

BOARD APPROVED

AUG 15 2022

ABERDEEN SCHOOL DISTRICT



Alternative Learning Center
Handbook
2022-2023

BOARD OF TRUSTEES

2022-2023

| | |
|-----------------|-----------|
| James Edwards | President |
| Patrick Lockett | Secretary |
| Tony Oliver | Member |
| Angie Irvin | Member |
| Rodger Scott | Member |

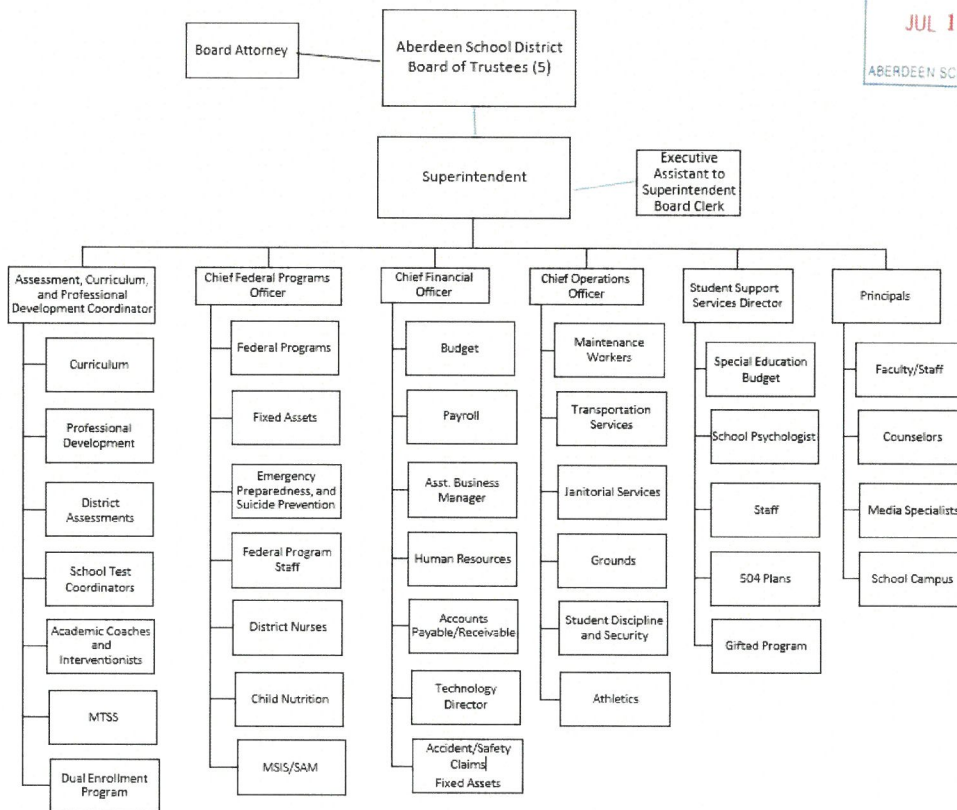
SUPERINTENDENT

Andrea Pastchal-Smith, Ph.D.

| District Leadership | | |
|---------------------------|---|----------------|
| Dr. Andrea Pastchal-Smith | Superintendent | Central Office |
| Latasha Campbell | Chief Financial Officer | Central Office |
| Latosha Williams | Asst. Business Manager/HR | Central Office |
| Temeka Shannon | Chief of Federal Programs | Central Office |
| Dr. Manya Chappell | Assessment, Curriculum and Professional Development Coordinator | Central Office |
| Olivia Ulbrich | Student Support Services Director | Central Office |
| Willie Brandon | Chief Operations Officer | Central Office |
| Dorothy Fremngen | Technology Director | Central Office |
| Latosha Hubbard | Food Service Director | Central Office |

Aberdeen School District Organizational Chart

BOARD APPROVED
JUL 18 2022
ABERDEEN SCHOOL DISTRICT



School Calendar 2022-2023

| | |
|---------------------|--|
| August 2-4..... | Professional Development |
| August 5..... | First Day for Students |
| September 5..... | Labor Day Holiday |
| September 15..... | Progress Reports |
| October 7..... | First Nine Weeks End |
| October 13..... | Parent/Teacher Conferences, Report Cards (No Students) |
| October 14-17..... | Fall Break (Closed) |
| November 17..... | Progress Reports |
| November 21-25..... | District Holidays (Closed) |
| December 16..... | First Semester Ends/Second Nine Weeks End (60% Day) |
| December 19-31..... | Winter Break (Closed) |
| January 3..... | Professional Development |
| January 4..... | School Resumes/Second Semester Begins |
| January 5..... | Report Cards |
| January 16..... | District Holiday (Closed) |
| February 9..... | Progress Reports |
| February 20..... | Professional Development |
| March 3..... | Third Nine Weeks End |
| March 9..... | Report Cards |
| March 13-17..... | District Holidays (Closed) |
| April 7 & 10..... | District Holidays (Closed) |
| April 20..... | Progress Reports |
| May 25..... | Graduation |
| May 25..... | Last day of School (60% Day) Fourth Nine Weeks End, Report Cards |
| May 26..... | Professional Development |
| May 29..... | District Holiday (Closed) |

District Calendar =180 Instructional Days (First Semester = 90 Days & Second Semester=90 Days)

MISSION STATEMENT:

The mission of the Aberdeen School District is to inspire ALL students to become problem-solvers, lifelong learners, and productive members of society.

VISION STATEMENT:

Student centered, Student focused, Student driven

DISTRICT MOTTO:

The Right Way...Every Day...The Bulldog Way!

THEME:

Never Stop Growing... Be the Change You Want to See in ASD!

GOALS AND STRATEGIC PLAN 2022-2023

1. Increase the academic achievement of all students
 - a. Implement a district-wide curriculum that is aligned to Mississippi's academic standards.
 - b. Implement programs and practices that meet the individual educational needs of our students.
 - c. Effectively integrate technology into curriculum and instruction.
 - d. Develop goals to monitor and support student achievement.
2. Attract, retain, and develop quality teachers and staff.
 - a. Provide professional development and supports to improve teacher and staff effectiveness.
 - b. Increase educator effectiveness.
 - c. Promote a positive work environment for teachers and staff.
 - d. Maintain competitive salary, incentive pay and benefits.
 - e. Increase teacher recruitment effectiveness.
3. Maintain effective and equitable resources to support the mission and vision of the school district.
 - a. Maximize revenues and funding sources.
 - b. Accommodate growing student enrollment.
 - c. Develop and implement a five-year capital plan.
 - d. Effectively manage grants and partnerships.
4. Establish a culture of pride, trust, and respect in schools that fosters a safe and secure learning environment.
 - a. Develop and refine school-based programs and initiatives that promote positive behavior and student success.
 - b. Ensure facilities and resources contribute to a safe and secure environment.
 - c. Develop and implement a comprehensive emergency preparedness plan.
5. Communicate with stakeholders to foster student opportunity and enhance relationships with community partners.
 - a. Host events and activities that promote parent and community involvement.
 - b. Strengthen and maintain partnerships with community organizations.
 - c. Engage in proactive communication with parents and the community.
 - d. Promote customer service to better serve our stakeholders

ABERDEEN SCHOOL DISTRICT SCHOOLS/CENTERS

Aberdeen Elementary School (K-3)

Kristen Fondren, Principal
Natasha Cheeks, Assistant Principal
(662) 369-4782

Belle Shiver Middle School (4-8)

Kennetra Smith, Principal
Alexis Bush Logan, Assistant Principal
James T. Rush, Assistant Principal
(662) 369 - 6241

Aberdeen High School (9-12)

Tracey Fair, Principal
Sherell Drake, Assistant Principal
(662) 369-8933

Alternative Learning Center

Sherell Drake, Director
R. Claudia McDavis, Instructor
(662) 369-8933

Alternative School Operations

In order to comply with regulations set forth in MS Code 37-13-92 and to meet all standards of the Mississippi Commission on School Accreditation concerning the development and implementation of an Alternative School Program, the Aberdeen School District Board of Trustees has developed this Alternative Learning Center Handbook.

All expectations in this handbook apply to any school in which Aberdeen School District has a partnership.

The following regulations shall govern the establishment and operation of the alternative education program:

- The alternative education program has been established at a separate facility to serve students in grade K-12 attending all schools in the Aberdeen School District. Each student assigned to the alternative learning center is under the supervision of the director and staff assigned to the Alternative Education Program. The Alternative School Director is responsible for assuring that all requirements of this policy, state law, and the accreditation standards are met. It is also the Director's responsibility to keep on file all required documents that prove his/her program meets all standards and requirements.
- The alternative education program will be an extension of the general education program. The alternative school director shall require verification from the appropriate home school that a student referred is suitable for placement. Before a student is removed and placed in the program, the Superintendent or designee must determine that the disciplinary policy of the local district is being followed. The removal of a student requires a committee of teachers and other appropriate professional personnel to develop the Individualized Instruction Plan (IIP). The IIP or IEP must be completed prior to placement.

For students with disabilities, the IEP committee is convened to ensure the continued education for the removed student. The IIP should include the recommended duration of placement.

- An IIP must be developed for each student referred to the alternative school. The plan must reflect both academic and behavior objectives and shall be developed in collaboration with home school administrators, teachers, and ALC staff with the ALC counselor serving a Chair. Students assigned to the alternative education program shall meet criteria set forth in the MS Code 37-13-92 and any other section standard established by the Mississippi State Department of Education and or the Mississippi Commission on School Accreditation.

- Any compulsory—school age child referred to the alternative education program by any chancellor or youth court judge having jurisdiction in the district, including, not limited to nonviolent juvenile offenders confined in any youth court detention facility; (1) dropped out of school in violation of the Compulsory School Attendance Law, (2) has been suspended ten or more days or expelled from school, or (3) committed disciplinary infractions which will result in expulsion from school:
- Placement and program completion of the alternative education program will be determined by the Admission Committee.

The standing committee members consist of:

1. Alternative Learning Center Director
2. Alternative Learning Center Teacher
3. Academic Counselor
4. Social/Emotional Learning Counselor
5. Student's Teacher (at least one)
6. School Level Administrator (at least one)
7. Support Staff

- After the initial placement of general education students, the committee will meet at regular intervals and report on the student's progress. Students with disabilities will be reviewed within every 45-day period throughout placement. Ref. State Board Policy Chapter 74 (74.19) IDEA 300.530-300.536.
- The Alternative Learning Center Director will schedule the review meetings. Review meetings for all students will take place at the Alternative Learning Center and shall include committee members from the home school and the alternative school. The Alternative Learning Center Director shall be responsible for contacting all committee members for review meetings. An invitation to the review meeting via email one week prior to the meeting.
- Prior to any student who has been identified as a student with a disability under the Individuals with Disabilities in Education Improvement Act (IDEA), 20 U.S.C. 11400. et seq. and any amendments thereto being placed in the alternative learning center, the district will convene the student's Individualized Education Program (IEP) Committee to review the recommendation for placement and will extend all due process rights required by IDEA regarding the placement. Students with disabilities shall have a review meeting every 45 days. The review meeting will be an IEP meeting and should be documented as such.

- The Principal or designee from the home school of students placed at Alternative Learning Center shall visit his/her students at least once each nine week period.
- All core subjects will be taught at the alternative school. Elective courses will be taught based upon availability.
- A student designated for enrollment in the program shall be required to participate in the program until he/she has met all requirements for removal which include completion of work from his/her home school.
- Disciplinary infractions can result in additional days added to the student's stay.

Meals

- Breakfast and lunch will be provided by Aberdeen School District's Office of Child Nutrition.
- All meals will be delivered to the Alternative Learning Center.

Daily Schedules

See attached bell schedules

- Students will follow their individual schedule as closely as possible
 - Coursework for all BSMS students will be emailed to the ALC's instructor weekly by Monday at 8:00 a.m.
 - Coursework for all BSMS students will be logged weekly and returned via email by Friday at 3:00 p.m. to the teacher sending the work
 - Coursework for all AHS students will be located in Google Classroom
 - The ALC instructor will be assigned as a Co-Teacher to ensure work is completed daily
 - Additional assignments for enrichment and/or remediation will be via ApexLearning
- Character education and group guidance will be offered by the SEL Counselor twice per week
- Students receiving special services schedules will be amended according to the number of minutes specified in the IEP
- Virtual meetings via GoogleMeet shall be made available by each teacher weekly.
 - That availability/schedule shall be made at the beginning of the student's placement
- ELA and Math support shall be made available by Academic Coaches at least one day

per week at the availability of the coaches

- That availability shall be made at the beginning of the student's placement

Grading

Students who are placed at the Alternative Learning Center will be assigned grades based on the work sent from their home school. Progress reports and report cards will be sent home according to the dates specified by the District.

Attendance

Student attendance will be shared by the ALC instructor via Google Sheets each day by 8:00 a.m. to the schools' attendance clerk, building level Principal, and ALC Director.

Discipline

Policy JD

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=156353>

The Aberdeen School District Handbook shall be used as a guide utilized when determining consequences for disciplinary infractions at the Alternative Learning Center. All infractions shall be written up and given to the Director to be entered as a disciplinary action.

Student Dress and Appearance

Policy JCDB

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=158449>

Safety, health, and individual dignity provide the basis for any dress code. Aberdeen School District believes that parents and teachers should recognize that the main goal of our schools is to provide a quality education for students which will help them become useful citizens in society.

Thus, any clothing that is disruptive to the learning situation or is embarrassing to others is prohibited. Disciplinary action will be taken if students wear such clothing. The Alternative Learning Center shall follow School Board Policy JCDB.

THE SCHOOL IS NOT RESPONSIBLE FOR LOST ITEMS OF CLOTHING

Gang Policy

Policy JCBB

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=156612>

Drugs & Alcohol

Policy JCDAC

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=220532>

Weapons

Policy JCDAE

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=156538>

Basic Supplies

Students attending the Alternative Learning Center shall carry loose leaf paper and a 3-ring binder. No book bags, purses, backpacks or tote bags will be allowed. Pencils will be provided at the Alternative School.

Transportation and Bus Conduct

- Students assigned to the ALC shall be transported on the ALC bus or carpool.
- Students with driver's licenses shall not be allowed to drive a vehicle while at the ALC.
- Students should unload and load at AHS's gym entrance
- Students should arrive no later than 7:40 and shall be accompanied by the ALC instructor or assistant to the class setting.
- Students shall adhere to all bus rules and regulations.
- Students being transported by car should arrive no later than 7:40 and shall enter at AHS's gym.
- Students that arrive after 7:40 should be signed in by a parent at AHS's office

Alternative School Curriculum

Aberdeen School District's Alternative Learning Center will operate a traditional and/or blended learning curriculum. **Blended learning** is defined as a hybrid instructional delivery model where pupils are provided face-to-face instruction in part at a supervised school facility away from home and in part in a computer-based, internet-connected learning environment with some degree of pupil control over time, location, and pace of instruction and in which a Mississippi-certified teacher is responsible for providing instruction. Blended learning will only be utilized as remediation and enrichment.

Referrals

- Any referral of a student to the Hearing/Admissions Committee should be accompanied by Teacher Support Team (TST) documentation which shall include Tier 2 and Tier 3 interventions. The Administrator from the student's home school will provide evidence of any and all current year academic and behavioral interventions that have occurred for the student prior to referral. This documentation should include the student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) from the school counselor or behavior specialist. In addition, recommended written interventions to be conducted during the alternative learning center placement shall be provided by the home school. Additional information regarding placement may be brought before the committee by individuals with direct knowledge of the student and/or approved by the superintendent. The committee shall have the authority to make the appropriate placement.
- FBAs and BIPs shall be completed and implemented prior to Alternative Learning Center placement, excluding students with a first-time major offense. In the event that the student commits a major offense and if this is the student's first and only offense during the school year, the alternative learning center placement committee will develop an intervention plan to be implemented by the center's staff.
- Progress Monitoring for academic and behavior interventions shall continue during the student's alternative learning center placement.
- The Superintendent and Director of Operation shall be authorized to develop and implement additional rules and regulations necessary for the implementation of the policy of Aberdeen

School District and that of Mississippi Department of Education, Office of Compulsory School Attendance.

Requirements for Placement in Alternative Program

Policy JCD

<https://aberdeen.msbapolicy.org/DistrictPolicies/ViewsAdmin/SelectedDocumentReadOnly/tabid/10021/Default.aspx?docId=156380>

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct;
- Any compulsory-school-age child referred to such alternative education program based upon a documented need for placement in the alternative setting program by the parent, legal guardian or custodian of such child due to disciplinary problems;
- Any compulsory-school-age child referred to such alternative education program by the dispositive order of a chancellor or youth court judge, with the consent of the superintendent of the child's school district;
- Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the interest and welfare of the students and teachers of such class as a whole.

Alternative School Referral Process

1. The Home School or Office of Special Services will notify the Chief Operating Officer (COO) of their referral for an Alternative Learning Center placement. (A referral may be no less than 30 day).
 - a. Included in the referral
 - i. Student Referral Form
 - ii. Parental Notification of Referral
 - iii. Discipline Records
 1. Evidence of behavioral interventions
 2. MTSS
 3. Child Find
 - iv. Attendance Records
 - v. Progress Report and/or Report Card
 - b. Students that receive special services must have a Manifestation Determination Review to determine if the behavior is a result of their disability.
2. The COO will schedule a Due Process hearing to determine if an alternative learning placement is necessary.
 - a. The committee should include members NOT affiliated with the referring school and shall be done within 10 days.
 - b. Parents may waive their right to a hearing but must be done in writing
3. If alternative placement is necessary, (1) the parent will receive a Notification of Disciplinary Action and a Transition Team (Intake) Meeting is scheduled by the ALC Director. The COO and Superintendent's signatures are required before proceeding.
 - a. The Transition Team will consist of: Parent, student Home School Administrator, Home School Counselor, at least one teacher, ALC Director, ALC Teacher, ALC Counselor, Support Staff
 - b. The development of the IIP will begin at said time. Goals will be view bi-weekly
 - c. For students with an IEP, goals will be view weekly
 - d.
4. No more than 5 days prior to the last day of stay, a Transition Team (Exit) Meeting will be conducted to transition student back to his/her home school

Arrival and Dismissal

| School | Student Arrival/Dismissal | | Teacher Arrival/Dismissal | | Duty |
|----------------------|---------------------------|-----------|---------------------------|-----------|--|
| Aberdeen High School | 7:40 a.m. | 2:00 p.m. | 7:00 a.m. | 3:15 p.m. | All teachers will follow a duty schedule created by the School Principal |

** Students will have “Grab & Go” breakfast as they enter the building and eat in the ALC classroom.

** Lunches will be delivered to students in the ALC classroom at 11:00.

**Belle Shiver Middle School
Bell Schedule**

Fourth Grade

| Block | Time |
|--------------|--|
| Specials | 7:35 - 8 :35 (60 min) |
| 1st block | 8:35 - 10:05 (90 min) Math (Science 90 min /week) |
| Lunch/Recess | 10:05 - 10:45 (40 min) |
| Intervention | 10:45 - 11:45 (60 min) |
| 2nd Block | 11:45 - 1:15(90 min) ELA |
| 3rd Block | 1:15- 2:45 (90 min) Writing |

Fifth Grade

| Block | Time |
|--------------|-------------------------------|
| 1st Block | 7:35 - 9:05 (90 min.) Science |
| Intervention | 9:05-10:00 (55 min) |
| 2nd Block | 10:00-11 (60 min) Math |
| Lunch/recess | 11-11:40 |
| 2nd block | 11:40- 12:10(30 min) |
| Specials | 12:10 - 1:10(60 min) |
| 3rd Block | 1:10- 2:45 (95 min) ELA |

Sixth Grade

| Period | Time |
|-----------------|----------------------------------|
| 1st period | 7:35 - 8:45 (70 min) |
| Specials | 8:45-9:40 (55 min) |
| 2nd block | 9:40- 10:50(70 min) ELA |
| lunch | 10:50-11:30 (40 min) |
| Third block | 11:30-12:40 (70 min) Science |
| (Intervention) | 12:40-1:35 (55 min) |
| 4th block | 1:35-2:45 (70 min)Social Studies |

7th/8th

| Period | Time |
|-----------------------------------|---|
| First period (Band) | 7:35 - 8:30 (55 min) |
| Second period | 8:30-9:20 (50 min) |
| Third Period | 9:20-10:10 (50 min) |
| Fourth Period | 10:10-11:00 (50 min) |
| fifth period | 11:00- 11:50(50 min) |
| Sixth Period (lunch/Intervention) | 11:55- 1:05 (70 min) (Lunch - 11:55-12:15) (Break- 12:15-12:25) (Intervention- 12:25-1:05) |
| Seventh Period | 1:05- 1:55(50 min) |

Eighth Period (Boys athletics)

1:55-2:45 (50 min)

Bell Schedule 2022-2023

Daily

| Time | Period | Minutes |
|-------------|------------------------------------|------------|
| 7:00 | All teachers report to Work | |
| 7:10 | Students begin reporting to school | |
| 7:10-7:40 | Breakfast | 30 minutes |
| 7:40-8:30 | 1 st Period | 50 minutes |
| 8:30-8:34 | class change | 4 minutes |
| 8:34-9:24 | 2 nd Period | 50 minutes |
| 9:24-9:28 | class change | 4 minutes |
| 9:28-10:18 | 3 rd Period | 50 minutes |
| 10:18-10:22 | class change | 4 minutes |
| 10:22-11:12 | 4 th Period | 50 minutes |
| 11:12-12:42 | 5 th Period and Lunch | 90 minutes |
| 12:42-12:46 | class change | 4 minutes |
| 12:46-1:36 | 6 th Period | 50 minutes |
| 1:36-1:40 | class change | 4 minutes |
| 1:40-2:30 | 7 th Period | 50 minutes |

Check-In and Check-Out

All parents and/or approved individuals will be allowed to check-in/check-out students. Parents should be aware that any instructional time or days missed will be added to the end of the stay.

**Alternative Learning Center
Faculty and Staff**

| NAME | POSITION |
|-----------------------------|----------------------------------|
| Willie Brandon | Chief Operations Officer |
| Sherell Drake | Director of Alternative Learning |
| R. Claudia McDabis | General Education Teacher |
| Leigh George | Special Education Teacher |
| Virgie Kendrick | Assistant Teacher |
| Nicole Gillispie | Math Academic Coach |
| Shanda Whitfield | ELA Academic Coach |
| Dr. Kenya Topps | Counselor |
| Officer Christopher Dobbins | School Resource Office |

CHARACTER EDUCATION LESSONS

| MONTH | TOPIC |
|--------------|---------------------------------------|
| August | SMART Goals |
| September | Consequences |
| October | Conflict Resolution |
| November | Gratitude |
| December | Anger Management |
| January | Self Esteem |
| February | Interpersonal vs Intrapersonal Skills |
| March | Anxiety |
| April | Citizenship |
| May | Positive vs Negative Attention |

Forms

Alternative Education Transition Committee Checklist

Student's Name _____ MSIS# _____ Grade _____
Referring School _____

Date Completed

- _____ Documentation of Interventions (Include Interventions, Dates of Implementation TST packet)
- _____ Counselor referral with signature
- _____ Parental Notification of Placement
- _____ Emergency Contact Information
- _____ Documentation of medical problems
- _____ Documentation of daily medications
- _____ Copy of Cumulative Records
- _____ Copy of recent Report Card
- _____ Copy of Comprehensive Disciplinary Record
- _____ Benchmarks mastered / Benchmarks the student needs to master
- _____ Individualized Educational Plan (IEP, if applicable)
- _____ Individualized Instructional Plan (IIP)
- _____ Textbooks provided
- _____ Student's class schedule for current school year (High School Only)

I verify that this packet is complete and that the student's records are ready to be reviewed by the District Superintendent.

Transition Committee Chairperson's Signature Title Date

Date Referral packet was submitted to the Superintendent _____

TO BE COMPLETED BY THE ALTERNATIVE SCHOOL PERSONNEL ONLY

Date referral received _____ Received by _____

Date Student enrolled in the Alternative Program _____

Signed by _____

Transition Committee meeting date _____

Hearing Committee Recommendation _____

Aberdeen School District
Student Referral Form- Alternative Education Program

School: _____ Date of Submission: _____

Section I. General Enrollment Information

Student: _____ Date of Birth: _____ SS#: _____

Age: _____ Current Grade: _____ Home Address: _____

Parent/Guardian: _____ Phone #: _____

Section II. School History (Do not use subject information)

Grade (s) repeated (Circle all that apply): K 1 2 3 4 5 6 7 8 9 10 11 12

Specific reason for referral (brief statement):

Times in the office in current year: _____ No. of OSS days to date: _____

Types of Conduct Code Violations: _____

Corrective Measures used or recommended by TST (other than OSS): _____

Supplemental program attended (i.e., SPED, Gifted etc.): _____

At-Risk Categories (mark all that apply): Foster Care Migrant Family Homeless English Learner Immigrant

Other, explain: _____

Achievement (List areas of strength/weakness on most recent test (s): _____

Section III. Parental Contact to Date

| Dates of contact | Method | Result |
|------------------|--------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Section IV. Administrator Recommendation

It is my recommendation that this child be placed.

Home School Administrator's Signature _____ Date _____

Chief Operations Officer's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Date of Committee Review _____ Approved for Placement
Date of Review Meeting _____ Not Approved for Placement

Superintendent Referral Recommendation

Student's Name _____

Grade Level _____

Date Submitted by the Transition Team/Committee _____

School of Origin _____

Referring Counselor _____ Phone _____

Superintendent Recommendation:

- Refer to Alternative Education Program
- Retain in regular education program
- Attempt another intervention

I have reviewed data on the above mentioned student and have determined the following:

Superintendent' Signature

Date

Parental Notification of Referral

Date _____

To: _____

Parent(s) of _____

Your child has been referred for placement in an alternative education program for the following reasons:

You will be notified of the date, time, and place of the Intake Meeting by the Alternative School Director .

Sincerely,

Principal

School

I understand that my child _____ has been referred by officials at his/her school for placement in an alternative education program and that I will be given an opportunity to discuss my child's placement with the superintendent or his/her designee. Please indicate your preference below:

- Would like to discuss with the superintendent or his/her designee
- Would not like to discuss with the superintendent or his/her designee

Signature of Parent or Guardian

Date

Parent Notification of Disciplinary Action

Student Name _____

Referral Source _____

Dear Parent / Guardian:

This letter is to notify you that your child's behavior has resulted in a disciplinary referral. Due to your child's inability to abide by the district's discipline policy, the following discipline action is required:

_____ Alternative Education Placement for (_____) days.

You have a right to appeal the committee's decision. Parents, students, and teachers must work together to maintain a beneficial learning environment for all students. Therefore, if you have questions regarding your child's behavior or referral, please feel free to contact the Principal at your child's school.

Sincerely,

Chief Operations Officer

Aberdeen School District
Recommendation for Exit from Alternative Education Program

School: _____ Date of Submission: _____

Section I: General Enrollment Information

Student _____ Date of Birth: _____ MSIS# _____

Age: _____ Current Grade: _____ Home Address: _____

Parent/Guardian: _____ Phone # _____

Section II: School History (Do not use subject information)

_____ The above named student has met the requirements of his/her behavioral contract.

_____ The goals on the student's IIP have been met.

_____ Other (specify) _____

No. of Discipline Referrals in current year: _____ No. of OSS days to date: _____

Types of Conduct Code Violations: _____

Corrective Measures Used (Other than OSS): _____

Achievement (List areas of strength/weakness on most recent test (s): _____

Section III: Administrator Recommendation

It is my recommendation that this student be placed back at their home school.

ALC Director's Signature

Date

COO's Signature

v v v v

Date

Date of Committee Review

_____ Approval for Placement

_____ Not Approved for Placement

Handbook Notification Receipt

I have received a copy of the School District Handbook. I understand that this handbook is to be given to my parents or legal guardian(s) so that they may be fully informed regarding policies and procedures regarding the school district.

Student Signature

Date

I have read a copy of my child's handbook that includes the district's discipline plan.

Parent/Guardian Signature

Date

I have received a copy of the rules and regulations that address the unique needs of the Alternative Education Program ~~students~~.

Student Signature

Date

Parent/Guardian Signature

Date

Transition Team Exit Evaluation

Student's Name _____ Date _____

School of Origin _____ Grade _____

Attendance

- Number of excused absences
- Number of unexcused absences
- Total number days present in AE

Academics (Average grades)

- Math
- English
- Science
- Social Studies
- Other _____
- Other _____
- Other _____

Behavior has been successfully modified

- Yes
- No

Recommended intervention strategies for the school of origin (include additional pages as necessary)

Committee signatures

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Review of Student Progress

Student's Name: _____

Date of Review: _____

School of Origin: _____

Grade Level: _____

Date of Placement: _____

Attendance:

Number of excused absences _____

Number of unexcused absences _____

Total number days present in AE _____

Academics (Average grades):

Math _____

English _____

Science _____

Social Studies _____

Other _____

Other _____

Other _____

Behavior:

Recommendations for continued growth while at ALC:

Committee Signatures:

Counselor Referral for Alternative Education Program

| | | | | | | |
|-----------------|--|-------|--|-----|--|--|
| Student | | Grade | | Age | | |
| Referral Source | | Date | | | | |
| Counselor | | Phone | | | | |
| E-mail | | | | | | |

Counselor's History of Services

| | |
|--|-----------|
| Referred to Counselor by | |
| First seen by Counselor | |
| Applied Behavioral Analysis/Interventions Attempted or Initiated (include additional pages as necessary) | |
| Date | Specifics |
| | |
| | |
| | |

Counselor's Assessment (in Collaboration with Referring School/Teacher/Administrator)

| | |
|---|--------|
| Performs substantially below the performance level for pupils of the same age | Yes/No |
| Is at least one year behind in completing coursework or obtaining credits for graduation? | |
| Is the student pregnant or a parent? | |
| Has the student been assessed/diagnosed as chemically dependent? | |
| If so, who determined this assessment? | |
| Is the student a victim of physical or sexual abuse? | |
| If so, who diagnosed this? | |
| Has the student experienced mental health problems? | |
| If so, who diagnosed this? | |
| Has the student experienced homelessness within the last six months? | |
| Does the student speak English as a second language or has limited English proficiency? | |

| | |
|--|--------------------------|
| Student has been suspended, excluded, or expelled? YES NO | Dates and explanation |
| Student has received other disciplinary action? YES NO | Dates and explanation |
| Student has truancy issues? YES NO Truancy petition filed? YES NO DON'T KNOW | Dates and explanation |
| Student has a social worker or case manager? YES NO | Name: _____ Phone: _____ |

| | | |
|---|----------------------|--------------|
| Student has a probation officer? YES NO DON'T KNOW | Name: _____ | Phone: _____ |
| Student has been in treatment? YES NO DON'T KNOW | Facility: _____ | Phone: _____ |
| IN-PATIENT OUT-PATIENT | Dates Attended _____ | |
| Contact Person _____ | | |

| <i>Area</i> | | <i>Description</i> | <i>Other</i> |
|-----------------|--------------------------|-------------------------------------|--------------|
| Mood/Behaviors | <input type="checkbox"/> | Anxious/worried | |
| | <input type="checkbox"/> | Depressed/unhappy | |
| | <input type="checkbox"/> | Eating disorder/body image concerns | |
| | <input type="checkbox"/> | Hyperactive/inattentive | |
| | <input type="checkbox"/> | Shy/withdrawn | |
| | <input type="checkbox"/> | Aggressive behaviors | |
| | <input type="checkbox"/> | Stealing | |
| | <input type="checkbox"/> | Other | |
| School Concerns | <input type="checkbox"/> | Homework not turned in/not complete | |
| | <input type="checkbox"/> | Low test/assignment grades | |
| | <input type="checkbox"/> | Poor classroom performance | |
| | <input type="checkbox"/> | Sleeping in class/always tired | |
| | <input type="checkbox"/> | Sudden change in grades | |
| | <input type="checkbox"/> | Frequently tardy or absent | |
| | <input type="checkbox"/> | New student | |
| | <input type="checkbox"/> | Other | |
| Relationships | <input type="checkbox"/> | Bullying | |
| | <input type="checkbox"/> | Difficulty making friends | |
| | <input type="checkbox"/> | Poor social skills | |
| | <input type="checkbox"/> | Problems with friends | |
| | <input type="checkbox"/> | Boy/girlfriend issues | |
| | <input type="checkbox"/> | Other | |
| Home Concerns | <input type="checkbox"/> | Fighting with family members | |
| | <input type="checkbox"/> | Illness/death in the family | |
| | <input type="checkbox"/> | Parents/divorced/separated | |
| | <input type="checkbox"/> | Suspended abuse | |
| | <input type="checkbox"/> | Suspected substance abuse | |
| | <input type="checkbox"/> | Parent request | |
| | <input type="checkbox"/> | Other | |

Are additional pages attached to this referral form? YES NO If so, how many pages? _____

Counselor's Recommendation

- Refer to alternative
- Retain in regular education
- Attempt another intervention

_____ Counselor's Signature

_____ Date

Academic Intervention Checklist for ALC

This form, along with the student folder, should be sent to the LCAS within 2 days of the student's arrival at the alternative school.

Student Name _____ Date _____ School _____

Current grade _____ Length of stay at the ALC _____ Tier 2 _____ Tier 3 _____

Name of Tier intervention(s) _____

Intervention should occur _____ times per week and is to be Progress Monitored using:

List programs used: _____

Description of Intervention(s):

Username/passwords

RTI Contact Information:

Name _____ School _____ Phone _____

Email _____

Signature _____

The following forms are required to be returned to the above mentioned RTI

Coordinator upon the student's return to the home school:

Forms 3A, 3B, 3C, logs, T2/T3 state forms, evidence of progress monitoring, and any other information acquired on the student as pertains to the tier process.

Behavior Contract

(This form should be used for students with 1st time major offense with no prior referrals)

TO: PARENT/GUARDIAN AND STUDENT

_____ (Student Name) will begin this contract on
_____ (Date) to help in assuring his/her success. This contract will be used to assist
in determining their future at _____ (Home School).

GOALS FOR STUDENT:

1. I will follow all school rules and behavior expectations at Lowndes County Alternative School.
- 2.
- 3.

REWARDS IF GOALS ARE MET:

- 1.
- 2.
- 3.

CONSEQUENCES IF GOALS ARE NOT MET:

- 1.
- 2.
- 3.

By signing this contract all parties agree to the stipulations in the document and will follow accordingly. The following contract will be reviewed by the student, parent/guardian, counselor and principal on the following date and time: _____.

(Signature of Student) Date

(Signature of Parent/Guardian) Date

(Signature of Principal) Date

(Signature of Counselor) Date

APPENDIX

State Board Policy 7.1

Mississippi Legislature House Bill 1132

Section 37-13-92, Mississippi Code of 1972

***State Board Policy
Alternative Education Guidelines
Rule 7.1***

1. The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Mississippi Code Section 37-13-92.
2. The district has and follows written procedures which meet the federal guidelines outlined in *Goss vs Lopez* due process requirements for removal of a student from school for disciplinary reasons.
3. The curriculum and instructional methodology address the needs of students through an Individual Instructional Plan which emphasizes academic performance behavior modification, functional skills, and career education.
4. The student/teacher ratio in each classroom is no greater than 15:1 with a process for approving exceptions by the State Department of Education.
5. Adequate instructional staff is assigned to ensure the continuing education of students and classroom supervision at all times.
6. Certified teaching staff and other staff assigned to the alternative program have adequate credentials to achieve the stated mission of the program. Further, students assigned for a grading period or longer and receiving Carnegie unit credits will receive instruction from appropriately certified teachers.
7. When the alternative school program is housed in a free standing facility separate from the regular school program, there is a certified administrator assigned to supervise the program.

8. When the alternative school program is housed in an existing school, the safety of regular staff and students will be insured by appropriate supervision and isolation as necessary. When an alternative program is operated by two or more school districts, pursuant to a contract approved by the State Department of Education, the contract will indicate which school district will house and which district will operate the alternative education program.

9. Rules and regulations which address the unique needs of alternative program students have been developed and disseminated to parents and students.

10. The alternative school facilities are clean, safe and functional, and commensurate with facilities provided to other students by the local school district.

11. The school district is in compliance with applicable laws and State Department of Education guidelines for reporting information relating to the alternative program.

12. Cumulative records on each student placed in an alternative program remain at and are maintained by the sending school.

13. Personnel assigned to an alternative program will report any criminal activity or other unlawful activity committed on school property to the appropriate authority.

14. Students enrolled in alternative programs/schools, including those provided through contractual agreements among multidistrict will participate in the Mississippi Assessment System at sites determined by school officials and in accordance with established guidelines regarding student grade levels and eligibility. **Test results for these students will be reported in the home school district.**

15. Evaluation of the student's progress will be conducted at regular intervals according to district policy and the appropriate records will be maintained and subject to the State Department of Education review.

16. The Individual Instruction Plan will provide full-day attendance with a rigorous workload and minimal non-instructional time.

17. Districts may select programs from options provided by the local school district, the Mississippi Department of Human Services (Division of Youth Services) or the youth court, and/or transfer to a community-based alternative school.

18. Alternative programs will provide:

- a. a motivated and culturally diverse staff
- b. counseling for parents and students
- c. administrative and community support for the program.

19. The district will complete an annual program review and evaluation as directed by the State Department of Education.

20. No school district is required to place a child returning from out-of-home placement, in the mental health, juvenile justice or foster care system in an alternative school program. Placement of a

child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Education Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Education Improvement Act of 2004. If a school district chooses to place a child in alternative school the district will make an individual assessment and evaluation of that child in the following time periods:

a. Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services custody;

b. Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and

c. An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:

i. A strength needs assessment.

ii. A determination of the child's academic strengths and deficiencies.

iii. A proposed plan for transitioning the child to a regular education placement at the earliest possible date (37-13-92).

21. School districts that enter into a contractual agreement with a private entity to provide services to students placed in an alternative setting must ensure compliance with federal and state laws and State Board Policies governing alternative education.

22. Alternative school placement shall be for, but not limited to, the following categories of compulsory school age students;

a. whose presence in the classroom is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher;

b. who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious acts;

c. who are referred by the dispositive order of a chancellor or youth court judge, with the consent of the school district's superintendent; and

d. who has been referred by the parent, legal guardian or custodian of such child due to disciplinary problems (37-13-92).

23. The removal of a student to an alternative education program shall include a process of educational review to develop the student's individual instruction plan.

24. Alternative school placement shall be determined individually on a case-by-case basis and applied consistently.

25. School districts are without discretion to establish categories or classes of offenses for which the penalty is total removal from the school setting. Thus, unless a child has been suspended or expelled from school for possession of a weapon or other felonious conduct, the student must be assigned to the alternative school for that school district. The district is cautioned not to have policies that remove students from the traditional school setting to an alternative school setting for minor infractions. If the acts of a student, although not rising to the level of a felony, are such that the student poses a threat to the safety of himself or others or will disrupt the educational process at the alternative school, the school district is not required to admit the student into the alternative school.

Source: Miss. Code Ann. § 37-1-3 (Revised 11/2012)

MISSISSIPPI LEGISLATURE

2014 Regular Session

To: Education

By: Representatives Holloway, Wooten, Harrison

House Bill 1132

(COMMITTEE SUBSTITUTE)

AN ACT TO AMEND SECTION 37-13-92, MISSISSIPPI CODE OF 1972, TO ESTABLISH THE DATE BY WHICH SCHOOL DISTRICTS HAVING AN ALTERNATIVE SCHOOL PROGRAM ARE REQUIRED TO SUBMIT ANNUAL EVALUATION REPORTS TO THE STATE DEPARTMENT OF EDUCATION; TO AUTHORIZE THE DEPARTMENT TO PRESCRIBE APPROPRIATE MEASURES FOR THOSE DISTRICTS FAILING TO SUBMIT REPORTS IN A TIMELY MANNER; TO REQUIRE REPORTS TO BE MADE AVAILABLE ONLINE VIA THE DEPARTMENT'S WEBSITE; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. Section 37-13-92, Mississippi Code of 1972, is amended as follows:

37-13-92. (1) Beginning with the school year 2004-2005, the school boards of all school districts shall establish, maintain and operate, in connection with the regular programs of the school district, an alternative school program or behavior modification program as defined by the State Board of Education for, but not limited to, the following categories of compulsory-school-age students:

(a) Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct;

(b) Any compulsory-school-age child referred to such alternative school based upon a documented need for placement in the alternative school program by the parent, legal guardian or custodian of such child due to disciplinary problems;

(c) Any compulsory-school-age child referred to such alternative school program by the dispositive order of a chancellor or youth court judge, with the consent of the superintendent of the child's school district;

(d) Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the interest and welfare of the students and teachers of such class as a whole; and

(e) No school district is required to place a child returning from out-of-home placement in the mental health, juvenile justice or foster care system in alternative school. Placement of a child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Education Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Education Improvement Act of 2004. If a school district chooses to place a child in alternative school the district will make an individual_assessment and evaluation of that child in the following time periods:

(i) Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services * * *;

(ii) Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and

(iii) An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:

1. A strength needs assessment.
2. A determination of the child's academic strengths and deficiencies.
3. A proposed plan for transitioning the child to a regular education placement at the earliest possible date.

(2) The principal or program administrator of any such alternative school program shall require verification from the appropriate guidance counselor of any such child referred to the alternative school program regarding the suitability of such child for attendance at the alternative school program. Before a student may be removed to an alternative school education program, the superintendent of the student's school district must determine that the written and distributed disciplinary policy of the local district is being followed. The policy shall include standards for:

(a) The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined in the district policy, to ensure a continuing educational program for the removed student;

(b) The duration of alternative placement; and

(c) The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy. Nothing in this paragraph should be defined in a manner to circumvent the principal's or the superintendent's authority to remove a student to alternative education.

(3) The local school board or the superintendent shall provide for the continuing education of a student who has been removed to an alternative school program.

(4) A school district, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative school program. However, any GED preparation program offered in an alternative school program must be administered in compliance with the rules and regulations established for such programs under Sections 37-35-1 through 37-35-11 and by the State Board for Community and Junior Colleges. The school district may administer the General Educational

Development (GED) Testing Program under the policies and guidelines of the GED Testing Service of the American Council on Education in the alternative school program or may authorize the test to be administered through the community/junior college district in which the alternative school is situated.

(5) Any such alternative school program operated under the authority of this section shall meet all appropriate accreditation requirements of the State Department of Education.

(6) The alternative school program may be held within such school district or may be operated by two (2) or more adjacent school districts, pursuant to a contract approved by the State Board of Education. When two (2) or more school districts contract to operate an alternative school program, the school board of a district designated to be the lead district shall serve as the governing board of the alternative school program. Transportation for students attending the alternative school program shall be the responsibility of the local school district. The expense of establishing, maintaining and operating such alternative school program may be paid from funds contributed or otherwise made available to the school district for such purpose or from local district maintenance funds.

(7) The State Board of Education shall promulgate minimum guidelines for alternative school programs. The guidelines shall require, at a minimum, the formulation of an individual instruction plan for each student referred to the alternative school program and, upon a determination that it is in a student's best interest for that student to receive general educational development (GED) preparatory instruction, that the local school board assign the student to a GED preparatory program established under subsection (4) of this section. The minimum guidelines for alternative school programs shall also require the following components:

(a) Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due

process procedures for disciplinary and general educational development (GED) placement;

(b) Clear and consistent goals for students and parents;

(c) Curricula addressing cultural and learning style differences;

(d) Direct supervision of all activities on a closed campus;

(e) Attendance requirements that allow for educational and workforce development opportunities;

(f) Selection of program from options provided by the local school district, Division of Youth Services or the youth court, including transfer to a community-based alternative school;

(g) Continual monitoring and evaluation and formalized passage from one (1) step or program to another;

(h) A motivated and culturally diverse staff;

(i) Counseling for parents and students;

(j) Administrative and community support for the program; and

(k) Clear procedures for annual alternative school program review and evaluation.

(8) On request of a school district, the State Department of Education shall provide the district informational material on developing an alternative school program that takes into consideration size, wealth and existing facilities in determining a program best suited to a district.

(9) Any compulsory-school-age child who becomes involved in any criminal or violent behavior shall be removed from such alternative school program and, if probable cause exists, a case shall be referred to the youth court.

(10) The State Board of Education shall promulgate guidelines for alternative school programs which provide broad authority to school boards of local school districts to establish alternative education programs to meet the specific needs of the school district.

(11) Each school district having an alternative school program shall submit a report * * * by July 31 of each calendar year to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to subsection (7)(k). The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under subsection (7)(a) through (j). In the report to be implemented under this section, the State Department of Education shall prescribe the appropriate measures on school districts that fail to file the annual report. The report should be made available online via the department's website to ensure transparency, accountability and efficiency.

SECTION 2. This act shall take effect and be in force from and after July 1, 2014.