North Bolivar Consolidated School District

Program

**Purpose**

The purpose of the Alternative Education Program is to accommodate behavioral and academic needs of children who cannot be adequately addressed in the traditional school environment. The Program also provides direct social, emotional, and behavior management instruction to the student.

**Mission**

The mission of the Alternative Education Program is to promote academic success, modify behavior, as well as support career and character education development for students in grades kindergarten through twelve in an environment that differs from the traditional school setting. With the goal of returning the student to the regular school environment, the Alternative Education Program will provide ongoing direct instruction, guidance, monitoring, and support for each student.

**Definition**

The alternative education program is, defined through written board-approved policies and procedures, designed to provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Mississippi Code 1972 Annotated §37-13-92,1 which outlines 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 in adult life without positive interventions.

**Eligibility**

Based on Mississippi Code 1972 Annotated §37-13-92, 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 for, but not limited to, 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 expelled for possession of a weapon or other felonious conduct;
* 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.
* 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.
* 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 best interest and welfare of the students and teacher of such class as a whole.
* Students returning to the district from juvenile detention, residential treatment facilities or out of home placement. Note: Student placement in this category will be recommended only after a complete review of student information and other assessment data indicates that an alternative placement is appropriate.

**School Site**

The North Bolivar Consolidated School District Alternative Education Program is on the campus of Northside High School.

**Program Components**

1. **Small Class Size**: The program is 'limited to no more than 15 students.
2. **Individual Instruction Plan**: Each student will have an Individual Instruction plan developed based on their regularly scheduled classes.
3. **Curriculum:** The student's learning plan will be designed to meet his/her needs. Through the use of technology/ virtual learning capabilities, students will have access to his/her regularly scheduled classes. In addition, students will be required to complete RESPECT character education activities / assignments.
4. **Equal Access**: Every attempt will be made to give alternative school students access to the same educational materials and services he/she would normally receive in the regular school setting which includes, but is not limited to, transportation, counseling services, educational technology, food services, teacher support, and instructional materials.

**ENROLLMENT POLICY**

Each school will follow the procedures for student referral in order for a student to be accepted into the Alternative Education Program. Each enrolled student will have an Individualized Instructional Plan (IIP) stating the objectives to be mastered for each course with additional objectives intended to assist the student to achieve successful learning experiences and modified social behavior that will entitle him/her to return to and re-enter his/her home school in order to graduate. Students will be enrolled for the amount of time assigned by the Discipline Review Committee unless they are granted early completion, as per the Early Completion Guidelines.

**Student Placement**

The principal shall require verification from the appropriate home school guidance counselor that a student referred is suitable for placement. Before a student is removed and placed in the program, the Superintendent 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 IIP or IEP, for students receiving special education service, to ensure the continued education for the removed student. The IIP or IEP should include the duration of placement and be completed prior to placement.

Student placement into an alternative education program is based on a required referral process. This referral process will be included in the district’s handbook.

**1. Principal Recommendation**

When a student is being considered for alternative placement, based on the information presented, the disciplinary policy, and d collected from a thorough investigation, the principal makes his or her recommendation to the school-level disciplinary committee. All sources of documentation should be forwarded to the committee for review.

**2. School-Level Committee Review**

When a student enrolled in the North Bolivar Consolidated School District is considered for possible alternative placement a school-level committee shall meet to review numerous sources of data collected to evaluate whether a formal referral for alternative placement is warranted. This committee, at a minimum, shall be comprised of the lead school administrator, counselor, and staff who have directly taught and witnessed the student’s behavioral concerns. When the student being considered for possible alternative placement has a disability, the school-level committee shall be comprised, at a minimum, of the student’s IEP committee, along with the lead school administrator and school counselor. A wide range of student data must be compiled before formally referring a student for possible alternative school placement as the result of serious and threatening offenses and/or habitual violations of the current NBCSD Code of Conduct.

Regardless of the infraction prompting a referral for possible alternative placement, please note that students who demonstrate a pattern of habitual misconduct must have been afforded with and failed to respond to quality supplemental and/or intensive behavioral and/or academic supports that were implemented with adequate fidelity prior to being considered (see appendix B).

The School-level Disciplinary Committee must meet to afford the student and parent the due process rights required by Goss versus Lopez. The School-level Disciplinary Committee may be composed of a minimum of three members, (i.e., lead teacher, assistant principal, teacher, counselor) and a special education teacher, when applicable. The parents or guardian of the student should be present during the Committee’s hearing. If a parent or guardian cannot be present for the hearing, then they must be notified in writing no more than 3 days after the meeting of the results and recommendation.

In cases when the School-level Disciplinary Committee decides that an alternative school placement is not warranted the committee should document the rationale for the decision and indicate specific recommendations to address the student’s behavioral needs. These recommended strategies and supports should be discussed with the student’s parents and school staff and a formal plan of intervention should be developed and initiated. However, in the event the School-Level Disciplinary Committee makes a decision to request a formal Due Process Hearing, all required data shall be compiled, reviewed, and forwarded to the NBCSD Alternative School Director to request a Due Process Hearing.

**3. District-Wide Hearing Committee**

In cases when the School-level Disciplinary Committee makes the determination to recommend an alternative school placement, the lead school administrator shall forward all documentation (Disciplinary referrals, witness statements, video footage, grades, attendance records, etc.) to the NBCSD Alternative School Director to request a Due Process Hearing with the District-Wide Hearing Committee. All referral documentation will be reviewed by the District-Wide Hearing Committee to ensure that all required documentation has been accurately completed, including a verification that data validates that intervention efforts for students referred for less than felonious act(s) (i.e. habitual patterns of disruption) have been implemented with acceptable fidelity and have failed to lead to appreciable improvements in student academic or behavioral performance. In addition, all federal and state requirements are followed for students who meet criteria for special education eligibility and who are receiving special education services with regard to documentation of changes in placement.

 Once all data have been reviewed and determined to be consistent with NBCSD and MDE policies, the NBCSD Alternative School Director will schedule a Due Process Hearing with all parties. In cases when there is insufficient evidence to warrant a Due Process Hearing the School-level Disciplinary Committee will be informed in writing of the reason(s) for denial, along with specific recommendations to address the student’s behavioral or other concerns.

Documentation and recommendation to uphold or deny the recommendation for alternative school placement from the District-Wide Hearing Committee will be submitted to the district Superintendent who will make the final decision based on submitted data.

**4. Due Process Hearing**

The purpose of a Due Process Hearing is to ensure that all students recommended for alternative school placement are afforded the opportunity, as outlined in Goss vs. Lopez, to present their side of the case and to have witnesses and legal counsel present in their defense. Upon determining to proceed with a Due Process Hearing, parents and students will be provided written notice including the specific date, time and location the Due Process Hearing will be conducted. The parent or eligible student over 18 years of age is entitled to the student’s education record upon request. Due Process Hearings for students recommended for expulsion or suspension of more than ten (10) shall be conducted within 10 school days. Parental attendance and participation in the hearing process is strongly encouraged. However, parents may waive their right to participate in the formal Due Process Hearing. The parent may be allowed an advocate. The NBCSD District-Wide Hearing Committee is comprised of impartial North Bolivar Consolidated School District administrators, instructional and student support staff members. Although the members of the school-based review committee may serve as witnesses during the hearing, at no time will the student’s school administrator and/or other school staff serve on the District-Level Hearing Committee. The function of the Hearing Committee is to review all data related to each referred student’s case to verify that all requirements of MS Code, §37-13-92 are satisfied and to make an objective and impartial determination as to whether he/she meets the MDE criterion for alternative placement. The District Hearing Committee will conduct a formal review of data to make a decision as to whether an alternative placement is, regardless of whether a student and parent(s) waive their right to a formal Due Process Hearing. The Board of Trustees will, upon a written appeal by the parent or legal guardian of a student suspended for 20 days or longer or expelled, review the disciplinary action.

**5. Students with Disabilities**

In the event the District Hearing Committee recommends an alternative school placement, this recommendation will be forwarded to the student’s IEP committee for review. The final decision to remove a student with a disability from the student’s current educational placement due to disciplinary infractions must be made by the student’s IEP team. Students with disabilities who violate the NBCSD Code of Student Conduct or who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and, if applicable, their IEP and Board policy. A manifestation hearing must be held at the student’s school of origin to determine if the infraction justifies an alternative placement. A student with a disability may be placed in an alternative educational setting; however, removal of a student with a disability from his/her current placement to an interim alternative educational setting may be implemented by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim educational setting. The district shall comply with provisions and procedural safeguards of the Individuals with Disabilities Education Act (IDEA) federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations.

**6. Parent/Student Appeals**

When the District-Level Hearing Committee recommends placement in alternative setting, parents/students have the right to appeal the decision. Parent/Student will receive written notification of the Committee’s decision/recommendation. The appeals process, as outlined in district policy JD, will be stated in the written notification.

Students assigned to the alternative program are expected to pass their academic courses and attend school on a daily basis, unless otherwise excused. Students assigned to the alternative education program must exhibit appropriate behavior and adhere to the alternative school’s rules and regulations. In the case of a recommendation for alternative education placement, the superintendent or his designee must conduct a review of the recommendation.

The review shall take into account the following factors:

* the student is suspended for more than ten days or expelled
* the nature and seriousness of the violation
* the degree of danger to the school community
* the student’s disciplinary history, including the seriousness and number of previous infractions
* the appropriateness of an alternative education placement or program
* the student’s age and grade level
* the results of any mental health, substance abuse, or special education assessments
* the student’s attendance and academic records
* a customized intervention program with support services to meet the needs of individual students assigned to the program
* a comprehensive transition plan for each student returning to the traditional school setting that outlines support services that are to be provided upon the student’s return.

**Curriculum**

Cumulative records on each student placed into an alternative program remain at and are maintained by the school of origin. The curriculum and instructional methodology addresses 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. This performance can be documented by scores on classroom examinations, standardized examinations, or the level of competency on a district-approved assessment instrument. Students will be assessed by one of the methods stated above and their scores recorded as part of their IIP or IEP. The academic portion of the IIP or IEP should be developed based on the student’s ability and his or her class schedule from the home school.

**Assignments and Daily Activities**

The teacher support team at each school develops an Individualized Instructional Plan (IIP) for each student referred to the alternative school. Upon enrollment in the North Bolivar Consolidated Alternative School, each student, through the use of technology / virtual learning capabilities, will continue access to their regularly scheduled classes that he/she was taking at his/her home school. Asynchronous and synchronous leaning will take place in the alternative setting. A facilitator / assistant will be present to guide, monitor, and support the student. The school counselor and SEL counselor will schedule meetings with the student in individual as well as group settings. The RESPECT assignments / activities may be part of these scheduled meetings.

Students enrolled in the alternative program will participate in the Mississippi Assessment Program at sites determined by school officials and in accordance with established guidelines regarding student grade levels and eligibility. The test results for the students will be assigned to the school of origin for accountability purposes.

**RESPECT Character Education Imitative**

Students are placed in an alternative school setting as a consequence of behavior that is not conducive to the school environment. As part of the student’s individualized instruction plan (IIP), the student will be required to complete the RESPECT assignments. There will be eight assignments / activities. The activities will be due based on the length of time the student has been assigned to the Alternative Education Program.

The character education topics that the assignments will be based on are as follows:

* **R – Responsibility:** the state or fact of being accountable
* **E – Expectations:** thebeliefs that something will happen or be the case in the future
* **S – Self-control:** exercising authority over one's emotions and actions
* **P – Pride:** a feeling of pleasure or satisfaction derived from one's own achievements
* **E – Ethics:** moral principles that govern a person's behavior
* **C – Commitment:** the quality of being dedicated to a cause, activity, etc.
* **T – Trustworthiness:** the ability to be relied on as honest or truthful.

**Behavior Management Plan**

Behavior modification is a structured process that must be implemented to help modify student behavior. There are various ways of achieving these results (i.e., group therapy and individual counseling). Students entering alternative school will be put on a behavior management plan. If the student is already on a behavior management plan, he or she will continue the plan as designated by the school. The purpose of the behavior management plan is to help mold student behavior in order to function in a regular classroom setting.

**SUPPORT SERVICES**

A student in alternative education programs may receive, in addition to the school counseling services, other support services such as school social work or psychological services as indicated in the IIP or IEP. Many students assigned to an alternative school program have unique needs that cannot be totally addressed by resources in the local district. In order to meet the needs of students and parents, the district will collaborate with other entities in the community to meet the needs of the students.

These partnerships include, but not limited to, the following:

* Attendance Officers
* Business, Civic and/or Community Organizations
* Department of Human Services
* Faith Based Organizations
* Health Department
* Law Enforcement Programs
* Local Colleges
* Medical Community
* Mental Health-The Mississippi Department of Health will work with alternative education programs that need assistance with students who qualify for Medicaid benefits.
* Mentors/Tutors
* Partners in Education
* PTA, PTO, PTSA DHS
* Vocational Rehabilitation
* Youth Court

**Student Conduct**

The alternative setting is designed to give students who have been removed from the regular classroom an opportunity to stay in school and continue studies in their regular subject areas. Good behavior is expected of every student enrolled and must be displayed before exiting the Alternative School. At all times, an atmosphere conducive to learning must be maintained. Personnel in the Alternative School provide direct supervision at all times. Any student who makes it difficult or impossible for the teacher or facilitator to devote full attention to the class will be subject disciplinary actions that may lead to expulsion.

Good citizenship is based on respect and consideration for the rights of others. Students are expected to conduct themselves in such a way that the rights and privileges of others are not violated. Students are required to respect school authority and to conform to school policies, regulations and rules. Failure to comply with these rules and policies will result in additional days added to the assigned time or expulsion.

Any student who uses, sells, buys, or possesses illegal drugs or alcoholic beverages at school will be turned over to law enforcement and can/will be recommended to expulsion to the school board. Students and their possessions are subject to searches by staff at any time. Students are not allowed to use or possess tobacco products on the school premises. Any student who is found with tobacco or tobacco products will be subject to additional days added to their assigned time. Students are not permitted to carry or otherwise have weapons including, but not limited to guns, knives, box cutters, chains, etc. on any school campus. Any student who threatens to use a weapon or any object that could be harmful to another person will be turned over to law enforcement and face possible expulsion.

**Dress Code**

Proper attire is to worn by all students to foster the best learning environment. Students in the Alternative Program must wear the school uniform as approved by the schools, superintendent, and school board.

* Students must wear belts (cannot have large or shiny buckles). Belts are to be visible.
* Clothing should fit properly with no sagging (oversized or undersized will not be allowed i. e. jeggings, tights worn as pants, etc.)
* Shirts are to be tucked in at all times; Undershirts must be white.
* Beards and mustaches must be neatly trimmed. Moderate hairstyles are permitted.
* Non-uniform shirts are not permitted. All students must be in uniform.
* Knee-length walking shorts may be worn.
* Caps, hats, scarfs, bandannas and other head gear are not to be worn in the school building.
* Slippers, house shoes, crocs, beachwear, show thongs and other footwear judged by the principal as inappropriate or unsafe for school are not to be worn during school hours. For safety procedures, students are to wear only closed-toed sandals.
* Sweaters or sweater-vests may be worn as long as the collar of the school uniform shirt is showing.
* No hoodies may be worn while on premises.
* Students are not to wear sunglasses in the building unless a doctor's permit to this effect is on file.
* Clothing, jewelry, buttons, patches or any other item with words, phrases, symbols, pictures or signs which use indecent, profane, suggestive, or inflammatory words, or promote drug, alcohol or tobacco, or clothing indicative of a non-school-sponsored activity are not to be worn.
* Males may not wear earrings or any other type of piercing.
* Females may only wear earrings. All other piercings are not allowed (i. e. nose rings, tongue rings, navel rings, eye rings, lip rings, or any other body piercings)
* Body tattoos should be covered.
* For the health and safety of all students, ornate and/or expensive jewelry such as medallions and gold chains, are not to be worn by students while on property or school sponsored activities. Such items place students in danger of being accidentally injured, assaulted, or robbed and are not a part of the student dress code.

**Classroom Rules / Student Responsibilities**

1. Students are to follow all regulations from school handbooks and from Juvenile Court.
2. Students will work on assigned materials and activities at all times.
3. Alternative students will attend all classes through the use of technology. Acceptable use of such technology should be adhered to as in the district policy.
4. Students will stay in their assigned space at all times, unless given permission.
5. Students will dress appropriately in the school uniform. Clothing with a hood is not permitted in the classroom.
6. Students are not permitted to have any electronic devices, hand-held video game, or phone in class.
7. Those in possession of illegal substances (tobacco, alcohol, or drugs) or weapons will be prosecuted.
8. Students will use appropriate language and voice tone at all times.
9. Students must be on time. Loitering outside the building is not permitted.
10. Rule interpretation will be left to teacher discretion.
11. Students will respect self and others.
12. I will participate in Alternative school programming and activities.

**Disciplinary Measures**

All disciplinary infractions will be handled according to the district discipline policy (JD) which is located in the student handbook (see also Appendix A).

It is virtually impossible to write regulations that cover every detail that is pertinent to this program and its operation. It is also unrealistic to identify each and every procedure that may apply to a certain incident and situation. However, all necessary precautions will be taken to meet the needs of each individual involved.

**Transportation**

Alternative School students are not allowed to drive themselves to school. Parents/legal guardians of alternative school students may transport them to Alternative School. Alternative students will be provided a bus to the Alternative School. All students riding the bus must obey all school bus rules. Buses will unload at Northside High School, and students must go directly to Cafeteria B. The first time a problem occurs on the bus, while waiting on the bus, or going to and from the bus, the student will possibly lose his/her bus riding privilege. It will then be the responsibility of the parent/guardian to provide transportation for the student to and from the Alternative School.

**Attendance**

Regular school attendance is integral to the academic success of students. A student benefits from good attendance and promptness to class. On the other hand, absences from school results in a loss of “time on task”; and each student absence lowers average daily attendance. Students in the Alternative Education Program will continue receiving instruction from their regularly scheduled classes, thus good attendance is important to be able to keep up to speed with assigned lessons, direct instruction, and teacher support.

Having access to regular scheduled classes mean the students in the Alternative Program will follow the school daily bell schedule. Generally, this time is from 7:45 – 3:15, with the elementary students getting out about 10 minutes earlier. (See the listed school schedules).

**Northside High School Schedule:**

* 7:50 – 8:10 --------------------------------------------------------------- Intervention Block
* 8:10 – 9:40 --------------------------------------------------------------------------- 1st Block
* 9:45 – 11:15 ------------------------------------------------------------------------- 2nd Block
* 11:20 – 1:30 ------------------------------------------------------------------------- 3rd Block
* 1:30 – 1: 40 ------------------------------------------------------------------------------ Break
* 1:45 – 3: 15 -------------------------------------------------------------------------- 4th Block

 **I. T. Montgomery School Schedule:**

* 7:45-8:15 ---------------------------------------------------------------------------- 1st period
* 8:15 - 9:15 ------------------------------------------------------------------------- 2nd period
* 9:18-10:18 -------------------------------------------------------------------------- 3th period
* 10:21-11:21------------------------------------------------------------------------- 4th period
* 11:24-12:50 ------------------------------------------------------------------------- 5th period
* 12:53-1:53 --------------------------------------------------------------------------- 6th period
* 1:55-2:45 ---------------------------------------------------------------------------- 7th period

**Brooks Elementary School Schedule:**

* 7:50- 8:30 -------------------------------------------------------------------------- 1st period

* 8:30 - 9:30 ------------------------------------------------------------------------ 2nd period
* 9:30 - 10:30 ----------------------------------------------------------------------- 3rd period
* 10:30 -11:30 ---------------------------------------------------------------------- 4th period
* 12:00 -1:00 ------------------------------------------------------------------------ 5th period
* 1:00 - 2:00 ------------------------------------------------------------------------- 6th period
* 2:00 - 3:00 ------------------------------------------------------------------------- 7th period

When a student must be absent, the parent must call the Alternative School by 7: 30 A. M. to report the absence and the reason. In order for the school not to inconvenience the parent at work, the parent must notify the school. If the parent does not notify the Alternative School, the Alternative School official will first attempt to contact the parent at home. If the Alternative School official is unable to contact the parent home, it will then be necessary for the school to contact the parent at their work place. The Alternative School cannot accept a student calling in for himself/herself, parents/legal guardians must call. The school will report absences to the home school as well as Youth Services if the student is on probation,

The excused absence will only be given for a lawful absence as defined by Mississippi Code 37-13-91. A lawful absence is defined as:

* Illness or injury of the student
* Death or serious illness in the family
* Isolation ordered by the county health officer or State Board of Health
* Medical and dental appointment with prior approval by principal, except in case of emergency
* Subpoena by a Court
* Event required by student's or parent's religion

In lieu of providing satisfactory documentation that the absence is a lawful absence, a maximum of two absences per semester will be accepted as an excused with a parent note. All additional days require satisfactory documentation or satisfactory evidence that the absence is a lawful absence.

All excuses must be turned in within two (2) days of the student returning.

An unexcused absence will be defined as any absence that does not meet the requirements listed in this policy. Each unexcused absence will result in three (3) additional clays to the student's assignment. All unexcused absences must be made up. All missed assignments must be completed and submitted to teachers.

**Truancy Laws**

The school is required by state law (Cornpulsory School Attendance Law) to contact the attendance officer after a student has accrued five (5) unexcused absences. The parent will be contacted by the attendance officer and will also receive written notification outlining the consequences for the absences.

**Tardiness**

Students are encouraged to be on time to school. After the third tardy there will be three (3) days added to his/her alternative placement for each tardy.

**Breakfast/Lunch**

Breakfast and lunch will be provided by the Northside High School Food Service. These meals will be delivered to the alternative school setting. Students are only authorized to utilize Cafeteria if needed. Students are not allowed to bring food or drinks on the school campus or inside the building from home or outside the premises.

**Bathroom Breaks**

There will be scheduled bathroom breaks at the alternative facilitator’s discretion during the school day. Only one student at a time will be allowed in the bathroom.

**Monitoring Progress**

If an Active Student account has not been established before a student enters the alternative setting, one will be established on his/her behalf upon his/her request. Each student will be expected to track. his/her progress in the regular school setting at regular intervals by utilizing the Active Student Program.

**Student Folder**

A folder will be kept on each student for the duration of his/her placement. The folder will contain the following information:

* 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
* Individual Instruction Plan or Individual Education Plan
* Parent Notice of Student Placement in Alternative Education
* Superintendent Referral and recommendation Form
* Transition Team Exit Evaluation

**Parent Notification**

Parents will be kept abreast of any changes in a student's transportation schedule, arrival/disrnissal times, discipline issues, and academic progress through hand delivered letters and phone calls.

**Telephone Usage**

Students are not allowed to make or receive phone calls. In case of an emergency, Alternative School personnel will notify parents.

**Check-In/Check Out**

All students will enter through the back door near the alternative school (back door near football field). Students will be given clearance to proceed to class with the alternative teacher after a security check (metal detector, wand, or search) by an authorized adult. Parents should call the front office if the student needs to be checked out early. Only adults on the student's checkout list will be allowed to sign the student out. The student will be escorted to the authorized adult to be signed out.

**Exira-Curricular Activities**

Students assigned to the Alternative School will not be allowed to participate in or attend any extra-curricular activities in the North Bolivar Consolidated School District during their assignment, deemed otherwise by the Alternative School Coordinator. This includes all ballgames (home or away), homecoming activities, proms, etc. Students may not participate in any sports or practice.

When a student is released from the alternative school he/she will not be allowed to participate in any extracurricular activities or hold a title for the remainder of the school year nor the subsequent semester.

**Reassignment from the Alternative School to the Regular Classroom Program**

During the last week of a student's assignment to the Alternative School, a committee will meet to evaluate the student's progress. This committee will include the Alternative School Director, the Home School Principal, and the Home School Counselor. If the committee agrees, the student will return to the home school. If the committee agrees that the student should remain in the Alternative School, then the same committee will meet again in three (3) weeks to reevaluate the student. For a student to return to his/her school, the student must meet the following criteria:

* The student must have displayed good behavior.
* The student must be recommended for return by the teachers and administration.
* The student must have completed all class and alternative school assignments

**Early Release Provision**

The North Bolivar Consolidated School District Early Release Provision's intent is to create an incentive for positive student behavior and consequences for undesirable behavior. An alternative school student through daily cooperation and academic progress may earn early release from the alternative setting. By the same token, undesirable behavior could lead to extended time in the program. Early release will be based upon recommendations of the alternative school facilitator, teachers, counselor, principal, and director. Each student must serve at least 80% of his/her recommended time in the program

**Alternative Education Transition Committee Checklist**

Student's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MSIS #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_

Referring School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed \_\_\_\_\_\_\_\_\_\_\_\_\_

Documentation of intervention note if this was a sporadic event

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 students need to master nine -weeks test

Individual Instructional Plan (IIP)

Individual Educational Plan (IEP) (if applicable)



Textbooks provided

Student's class schedule for current school year

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

Transition Committee Chairperson's Signature Title Date

Date referral packet was submitted to the Alternative School Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date referral packet was submitted to the superintendent \_\_\_\_\_\_\_\_\_\_

Sending school comments (strategies implemented and/or student strengths/challenges/interests):

**APPENDIX A**

**Student Discipline Plan**

  Violations of the code have been grouped into three categories: MINOR, INTERMEDIATE, and MAJOR.

  Each classification is followed with a disciplinary procedure which is to be implemented by principals and designees.

  In the following classes of violations and disciplinary procedures, it is understood that the principal and/or his/her designee shall review the student's explanation and consult further with the teacher, if necessary, before determining the classification of the violation.

**CLASS I: MINOR BEHAVIORS**

**Each teacher will deal with these behaviors:**

1. Abusive language (Ex. Related to another student that is verbal, written, or gestured).
2. Tardiness to class
3. Distractions of other students
4. Violating student dress code
5. Inappropriate public display of affection
6. Personal contact such as pushing and shoving
7. Failure to bring classroom materials, homework or the required items

**Recommended Disciplinary Action Options for Class I Behaviors**

1. Warning/ contact parent
2. Teacher-student conference
3. Isolation with adult supervision
4. teacher-parent conference and/or 30-minute detention (at least one day's notice must be given)
5. Individual and/or group counseling from school counselor
6. Administrative, student, parent, and teacher conference
7. Saturday detention for four (4) hours (Saturday detention is designed to avoid out-of-school suspension. Failure to report will result in a three-day suspension from school.
8. In-school suspension, out-of-school suspension
9. Clean campus after school
10. Other appropriate actions deemed necessary by the principal

**CLASS II: MINOR BEHAVIORS**

1. Habitual violations of class I behaviors (three or more violations)
2. Harassing/threatening other students
3. Possessing and/or using tobacco and tobacco related products (matches or lighters)
4. Defacing school property (writing on desk, walls, etc.
5. Stealing-under $10.00 in value
6. Using vulgar or profane language, (acts and gestures)
7. Cutting class

**Recommended Disciplinary Action options for Class II Behaviors**

1. Contact parents, parents are financially liable for a child's destructive acts toward school property or person, and if the school requests, the parent will be required to attend a disciplinary conference. Parents who willfully fail to attend a property notified conference may be guilty of a misdemeanor, Miss. Code Ann.-37-11-53.
2. After-school detention and/or Saturday detention - Failure to report for Saturday detention will result in a three-day suspension from school
3. Loss of the privilege to attend all school activities (sports activities, dances, assemblies, field trips)
4. A twenty (20) day probationary period will result in upward progression to class III,
5. Total restitution for any injury to others requires medical attention, items stolen or damaged.
6. In-school suspension, suspension and/or other appropriate action deemed necessary by the principal.

**Class III: MINOR BEHAVIORS**

1. Habitual violations of Class II Behaviors (three or more violations are considered habitual)
2. Vandalizing school property (non-gang related)
3. Fighting (minor with little or no injury)
4. Visiting **any school** without permission (trespassing)
5. Stealing - valued over $10.00
6. Intentionally providing false information to any school employee or member of the school board
7. Conspiring to or creating a disturbance in the classroom, on the bus, or on school property, or at a school function.
8. Written or verbal proposition to engage in a sexual act
9. Habitually leaving campus without permission, cutting class, or not following proper procedure in leaving campus.
10. Refusing to give up any item not allowed at school upon request
11. Insubordination, disrespect for authority, willful disobedience.
12. Creating or participating in a food fight in the cafeteria.

**Recommended Disciplinary Action Options for Class III Behaviors**

1. Saturday detention: Failure to report for detention will result in a three-day suspension from school
2. Three (3) to five (5) day suspension
3. Contact parent - recommend professional counseling - when counseling is proposed, proof of receiving services may be requested before student returns to school
4. Loss of privileges to attend school activities
5. Total restitution for an injury to others requires medical attention, items stolen or damaged.
6. Placement in in-school suspension
7. Habitual violations of Class III Behaviors may receive up to 10 days suspension (three or more violations)
8. Suspension and/or other appropriate action deemed necessary by the principal.

**Class IV: INTERMEDIATE BEHAVIORS**

1. Habitual violation of Class III Behaviors (three or more violations)
2. Burglarizing or unlawful possession of school property
3. Possession of or use of fireworks at school
4. Extortion
5. Gambling
6. Fighting (three or more students involved)
7. Physical assault (kicking, slapping, hitting, etc.)
8. Using abusive language or abusive behavior to district personnel.
9. Intimidation by placing someone in fear of their safety.
10. Vandalizing school property (gang related)
11. Burglary of a vehicle or unauthorized use of a vehicle parked on or near school with the intent to commit theft.
12. Bomb threats/setting off fire alarm or fire extinguishers/vocalizing a false fire alarm
13. Sexual harassment of another student
14. Any other offense which the principal may reasonably judge to fall within this category

(Ex. Any act committed in the community that adversely affects the school climate and habitual violations of Class I, II, III behaviors.)

**Recommended Disciplinary Actions for Class IV Behaviors**

1. Parent contact
2. Three (3) to five (5) days suspension
3. Loss of privileges to attend or participate in/with school activities
4. Contact parents recommend professional counseling - when counseling is proposed, proof of receiving services may be requested before the student returns to school.
5. Total restitution for any injury to others requiring medical attention and items stolen or damaged.
6. Habitual violations of Class IV Behaviors may receive up to 10 days suspension (three or more violations) **and** Alternative School

**Class V: MAJOR BEHAVIORS**

1. Habitual violations of Class IV Behaviors (three or more violations)
2. Burglarizing or unlawful possession of school property
3. Possession, sale, or distribution of alcohol
4. Use of alcohol
	1. First offense will be for a minimum of five (5) days
	2. Second offense will result in a recommendation for expulsion
5. Possession of any item that has the shape, form or appearance of or intended use as a weapon.
6. Physical and/or verbal assault of teacher, administrator or other staff member
7. Participating in or causing a disturbance at school or school-related activities as riots, group/gang fights, fights or similar disturbances.
8. Engaging in a sexual act
9. Robbery
10. Mace Possession or use
11. Possession of bullets or use
12. Arson
13. Cyberbullying/Bullying
14. Possession or use of tobacco or any other controlled substance including but not limited to marijuana, hallucinogen, and stimulants or depressant.

**Recommended Disciplinary Actions for Class V Behaviors**

1. Expulsion - For Class V behaviors, repeated violations of the Code of Conduct when corrective measures have failed to improve highly disruptive attitudes and actions, expulsion from North Bolivar Consolidated School District will be recommended.

**Expulsion is defined as the complete loss of all privileges in the K-12 program.**

1. While on expelled or suspended status, a student will not be allowed to enter the campus or buildings or outside regular school hours, nor may the student attend any school related activities on or off school property. To do so may make the student liable for arrest on grounds of trespassing as well as jeopardize future chances of readmission to the school district.
2. Students who meet the entrance requirement for the alternative program may be assigned to alternative school.
3. Any compulsory school-age child who becomes involved in any criminal or violent behavior shall be removed from school property by police if the situation requires.
4. Other appropriate action deemed necessary by the principal.

**APPENDIX B**

North Bolivar Consolidated School District

Mr. Maurice Smith, Superintendent



**Alternative School Placement Guidance**

1. **Introduction**

In accordance with the NBCSD Handbook, compulsory-school-aged students may be assigned placement in the North Bolivar Consolidated alternative setting. for the following reasons:

* Student has been suspended for more than 10 days or expelled (with exception of weapon possession or other felonious conduct) who has failed to respond to documented empirically based tiered behavioral supports that were implemented with fidelity
* Student’s parent or legal guardian requests placement based on a documented need due to disciplinary problems
* Student is ordered by a chancellor or youth court judge with the Superintendent’s consent
* Student is habitually disruptive to the educational environment and is a detriment to the welfare of students and staff, but has also failed to respond to documented empirically based tiered behavioral supports that were implemented with fidelity
* Student is returning to the district from juvenile detention, residential treatment facilities, or out of home placement
1. **Purpose**

The purpose of this guide is to provide guidance to schools regarding “documented empirically based tiered behavioral supports” and their implementation. Placement at IAAC should be a last resort rather than a fast track to school removal. Much like the academic process, there must be sufficient documentation showing intensive efforts have been made to support students prior to a recommendation for alternative placement. Failure to appropriately implement and document supports will result in the student returning to the base school, with the exception of extreme infractions that warrant an immediate 10-day suspension and recommendation of expulsion.

1. **Empirically Based Tiered Behavioral Supports**

Behavioral supports are a component of the state’s “Multi-Tiered System of Supports” (MTSS), along with academics. Such supports are initiated when students fail to appropriately and positively respond to Tier I practices. (See the flowchart on the following page)



In terms of what “empirically based tiered behavioral supports” means, it must be viewed by each tier and what types of practices should occur at each level.

**Tier 1**

Tier 1 consists of the behavioral practices that are in place for all students. This would be the core class and school wide practices. Some examples would include the following:

* Character education lessons that all students receive on a consistent basis by the counselor, classroom teacher, or some other staff member
* Clear rules, procedures, expectations, and routines that have been intentionally communicated and practiced, are posted, and are reviewed regularly
* Class/School Management Systems that have clear behavioral expectations and consequences (Ex. After 3 checks, a student receives a call home to their parent/guardian regarding the disciplinary infraction)
* Class/School Incentive Systems that start as low as verbal praise/shout-outs and goes as high as some type of token economy system in which students earn positive incentives for meeting specific behavioral criteria

*A major factor at Tier 1 is the consistency and effectiveness of the classroom teacher. If the teacher is inconsistent in following their general plan or exhibits classroom management problems based on administrative observation, then these issues would need attention prior to a student being moved to Tier 2.*

**Tier 2**

When students are consistently non-compliant with Tier 1 practices that are being implemented, this warrants a move to Tier 2. At this level, the existing class/school-wide practices continue, but the student also receives support that is more direct and intensive for their specific needs. Some examples would include the following:

* Targeted counseling (individual or small group sessions) in which social and behavioral skills are taught
* A program (computer-based; workbook/paper-based) that students work in that specifically targets the behavior
* Assigning a mentor in which check-ins are documented
* Check-In/Check-Out, Check and Connect, or some similar program in which a student’s behavior is tracked and checked daily and a parent is notified each frequently (usually daily or weekly) of the behavior
* Creation and implementation of a behavioral contract or behavioral calendar designed by the student/staff/parent that targets improvement regarding specific behaviors and that has listed consequences and rewards for not meeting/meeting the expectations
* Other counseling or mental health services (Ex. Life Help)
* Develop and implement a “Targeted Support Plan” (This may have several components already listed above); Such a plan would consist of the following:
1. Should be thought of as a pre-FBA intervention plan
2. Written like a lesson plan for implementing some specific strategies with the student
3. Can be developed by a teacher or team
4. Uses evidence-based interventions and strategies to improve behavioral issues for 1 or more students
5. Progress Monitoring at certain intervals to determine effectiveness and the need to modify the plan or move to Tier 3
6. IS NOT A “Behavioral Intervention Plan” (BIP) and should not be called this (this plan is not formal or legally binding)

**Tier 3**

After progress monitoring signals that the created plans are not working, and after the targeted plan has been revised with no successful results for the student’s behavior, the school team can move to Tier 3. At this level, the student demonstrates a high need for the most intensive behavioral supports possible. Tier 1 and Tier 2 practices continue, but at this level, the following should also be considered:

* At this level, a referral to Special Education may be conducted
* Conduct a “Functional Behavioral Assessment” (FBA) by a trained district employee
* Develop and implement a “Behavioral Intervention Plan” (BIP) by an IEP committee (formal, legally binding document)
1. **Considerations**

From an administrative perspective, it is urgent that students who exhibit behavioral issues be viewed in a similar manner as those students that exhibit academic issues. In many cases, there is overlap for these students and poor performance in one (behavior or academic) is the result in poor performance in the other. When dealing with such cases, consider the following before recommending a student’s removal from your campus and subsequent placement in alternative school:

* Communicate to school staff that the tiered process for academics and behavior is the same and follows the same steps (failure to appropriately respond and document in either makes it difficult to provide supports to the student).
* Establish school-wide expectations and procedures, make sure they have been communicated to all stakeholders, make sure they have been practiced, and make sure they are posted.
* Require teachers to submit their classroom management plans to you, documenting their rules and consequences.
* Observe classrooms to ascertain the fidelity in which the plan is being followed.
* If necessary, provide support to the teacher for improvement in classroom management.
* Establish school-wide/classroom incentives that reward students for meeting behavioral expectations. Make sure such systems are known by all stakeholders and posted (whether school wide or in classrooms).
* Observe to ascertain the fidelity in which incentives are being appropriately issued.
* Determine if the behavioral issues are an adult issue or a student issue. This determination will generally be helpful in planning next steps.
* Include parents and necessary stakeholders at each step. Keeping them informed and allowing their input will prove to be helpful and transparent in the process.
* Get feedback from the student. Hearing their thoughts provides another level of accountability in the process.
* Shift the mindset regarding discipline more to finding ways to teach and be proactive, as opposed to being reactive and punitive. (What can we do *for* children instead of *to* children?)