

## **ALTERNATIVE PLACEMENT PROCEDURES – Refer for HSD Policy – JCD**

### **Hollandale School District Alternative Education**

In the Hollandale School District, our “Alternative Education” program 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.

### **The Mission of the Hollandale School District Alternative Program**

In the Hollandale School District, it is our mission in our alternative program to:

- Promote Academic Success
- Modify Behavior
- Facilitate Employability and Functional skills Attainment
- Support Career & Character Education Development

---

### **The Law Regarding Alternative Education**

#### **SECTION 37-13-92**

Section 37-13-92 (e) states: “No school district is required to place a child returning from out-of-home placement in the mental health, juvenile justice or foster care system in the alternative school.”

Placement of a child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Education Improvement Act of 2004.

If a school district chooses to place a child in alternative school, the district will make an individual assessment and evaluation of that child in the following time periods:

- Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services custody
- Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and
- An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include a strength needs assessment, a determination of the child’s academic strengths and deficiencies, a proposed plan for transitioning the child to a regular education placement at the earliest possible date.

## What does Mississippi law say about AE?

- Pursuant to the *Mississippi Code of 1972 Annotated* §37-13-92, the Mississippi Department of Education, Office of Compulsory School Attendance Enforcement, Division of Alternative Education is required to monitor compliance of the Alternative Education legislation.
- The Alternative School Program is designed to accommodate behavioral and academic needs of children of students which cannot be adequately addressed in a traditional school environment.
- In addition, Alternative Education provides direct social, emotional and behavioral management instruction to students. 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.
- 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 interest and welfare of the students and teachers of such class as a whole.

## What form of Due Process is practiced in Mississippi?

### *Goss v. Lopez Due Process Procedures for The Reassignment of Students into an Alternative School Program*

*Goss v. Lopez*, 419 U.S. 565 (1975) was a United States Supreme Court case that held that a public school must conduct a hearing before subjecting a student to suspension. The Court held that a suspension without a hearing violated the due process clause of the Fourteenth Amendment to the United States Constitution.

---

## Due Process Procedures in the Hollandale School District

In the Hollandale School District, placement of students in alternative education will be consistent with State law and consist of the following steps:

### 1. Notification

- a. Students/parents shall receive an informal notice of the charges

### 2. Explanation

- a. Students/parents shall receive an explanation of the evidence, if the student denies the charges

### 3. Right to Oppose Charges

- a. Students/parents shall be provided an opportunity to present his/her version of the story

### 4. Hearing Request

- a. A request for student discipline hearing shall be submitted by the principal to the Associate Superintendent
- b. The Associate Superintendent shall serve as Disciplinary Committee Chair. (Please see Alternative Placement form 1A)

### 5. Hearing Dates

- a. All disciplinary hearings will take place during the first week of each month.
- b. Depending upon the offense, students may be immediately reassigned pending their hearing date in order to ensure that their instructional needs are continuously addressed.
- c. The Disciplinary Committee Chair reserves the right to schedule “emergency” hearings as needed.

### 6. District Disciplinary Hearing Committee Members

- a. The Disciplinary Hearing Committee shall consist of the following individuals:
  - Administrator (Principals of Both Schools)
  - AE Teacher/Supervisor
  - Parent

- Regular Classroom Teacher
- Counselor

**7. Considerations**

- a. Hearing/IIP Committee Meeting will consider the following factors:
  - i. Is the student suspended more than ten days?
  - ii. Does the student have an IEP?
  - iii. Does the seriousness of the infraction warrant placement in accordance with board policies?
  - iv. Does the infraction pose a danger to the school community?

**8. Placement**

- a. Placement will be based upon the following:
  - i. School and district officials will adhere to the referral process
  - ii. The Superintendent will determine if the disciplinary policy is being followed
  - iii. Parents will receive notification letter (Due process)
  - iv. The committee (with a minimum of three members) will meet with the parent or guardian to ensure continued education
  - v. The IIP or IEP will be completed prior to placement
  - vi. Parents will receive assignment letter

**9. Additional Placement of SPED Students**

- a. Additional Placement – SPED Students
  - i. Parents will receive notification letter (Due process)
  - ii. Behavioral goals will be reviewed in Individualized Education Plan (IEP)
  - iii. A functional assessment checklist will be completed
  - iv. A behavior intervention plan will be completed
  - v. There will be a manifestation determination review
  - vi. Change in placement
  - vii. Individualized Education Plan (IEP)

**10. Alternative Education Procedures/Guidelines**

- a. Upon signing students in, parents and students will receive a copy of the alternative procedures/guidelines.
- b. The alternative education supervisor will go through the procedure/ guidelines with both the student and parent(s).

**PROGRAM DESIGN**

In the Hollandale School District, referral and placement in the alternative education program is based upon a plan and procedures designed to promote academic success, modify behavior, facilitate employability and functional skills attainment, and to support career and character

education development. Referral and placement is not a judgment and parents will be included in the process. *Alternative Education* is an *INTERVENTION*. It is a *program* – *not* a *place* or a *dumping ground*, but a privilege for students to have another opportunity for success.

**The plan will consist of the following:**

- An Individualized Instruction Plan (IIP)
  - For each class
- Documentation of Parental Involvement
- Student Behavior Log which includes –
  - Behavioral Goals
  - Behavioral Interventions
  - Methods of Assessment
  - Report of Progress
- Career Education Goals Plan which includes –
  - Career Aspirations
  - Plan of Action
  - Report of Progress
- Any SPED documentation as required (if student is served by special education program)

---

## **OTHER CONSIDERATIONS**

### **Goals to Support Student Success**

- Upon placement, clear and consistent goals will be developed for the student to support their success in the alternative program.
- In addition, clear and consistent goals will be developed for parents in an effort to support parents in their efforts to guide their child through their academic development.
- All goals will be developed in a collaborative effort between the home-base principal, home-base guidance counselor, parent liaison, and graduation coach.

### **Counseling Services**

- Upon placement, the counselor will work with the IIP and/or IEP Committee to develop a regular schedule for counseling services to support the IIP for each student.

### **Staffing**

- In the Hollandale School District, the Alternative Education Program falls under the auspices of the Principal of Simmons Junior-Senior High School.

- For students in grades 7 through 8, certified subject area teachers are assigned for instruction.
- For elementary students, a certified teacher is assigned to meet their needs.
  - As needed and in accordance with student IIP plans, additional certified staff may be assigned to assist in the continuation of their instructional development.
- For SPED students, an additional certified SPED teacher may be assigned as outline in their placement process.
- In order to maintain instructional fidelity and to provide additional support, an assistant teacher(s) may also be assigned to the alternative program.

### **TRANSITIONING BACK TO REGULAR SCHOOL SETTING**

In order to support student success in the alternative education program, a school based IIP committee will facilitate the transition process. The Individualized Instruction Plan (IIP) Committee will:

- Evaluate student behavior, attendance and academic progress.
- Help students make a gradual transition back to regular school.
- Meet with staff from the regular school to discuss strategies that were working in alternative education.
- Establish a one to two week transition period with student attending alternative education part of the day and regular school part of the day.
- Meet during the transition period to see if the student is ready for a complete transition and the staff is adapting to the strategies that produce favorable results from the student.
- After the student has spent a month back in full-time regular school, the committee will meet to discuss any needed changes in strategy.
- Keep the lines of communication open for the student or staff of the regular school to contact the Transition Team for questions, concerns, and/or recommendations.

There will be collaboration among all stakeholders. The Hollandale School District will work cohesively to meet the needs of students for successful and seamless transition back into their original school setting.

### **OUT OF SCHOOL SUSPENSION/PROBATION/EXPULSION**

Probation-One semester or as set by a District Hearing Committee

- All out of school suspensions require an on-site parent conference prior to the student returning to school
- Any student who is expelled must petition the HSD School Board prior to returning to school.

### **In School Suspension (ISS):**

- I. If a student refuses to go to or does not report to ISS he/she shall not be allowed to return to the regular program until all ISS assigned time has been completed. Student under the mandatory compulsory age shall be reported to the County Attendance Officer in this situation. Also additional days may be assigned.
- II. Rules on In School Suspension:
  - a. All students assigned to the ISS will be given a copy of the rules to read and a document to sign stating an understanding on the rules.
  - b. Students must be enrolled in ISS by the parent listed in SAM7 and/or MSIS.
  - c. Students will be assigned seats and must be in that assigned seat daily.
  - d. No book bags are allowed.
  - e. Students will complete all assigned school work and will turn in the assignments to the ISS instructor upon request.
    - i. Additional days in ISS may be given for students not completing work or for rules infractions. Grade level school work can be assigned by ISS personnel if a student does not have assignments.
- III. Students who do not follow the rules and the directions of the ISS teacher will receive further disciplinary action that will result in Out of School Suspension, and completion of ISS upon return. Parents may be contacted to pick up from the program if it becomes necessary. Students will complete the entire assigned ISS time. If the student check in late or signs out early, additional ISS time may be added.