

Pirates Alternative Learning Site

FOREWARD

This handbook provides students, parents/guardians, school administrators and staff of the program with a guide of general policies specifically designed for coordinating the placement and education of referred students to the safe school program, “**Pirates Alternative Learning Site**” (**PALS**). *It is not intended to be a comprehensive policy statement, but rather a summary of the various procedures and policies the members will need to know in order to effectively work as a team.*

As the program is further developed, procedures and policies will be added, adjusted and modified to meet the unique needs of the students.

PURPOSE

The purpose of the Perry County School District #32 Alternative Learning Site is to provide comprehensive, tiered services to students, grades 7-12, with attendance concerns, or with violent, abusive and/or chronically disruptive behaviors which prevent them and other students from learning. The Alternative Learning Site aims to help students develop academic, social, and career competencies necessary for meeting graduation requirements and transition to post-secondary work, training or education.

DESCRIPTION OF THE PIRATES ALTERNATIVE LEARNING SITE PROGRAM

The program is divided into two major areas: the **First** focuses on academic achievement; and the **Second** focuses on the development of life skills, social skills and job skills. The mastery performance of the objectives is based on the PALS criteria and the Show Me Standards.

STUDENT SELECTION CRITERIA

All students will be considered based on the school’s ability to meet the student’s academic, social and support needs. Students will enter the program only after a placement meeting is held to determine if placement is appropriate.

The criteria for admission of students will be a two-fold approach based on the criteria set forth in the Safe Schools Act. The **First** will be those students who have committed a single act of severe misbehavior. This single act may be an act judged by the school principal as serious enough for placement in the PALS, prior problems handled by juvenile or law enforcement officials, problems in another school (for those transferring to PCSD#32), or a single act that would be felonious or any act, which if committed by an adult, would be a felony.

It is believed that the number of students who fall into this category will be small or non-existent. However, students who are charged with these crimes or convicted will be placed in the PALS immediately. The **Second** will be acts of poor attendance or disruptive behavior that may affect the learning environment for either the offending student or other students.

Identification of these students will be based on documented patterns of absences, misbehavior, or chronic offenses, rather than a single occurrence, though the administrative team may consider a

single occurrence. The majority of students in PALS will be admitted under these criteria. It is emphasized that this group of students will be those who exhibit a long-term record of disruption (there is no set number of offenses that will constitute "long-term"). "Long-term" will be the decision of the administrators. The administrators will review sufficient written documentation to support the placement of the student in the PALS. Placement in the PALS will be determined by the following criteria being met:

1. Safe School criteria being met.
2. At least one conference has been held with the student, parents/guardians and appropriate faculty committee to discuss placement. If the student meets the criteria of Safe School violations, long-term suspension and expulsion should also be discussed.
3. An initial placement meeting between administrators, parents, a selected PALS staff member, and the student will be held to enroll the student in PALS.
4. Student's records, to include academic, attendance, and discipline will be available to the PALS staff. Complete confidentiality will be maintained for these records.
5. The student will be placed in the PALS for a minimum of one quarter with few exceptions. At the end of the agreed initial placement period, the administrator(s) and PALS staff will review the student's progress. Progress will be based on academic, attendance, emotional and behavioral records. At this time, they will determine whether the student has made sufficient progress to return to the regular school setting or if continued attendance at the PALS is in the best interest of the student.

ENTRANCE PROCEDURES

New students will be given some individual assessment tests when entering the computerized program following district curriculum. This will enable the PALS staff to implement an appropriate curriculum. However, curricular adjustments and updates may be made as the program becomes more familiar with the ability and needs of each student. Every attempt will be made to match the student's schedule of classes in the regular school, though changes may have to be made due to the ability of the student.

Previous school records including behavior documentation will be reviewed in order to determine which intervention strategies for successful achievement are appropriate for the individual student.

Special education students have Individualized Educational Plans (IEP). They will have their placement determined by an IEP committee and the placement Committee.

ATTENDANCE EXPECTATIONS

Students will be expected to maintain at least a 95% attendance rate as required for all students per board policy. If a student has 10 days of absence during their PALS placement (5 per semester), a conference with parents will be required to determine future placement, consequences, and/or interventions.

PROGRESS OF STUDENTS

Progress Reports will be sent home as deemed necessary by the staff. It is important that regular and consistent correspondence among PALS and the parents be maintained.

CLASSROOM PROCEDURES

The classroom philosophy will be based on addressing the needs of the whole child rather than achievement alone. Successful completion of schoolwork is an integral part in building a student's self-esteem, as well as preparing the student for future careers. Students who fall into a cycle of failure may be more likely to exhibit behavior problems in the classroom. Therefore, mastery learning will be used in the PALS.

Mastery Learning requires all work completed by a student must have a score of 75% or higher. Scores of 80% or better are encouraged, as this helps guarantee retention of the material being learned.

BEHAVIOR MANAGEMENT

Student behavior is the key aspect of the PALS. Students will earn points each day based on academic performance, self-control, interactions with staff and other students, timely attendance, participation in group activities and special activities.

Acceptable classroom behavior is defined as:

1. Being respectful to staff and peers
2. Abiding by class rules
3. Completion of daily work
4. Exhibition of self-control
5. Attendance following PCSD#32 policy

Each of the five criteria above will be graded on a point scale each day. Points will be subtracted for violations or failure to accomplish work assignments. The behavior sheet in the back this handbook will be maintained for each student and will reflect behaviors displayed by the student on every day of attendance in the PALS.

PALS will be a strict, highly structured environment. There will be no mixing with other students on campus. Each student will work independently with the help of a teacher.

As soon as the students arrive on campus they are to report to the PALS classroom. The room will open at 7:30 a.m. If students are on campus at this time they **MUST** report to the PALS. Students are not to stay outside or enter any other buildings or classrooms before or after school hours. School will start at 7:55 a.m. and end at 3:00 p.m.

Teachers will decide what breaks may be taken by PALS students. Decisions may vary from day to day depending on the general classroom behavior. At **NO** time is a student to leave the PALS for a break unaccompanied by a staff member.

When the Lead Teacher believes the attempts of appropriate measures to control a student's behavior have failed, the student's parents will be contacted and the student will be sent home, which may result in a suspension. This will always be done when a student's behavior is seriously hindering the educational process for that student or the other students, or a clear and present danger is presented for that student or the other students.

After intervening in the situation the Lead Teacher will determine if it is appropriate to return to the classroom. Any student who is willing to comply with the basic rules and correct the offending behavior will probably be returned to the class.

However, any student who the Lead Teacher believes will remain out of control and would be inappropriate to remain in the PALS setting will have parents/guardians contacted and will be sent home for the remainder of the day.

If a student remains out of the PALS for the rest of the school day due to inappropriate behavior, the parents/guardian MUST meet or conduct a consultation with the Lead Teacher before the student can return to the PALS. Students can receive Out-Of-School Suspensions (OSS) for infractions during their placement at the PALS.

STUDENT ASSESSMENT FOR RETURN TO THE REGULAR SCHOOL SETTING

Near the end of the student's assignment to the PALS, there will be a meeting by the administrators and the PALS staff to determine what progress has been made. If the student's time frame is near the end of a quarter or semester break point, this will be considered in the timing. It is understood that if a student is making acceptable progress, it would be in the best interest to return to the regular school at the start of a new grading period if possible.

EXTRA CURRICULAR SCHOOL ACTIVITIES

PALS students may NOT attend and/or participate in the extra curricular activities at the regular school without the approval and permission of the administrators. This provision may be provided as part of the student's transition back to the regular classroom setting. The PALS staff will help coordinate these arrangements when appropriate.

USE OF COMPUTERS, AUDIO/VIDEO EQUIPMENT

Each student in the program will be provided a student work station which will be equipped with modern, up-to-date electronic equipment. Therefore, exceptional care must be taken of all equipment. Students will only operate equipment with the permission from the PALS staff and will be charged with deliberate misuse for results in damage. Restitution for damages may be charged to the student. In addition, computer use may be denied for any length of time, when the student is exhibiting inappropriate or destructive behavior. Students will not be allowed to use personal electronic devices including cell phones, tablets, laptops, etc.

MISCELLANEOUS STUDENT EXPECTATIONS

No backpacks, book bags, gym bags, purses, etc. will be allowed. If brought to school they will be stored in the office until time to leave. Cell phones will not be permitted at student work stations.

Students must provide paper, pencils/pens, and other materials for their daily work.

In regard to behavior and dress norms and expectations, students will be held to the same standards as the regular school setting as set forth in district/building codes and policies. These are stated in the regular student handbooks for all students.

The Board of Education expects student dress and grooming to be neat, clean and in good taste. A student's behavior is expected to demonstrate a desire and motivation to make positive choices that promote learning and achievement. These standards are in place so that each student may share in promoting a positive, healthy and safe atmosphere within the District. The general atmosphere of a school must be conducive to learning. If a student's or teacher's general appearance or behavior attracts undue attention to the extent that it becomes a disruptive factor in the school, a building administrator will ask the student to make the necessary changes. It will be the responsibility of the students, parent(s) and/or guardian(s) to know and follow the guidelines as set in the building/district codes and policies and published in the parent/student handbooks of the regular school setting.

EMERGENCY PROCEDURES

Teachers will routinely review proper emergency procedures with their classes. Drills for fire, tornado, earthquake and intruder will be conducted periodically when the other buildings conduct them.

- FIRE: In the event of a fire, each teacher will take the class to an exit away from the fire and wait in area near the east end of the football field. Roll will be taken and any absences noted and, explained and investigated.
- TORNADO: students will be instructed to stay inside, on an inside wall, drop to the floor and cover their heads with their hands. After the all clear resume previous instruction.
- EARTHQUAKE: when the quake is first felt, students will drop to the floor under a desk or table and cover the back of their heads with their hands. When the tremor has stopped the teacher will quickly and in an orderly fashion take the students to the closest unblocked exit and vacate the building. Proceed to the east end of the football field where roll will be taken and any absences noted, explained and investigated.
- INTRUDER: in the event of an intruder doors will be locked and students will move to a position that does not allow view from the outside.

NOTICE

The program will remain continually open to new methods, procedures and rules to meet the unique needs of its students. It is recognized that changes may be necessary as the students' needs change. Therefore, flexibility will be considered an integral part of the program.

No students will be discriminated against because of juvenile records, mental or emotional handicaps or previous behaviors. The program strongly believes in and promotes every student's opportunity to change behaviors and make positive decisions to live in a productive life. We welcome the opportunity to be involved in that process.

LIFE SKILLS-SOCIAL SKILLS-CHARACTER EDUCATION

Students will be required to work toward the development of life skills and character qualities which may include:

- Doing one's best
- Taking responsibility
- Respecting others
- Showing friendship
- Honesty
- Generosity
- Patience
- Anger management
- Empathizing
- Positive thinking
- Reliability
- Giving compliments
- Sharing
- Listening
- Positive communication skills
- Employment skills
- Drug education

Individual needs will be considered when planning the student's educational and behavioral plans.

Parents and students may be offered groups throughout the school year during and after school hours. These groups may address such subjects as:

- Parent/Child communication
- Self-esteem
- Child diversity
- Keeping children drug-free
- Positive parent discipline
- Coping with angry children
- Positive attitude
- Motivating children
- Conflict resolution skills
- Making smart choices
- School attendance

WEEKLY STUDENT BEHAVIOR REPORT

Student name _____ Date _____ Total Points _____

There will be 0-5 points received daily in 4 areas. Students will be assessed using the following system. **5-** exceeds expectations; **4-** excellent behavior; **3-** average behavior; **2-** below average behavior; **1-** continuous behavior problems and/or poor performance; **0-** serious incident, lack of performance, OSS issued and/or unexcused absence.

MONDAY

1. Being respectful to teachers and peers.
0 1 2 3 4 5
2. Following school rules.
0 1 2 3 4 5
3. Completion of assigned work.
0 1 2 3 4 5
4. Displays self-control.
0 1 2 3 4 5
5. Present and on time.
0 1 2 3 4 5

THURSDAY

1. Being respectful to teachers and peers.
0 1 2 3 4 5
2. Following school rules.
0 1 2 3 4 5
3. Completion of assigned work.
0 1 2 3 4 5
4. Displays self-control.
0 1 2 3 4 5
5. Present and on time.
0 1 2 3 4 5

TUESDAY

1. Being respectful to teachers and peers.
0 1 2 3 4 5
2. Following school rules.
0 1 2 3 4 5
3. Completion of assigned work.
0 1 2 3 4 5
4. Displays self-control.
0 1 2 3 4 5
5. Present and on time.
0 1 2 3 4 5

FRIDAY

1. Being respectful to teachers and peers.
0 1 2 3 4 5
2. Following school rules.
0 1 2 3 4 5
3. Completion of assigned work.
0 1 2 3 4 5
4. Displays self-control.
0 1 2 3 4 5
5. Present and on time.
0 1 2 3 4 5

WEDNESDAY

1. Being respectful to teachers and peers.
0 1 2 3 4 5
2. Following school rules.
0 1 2 3 4 5
3. Completion of assigned work.
0 1 2 3 4 5
4. Displays self-control.
0 1 2 3 4 5
5. Present and on time.
0 1 2 3 4 5