 6 days will be assessed to determine the appropriate basic skill levels.
2. 100% of the students will be enrolled in a credit earning educational program.

C. Program Evaluation Procedures

1. The evaluation activities will be designed to determine whether the stated objectives have been met.
2. At the end of the school year, student folders will be reviewed to determine whether students have been assessed.
3. At the end of the school year, student records will be reviewed to determine whether students have been enrolled in credit earning courses.

D. Program Specific Student Eligibility Criteria

1. Participation in the educational program is for all school-aged students assigned to the facility by the judge. Other students over the age of 17 who had previously dropped out of school will be encouraged to participate in the school program which will emphasize improvement of basic academic skills while working toward earning a high school diploma or its equivalent.

E. Program Specific Student Admission Procedures

1. Students are assigned by the judge to the facility

F. Program Operating Procedures

1. Curriculum

- (a). Instruction is self-paced. Individualized and competency based instruction include English, reading, science, math, and social studies. Grades and educational information are forwarded to receiving schools and programs.

2. Special Strategies

- (b). Court appearances or other Department of Corrections scheduled appointments will be excused absences.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (c). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. LEP students will have equal access to the program. When a LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP students in order to ensure that the instruction is understandable.
- (d). Exceptional (ESE) students who meet the program eligibility criteria will be considered for placement and an IEP meeting will be held to ensure the student's needs are met.

4. **Student Services**
 - (a). Students are provided with health care and indoor/outdoor recreation.
5. **Grade Level of Students Served**
 - (a). Students in grades 6 – 12 are served by this program
6. **Implementation Site**
 - (a). Okaloosa County Jail
1200 East James Lee Boulevard
Crestview, FL 32539

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. **Number and Length of Class Periods**
 - (b). Students are served up to 5 hours daily.
2. **Average Class Size**
 - (c). Each class has 5-10 students enrolled.
3. **Length of Stay**
 - (d). This is dependent on the sentence imposed by the judge.
4. **Total Number of Students Served**
 - (e). Approximately 100

H. Program Personnel Qualifications

1. The minimum qualification for teachers employed in dropout prevention programs is a valid Florida teaching certificate.

I. Program Professional Development Activities

1. Professional development activities will be provided for teachers as established by the school district's master professional development plan.

AMIkids Emerald Coast

A. Program Overview

1. The AMIkids Emerald Coast serves the specific needs of approximately 25 adjudicated adolescents, male and female, who have been unsuccessful in the traditional classroom. AMIkids provides them with opportunities for accelerated remedial education, other credit earning opportunities, vocational and employability skills training, and individual, group and family counseling.
2. The overall goal of AMIkids is to meet each student's individual needs and to encourage them to remain in an educational environment for a longer period of time.

B. Program Specific Outcome Objectives

1. For Youth Services, at the end of the school year:
 - (a). 100% of the students enrolled in the program will be academically evaluated upon entry.
 - (b). 100% of the students enrolled in the program will be served academically in a way that meets their educational needs.
 - (c). 100% of the students enrolled in the program will, with the assistance of staff advisors, develop goals to guide their progress in the program.
 - (d). Approximately 51% of the students who complete the program will return to their home school or another credit earning institution.
 - (e). After one year, 70% of the students who complete the program will not have returned to the justice system.
2. For Disciplinary Programs, the following objectives will be evaluated annually:
 - (a). 80% of the students will continue in their academic program.
 - (b). 80% of the students will show a 20% reduction in days suspended while enrolled at AMIkids.
 - (c). 80% of the students assigned to the program will remain in school, or graduate.
 - (d). 80% of the students placed for committing an expellable offense will not commit another expellable offense.

C. Program Specific Evaluation Procedures

1. The evaluation procedures will be designed to determine whether the stated objectives have been met. To determine the success, AMIkids will evaluate the following areas:
 - (a). For Youth Services:
 - (1). The Director of Education will examine student records to ensure that the pretest is administered and scores recorded.
 - (2). The Director of Education will examine student records to determine whether each student was placed in classes designed to meet individual needs as determined by the pretest.
 - (3). The Director of Education will examine student records to determine whether 100% of the students have developed goals to guide their progress.
 - (4). The Local Care Counselor's records will be examined to determine the percentage of students who complete the program, who return to their home school or another credit earning institution.
 - (b). For Disciplinary Programs:
 - (1). A comparison of student report cards for the current year with the report cards from the previous year will show that 80% will have continued their academic progress.
 - (2). A review of the discipline records at the end of each semester will show that 80% of the enrolled students will have a 20% reduction in numbers of days suspended.
 - (3). A review of the district data base will show that 51% of the students previously enrolled at AMIkids will have remained in school.
 - (4). Student records will show students have not committed another expellable offense.
 - (5). A review of disciplinary records will show students have decreased referrals.

D. Program Specific Student Eligibility Criteria

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must be 13 – 18 years of age.
3. Student's that have been classified as a sex offender cannot be considered for admission.

E. Program Specific Admission Procedures

1. For Youth Services, the Department of Juvenile Justice must refer the student.
2. Students must have a personal interview with the Local Care Counselor, and Behavior Specialist.
3. Eligible students are accepted in the program on a space-available basis.

F. Program Operating Procedures**1. Curriculum**

- (a). Instruction at AMIkids is competency-based. Students are enrolled in courses for credit through individual educational plans. Since this is a short-term program, students have the option of transferring earned credits back to their home school. Florida State Department of Education curriculum frameworks provide course outlines, and instructors have matched materials and activities to the performance standards for each course. The use of Ed Options is an option for those students who can benefit from credit recovery.

2. Special Strategies

- (b). Point System
- (c). Earned trips and special activities
- (d). Level System
- (e). Grades earned for behavior and achievement

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (f). Exceptional (ESE) students who meet the program eligibility criteria will be considered for placement. An IEP will occur within 10 days of the student's enrollment. The staffing specialist from the Okaloosa School District will be present at the IEP meeting. Dropout prevention strategies will be included in the IEP.
- (g). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. LEP students will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP student in order to ensure that the instruction is understandable.

4. Student Services

- (h). One-on-one counseling with advisor and student. (Minimum once weekly)
- (i). Home visits are conducted if a student has 2 consecutive unexcused absences
- (j). Students who exhibit a need for individual or mental health counseling therapy are referred to an outside agency. AMI also has a Local Care Counselor on staff.
- (k). Drug Awareness, Planned Parenthood, and Community Health Services provide programs and services to the AMIkids students.
- (l). Job placement and other services are provided by the Case Manager after the student leaves the program, as appropriate.

5. Grade Level of Students Served

- (m). Students in grades 6-12 are served. Each student will be pre-tested and post tested if possible to determine his grade level increase while in the program.

6. Number and Description of Program Staff

- (n). The Executive Director is responsible for the fiscal management and program direction. The Behavior Specialist is responsible for the day-to-day operation of the program and oversees the five staff and two bus drivers that work with the youth. Florida certified teacher(s) shall be responsible for supervision of instructional activities.

7. Description of Facilities

- (o). The facility includes classrooms and offices. In addition, the students are instructed in a pool, on boats and canoes, at dive sites, at beaches and marshes, and other appropriate locations.

8. Implementation Sites

- (p). AMIkids Emerald Coast
207 4th Street Southeast
Fort Walton Beach, FL 32548
- (q). Students are also instructed off-site in a pool, on boats and canoes, at dive sites and at other appropriate locations.

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (r). Students participating in credit earning classes receive instruction for 300 minutes per day.

2. Average Class Size

- (s). The average class is 8 – 13 students.

3. Length of Stay

- (t). Students average three to six months in the program. Length of stay is determined by achievement of program goals.

4. Total Number of Students Served

- (a). 25 who are referred by the Department of Juvenile Justice.
- (b). Approximately 25 youth are referred by the school district as an option.

H. Program Personnel Qualifications

- 1. Teachers are certified by the Florida Department of Education. Personnel involved in the program must also have the personal skills necessary to be able to effectively communicate with high-risk students. They must also be able to teach an academic area, vocational area and/or marine based program.

I. Program Professional Development

- 1. Professional development will be provided throughout the year as a part of the District's Master Professional Development Plan. AMIkids provides all staff members with one staff training day each month. Additional training is provided by the Associated Marine Institute (AMI) throughout the year.

J. Program Projected Budget

- 1. The School Board of Okaloosa County contracts with the Associated Marine Institutes to provide educational services at the Institute. AMIkids is responsible for providing a Florida Certified teacher. Partial funding for AMIkids is provided by FEFP funds generated by weighted FTE for dropout prevention programs and budgeted by the District. In addition, funding is provided by a contract with the Department of Juvenile Justice. There is an ongoing effort to obtain additional funding from community sources.

K. Program Parent/Community/Business Involvement Activities

- 1. Parents are not required to participate in the program; however, parents are invited and are included in monthly Multidisciplinary Team Meetings to discuss progress with Juvenile Probation Officer and AMI Staff.
- 2. AMIkids has a local Board of Trustees. The Board members are local business and community leaders.

L. Program Employability Skills and Career Awareness Activities

1. Employability Skills and Life Management Skills are incorporated into the AMI curriculum.
2. The Local Care Counselor and Director of Education assist the students with placement when they are ready to leave the program. He/she helps the students make the transition back to school and develops a job bank within the community. The aftercare services continue after the student had graduated or been favorably terminated by AMIkids.

M. Program Description of Activities for Coordination of Programs with Other Agencies

1. AMIkids works closely with DJJ and the School Board of Okaloosa County. Additional services are provided by Bridgeway Mental Health and Rehabilitation Services, Department of Children and Families, Vocational Technical Center, and Rehabilitation Vocational Training School.

OKALOOSA REGIONAL DETENTION CENTER MODEL

A. Program Overview

1. The Okaloosa Regional Detention Center (ORDC) is a self-contained residential, secure holding facility used to detain youth who are pending court action, transfer, or revocation. Clients will also be retained after adjudication while they are pending disposition and for a short period after commitment, transfer, or revocation while pending placement. This facility is modular in design and has the capacity of housing 52 juveniles (male and female). ORDC is operated by the Department of Juvenile Justice and is classified as a short-term program. The ORDC services clients primarily from Okaloosa County; however, clients from other counties in the region and/or the state may be served at the detention center. The School Board of Okaloosa County provides the educational component through an official agreement with Rader Group, Inc.
2. The educational program at the ORDC emphasizes the improvement of basic academic skills and regular school attendance while the student is temporarily assigned to the facility.

B. Program Specific Outcome Objectives

1. 100% of the students enrolled in the educational program for 6 days will be assessed to determine appropriate basic skill levels.
2. 100% of the students will be enrolled in a credit earning educational program.

C. Program Specific Evaluation Procedures

1. The evaluation activities will be designed to determine whether the stated objectives have been met.
2. At the end of the school year, student folders will be reviewed to determine whether students have been assessed.
3. At the end of the school year, student records will be reviewed to determine whether students have been enrolled in credit earning courses.

D. Program Specific Eligibility Criteria

1. Participation in the educational program is for all school-age children assigned to the facility by the judge. Other students over the age of sixteen years who had previously dropped out of school will be encouraged to participate in the school program which will emphasize career awareness and vocational counseling as well as the academic program.

E. Program Specific Student Admission Procedures

1. Students are court ordered by a judge.

F. Program Operating Procedures

1. Curriculum

- (a). Instruction at the ORDC is self-paced, individualized and competency-based. Areas of instruction include English, reading, science, health, math, social studies, life management and pre-vocational education. In order to promote reading, students are allowed to check out 2 books from the classroom to read in their rooms. Students work on homework assignment when practical. Grades and educational information are forwarded to receiving schools and programs.

2. Special Strategies

- (a). A behavioral system is used during the five-hour school day to encourage and reinforce:
 - (1). Attendance
 - (2). Appropriate classroom behavior
 - (3). Positive productive behaviors
 - (4). Completion of assignments
 - (5). Positive attitude

- (b). With the cooperation of the ORDC staff, Juvenile Justice Detention Officers have taken the responsibility of determining and recording the days earned by each student. Daily dorm sheets are used to record this. Students can earn levels/days for attendance, participation, attitude, and behavior. Student days are recorded on the dorm sheets daily and posted.
- (c). Court appearances and/or other Department of Juvenile Justice scheduled appointments are excused absences. Days earned will be compiled for each student based on the citations that students earned for that day according to the Juvenile Justice Detention officers and with input from the educational staff.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. Limited English proficient students will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction is understandable.
- (b). Exceptional (ESE) students who meet program eligibility criteria will be considered for placement. An IEP meeting will be held to review the student's IEP.

4. Student Services

- (a). The Okaloosa County School District, in conjunction with the Department of Juvenile Justice, provides students additional services that include: counseling, psychological evaluations, health care and indoor/outdoor recreation. Also, in accordance with A.C.A. guidelines, students are entitled to write letters each week during English. Postage-free letters are provided by the facility.

5. Grade Levels of Students Served

- (a). ORDC serves students in grades 6-12.

6. Implementation Site

- (a). Okaloosa Regional Detention Center
4448 Straight Line Road
Crestview, FL 32539

G. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). The students receive instruction 5 hours per day divided among 6 class periods for a total of 300 minutes per day.

2. Average Class Size

- (a). Each class serves between 15-20 students.

3. Length of Stay

- (a). ORDC is a short-term program with the average length of stay being 13 days per client.

4. Total Number of Students Served

- (a). Over 1200 throughout a year

H. Program Personnel Qualifications

- 1. The minimum qualification for teachers employed in dropout prevention programs is a valid Florida teaching certificate.

I. Program Professional Development Activities

- 1. Professional development workshops will be provided on two (2) days throughout the year as a part of the District's Master Professional Development Plan.
- 2. Department of Juvenile Justice provides additional training four (4) times per year for facility teachers. These training sessions include CPR, first aid, ACT and AIDS training.

OKALOOSA YOUTH ACADEMY MODEL

A. Program Overview

1. The Okaloosa Youth Academy is a Level 6, moderate risk, Department of Juvenile Justice facility. It provides a structured treatment for 100 male youth in a long-term residential program. The judicial system has committed the youth to the program for a period of six to nine months.
2. The facility will provide a structured program of activities, including but not limited to: courtesy, physical exercise, passive and active recreation privileges, drug awareness, anger management, and community interaction. The School Board of Okaloosa County provides the educational component, including pre-vocational and vocational skills, through an official agreement with Rader Group, Inc.,

B. Program Specific Goals

1. To increase the student's basic educational skills, practical problem-solving skills, ability to make well-informed decisions, communication skills, and computer literacy.
2. To provide vocational activities for skill development and career exploration.
3. To develop appropriate social skills for a successful return to a traditional classroom.
4. To develop sensitivity for the rights and feelings of others, and compliance with social rules and norms in a variety of social contexts.
5. To provide students with an opportunity to earn high school credits with the goal of earning a high school diploma.
6. To encourage students to remain in an educational environment with the goal of earning a high school diploma when they leave the facility.
7. To encourage students to pursue post-high school educational or training opportunities.
8. To provide ESE services during commitment and to initiate related services with other agencies.

C. Program Specific Outcome Objectives

1. 100% of participating students will be assessed upon entrance for basic skills, using the BASI.
2. 100% of participating students will be enrolled in an appropriate educational program.
3. 100% of participating students will demonstrate an increase of at least one (1) grade level in reading and math skills.

D. Program Specific Evaluation Procedures

1. The evaluation activities will be designed to determine whether the stated objectives have been met.
2. At the end of the school year, student folders will be reviewed to determine whether students have been assessed.
3. All standardized tests administered by the district will be administered to the appropriate students.

E. Program Specific Student Eligibility Criteria

1. Participation in the educational program will be mandatory for all students who have not met graduation requirements.
2. Alternative education or ESE eligibility will be determined by federal, state, and district guidelines and criteria.

F. Program Specific Student Admissions Procedures

1. Students are committed by the Department of Juvenile Justice.
2. Students will be enrolled in the Alternative Education or ESE program after reviewing their home district transcripts, including IEP information.

G. Program Operating Procedure

1. Curriculum

- (a). Level 6 and Level 8 facilities curriculum consists of six (6) periods of academic instruction which is self-paced, individualized, and competency-based. Areas of instruction include: critical thinking and study skills, employability skills, vocational, language arts, life management skills, math, science, history, social/emotional, and communication development. For a minimum of one period a day, most students will participate in pre-vocational classes which stress the application of language arts, math, and science in various career opportunities.

2. Special Strategies

- (a). Students will be provided a structured treatment approach. Substance abuse education, conflict resolution, and communication skills will be taught by a counselor.
- (b). The academic program will include computer-assisted instruction and performance-based classes.
- (c). Selected students enrolled in the program may take the G.E.D. while currently enrolled if the student:
 - (1). Is behind the class with whom he entered kindergarten and that class is graduating,
 - (2). Has met dropout prevention program eligibility, and
 - (3). Demonstrates probability for success on the G.E. D. test, as documented by a G.E.D. practice test or a reasonable substitute such as achievement test scores.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. Limited English Proficient (LEP) students who meet program eligibility will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP student in order to ensure that the instruction is understandable.
- (b). Exceptional (ESE) students who meet program eligibility criteria will be considered for placement. An IEP review will occur prior to the placement and the assessment team will be present at the review. When an ESE student is identified, an Individual Education Plan (IEP) review will occur for the purpose of implementing the most appropriate educational goals and related services.

4. Student Services

- (a). Level 6 and Level 8 students will be provided individual and group counseling. In addition, through the use of life management skills and social skills curriculum resources, the educational staff will provide group counseling.
- (b). On-site administration will act as liaison with other agencies working with the students, request student records and transcripts, forward all educational information to receiving schools and agencies, assist the alternative education teachers in planning for the special educational needs of ESE and LEP students, and work with other agencies to initiate support services upon discharge.

5. Grade Levels of Students Served

- (a). Students are served in grades 6 – 12.

6. Implementation Site

- (a). Okaloosa Youth Academy
4455 Straight Line Road
Crestview, FL 32539

H. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). Students are served during a six (6) period day for a total of 300 minutes of academic instruction.

2. Average Class Size

- (a). The average class size is between 12 and 15 students.

3. Length of Stay

- (a). The length of stay is between 6 – 9 months.

4. Total Number of Students Served

- (a). A maximum of 100 students can be served at the facility.

I. Program Personnel Qualifications

1. The minimum qualification for teachers employed in dropout prevention programs is a valid Florida teaching certificate.

J. Program Professional Development Activities

1. Professional development workshops will be provided within the academic school year as part of the District's Master Professional Development Plan. Additional professional development may be provided through the Department of Juvenile Justice.

OKALOOSA YOUTH DEVELOPMENT CENTER MODEL

A. Program Overview

1. The Okaloosa Youth Development Center is a Department of Juvenile Justice facility. It provides a structured treatment for 65 male youth in a long-term residential program. Thirty of the youth are in a Level 6, moderate risk program; the other thirty-five youth are in a Level 8, higher risk program. The judicial system has committed the youth to the program for a period of six to twelve months.
2. The facility will provide a structured program of activities, including but not limited to: courtesy, physical exercise, passive and active recreation privileges, drug awareness, anger management, and community interaction. The School Board of Okaloosa County provides the educational program, including pre-vocational and vocational skills through an official agreement with Rader Group, Inc.

B. Program Specific Goals

1. To increase the student's basic educational skills, practical problem-solving skills, ability to make well-informed decisions, communication skills, and computer literacy.
2. To provide vocational activities for skill development and career exploration.
3. To develop appropriate social skills for a successful return to a traditional classroom.
4. To develop sensitivity for the rights and feelings of others, and compliance with social rules and norms in a variety of social contexts.
5. To provide students with an opportunity to earn high school credits with the goal of earning a high school diploma.
6. To encourage students to remain in an educational environment with the goal of earning a high school diploma when they leave the facility.
7. To encourage students to pursue post-high school educational or training opportunities.
8. To provide ESE services during commitment and to initiate related services with other agencies.

C. Program Specific Outcome Objectives

1. 100% of participating students will be assessed upon entrance for basic skills, using the BASI.
2. 100% of participating students will be enrolled in an appropriate educational program.
3. 100% of participating students will demonstrate an increase of at least one (1) grade level in reading and math skills.

D. Program Specific Evaluation Procedures

1. The evaluation activities will be designed to determine whether the stated objectives have been met.
2. At the end of the school year, student folders will be reviewed to determine whether students have been assessed.
3. All standardized tests administered by the district will be administered to the appropriate students.

E. Program Specific Student Eligibility Criteria

1. Participation in the educational program will be mandatory for all students who have not met graduation requirements.
2. Alternative education or ESE eligibility will be determined by federal, state, and district guidelines and criteria.

F. Program Specific Student Admissions Procedures

1. Students are committed by the Department of Juvenile Justice.
2. Students will be enrolled in the Alternative Education or ESE program after reviewing their home district transcripts, including IEP information.

G. Program Operating Procedure

1. Curriculum

- (a). Level 6 and Level 8 facilities curriculum consists of six (6) periods of academic instruction which is self-paced, individualized, and competency-based. Areas of instruction include: critical thinking and study skills, employability skills, vocational, language arts, life management skills, math, science, history, social/emotional, and communication development. For a minimum of one period a day, most students will participate in pre-vocational classes which stress the application of language arts, math, and science in various career opportunities.

2. Special Strategies

- (a). Students will be provided a structured treatment approach. Substance abuse education, conflict resolution, and communication skills will be taught by a counselor.
- (b). The academic program will include computer-assisted instruction and performance-based classes.
- (c). Selected students enrolled in the program may take the G.E.D. while currently enrolled if the student:
 - (1). Is behind the class with whom he entered kindergarten and that class is graduating,
 - (2). Has met dropout prevention program eligibility, and
 - (3). Demonstrates probability for success on the G.E. D. test, as documented by a G.E.D. practice test or a reasonable substitute such as achievement test scores.

3. Equal Access for Eligible Exceptional and Limited English Proficient Students

- (a). Limited English proficient (LEP) students who meet program eligibility criteria will be considered for program placement. Limited English Proficient (LEP) students who meet program eligibility will have equal access to the program. When an LEP student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the LEP student in order to ensure that the instruction is understandable.
- (b). Exceptional (ESE) students who meet program eligibility criteria will be considered for placement. An IEP review will occur prior to the placement and the assessment team will be present at the review. When an ESE student is identified, an Individual Education Plan (IEP) review will occur for the purpose of implementing the most appropriate educational goals and related services.

4. Student Services

- (a). Level 6 and Level 8 students will be provided individual and group counseling. In addition, through the use of life management skills and social skills curriculum resources, the educational staff will provide group counseling.
- (b). On-site administration will act as liaison with other agencies working with the students, request student records and transcripts, forward all educational information to receiving schools and agencies, assist the alternative education teachers in planning for the special educational needs of ESE and LEP students, and work with other agencies to initiate support services upon discharge.

5. Grade Levels of Students Served

- (a). Students are served in grades 6 – 12.

6. Implementation Site

- (a). Youth Development Center
4449 Straight Line Road
Crestview, FL 32539

H. Total Dropout Prevention FTE Student Membership Projected Based On:

1. Number and Length of Class Periods

- (a). Students are served during a six (6) period day for a total of 300 minutes of academic instruction.

2. Average Class Size

- (a). The average class size is between 12 and 15 students.

3. Length of Stay

- (a). The length of stay is between 6 – 12 months.

4. Total Number of Students Served

- (a). A maximum of 65 students can be served at the facility.

I. Program Personnel Qualifications

1. The minimum qualification for teachers employed in dropout prevention programs is a valid Florida teaching certificate.

J. Program Professional Development Activities

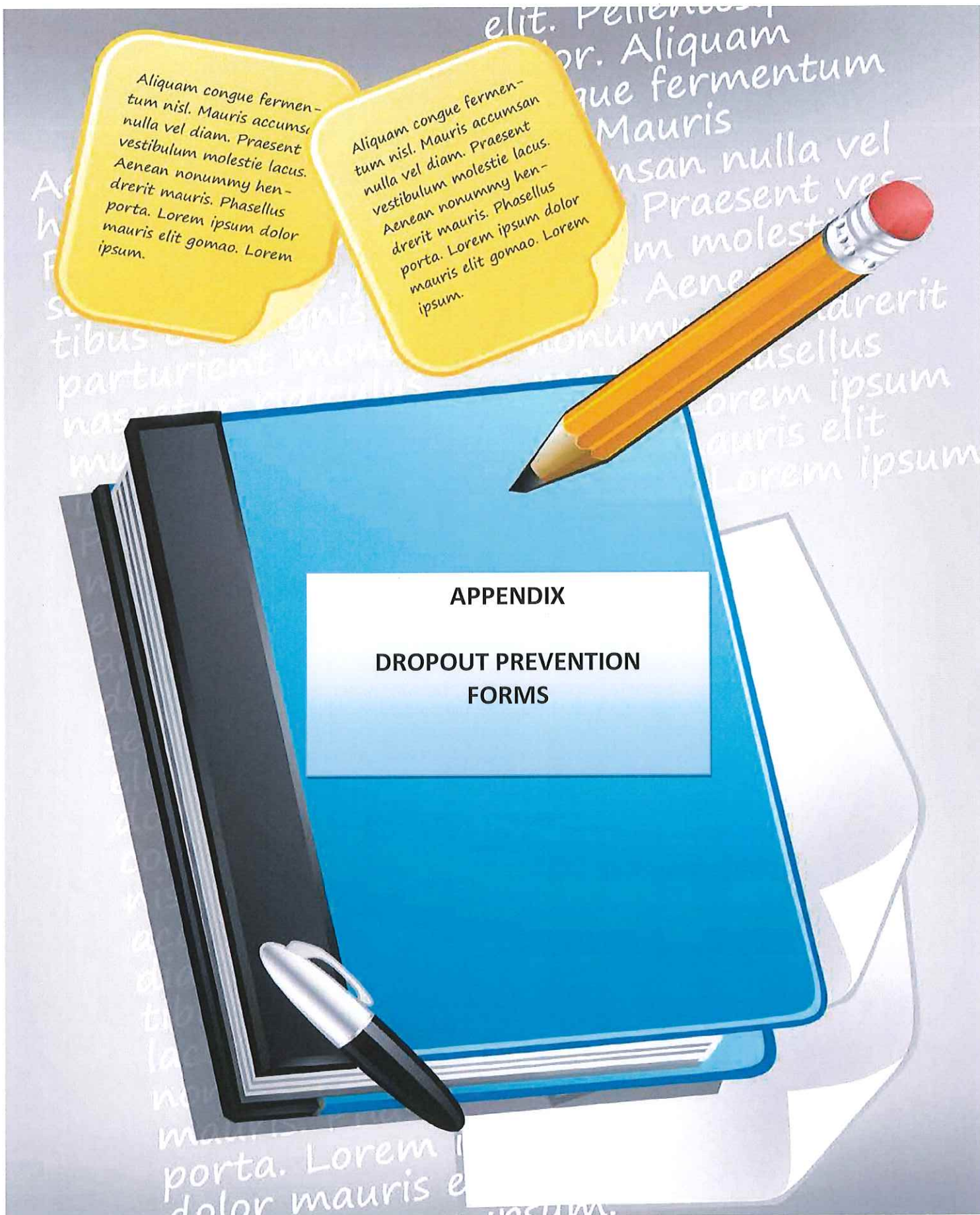
1. Professional development workshops will be provided within the academic school year as part of the District's Master Professional Development Plan. Additional professional development may be provided through the Department of Juvenile Justice.

Aliquam congue fermentum nisl. Mauris accumsan nulla vel diam. Praesent vestibulum molestie lacus. Aenean nonummy hendrerit mauris. Phasellus porta. Lorem ipsum dolor mauris elit gomas. Lorem ipsum.

Aliquam congue fermentum nisl. Mauris accumsan nulla vel diam. Praesent vestibulum molestie lacus. Aenean nonummy hendrerit mauris. Phasellus porta. Lorem ipsum dolor mauris elit gomas. Lorem ipsum.

APPENDIX

DROPOUT PREVENTION FORMS



DROPOUT PREVENTION PROGRAM High School Enrollment Checklist

Each student enrolled in a Dropout Prevention Program must have a folder containing the following information:

- ☐ 1. Documentation of reason(s) for enrollment (i.e. attendance record, discipline record, grade report etc.).
- ☐ 2. MIS 4198 (a) (b) or (c)** completed with parent signature for consent for placement, as well as signature of school representative who met with parent and the signature of the data clerk who entered enrollment data in AS400.
- ☐ 3. Academic plan which reflects course of study and strategies for academic success. This plan is to be reviewed and updated at the end of each semester.
- ☐ 4. Copy of the Dropout Prevention Program Screens S702 and S703 in the AS400 system indicating the student is receiving services through a Dropout Prevention Program.
- ☐ 5. Copy of the Dropout Prevention Program Enrollment Checklist.

**** MIS 4198a** includes all Educational Alternative Programs, Disciplinary Programs, and their Codes the AS400 Screen S703:

Fast Track - Okaloosa Technical College Campus (Coded DU)
Fast Track – Richbourg Campus (Coded (DU)
Okaloosa Academy Coded DU)
Limited Credit Recovery at High School Sites (Coded DU)

**** MIS 4198b** includes the Teenage Pregnancy Program (TAPP) (Coded DP)

**** MIS 4198c** includes all Juvenile Justice Programs (Coded DD)

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
ALTERNATE PLACEMENT

MIS 6326
REV.7/11/2016

REFERRING SCHOOL: _____ DATE: _____

Parent/Guardian Name: _____ HM PH#: _____ WK PH#: _____

1. Student information:

Student Name: _____ Student # _____ GR: _____ DOB: _____

*ESE _____ Date of Manifestation Determination Meeting: _____

504 _____ Date of 504 meeting to determine Alternate Placement: _____

***Note: If student is ESE, Staffing Specialist must be notified**

_____ Currently Suspended Dates of Suspension: _____ to _____ Cumulative Number of Days (SY) _____

2. Referral Reason(s): The student has been referred by a public school principal/designee for placement in an alternative setting for the following reason(s):

_____ A. Serious and/or frequent violations of the Code of Student Conduct as evidenced by the disciplinary record. *(non-felony)*

_____ B. Off campus felony (School Board Policy Chapter 4-32(E) Date of hearing: _____
(Include documentation of Hearing Results)

3. Briefly describe most recent incident(s) leading to the student's referral (i.e. Discipline Screen or letter describing disciplinary act)

4. District School Placement Recommendation:

The Principal understands the educational and financial obligations set forth and agrees to this placement and transfer of funds to be effective the date the student enrolls.

Placement:

_____ OKALOOSA ACADEMY (grades 6-12)

_____ OKALOOSA ON-LINE (MS/HS & must meet eligibility requirements)

_____ Best Chance (8-12 grade)

_____ Learning Enrichment Alternative Program (LEAP-grades 4-5)

_____ AMKids (6-12 grade)

_____ Other: _____

5. Date Student is Eligible to Return to Regular School Setting: _____

6. Parent/Student Notification:

I understand that this placement is in an alternative program, and I have the right to a review of the specific program recommended for my child's placement by the Superintendent or his/her designee.

Further review is: _____ requested _____ not requested.

Parent/Guardian Signature _____ Date _____

I understand the reason for my being placed in an alternative program.

Student signature : _____ Date: _____

Principal's Signature: _____ Date: _____

Superintendent's Designee Signature: _____ Date: _____

SUBMIT THIS FORM WITH MIS 4355 ALT. PLACEMENT BEHAVIOR CONTRACT
COPIES: PARENT, RECEIVING SCHOOL, STUDENT SERVICES/CARVER HILL

MIS 4329

Plan Date _____

Review Date _____

**SCHOOL DISTRICT OF OKALOOSA COUNTY
STUDENT INTERVENTION SERVICES
DROPOUT PREVENTION PROGRAM – INDIVIDUAL STUDENT ACADEMIC PLAN**

School Year _____

Student Name _____ Student Number _____ Grade _____

Most Recent FCAT Scores: Reading Level _____ Scale Score _____ Math Level _____ Scale Score _____

COURSES ASSIGNED

Course Name	Course Number	Semester 1	Semester 2

STRATEGIES FOR ACADEMIC SUCCESS: (List academic and/or behavioral strategies to ensure student success)

Signature/Date:

School Designee

Parent

Student

MIS4198a
rev.9/20/13

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
DROPOUT PREVENTION PROGRAM(S) STUDENT PLACEMENT FORM-GENERAL

This document is to be completed for each student enrolled in a DROPOUT PREVENTION PROGRAM. The student's file should include this document, documentation supporting placement, and any other information relative to this student's enrollment and evaluation. **COMPLETE SCREEN S703 FOR EACH STUDENT ENROLLED.**

STUDENT #: _____ STUDENT NAME: _____

GRADE/AGE: ____ / ____ ENROLLMENT DATE: ____ \ ____ \ ____ LENGTH OF PROGRAM _____

NAME OF RECOMMENDED PROGRAM: _____

PROGRAM CODE: DA –Disciplinary Programs; DS –Substance Abuse Programs; DU –Educational Alternative

PLACEMENT CRITERIA FOR ENROLLMENT IN A DROPOUT PREVENTION PROGRAM(S)-Check all that apply

CODE	REASON (Educational Alternative Programs)	CODE	REASON (Disciplinary Programs)
____ A	Retained in Grade	____ H	Habitual Truancy
____ B	Academically Unsuccessful	____ I	Expulsion—Alt. Placement
____ C	Attendance/Tardiness Problems	____ J	Disciplinary Referral(s)
		____ T	Transition from Department of Juvenile Justice

PARENT WRITTEN NOTIFICATION/PERMISSION FOR STUDENT PLACEMENT: (Please check both)

____ I understand that my child's participation in this program is voluntary and that I have a right to an administrative review of my child's placement at any time.

____ I consent to the placement of my child in a Dropout Prevention Program.

Parent/Guardian Signature Date

Special Programs Screen Complete
School Representative Signature Data Clerk Date

STUDENT EVALUATION FORM (To be completed when the student exits the program or at the end of the year.)
LENGTH OF PROGRAM PARTICIPATION:

WITHDRAWAL DATE: _____ **NUMBER OF DAYS PRESENT:** _____

OUTCOMES: EDUCATIONAL ALTERNATIVES (Up to 2 Codes)	DISCIPLINARY PROGRAM (Up to 3 Codes)
____ Y Improved Academic Performance	____ E Decrease in Number of Expulsions
____ D Documented Improvement in Attendance	____ S Decrease in Number of Suspensions
____ N No Improvement in Academic Performance or Attendance	____ R Decrease in Number of Disciplinary Ref.
	____ N No Decrease in Disciplinary Action(s)
	____ T Continued Progress or Completed Transition Plan

Special Programs Screen Complete
Teacher's Signature Data Clerk Date

DROPOUT PREVENTION SCREEN S703
MUST BE COMPLETED FOR EACH STUDENT ENROLLED IN
A DROPOUT PREVENTION PROGRAM
INCLUDING PERFORMANCE BASED AND CREDIT RECOVERY

OKB21351

File Edit View Communication Actions Window Help

Panel: _____ S: 0000 Y: 2009 R

Stdt K Enrolled Code D M E S St Y Schl Gr Cl Thm Hmrm Tm Csl
 (1) (2) (3) (4) (5) C
 N

Abbr: St: Exit: Follow: GED:

Misc: Spc Short Withdrawn Pre Act --Reasons-- Outcm Se T Schl C M A Rf
 (6) (7) (8) (9) (10) (11) (12) (13) --

Teen: Children: Nbr Wgt Services: C T H S Mentoring: Days
 (15) (15) (14)

Local:

Total:

1=Hlp 2=Nte 3=Exit 4=Prpt 5=Refr 7=Bwd 8=Fwd 9=Npg 10=Del 11=View 12=Esc
 Upd

08/038

1902 - Session successfully started Dell Laser Printer 3100cn PCL6 on USB001

start OKB2... Inbox... My Do... 3 M... Search Desktop 10:19 AM

Most Fields are Prompt Supported Through F4 or F1

- (1) Student Number
- (2) Date Enrolled
- (3) Program Code
- (4) Dropout Program – Second Letter of Program Code
- (5) Mentoring Program Type (If No Mentoring Program Enter Z)
- (6) Date Withdrawn from Program
- (7) Number of Days Program is Prescribed
- (8) Number of Days Student is Actually Enrolled
- (9) Placement Reason
- (10) Placement Outcome
- (11) Semester 1 = 1st; 2 = 2nd; 3= Full Year
- (12) School Number
- (13) Parent Consent – Should be Y (Yes) – Parent must sign consent each year
- (14) Number of Mentoring Sessions (if mentoring occurred)
- (15) Teenage Parent Program Fields

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
Behavior Contract for Alternately Placed Students

MIS 4355
REV.
10/2015

(Name of referring school) _____ is proud of its tradition of excellence and the academic challenges that it offers to students. The faculty and staff are committed to students and work diligently with students to help them maximize their potential. The following is an agreement between the school, the parent(s) and the **STUDENT** _____. I will be attending _____, with the understanding that I must meet some (name of alternative school) minimum standards. I understand that inappropriate behaviors are not tolerated and I will strive to achieve excellence.

1. I will demonstrate academic progress in all of my coursework.
2. I will attend school on a regular basis and be on time to my classes. I will not skip school or be tardy to class. I will have no unexcused absences and/or excessive unexcused tardies.
3. I will have no disciplinary referrals.
4. I understand that if I DO NOT comply with this contract my period of placement may be extended. student initial
5. I understand that when I return to my home school I will be on a behavior contract for a minimum of one semester.
6. I have read the School Board Policy concerning Alternate Placement parent initial
7. Students who are alternately placed are not permitted on any other School Board property and will not be allowed to participate in any school events or activities. Failure to comply with this policy could result in a charge of trespassing and/or further disciplinary action.

Current Grade Level: _____ School Year: _____

The alternate school agrees to provide me with an educational environment that will maintain my academic progress.

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Referring Principal

Date

***Parents should bring this form with the above signatures and MIS form 6326 to the alternative school on the day of enrollment. (Students will not be allowed to enroll without this form being signed.) The signatures below will be obtained at a later date unless the student is being placed by the district.**

Signature of Superintendent's Designee

Date

Signature of Alternative School Director

Date

Fast Track Referral Form

Student Name: _____ Today's Date: _____

Cohort Year (year entered 9th grade): _____

Fast Track Dropout Prevention Process

STEP 1: Does the student meet A) or B) descriptions below? YES or NO

If Yes, go to Step 2.

If No, student will remain at zoned school and continue MTSS process.

A) Drop Out Prevention Middle School

All 6th and 7th grade students failing core courses will remain at their zoned schools and enroll in credit recovery coursework.

8th grade students may be referred to a Fast Track program if they meet either of the criteria listed below:

- Any middle school student who is 16 years old or will be turning 16 years old during the current school year.
- 8th grade students, who by the end of their 8th grade year, lack the necessary coursework to be promoted to the 9th grade.

B) Drop Out Prevention High School

High School students may be referred to a Fast Track program if they meet any of the criteria listed below:

- 9th grade students earning less than the 4 required credits needed for their graduation plan.
- 10th grade students earning less than 8 cumulative required credits needed for their graduation plan.
- 11th grade students earning less than 12 cumulative required credits needed for their graduation plan.
- 12th grade students short any number of credits required for their graduation plan.

The Fast Track South program will be housed at CHOICE High School.

The Fast Track North Program will be housed at the following schools:

- a. ECCI- Richbourg Campus
- b. Baker School
- c. Laurel Hill School

STEP 2: Is the Student ESE identified? YES or NO

If YES, an Interim IEP must be conducted at the student's zoned school before a student transitions to another school. ESE hours may need to be revised.

If No, skip to Step 3.

STEP 3: Referring Counselor: complete the graduation plan below (check the box next to courses the student has *completed*).

Language Arts

Eng. 9	Eng. 10	Eng. 11	Eng. 12
<input type="checkbox"/> Sem. 1	<input type="checkbox"/> Sem. 1	<input type="checkbox"/> Sem. 1	<input type="checkbox"/> Sem. 1
<input type="checkbox"/> Sem. 2	<input type="checkbox"/> Sem. 2	<input type="checkbox"/> Sem. 2	<input type="checkbox"/> Sem. 2

Math

Algebra 1A	AND	Alg. 1B (EOC)	OR	Algebra 1 (EOC)
<input type="checkbox"/> Sem. 1		<input type="checkbox"/> Sem. 1		<input type="checkbox"/> Sem. 1
<input type="checkbox"/> Sem. 2		<input type="checkbox"/> Sem. 2		<input type="checkbox"/> Sem. 2

Geometry

☐ Sem. 1
☐ Sem. 2

Math

☐ Sem. 1
☐ Sem. 2

Math

☐ Sem. 1
☐ Sem. 2

Science

Biology

☐ Sem. 1
☐ Sem. 2

Science

☐ Sem. 1
☐ Sem. 2

Science

☐ Sem. 1
☐ Sem. 2

SOCIAL STUDIES

World History

☐ Sem. 1
☐ Sem. 2

U.S. History

☐ Sem. 1
☐ Sem. 2

☐ American Government

☐ Economics w/ Financial Literacy

Fine Art (Need 1 full credit) _____

Physical Education

☐ Personal Fitness** 1/2 P.E. course** _____

Electives (Need 8 full credits)

1. _____
2. _____
3. _____
4. ** _____
5. ** _____
6. ** _____
7. ** _____
8. ** _____

10th grade FCAT 2.0 or FSA _____ Alg 1 EOC _____ On-line class** _____ GPA _____
(must be 2.0 or higher)

** indicates not applicable for 18 credit diploma

★ REASON for Recommendation to Fast Track ★

STEP 4 (Optional): Referring Counselor: write the courses you would like the student complete in Fast Track

_____	_____
_____	_____
_____	_____
_____	_____

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
STUDENT REFERRAL TO TAPP PROGRAM

This document is to be completed by the school counselor for each student being referred to the TAPP program. Once completed, send by courier or fax (833-3112) to the TAPP Coordinator at the Niceville Central Complex as soon as possible. The TAPP coordinator will make contact with the school and student.

STUDENT #: _____ STUDENT NAME: _____

SCHOOL: _____ DATE OF BIRTH: _____ GRADE: _____

ASSIGNED SCHOOL COUNSELOR: _____ PHONE #: _____

PARENT/GUARDIAN NAME: _____ PHONE #: _____

ADDITIONAL INFORMATION/NOTES: _____

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
DROPOUT PREVENTION PROGRAM(S) STUDENT PLACEMENT FORM-TAPP

MIS4198b
rev.7/01/16

This document is to be completed for each student enrolled in a DROPOUT PREVENTION PROGRAM. The student's file should include this document, documentation supporting placement, and any other information relative to this student's enrollment and evaluation. **COMPLETE SCREEN S703 FOR EACH STUDENT ENROLLED.**

STUDENT #: _____ STUDENT NAME: _____

GRADE/AGE: _____ / _____ ENROLLMENT DATE: _____ / _____ / _____ LENGTH OF PROGRAM _____

NAME OF RECOMMENDED PROGRAM: Teenage Parent Program (TAPP) Dropout Prevention Code -DP

PLACEMENT CRITERIA FOR ENROLLMENT IN A DROPOUT PREVENTION PROGRAM(S)

(Code and Reason for Enrollment)

____ E Expectant Parent ____ F Parent ____ G Child

PARENT WRITTEN NOTIFICATION/PERMISSION FOR STUDENT PLACEMENT:

(If interested in the services, please check first two boxes)

____ I understand that my child's participation in this program is voluntary and that I have a right to an administrative review of my child's placement at any time.

____ I consent to the placement of my child in a Dropout Prevention Program.

____ I understand that my child is eligible to participate in this program, but decline services at this time.

Parent/Guardian Signature

Date

TAPP Coordinator Signature

Date

STUDENT EVALUATION FORM (to be completed when the student exits the program or at the end of the year)
LENGTH OF PROGRAM PARTICIPATION: _____

WITHDRAWAL DATE: _____ NUMBER OF DAYS PRESENT: _____

OUTCOMES: TEENAGE PARENT

- ____ Y Improvement in Parenting Skills
- ____ N No Improvement in Parenting Skills
- ____ P Previously Assessed and Reported
- ____ Z Not Assessed or Not Applicable

Birth Weight of Baby _____ lbs. _____ oz.

Trimester Enrolled ____ 1 ____ 2 ____ 3

OKALOOSA COUNTY SCHOOL DISTRICT
STUDENT INTERVENTION SERVICES
Teenage Parent Program – Physician's Statement

MIS 1271
Rev 7/2016

Date of Visit

Student

Date of Birth

School

1. I have confirmed the pregnancy of the above named student.
2. The estimated due date is _____.
3. Is this student able to participate in modified physical education class? _____ (yes or no)

If no, please advise of medical reasons for non-participation: _____

Please list limitations: _____

4. Physician comments or other pertinent medical information:

Physician's signature

Date

Physician's Name _____

Physician's Address _____

Street

City

Zip code

Physician's Office phone number _____