

Western Line School District

Alternative School Handbook

Updated: July 2021



“Committed to Excellence in Education”

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**THIS HANDBOOK IS AN ADDENDUM TO THE
WESTERN LINE SCHOOL DISTRICT HANDBOOK**

This handbook consists of requirements for students placed in the Western Line School District Alternative Program. It shall be posted online, and a hard copy shall be offered to the parents and student at the time of placement in the WLSA Alternative Program. Additional copies are available on request. All State and Federal laws, rules, regulations, requirements, code of conduct, etc., in effect at the student's home school, will remain in effect during the student's enrollment in the Alternative School Program.

**Western Line School District
Alternative School Vision**

The vision of the Western Line School District is to challenge all students to work to their highest potential and encourage student responsibility as they develop intellectually, socially, emotionally and creatively.

**Western Line School District
Alternative School Mission Statement**

The Western Line School District leverages three beliefs rigorous academics, high expectations for student behavior and strong partnership with families and communities to create a learning environment that develops our students as organized, Inquisitive, passionate, respectful lifelong learners.

**Western Line School District
Alternative School Goals:**

The goals of the Western Line School Alternative Program are as follows:

1. Facilitate in developing skills to be successful in regular school setting.
2. Facilitate in developing skills of self-discipline and taking responsibility for personal actions.
3. Facilitate in maintaining and improving academic skills.
4. Provide a safe, structured and nurturing environment for learning.
5. Assist students in identifying barriers that inhibit their educational and social development through character education.

Western Line School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entity.

What is Alternative Education?

“Alternative Education” is a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting, but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

Who is Eligible for Placement?

- Students who have been placed by the Western Line School Disciplinary committee.
- Students with repeated (documented) disciplinary infractions
- Students with basic subject failures
- Students with excessive absences.
- Students identified as having specific handicapping conditions, if the IEP committee determines placement is necessary.
- Students returning from a residential or long-term program.

The Alternative School Handbook is a guide that will be reviewed and revised annually. Western Line Schools reserves the right to make changes or exceptions to statements in this handbook as directed by the Western Line Superintendent or School Board.

The Western Line School Alternative Program has a total of 20 slots. The slots shall be divided eight (8) per high school and two (2) per elementary. In the event one school needs more than their allotted slots, they shall be given any slot not currently used until the other school needs the slot. In that event, the Administration shall meet to determine the course of action



WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

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Dear Students:

The staff of the Western Line Alternative Program looks forward to assisting in your transition to and from the Alternative School Setting. We expect you to participate in your class, cooperate with staff and accept responsibility for your actions. You are expected to become familiar with this handbook and obey all rules of the Western Line School District Alternative Program. Exit criteria will involve more than just attending for the prescribed number of days, there is an expectation of involvement and continued education and behavior improvement.

Dear Parents:

In assisting your child with their educational services, we want your support as we are involved in this transition with your child's development. Let us work together to assist and equip your child to be successful in his/her education and social development.

Dear Staff:

It is the proposition that students in the WLSD Alternative Program will continue to move forward instructionally and will gain skills to successfully return to the home school. It is the goal of all Western Line Staff to assist in this process as needed to ensure each students success.

Lynn Lang
Alternative Program Director
Western Line School District
Program Definition and Description:

The Alternative school program is defined through written board-approved policies and procedures designed to provide appropriate educational opportunities for the category of students to be served. Further the program must meet the requirements of Mississippi Code 1972 annotated 37-13-92, which delineates the components of alternative education. An alternative education program involves temporary authorized departure from the traditional school setting. It is designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and/or adult life without positive interventions.

MDE Defined Procedures:

Based on the Mississippi Code 1972 Annotated 37-13-92, the Western Line School Board shall authorize the Superintendent to establish, maintain and operate, in conjunction with the general programs of the district, a separate Alternative School Program. The alternative school program shall be operated as part of and in accordance with the regulations applicable to the general school program and will all requirements of federal and state law (MS Code of 1972 Section 37-13-91, 37-13-23, etc.) and the guidelines of the Mississippi State Department of Education. The alternative school or behavior modification program shall be at a minimum based on the following categories of compulsory-school-aged students:

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expressed for possession of a weapon or other felonious conduct.
- Any compulsory-school-aged 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.
- Any compulsory-school-age child referred to such alternative school program by the dispositive order of a chancery 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 detriment to the best interest and welfare of the students and teacher of such class as a whole.
- Any student who is returning to the school from a residential facility, foster home, group home or detention center can be placed in the alternative program for 10 days while a committee is convened to determine if the student needs a 45 day placement or can transition into the general school environment at the home school.

Placement in the Alternative Program

Before placement in the alternative school program, the director or principal of the program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the Superintendent shall determine that the written and distributed disciplinary policy of this district is being followed and that the policy includes 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 teacher and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student;
- b. The duration of the 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.

The Superintendent or his designee shall develop procedures for the continuing education of a student who has been removed to an alternative school program. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any additional rules of conduct and discipline deemed appropriate by the superintendent and/or principal.

Alternative Education Program Elements:

The Western Line School Alternative Education Program will:

- Be provided jointly with one or more schools within the school district
- Have a certified Administrator as the Director
- Include one certified teacher and at least one para-professional

The Western Line School Alternative Education Program will

- Provide the same instructional materials, resources, textbooks or computers as those supplies in the traditional setting;
- Focus on language arts, math, science, social studies, and personal behavioral management;
- Ensure that the maximum class size will not exceed 15:1;
- Provide each special education student with the services and modifications as indicated in his or her individualized education program (IEP);
- Provide for students' educational and behavioral needs
- Separate disruptive students from non-disruptive students who are assigned to the program;
- Separate older students from younger students
- Individualize, as much as possible, academic and behavioral exit requirements for each student assigned to the program.

The Western Line School District shall ensure the following components are included in the alternative school program:

- Clear guidelines and procedures for placement of students into the alternative school program.;
- Clear and consistent goals for students and parents;
- Curricula addressing cultural and learning style differences;
- Direct supervision of all activities on a closed campus;
- Attendance requirements that allow for education and workforce development opportunities;
- Counseling for parents and students;
- Administrative and community support for the program; and
- Clear procedures for annual alternative school program review and evaluation.

It shall be the practice of the alternative school program that any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.

The school district 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 MS Code of 1972 Section 37-13-92. The report shall include a detailed report 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 the MS Code of 1972 37-13-92.

Staff Development

The process of in-service training should be conducted for all personnel who have direct or indirect contact with alternative education students. More specifically, strategies for reaching these goals should come from a group or a person who has experience working with students who exhibit disruptive and offensive behavior. The skills should be combined with effective instructional strategies and student discipline techniques to promote student achievement and modify student behavior. Documentation of this training should be kept in the Alternative School Notebook.

Characteristics of Alternative Education Students:

- Punishment as a customary measure to change behavior
- Avoidance of academic activity due to failure
- History with the juvenile justice system
- Inadequate skills in reading and math
- Insufficient family support systems
- Insufficient reinforcement for appropriate behavior
- Significant history of failure
- Strong desire to be viewed as a significant and important person among peer group
- Suspected disability

- Unsuccessful Tier III behavior interventions
- Excessive absences due to behavior problems
- Mental illnesses (short-term or long-term inpatients or outpatients) or emotional disability
- Lack of challenging or rigorous instruction to meet high performing ability
- Substance abuse
- Overage (Behind in grade, English Language Learner, etc.)
- Custodial care of Department of Human Services, foster care, or homeless

Special Education Guidelines

Please see the MDE guidelines on discipline and alternative placement as well as IDEA guidelines on discipline for specific procedures to placement of a special education student into the alternative school.

Student Conduct and Grades:

Criteria used in the evaluation process to determine a student's grade must be supported by rational and data. The criteria must be in writing and must include the following:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides.
2. Methods of evaluation of grades will reflect some combination of the areas listed below:
 - a. Class work
 - b. Homework
 - c. Test scores
 - d. Participation
 - e. Skill application
 - f. Preparation for class
3. The effect of absences on grades.
4. Procedures for making up assigned work and tests.
5. Other criteria as may be approved by the superintendent and school board.

The Western Line School District, in its discretion, may implement a GED program for the alternative program.

Student Dress Code:

Shirt:

- White Polo (only white undershirt allowed)

Pants:

- Khaki Pants or shorts
- Pants shall not sag

Belts:

- Must be solid black, white, brown or school colors with a dress style buckle.
- Belts shall be at the waist and visible from the back and front at all times.

Shoes: Shoes shall be worn at all times

- House-shoes, flip-flops and swim-shoes are not allowed.
- Shoes with laces must be laced and tied
- Shoes with Velcro must be fastened.

- Sandals shall not be worn on playground or in the gym for P.E.

Jackets:

- Pullover jackets or sweatshirts (with or without hoods) are not allowed.
- Jackets shall be unbuttoned, unzipped or unbuttoned inside the school buildings
- Jackets must not fall below the knee. (Trench coats are not allowed.)

Other regulations:

- All students shall always wear shoes by order of the Health Department
- All pants shall be worn at the waistline with no undergarments or skin showing (No sagging pants)
- All tops shall not show or reveal any mid-section
- No clothing articles or patches are to be worn which advertise alcoholic beverages or other drugs
- Obscene slogans or slogans/signs that promote gang activity are not to be worn on clothing articles
- Sunglasses are not to be worn in the buildings unless otherwise prescribed
- No facial piercings and no jewelry are allowed in the Alternative Placement.
- **No caps or hats or headdresses are allowed in the school building.** Students are not allowed to wear caps, hats, bandanas, or skull caps, etc. with bills on school campus. **All caps/hats worn in the school building will be confiscated and kept until the end of the school year.** Toboggans (with no bill) may be worn outside during cold weather.
- In P.E. and on the playground, only tennis shoes shall be worn

Violations of the dress code shall be handled by the Alternative Director. If the student's dress is deemed inappropriate or offensive, he/she shall be required to obtain appropriate clothing before being admitted to class. Violations of the dress code shall be dealt with according to the district discipline policy.

Western Line School District Rules and Procedures:

- Come ready to work everyday
- No profane language and gestures
- Raise hand to get out of seat (water fountain, bathroom, etc.)
- Treat other students and property with respect
- Keep hands, feet, and objects to yourself
- Students are to be checked for weapons every morning using the handheld metal detector or pat down from the School Resource Officer.
- Students report to assigned workstation / seat upon arrival.
- Breakfast and lunch are eaten in the alternative setting, or an assigned table in the cafeteria.
- Placement by Students are to follow all rules and regulations when in the cafeteria or other parts of the school building.

Curriculum:

Cumulative records on each student placed in an alternative program remain at and are maintained by the school of origin. The curriculum and instructional methodology address the needs of the student through an IIP or IEP for students with disabilities. These programs emphasize academic

performance, behavior modification, functional skills, and career education. Academic performance is defined as the achievement level of each assigned student. The academic portion of the IIP and IEP should be developed based upon the student's ability and baseline data obtained from the selected assessment.

Instruction:

The Western Line Alternative Program, under the leadership of the Western Line School District, shall use the following standards to deliver instruction:

- The curriculum and instructional practices shall reflect high expectations for all students.
- Discuss with the licensed teacher, school counselor, student, parent, and other involved parties the student's current academic standing, personal interests, and career aspirations.
- Determine academic coursework based upon the above information.
- Curriculum shall address cultural and learning style differences.
- Instructional activities shall be consistent with the written curriculum and appropriate student's development levels.
- Instructional materials shall be age appropriate, functionally appropriate, and of interest level for students.
- The instructional program shall be delivered in a climate conducive to learning.
- The instructional program shall include educational and workforce development opportunities.
- The instruction utilized will be Edgenuity for core courses

The long-term plan includes reference to adequate academic progress and progress on short-term and/or long-term goals. In order to determine adequate progress, the learning plan is reviewed on a semester basis. The plan is reviewed at minimum by the student and his/her school counselor. (If the student is in the Special Education Program, the case manager will also be involved). Adjustments are made as needed.

The Individual Instructional Plan:

The Transition Team will consist of the following:

- Home School Principal or designee
- Home School Teacher
- Alternative Director or designee
- Special Education Teacher (if eligible for services)
- Central Office Representative (when needed)
- Student
- Parent/Guardian

The transition team will develop the Individual Instructional Plan and determine if the student will remain on the current academic plan or if he/she will enroll in the online program for the 4 core classes (English, math, science and social studies). The transition team will also determine any other courses the student will drop or be enrolled in (electives/ comp math, etc.)

The transition team will determine the behavior goals for the IIP and how often the parent/guardian will be provided progress updates.

Support Services:

Students at the Western Line Alternative school receive school counseling and/or other support services such as social work, psychological services, related services, etc., as indicated in the IIP or IEP. We also collaborate with other entities in the community such as:

- Attendance Officers
- Department of Human Services (DHS)
- Faith Based Organizations
- Local businesses
- Life Help
- Law Enforcement
- Local Colleges
- Mentors and Tutors
- Youth Court
- School based Mental Health
- Partners in Education
- Vocational Rehabilitation
- School Social Worker, mental health worker, etc.

Student Progress:

Evaluation of the student's progress at the Western Line Alternative Program will include the following, but not limited to:

- Academics
- Behavior
- Attendance
- IEP goals and objectives progress on SPED students.

Placement by District Discipline Committee (DDC)

Students can be placed in the Western Line School District Alternative Program by the District Discipline Committee, according to state and district regulations for a specific incident a pattern of incidents and as required by law for certain offenses. Students and parents/guardians must attend an intake/transition meeting (even if the student is 18 or older) and sign a contract that states they agree to follow all rules and regulations of the Alternative School established by the Western Line School District.

The DDC will consider recommendation from the home school principal, the MTSS Committee, the parent/guardian or the IEP committee.

Students with an IEP/504 plan:

If a student has a special education eligibility or 504 Plan, the child must have a behavior plan as a component of his/her IEP and progress monitoring data supporting the effectiveness or lack of effectiveness of that IEP component. A manifest determination ruling should be completed before a child is placed at the Alternative School as well. The child can be placed based on parent referral.

Requirements for Admission to the Alternative School Program:

Because participation in an Alternative School Program is an opportunity and not a right, only those students who meet the grades, behavior and attendance requirements are admitted and retained in the program. Requirements for attendance and behavior are stringent.

Parent Agreement:

Parents are required to sign an agreement before the student is fully accepted into the program. The parent agreement helps ensure that the family is committed to and supportive of the Alternative School and that they explicitly agree to support the schools' recommendations regarding both academic and behavioral interventions.

Student Agreement:

All students accepted into a program are required to sign a student agreement prior to starting the program. Students are expected to achieve daily academic progress in designated coursework.

Length of Stay

The length of a placement in the Alternative School is determined by the District Discipline Committee. However, a student must meet multiple exit criteria before returning to regular classes at their home school.

Length of stay can be extended if the student's progress is not satisfactory as measured behaviorally and academically. Exceptions to this process include students entering the district from a juvenile facility or students placed at the Alternative School through the court system.

Students must also meet qualification in order to be released from their alternative school placement:

- Students must have completed all academic assignments to the satisfaction of all Alternative School instructors;
- Students must have attended the required number of days successfully
- Students must be making progress toward behavioral goals
- Students discipline referrals must be at a minimum.

Learning Plan

After a student has been accepted into the Western Line School District Alternative Program, an initial learning plan is developed, unless another individual plan exists (IEP or 504 Plan, etc.). The Individual Instructional Plan (IIP – Learning plan) and subsequent variations of the plan are contracts to which all parties must commit. The following procedures are to be used to create the initial Individual Instructional Plan (IIP).

- Review the high school transcript for completed coursework and credits earned.
- Determine the student's skills through a file review.
- Discuss with licensed teachers, school counselor, student, parent, and other relevant parties the student's current academic standing, personal interest, and career aspirations.
- Determine academic course work based upon the above information.

The IIP includes reference to adequate academic progress and progress on short term and/or long-term goals. In order to determine adequate progress, the IIP is reviewed on a semester basis. The plan is reviewed at minimum by the student and his/her school counselor. If the student has a special education eligibility, then the student's IEP manager will also be involved. Adjustments are made as needed.

The Alternative School Program Positive Behavior Support System

The Alternative School Positive Behavior Support System is a center-wide Behavior Management System for students in the Western Line Alternative School Program. The Behavior Management System is based on sound empirical practices for students who display inappropriate social and behavioral problems that prevent them from meeting with success in the general school setting. The Behavior System is based on a strong teaching model that holds as its central assumption the belief that most of our students who are placed at the Alternative School do not possess the social or behavior skills that would allow them to be successful in typical school settings.

Positive Behavior Interventions and Supports

At the basic level of the system is the Positive Behavior Intervention component. It is comprised of the stated behavioral expectations of our students for the various settings within our building. The feedback system for our students when they are meeting those expectations, and the motivation system to ensure with more certainty that our students would strive to achieve those expectations. The element of the System is based on positive, proactive, and preventive approaches. A comprehensive program for individuals with behavior disorders employs a multitude of components.

Teaching Expectations:

It is important to know and understand the behaviors that are expected in different environments (e.g., classroom, hallway and bathroom). Expectations have been determined for all the different environments at the Alternative School. Those that follow were based on the current management

system. These expectations are regularly with the student and the expectations for the Alternative School have been outlined for the hallway/sidewalk, restroom, cafeteria, bus, and classrooms.

Be Safe

Hallway / Sidewalk	Restrooms	Cafeteria / Dining area	Bus / Transportation	Classrooms
Move directly to the designated areas.	Enter quickly and quietly	Walk quietly to your seat.	Arrive at the bus stop / driveway in a timely manner.	Walk quietly to your seat.
Follow all teachers or safety officer directions.	Place all toilet paper in the toilet and paper towels in the trash	Report to the dining area only when directed.	When on the bus, always remain quiet and seated.	Follow all directions from all Alternative Staff Members.
Avoid causing distractions to other students or when passing a classroom.	Wash and dry your hands, and leave the restroom in good shape	Avoid interrupting others around you while eating.	Encourage others to refrain from causing commotion on the bus.	Maintain calm in the classroom.

Be Responsible

Hallway / Sidewalk	Restrooms	Cafeteria / Dining area	Bus / Transportation	Classrooms
Do not linger on the sidewalk at any time.	Properly sign in on the clipboard & inspect before use.	Acquire all meal items, utensils, and beverages before you sit	Follow all ALP procedures on the bus.	Have necessary materials to start class on time.
Do not deviate from the specified route	Report any unclean conditions to ALS Staff	Sit in the designated area	Do not put others at risk of breaking the rules.	Complete all your work on time. Strive to do your best.
		Clean up after yourself and the area around your seat.	Avoid causing distractions to the driver.	Assist in keeping the room clean by keeping your space neat.
Know the rules and policies; ignorance does not exempt you from the consequences				

Be Respectful

Hallway / Sidewalk	Restrooms	Cafeteria / Dining area	Bus / Transportation	Classrooms
Keep your hands and feet to yourself	Keep your hands and feet to yourself	Keep your hands and feet to yourself	Keep your hands and feet to yourself	Keep your hands and feet to yourself
Focus on yourself and surroundings	Focus on yourself and surroundings	Focus on yourself and surroundings	Focus on yourself and your surroundings	Focus on yourself and surroundings
Talk quietly when allowed, using low voice / clean language	Flush after your use / do not flush anything inappropriate.	Remain quiet while waiting on your food	Keep your seat when the bus is in motion.	Sit appropriately at your desk or computer table.
	Talk in a quiet voice.	Sit in your assigned area when in the cafeteria	Remain respectful when the bus is in motion.	Leave class only when you are with ALP staff.
	Report any problems to staff or the ALP Staff	All food stays in the dining area, except meals served in alternative	Refrain from distracting the driver.	Raise your hand to speak, and always speak in a respectful tone.
Be polite to staff members, other students, and visitors and/or guests.				

Exit requirements

Students earn the privilege of returning to their regular campus only after successfully completing and meeting all of the following requirements. The Student must:

- a. Have served at least the minimum number of days required.
- b. Received a minimum number of behavior referrals.
- c. Have satisfactorily completed all work assigned.
- d. Leave their workstation in order.
- e. Have successfully demonstrated an understanding of the Character Education Program and the positive character traits.

The number of days assigned may be lengthened by the Alternative School Staff and Committee. The home campus will be notified of the date of a student's projected return to that campus at least ten (10) days prior to the return to the home campus.

The items listed below are the criteria used to determine reduction of days at the alternative school.

- a. Attendance
- b. Conduct

- c. Academics
- d. Dress code
- e. Exceeding goals

Process for Transition

When it is time to begin transition back to the home school, a transition team meeting is held. The student may also participate in the transition meeting. The meeting allows the student to understand what will be expected of him/her as well as the receiving school to give all parties concerned an opportunity to interact and establish lines of communication. A review/revision of the IEP and/or change in placement may occur at the meeting (if the student is eligible for SPED services.) Otherwise, a Transition Plan is developed at this meeting to guide the smooth transition of the student back into the home school setting. Details of the plan include transition treatment goals, a check in/check out schedule, establishment of a mentor, the identity of the party responsible for plan implementation, review of program progress, and frequency of progress review meetings. All involved in the development of the plan sign the plan, and the next review meeting is scheduled for a month later.

The Check In/Check Out monitoring technique is used when a student is returned to their home school setting. At transition meeting is held at the student's home school prior to release. As a minimum, a member of the Alternative School Staff, the home school principal (or designee), the home school counselor, and one of the student's teachers attend. Details of the transition are worked out during the meeting.

Definitions of Appropriate Behaviors

Compliance: Student initiates compliance within ten (10) seconds of an adult presented instruction and completes the demand in a timely manner. A timely manner depends on the demand and relies on teacher's discretion for individual demands.

Remain in working Area: Student remain in designated area for an assignment or task for the entire duration of the activity.

Completing Assignments: Students completes assignments or tasks in the time specified by the teacher/director/staff.

Returning Home/School Note: Student returns home/school note for the previous day, thus meeting the conditions for the conditions for the school/home note. Conditions may include having the note signed by the guardian. Etc.

Ignoring Others Teaching, Name Calling, etc.: Student does not respond verbally or by gesture (giving the finger) to another student who is teasing, name-calling, or directing any inappropriate behavior to that student.

Easy Transition to or From Cool Down Time: Student move to Cool Down Time area without any inappropriate behaviors. Student moves from timeout to regular activity without any inappropriate behaviors.

Definitions of Inappropriate Behaviors

Teasing: When one student makes fun of another with the intent of making the other student feel bad or to make others around them laugh at the teased students' expense.

Name Calling: When one student calls another student/teacher/staff member by a name other than his or her accepted name or nickname with the intent to cause the other person to feel bad.

Cursing: When a student says a word commonly used as a swear word. The list of words includes appropriate names of body parts used in an inappropriate manner or in an inappropriate situation. Teacher discretion will be used when determining if a word is a swear word or not.

Leaving Work Area: A student clearly departs from an area assigned for a task without permission from the teacher or staff member. Leaving the classroom meets the definition if the assigned activity is in the classroom.

Sleeping: A student's head is resting on or against an object with eyes closed during instructional time. The student may not be asleep but gives the appearance of sleeping.

Noncompliance: If the student does not initiate compliance with an adult presented instruction within 10 seconds. Noncompliance is also when the student initiates but does not complete the task or instructions within a reasonable amount of time as determined by the person who issued the instruction.

Talking Back: A student is argumentative with a teacher, is sarcastic towards teachers, or makes a "smart" remark after a teacher makes a comment directed at that student or another student.

Not finishing Assigned Work: A student fails to complete an assignment or task after having been given enough time to finish the assignment or task. The teacher will determine if the assignment or task should be finished in a certain amount of time.

Difficult Transition to or From Cool Down Time: A student is noncompliant when told to go to Cool Down Time. If a student refuses to go to Cool Down Time, or if any problem behaviors occur on the way to Cool Down Time, or if the student refuses to comply when released from Cool Down Time or refuses to answer any questions when Cool Down Time is finished (such as "Why were you in Cool Down Time?").

Aggression: A student hits, kicks, scratches, pokes, pinches, throws things, yells, or otherwise intentionally attempts to cause harm or physical irritation to another student, teacher, or staff member. Aggression does not include self-defense, which has its function as protection, and not intent to cause harm. To that end, anyone who bullies other students or who starts or participates in a fight or other emotional or physical harm or threat to another student or member of the school family will be suspended from the Alternate Placement and the days do not count toward the set number of days the student is required to attend the Alternative Program.

Fighting / Disorderly Conduct: A student standing up to fight or standing up yelling at another student is treated as a fight. School Safety is the most important objective of the school and students can be arrested for these offences while at school or on the bus.

Gang Related Clothing or Activity: Students are required to dress according to the dress code. No gang related clothing will be permitted. In the event, the student crosses the dress code with gang related clothing (safety pin to clothing, rolling up a pant leg or other gang type symbols, writings, drawings, or throwing signs related to a gang, is treated as the first stage of a fight or violence. This includes drawing gang symbols on handbook, school papers, or any school property. No eyebrow jewelry is allowed.

Breaking School Expectations: A student can be disciplined for any behavior related to the discipline code, or behaviors deemed dangerous or causing disruption to the Alternative School Program.

EXAMPLES OF INAPPROPRIATE BEHAVIORS

Mild Misbehavior, such as, but not limited to:

- Talking without permission
- Chewing gum, candy, etc.
- Rocking or swinging arms or legs in chair
- Feet on desk or table
- Sitting on top of the desk or table
- Inappropriate manners
- Sagging clothes
- Interrupting staff while addressing another student or talking to another staff member.

Moderate Misbehavior, such as, but not limited to:

- Making unnecessary noises including; singing, rapping, laughing, talking, etc.
- Cursing
- Spitting in the building or waste baskets
- Not attempting or completing class work
- Not complying with staffs' request
- Writing or passing notes
- Talking after warned to stop
- Bothering other people's possessions
- Not facing forward in seat or table

Serious Behavior, such as, but not limited to:

- Walking out of class without permission
- Calling other's names (students or staff)
- Throwing paper, books, spit balls, etc.
- Graffiti on walls, desk, or other items

- Violation of dress code
- Sleeping on the appearance of sleeping during instruction time.
- Out of seat without permission from staff
- Disrespectful remarks or gestures toward other students, staff or other individuals
- Going on the internet without permission or going to unauthorized sites.
- Violating the computer use regulations
- Repeated minor or moderate offenses
- Use or possession of tobacco on school grounds

Criminal Conduct or Removal, such as, but not limited to:

- Fighting or trying to get someone to fight
- Hitting another person
- Destroying school, staff or another students' property
- Vandalism or theft
- Sexual, verbal, or physical threats toward students, staff or other individuals.
- Trespassing on district property
- Harassment, threats, or intimidation
- Open defiance of a teacher, staff member or Alternative Director
- Use, possessions, or under the influence of drugs or alcohol
- Running or walking away from a search
- Possession of weapons
- Criminal or illegal behavior
- Display, advertise, or recruit for an affiliated gang
- Behavior, gestures, or drawings which symbolize gang membership

Interrogations and Searches

Students assigned to the Alternative School are subject to daily inspection of their person, any possessions, and assigned materials upon arrival to school. This is done in the interest of safeguarding all students, their property, and the school property. Books, equipment, desk or other materials provided by the school, remain school property, even though they are utilized by the students. The school retains the right to check, inspect, or search these materials, facilities, or property, at any time to verify their condition, orderliness, cleanliness, and/or content. Students are fully responsible for security and contents of the assigned desk.

Personal Items Brought to School

Students are not to bring any materials to school except those directed by the teacher (i.e. Homework). **Purses and backpacks are not allowed.** Any items brought to school are removed and confiscated. These include, but are not limited to tobacco products, vape pens, music players, inappropriate published or written materials, tapes, gum, jewelry, etc. Staff may remove any article that is perceived as causing a disruption. Any illegal items found are turned over to the school resource officer. Female students can bring a small bag with necessary items for personal

use. The bag will be checked with the Alternative Learning Staff each morning and checked out when the student goes to the restroom. The bag is subject to be searched.

Any unauthorized item brought to school remains in the office until the end of the semester, when the parent/guardian can pick it up. This includes, but is not limited to, accidentally wearing jewelry, wearing a cap or money. **Keys can be surrendered each morning and returned at the end of the day. No cell phones are allowed on campus or on the bus.**

School and Law Enforcement

The Alternative School Program and the Western Line School District share the services of a School Resource Officer. This officer's purpose is to assist in creating a safe, secure, and orderly learning environment and to bridge the gap between police officers and young people by influencing positive attitudes towards law enforcement. In addition, the School Resource Officer offers information to students and parents in regard to law enforcement.

If a student's behavior while he/she is receiving their educational services, at the Alternative School so warrants, the School Resource Officer or possibly other law enforcement officials are called. Examples of such behaviors that would require such a response include, but are not limited to:

- Assault; results in recommended expulsion
- Fighting: a student involved in a fight is suspended for a minimum of three (3) days and up to twenty (20) days are added to the students Alternative School assignment.
- Possession of firearm or weapon; results in recommended expulsion
- Possession of drugs or drug paraphernalia; results in recommended expulsion
- Under the influence of alcohol or illegal drugs, results in recommended expulsion
- Leaving campus without permission
- Serious disruption to the class or school environment
- Threat to another student or faculty member

Attendance

Regular attendance is essential for the student to make the most of his or her opportunity to receive a free and public education, to benefit from teacher-led activities to build on each day's learning, to interact with his/her peers in group projects or activities, and to learn strategies that will help prepare the student to be successful in the twenty-first century.

Students remain on the attendance roll of their home campus. Each student's attendance is kept by the alternative school and reported to the home school. During the last week of the student's Alternative School Placement, the Principal, counselor and secretary is notified of the anticipated date of the student's return.

Absences

If a student is absent, the parent must notify the Alternative School by calling (662) 335-2637. The student must submit a note from their parent explaining the reason for the absence upon their return to the Alternative School. A student is required to make up work from all absences before returning to their home campus. Absent days will not count toward the students' number of placement days.

Check-in / Check-out of School Procedures

- Students who arrive by automobile (parent drop-off, as students in the Alternative School are not allowed to drive cars) are not to arrive at the campus before 8:00 am and must be dropped off at the Alternative School Building door.
- Students **MUST NOT** be dropped off or left unattended before or after school hours, and the Alternative School Staff members do not assume responsibility for student safety before check-in or after school dismissal.
- Students riding the bus shall be dropped off at the entrance to the Alternative School and will be picked up in the afternoon in the same location.
- Western Line School Alternative School students are transported to the Alternative School by bus that will only carry the Alternative School Students. They will be allowed to eat breakfast and lunch at school.
- All students must enter the Alternative Placement immediately upon arrival to school.
- Students must wait patiently while security procedures (check for illegal substances or items during entry) are followed:
 - Empty pockets
 - Submit to search by a handheld metal detector
 - Follow staff members' instructions for further requests
 - Recover your appearance and comply with dress code.
- All unauthorized items in one's possession are collected by the Alternative Staff and kept until the end of the semester, when parents can pick up the items (students beware, Alternative School Staff are not responsible for lost, misplaced or stolen items).
- Arrive at school with no more than \$5.00 dollars.
- Western Line Alternative Students will eat breakfast (in the café) in the room once security procedures are complete.
- Classroom instruction begins at 8:30 AM and ends at 2:30 PM.
- Students are to begin instructional work as soon as they return from breakfast, based on their instructional schedule.
- Students are dismissed when the bus arrives or at 2:30 each afternoon.
- Students are expected to leave their work area neat and clean each afternoon.
- Students who arrive late must have their parent check them in at the main office and the Safety Officer or School Resource Officer will walk them to the Alternative School Program.
- Students who check out early, must be picked up by a parent or legal guardian. The safety Officer or School Resource Officer will walk them to the office for dismissal.

Academics

Students who are placed in the Alternative School Program for 45 days or less:

The Alternative School Staff will make every effort to ensure that students complete all work assigned by the home-school teacher in a timely manner. The staff returns all student work to the home-school teachers each Friday and materials for the new week are sent to the Alternative School on Friday for the following week. In certain cases, a student's schedule may have to be modified. Students in certain CTE, Vo-Tech, or Driver's Ed classes may have to drop the class. Students enrolled in a state tested area may also have to drop the class.

Students who are placed in the Alternative School Program for 45 days to one calendar year: The Alternative School Staff may use online classes to replace the 4 core classes (English, Math, History and Science) to provide instruction. This will allow the students who are placed for more than the 45 days to earn the credit through an online system and keep up with their peers. Electives in the schedule may again be dropped or changed based on the best interest of the child.

Disciplinary progress reports are issued to students at the Alternative School on a regular (every two weeks) basis. Additional progress reports are sent at parent request, or if the staff deems it necessary that the parent be more frequently updated about the child's progress. Academic progress reports are issued by the student's teachers from their home school on a schedule established by the district. If the student is enrolled in the online program, the academic progress reports will follow the same schedule.

All class assignments are logged out to the students and logged back in by students when completed. This is to ensure accountability on all assignments.

All report cards are issued by the home school.

Reading is one of the most essential skill students can take away from an instructional education. In an effort to increase reading skills in all students, all students in the Alternative Reading Program are required to read an AR book every two weeks. Books can be checked out from the Library by the ALP staff and kept in the Alternative School Room for reading.

Transfers and Withdrawals

Students who withdraw from the Alternative School before serving/completing an assignment in the Alternative Program shall complete the assignment (pre-determined number of days) upon re-enrollment in the district, unless the assignment is served in another district.

Students who enroll in the Alternative School before serving/completing an assignment in Disciplinary Alternative School from another school district shall complete the assignment upon enrolling in the Western Line School District.

Students who enroll in the district from a long-term Psychological facility or from foster home, shall be placed in the Alternative School Program for a minimum of ten (10) days (up to 45 days) based on the outcome of the Alternative Hearing Committee.

Cafeteria Services

Breakfast and lunch will be served on site. All students are served breakfast at 8:15 a.m. weekday. Lunch will be served on campus. It will be worked out between the Alternative Director and Cafeteria staff to determine the time and location of lunch.

Extra-Curricular Activities

Students are not allowed to participate in or attend any school related functions on or off any Western Line School District campus while enrolled in the Alternative School Program. Students are not permitted to visit any of the campuses in the district during or after school until they have successfully completed their assignment and have been reinstated in good standing with their home campus. Students disregarding this stipulation may risk the possibility of further disciplinary action, additional days in the Alternative Placement, or action by law enforcement.

Medications

It is the preference of the Western Line School District not to administer a prescription medication to a student. It is understood that, at times, there are situations that justify school personnel dispensing prescription medications. If such a situation exists, the parent follow the school procedures and bring the medication to the school nurse in the original prescription bottle, which must be properly labeled as prescribed by law. A written consent form must be signed by the parent before medication may be dispensed. All approved medication must be kept in the designated location based on the school's procedures. **No student, at any time, may have possession of prescribed or over-the-counter medication on any school property, including the school bus.**

Textbooks

Students assigned to the Alternative School will have textbooks provided from the home school when appropriate. Students are responsible for the condition of the book during the time it is checked out to them. Students must pay for lost, damaged or unreturned books.

Students who are enrolled in the online curriculum will be responsible for the computer they are working on. Materials will be provided for the students to complete the assignments in the Alternative Learning Program. Students who have been issued a device by the district will be responsible for that device during their time in Alternative.

Alternative Education Student Folder

- Academic and behavioral progress reports
- Alternative Education Handbook notification form
- Alternative Education Transition Committee checklist
- Behavior modification tracking forms

- Counseling Schedule
- Counselor referral form
- Criminal or unlawful activity reports
- IIP or IEP Revisions, if applicable
- Parent Notices of student placement in alternative education
- Superintendent referral and recommendation form
- Transition team exit evaluation

APPENDIX



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WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

Parental Notification of Referral

Date: _____

To: _____

Parent(s) of: _____

Your child has been referred for a disciplinary hearing based on the following reasons:

The hearing is set up for _____, _____ 20____. Your child has a right to the hearing and as the parent/legal guardian, you have the right to attend the hearing to hear the case for the referral and present relevant information.

The recommendation by the Principal of your child’s school will be _____

Please indicate below whether you will attend the hearing at the designated time at the Western Line School District Central Office.

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 he/she has a right to a hearing. Please indicate your preference below:

[] Would like attend the hearing

[] Would like to forego the hearing and agree to the alternative school placement

Parent/Guardian Signature

Date



WESTERN LINE SCHOOL DISTRICT

"Committed to Excellence in Education"

Alternative School Handbook Acknowledgment

We acknowledge that we have received a copy of the Greenwood Alternative School Handbook and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences.

Print name of student _____

Signature of student _____

Print name of parent/guardian _____

Signature of parent/guardian _____

Date: _____

School: _____

Grade level: _____

****Please sign this page, remove it, and return it to the Alternative School.**

Thank you.

Lynn Lang,
Alternative School Director



WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

Lawrence M. Hudson, Ed.S.
Superintendent of Education

102 Maddox Road – P. O. Box 50
Avon, MS 38732
O’Bannon - Riverside

Telephone: (662) 335-7186
Facsimile: (662) 378-2285

DOCUMENTATION OF DISCIPLINE HEARING COMMITTEE

Student Name

Date

A discipline committee hearing was convened for the following reason:

Recommendation the school administration:

The discipline committee _____ agreed _____ did not agree with school recommendation.
Recommendation of Discipline Committee:

As a parent, you have the right to appeal this decision. **The appeal must be in writing and it must be sent to the Superintendent of Western Line School District within five (5) business days of the date this hearing.** Please be advised that upon receipt of your notification, the superintendent will notify you of the date and time of your appeal.

COMMITTEE SIGNATURES

Parent signature

Student signature

I, _____ waive the right to appeal the decision of the discipline committee to the Superintendent.
Parent Name

Western Line School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in

the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entity.



WESTERN LINE SCHOOL DISTRICT

“Committed to Excellence in Education”

Lawrence M. Hudson, Ed.S.
Superintendent of Education

102 Maddox Road – P. O. Box 50
Avon, MS 38732
O’Bannon - Riverside

Telephone: (662) 335-7186
Facsimile: (662) 378-2285

Parent Notification of Disciplinary Action

Student’s Name:

Date

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 discipline policy, the following disciplinary action is required:

_____ In-school Solutions Program for _____ days.

_____ Out-of-school suspension for _____ days.

If your child has been recommended for suspension for ten (10) or more days, your child has a right to a disciplinary hearing. 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 to contact the school.

Sincerely,

Individual Instructional Plan

Student information

Student Name	Date of Birth	Age	Gender	Race	Grade Level
Date of Placement	School of Origin	IEP <input type="checkbox"/>	Disability	Case Manager	
Parent/Guardian Name	Address			Phone #	
Pre-Entry Transition Meeting Date: _____			Committee Members: _____		
_____			_____		
_____			_____		

Present Level of Performance (Include Strengths and Weaknesses) To be completed by the Transition Team or someone who knows the child's abilities			
Subject	Current Class or Grade Level on the child's Schedule	Current Grade	Strengths and Weaknesses
English / Language Arts			Strengths
			Weaknesses
Math			Strengths
			Weaknesses

Present Level of Performance (Include Strengths and Weaknesses)
To be completed by the Transition Team
or someone who knows the child's abilities

Subject	Current Class or Grade Level on the child's Schedule	Current Grade	Strengths and Weaknesses
Science			Strengths
			Weaknesses
Social Studies			Strengths
			Weaknesses
Other			Strengths
			Weaknesses
Other			Strengths
			Weaknesses

Alternative Placement Curriculum:

_____ The student will continue in his general classes based on level of success and the Transition Team (IEP team) determination.

_____ The student will be placed on the Edgenuity program for core subjects.

Based on the Edgenuity Program (if applicable) the student will be working on goals in the following subjects:

The student will be expected to make growth in each of the subjects based on the following:

_____ Post Placement Assessments on Edgenuity.

_____ IEP progress toward goals on the IEP.

_____ Success in the general education classes based on work completed in the Alternative Placement.

Behavioral Interventions:

The student will be part of the Positive Behavior System in the Alternative Learning Program, In addition, the student will have the following behavior goals to master as part of the IIP:

Positive Behavior Objective	Measurement of Goal	Progress toward Goal
Example behavior The student will be respectful when given a direction	The student will produce the desired behavior <u>within 10 seconds of given the directive only once</u>	Student produced the behavior <u>5 out of 6 times daily</u>

Measurable Academic Goal: (English)

Measurable Short Term Objective	Method of Assessment	Reporting Intervals	Report of Progress
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	1 st 2 nd 3 rd 4 th
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	

Measurable Academic Goal: (Math)

Measurable Short Term Objective	Method of Assessment	Reporting Intervals	Report of Progress
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	1 st 2 nd 3 rd 4 th
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	

Measurable Academic Goal: (Science)

Measurable Short Term Objective	Method of Assessment	Reporting Intervals	Report of Progress
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	1 st 2 nd 3 rd 4 th
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	

Measurable Academic Goal: (Social Studies)

Measurable Short Term Objective	Method of Assessment	Reporting Intervals	Report of Progress
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	1 st 2 nd 3 rd 4 th
		<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	

Character Education: (Behavior Interventions)

The student will be involved in Character Education while in the Alternative Learning Program:

The student will complete _____ of the Character Education Program
(sessions/hours/tasks)

Reporting Intervals	Method of Assessment	Measurable Goals & Objectives	Report of Progress
<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks			Reviewer:
			Reviewer:
<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks			Reviewer:
			Reviewer:
<input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks			Reviewer:
			Reviewer:

Career Exploration:

The student will work toward _____ a traditional diploma _____ a SPED Certificate (based on IEP goals)
_____ Other _____

Career Education	
Career Aspirations or type of academic or vocational program the student will pursue post-secondary:	
Measurable Career Education Plan of Action:	
Reporting Intervals <input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	Report of Progress:
Reporting Intervals <input type="checkbox"/> 4 ½ weeks <input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks	Report of Progress:

Post-Transition Meeting

Student information

Student Name _____ Date of Birth _____ Age _____ Grade Level _____

Date of Transition _____ School of Origin _____ IEP Yes No Disability _____

Parent/Guardian Name _____ Phone # _____

Pre-Entry Transition Meeting Date: _____

Committee Members:

Post-Transition Grades and Strengths/Weaknesses

Subject	Grades	Strengths/Weaknesses
English / Language Arts		Strengths
		Weaknesses
Math		Strengths
		Weaknesses
Science		Strengths
		Weaknesses
Social Studies		Strengths
		Weaknesses
Other:		Strengths
		Weaknesses
Other:		Strengths
		Weaknesses

Behavior Supports:

The student will need the following behavior supports in the home school:

Character Education:

The student _____ Completed the social skills curriculum
_____ Completed the objectives presented based on the social skills curriculum
_____ Did not complete the objectives but was able to demonstrate appropriate social skills during placement in the Alternative Learning Program.

Social Skills	
Strengths:	Weaknesses:

Career Education:

_____ The student has maintained progress toward his/her career and/or college aspirations.

_____ The student has adjusted his career / college aspirations based on placement in the ALP to the following: _____

Transition toward college / career aspirations after transition back to the home school should include:

Alternative Education Transition Committee Checklist

Student's Name: _____ MSIS #: _____

Referring School: _____ Grade: _____

Date Completed:

_____ Documentation of intervention (Include interventions & dates of implementation)

_____ 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 recent disciplinary records

_____ Benchmarks mastered / benchmarks student needs to master

_____ Individual instructional plan (IIP) /

_____ Individualized Education Program (IEP) (If applicable)

_____ Textbooks or Chromebook provided

_____ Student's Class schedule for current 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 Chairman Signature

_____ Title

_____ Date

Date referral packet was submitted to the Superintendent: _____

TO BE COMPLETED BY ALTERNATIVE SCHOOL PERSONNEL ONLY

Date Referral Received: _____ Received by: _____

Date Student enrolled in the alternative program: _____

Transition Committee Meeting Date: _____

Committee Recommendation: _____

Counselor Referral for Alternative Education Program

Student		Grade		Age	
Referral Source		Date			
Counselor		Phone			
Email					

Counselor's History of Services

Referred to Counselor by					
First seen by counselor					
Applied Behavior analysis / interventions attempted or initiated (include additional pages if 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 course work or obtaining credits for graduation YES NO

Is the student pregnant or a parent? YES NO

Has the student been assessed / diagnosed as chemically dependent? YES NO

If so, who determined this assessment? _____

Is the Student a victim of physical or sexual abuse? YES NO

If so, who diagnosed this? _____

Has the student experienced mental health problems? YES NO

If so, who diagnosed this? _____

Has the student experienced homelessness within the last six months? YES NO

Does the student speak English as a second language or have limited English proficiency YES NO

Has the student been suspended, excluded, or expelled YES NO
 Dates and explanation _____

Truancy petition filed YES NO Don't know

Student has a social worker or case manager YES NO
 Name: _____ Phone #: _____

Student has a probation officer: YES NO Don't know
 Facility: _____ Phone #: _____

Student has been in treatment YES NO Don't know

Dates attended: _____ Contact Person: _____
 IN-PATIENT OUT-PATIENT

AREA	DESCRIPTION	OTHER
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 <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	

AREA	DESCRIPTION	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"/> boyfriend / girlfriend issues <input type="checkbox"/> other <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 / divorces / separated <input type="checkbox"/> suspected abuse <input type="checkbox"/> suspected substance abuse <input type="checkbox"/> parent request <input type="checkbox"/> other <input type="checkbox"/> other	

Are additional pages attached to this referral form YES NO # Of pages: _____

- Refer to Alternative Placement
- Retain in Regular Education
- Attempt another intervention

Counselor's Signature: _____

_____ Date

Parent Notification of Referral

Date: _____

To: _____
Parents of _____

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

The superintendent (or his/her designee) will be available to meet with you to discuss this matter. You will be notified within the next 5 days of the date, time, and place of the meeting to give you and your child an opportunity to discuss this matter.

Sincerely

=====

I understand that my child, _____, has been referred by officials at his or her school for placement in the alternative education program and that I will be given the opportunity to discuss my child's placement with the superintendent (or his/her designee).

Please indicate your preference below:

- I would like to discuss with the superintendent (or his/her designee).
- I would not like to discuss with the superintendent (or his/her designee).

Parent / guardian Signature

Date

Behavior Modification Tracking Form

Student: _____ Dates: _____

School of Origin: _____ Grade: _____

Day of the week	Follows directions first time given	Shows appropriate behavior corresponding with peers	Show appropriate behavior when corresponding with authority	Is a good worker
Monday	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Tuesday	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Wednesday	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Thursday	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Friday	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

Comments: _____

Instructor's Signature

Transition Team Exit Evaluation

Student: _____ Dates: _____

School of Origin: _____ Grade: _____

Attendance

_____ Number of excused absences
_____ Number of unexcused absences
_____ Total number of days present in the alternative education placement

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 needed)

Committee Signatures:

_____	_____
_____	_____
_____	_____

