



LOWNDES COUNTY
School District
CALEDONIA • NEW HOPE • WEST LOWNDES • CAREER TECH

Lowndes County Alternative School
Handbook
2023-2024

3419 New Hope Road
Columbus, MS 39702

LOWNDES COUNTY SCHOOL BOARD

The Board of Education meets on the second Friday of each month at 12:30 p.m. The meeting is held in the board room of the Superintendent’s Office, 1053 Highway 45 South, Columbus, MS 39701 (662-244-5000). Members of the board are:

Robert Barksdale, Secretary
Jacqueline Gray

Wesley Barrett, Vice President
Jane Kilgore, President

Brad Fleming
Jeff Smith, Attorney

CENTRAL OFFICE ADMINISTRATION

Sam Allison, Superintendent ----- 244-5005
Matt Keith, Assistant Superintendent----- 244-5027
Stefanie Jones, Assistant Superintendent ----- 244-5019
Sayonia Garvin, Business Office Administrator -----244-5016
Jeanise Andrews, Technology Coordinator-----244-5018
Veronica Hill, Personnel Director -----244-5010
Dr. Kristie Jones, Federal Programs Diarector -----244-5030
Dr. Rhonda Locke, Special Services Supervisor ----- 244-5024

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Andrew Matthews, Director of Child Nutrition----- 244-5021
Jeff Crocker, Maintenance Supervisor -----434-6123
Dennis Aldridge, Transportation Supervisor -----434-6299
Roger Gaudet, Network Manager-----244-5006

LOWNDES COUNTY SCHOOL DISTRICT SCHOOLS

Caledonia Elementary School (K-5) Roger Hill, Principal
9509 Wolfe Road, Caledonia, MS 39740 ----- Phone 356-2050-Fax 356-2065

Caledonia Middle School (6-8) Jeannie Jernigan, Principal
105 Confederate Drive, Caledonia, MS 39740----- Phone 356-2042– Fax 356-2045

Caledonia High School (9-12) Gregory Elliott, Principal
111 Confederate Drive, Caledonia, MS 39740----- Phone 356-2001– Fax 356-2036

New Hope Elementary School (K-5) Angela Wilcox, Principal
199 Enlow Drive, Columbus, MS 39702 ----- Phone 244-4760-Fax 244-4775

New Hope Middle School (6-8) Eric Guerrero, Principal
3419 New Hope Road, Columbus, MS 39702 ----- Phone 244-4740– Fax 244-4758

New Hope High School (9-12) Matt Smith, Principal
2920 New Hope Rd, Columbus, MS 39702 ----- Phone 244-4701– Fax 244-4725

West Lowndes Elementary School (K-6) Robert Sanders, Principal
1000 Gilmer-Wilburn Road, Columbus, MS 39701 ----- Phone 244-5050 –Fax 328-2912

West Lowndes Highs School (7-12) Antonio Magee, Principal
644 South Frontage Road, Columbus, MS 39701 ----- Phone 244-5070 – Fax 327-3353

LCAS (K-12) Dr. Aaron Lee, Principal
3419 New Hope Road, Columbus, MS 39702----- Phone 244-5060 Fax 327-4857

Career & Technical Center (10-12) Susan Lingle McClelland, Director
1085 Lehmborg Road, Columbus, MS 39702 ----- Phone 244-5038 Fax 240-4108



LOWNDES COUNTY
School District
CALEDONIA • NEW HOPE • WEST LOWNDES • CAREER TECH

VISION

Provide a superior educational system that challenges all students to attain their greatest intellectual, social, and personal potential.

MISSION

Challenge all students to attain their greatest potential.

BELIEFS

- Students learn best when they are actively engaged in a challenging learning process.
- A safe and physically comfortable environment promotes student learning.
- All students in our school need to have an equal opportunity to learn.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.
- Interactions with adults and other students contribute to student learning.
- A student's performance is enhanced by mutual respect among students and staff.
- Students learn best when our staff maintains high expectations for learning.
- Motivation to learn is influenced by a student's emotional state, beliefs, interests, goals, and habits of thinking.
- Exceptional students (e.g., special education, limited English proficiency, talented and gifted, etc.) need special services and resources to improve their performance.
- Students learn more when provided with a variety of challenging instructional approaches.

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Lowndes County Alternative School

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

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

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

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

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

- An IIP must be developed for each student referred to the alternative school. The plan must reflect both academic and behavior objectives. Students assigned to the alternative education program shall meet criteria set forth in the MS Code 37-13-92 and any other section standard established by the Mississippi State Department of Education and or the Mississippi Commission on School Accreditation.
- Any compulsory—school age child referred to the alternative program by any chancellor or youth court judge having jurisdiction in the district, including, not limited to nonviolent juvenile offenders confined in any youth court detention facility; (1) dropped out of school in violation of the

Compulsory School Attendance Law, (2) has been suspended ten or more days or expelled from school, or (3) committed disciplinary infractions which will result in expulsion from school:

- Placement at the Lowndes County Alternative School (LCAS) and completion of the alternative program will be determined by the Alternative School ~~Program Admission~~ Committee.

The standing committee members consist of:

1. Alternative School Principal
 2. School Counselor
 3. Teacher (at least one)
 4. School level administrator (at least one)
 5. Support Staff (RTI Coordinator, Behavior Specialist, etc.)
 6. Assistant Superintendent or designee
- After the Alternative School Committee has placed a student at LCAS, the LCAS Principal will call the parent/guardian to schedule an intake meet. Both the parent/guardian and the student must be present at the intake meeting.
 - Upon assignment to LCAS students will not be allowed to participate in any extracurricular activities at any school in the district. This includes but is not limited to practices, rehearsals, performances, activities, and games.

After the initial placement of general education students, the committee will meet at regular intervals and report on the student's progress. Students with disabilities will be reviewed within every 45-day period throughout placement. Ref. State Board Policy Chapter 74 (74.19) IDEA 300.530-300.536.

- The Alternative School Principal will schedule the review meetings. Review meetings for all students will take place at the Alternative School and shall include committee members from the home school and the alternative school. The Alternative School Principal is responsible for contacting all committee members for review meetings. The Alternative School Principal will send an invitation to the review meeting via email one week prior to the meeting.
- Prior to any student who has been identified as a student with a disability under the Individuals with Disabilities in Education Improvement Act (IDEIA), 20 U.S.C. 11400. et seq. and any amendments thereto being placed in the alternative school, the district will convene the student's Individualized Education Program (IEP) Committee to review the recommendation for placement and will extend all due process rights required by IDEIA regarding the placement. Students with disabilities shall have a review meeting every 45 days. The review meeting will be an IEP meeting and should be documented as such.
- The principal or designee from the home school of students placed at Alternative School will visit the Alternative School campus at least once every nine-week period.
- All core subjects will be taught at the alternative school. Elective courses will be taught based upon

availability.

- A student placed in the program shall be required to participate in the program until he/she ~~has~~ successfully completes the program requirements.
- All exit meetings will be scheduled by the Alternative School Principal after a student has met program requirements. The exit meeting will include the student, parent/guardian, member of administration from school of origin and the principal of LCAS. During the exit meeting, the student will have to demonstrate the following:
 - The student has completed the five levels of LCAS.
 - The student is academically successful.
 - The student must explain why he/she was placed at LCAS and demonstrate that he/she has a plan the next time he/she is in a similar situation.
 - The student must ask the administration at the school of origin for permission to return to campus.
- All students will re-enter the school of origin on the Monday following a successful exit meeting.

Referrals

- Any referral of a student to the Admissions Committee should be accompanied by Teacher Support Team (TST) documentation which shall include Tier 2 and Tier 3 academic and behavior interventions. The RTI coordinator from the student's home school will provide evidence of any and all current year academic and behavioral interventions that have occurred for the student prior to referral. This documentation should include the student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) from the school counselor or behavior specialist. In addition, the RTI Coordinator will provide written interventions to be conducted during the alternative school placement. Additional information regarding placement may be brought before the committee by individuals with direct knowledge of the student and/or approved by the superintendent. The committee shall have the authority to make the appropriate placement.
- FBAs and BIPs should be completed and implemented prior to LCAS placement, excluding students with a first-time major offense. In the event that the student commits a major offense (as described by the LCSD Student Handbook) with no other major offenses, the alternative school placement committee will develop an intervention plan to be implemented by the alternative school staff.
- Progress Monitoring for academic and behavior interventions shall continue during the student's alternative school placement. The Alternative School staff shall provide weekly progress monitoring reports to the home school's RTI Coordinator.

- The District Administrative staff shall be authorized to develop and implement additional rules and regulations necessary for the referral process.

Requirements for Placement in Alternative Program

- Any compulsory school age child who has been suspended for more than ten (10) days or expelled from school, except for any student who is considered a danger to himself or others.
- 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 or a child
- Any compulsory school age child served through IDEA and placement determined by the Individual Education Plan (IEP) committee.
- 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.

Daily Operation

Each day when a student arrives, he/she must enter through the main doors and proceed through a check-in process. During the check-in, they will empty their pockets and place all their belongings in a container which will be stored behind the secretary's desk, **this will include cell phones**. Students will then remove socks, shoes, and belt before being searched with a metal detector. Students will then proceed to sign-in for the day and select their lunch choices. Finally, students will retrieve their MacBook from the storage cart and proceed to class.

Meals

- Alternative School students should complete a lunch application annually during registration at their home school.
- Students will pay for breakfast and lunch based on their lunch application status.

- The Alternative School principal and staff will supervise students during breakfast and lunch.

LCAS Levels

LCAS utilizes a five-level system that students must progress through to successfully exit the Alternative School Program.

Level	Requirements to move to next level	Reward upon completion of level
1.	<ul style="list-style-type: none"> • Students must complete 5 successful days earning a minimum of 70 points on the daily behavior feedback form. • Students must be able to recite the Authority Statement. 	
2.	<ul style="list-style-type: none"> • Students must complete 10 successful days earning a minimum of 75 points on the daily behavior feedback form. • Students must name and explain 6 core values. 	<ul style="list-style-type: none"> • Social lunch • Check phone between classes
3.	<ul style="list-style-type: none"> • Students must complete 10 successful days earning a minimum of 80 points on the daily behavior feedback form. • Students must make amends. 	<ul style="list-style-type: none"> • Office lunch • Senior Privilege
4.	<ul style="list-style-type: none"> • Students must complete 10 successful days earning a minimum of 85 points on the daily behavior feedback form. • Students must complete LCAS Essay. 	<ul style="list-style-type: none"> • Special Snack Friday
5.	<ul style="list-style-type: none"> • Students must complete 10 successful days earning a minimum of 90 points on the daily behavior feedback form. • Students must complete SEL curriculum. • Students must successfully complete exit meeting. 	<ul style="list-style-type: none"> • Return to school of origin

Returning Students

Students who are returning to LCAS will be required to earn a minimum of 80 points each day during the first three levels of the program. After the third level, the minimum requirement of points will increase by five points at each level.

Authority Statement

I acknowledge that school personnel have been placed in authority over me. They are responsible for my safety and my academic and social education.

Core Values

Students must be able to list and explain in their own words what the 6 core values mean.

Be Honest

Be Safe

Be Respectful

Be Considerate

Be Patient

Be Responsible

LCAS Essay

Below you will find a list of appropriate essay topics that is part of the process and requirement of a successful exit from Lowndes County Alternative School (LCAS).

- How has LCAS helped me improve my negative behavior?
- What are 3 things I have learned in LCAS to help me control my anger?
- Who is the most important person to me and why?
- What are 3 ways I can accomplish my dreams in life?
- Who is the most important role model in my life and what qualities do I admire in them?
- Why have I chosen to use drugs and/or alcohol, and how will it affect me in the future?
- Who do I feel my negative behaviors affect and how?
- How can drugs, alcohol, and peer pressure influence the adult I want to become?
- Who do I represent, how am I doing presently, and what changes do I need to make in my life to improve?
- What does it mean to have self-respect?
- How can I avoid allowing someone else to empower me to do wrong?
- Why have I chosen to disregard authority and where will that path take me?
- What have I learned at LCAS that can help me succeed in school?
- What does it mean to be respectful and how do you show respect?
- What is the difference between a young man/woman and a boy/girl, and which should you strive to be?
- What is peer pressure and how can it affect me negatively and positively?
- What is respect and why is it important to show authority figures respect?

- What 3 of the 6 values do you believe can most help you succeed in school and life?

Early release

A student may be eligible for early release from LCAS, if they have accrued 90% (3240/4500pts) of the total daily points at the 80% mark of the time to be served at LCAS (36/45days).

Daily Feedback Sheet

LCAS Level ____1 ____2 ____3 ____4 ____5

Daily Feed Back Sheet

SCORE

Must have _____ or higher to be a GOOD DAY

Student Name: _____

Today's Date: _____

School of Origin: _____

Days Remaining: _____

Students are expected to complete all assignments the day they receive them, unless the teacher has instructed otherwise. Points will be deducted if students do not complete the work.

IF A STUDENT DOES NOT COMPLETE THE MAJORITY OF WORK ASSIGNED FOR THE DAY, THEY WILL NOT RECEIVE CREDIT FOR THAT DAY.

SHEET SIGNED- 10 PTS		CHECK IN PROCEDURES- 10 PTS				DRESS CODE- 10PTS	
AB	UAB	AB	UAB	AB	UAB	AB	UAB
	Behavior	Classwork	Comments				
1st	AB UAB	Yes No					
2nd	AB UAB	Yes No					
3rd	AB UAB	Yes No					
Lunch	AB UAB	Yes No					
4th	AB UAB	Yes No					
5th	AB UAB	Yes No					
Group	AB UAB	Yes No					

AB
Acceptable behavior

UAB
Unacceptable behavior

TCR
Temporary Classroom Reassignment

When a student has been assigned to TCR, a 70 is the highest obtainable score a student may receive for the day. Additional days may be added to the LCAS exit date based on student behavior and/or Director's discretion.

PARENT SIGNATURE: _____

Points required for a GOOD DAY: Level 1 - 70, Level 2 - 75, Level 3 - 80, Level 4 - 85, Level 5 - 90

*If the daily feedback sheet is not returned signed by the parent or guardian, the student **will not** receive credit for a successful day. *

Grading

Students who are placed at the LCAS will be assigned grades based on the work completed in our online curriculum. Progress reports and report cards will be sent home to the parents. The LCAS Principal will ensure that students are given support and that the teachers at the LCAS facilitate the student learning.

Basic Supplies

Students attending the LCAS will only be allowed to carry a MacBook, loose leaf paper and a 3-ring binder. Bookbags will be kept in the office during the school day. Pens will be provided at the LCAS.

Student Dress and Appearance

Good learning situations depend on the best possible behavior and attitude of students. Students are encouraged to take pride in themselves by being neat and clean, thus reflecting favorably on themselves and the school.

Safety, health, and individual dignity provide the basis for any dress code. This District believes that parents and teachers should recognize that the main goal of our schools is to provide a quality education for students which will help them become useful citizens in society. Thus, any clothing that is disruptive to the learning situation or is embarrassing to others is prohibited. Disciplinary action will be taken if students wear such clothing.

Teachers may, at any time, counsel students about attire that may not be acceptable. The principal or his/her designee will render the final authority when there is a question as to whether the student is adhering to the appropriate standard of dress.

Students' names should be written on all sweaters, coats, and jackets. **The school is not responsible for lost items of clothing.**

All of the following rules apply at the Alternative School:

- 1. No Hoodies will be allowed at LCAS.**
2. Clothing which advertises alcoholic beverages, tobacco, or drug culture and clothing with suggestive/ obscene language, gestures, or derogatory symbols/remarks towards any ethnic group will not be worn.
3. Any jewelry and/or items of ornamentation which depict tobacco, illegal substances, gangs, or cults shall not be worn.
4. Shoes must be worn at all times. House shoes are not allowed at LCAS.
5. Hats, headscarves, rollers, sunglasses, caps, or any other headwear which may interrupt the educational process shall not be worn. Headgear worn to/from school must be removed when entering the building. Headbands are permissible but sweatbands may not be worn during instructional time.
6. Belts and overall straps must fit, be fastened, and worn properly.

7. No fraternity/sorority or gang jerseys, shirts, or symbols shall be worn. (MS Code/Sec 37-11-39)
8. Tights, leggings/jeggings, yoga pants, leotards may be worn only under shorts, skirts, dresses, or tops that fall within the length.
9. Jeans/pants with rips, holes or frays with the potential of being a hole, located from the waist to 5 inches above the knee are not allowed.
10. Any clothing considered too revealing by an administrator may not be worn.
11. Any clothing, accessories, or manner of grooming which, by nature of its color, arrangements, trademark, symbol, or any other attribute, indicates or implies membership or affiliation with gangs or cults is prohibited.
12. No doo-rags, bandanas, washcloths, or cloth or leather chokers shall be worn, displayed, or hung out of any part of clothing.
13. All sleeves on shirts shall not hang past the hands.
14. No cleats shall be worn.
15. Shirts and blouses must be long enough to cover the stomach; the midriff must not be exposed.
16. Pants must be worn at waist level. No oversized pants. Students are not permitted to wear pants in such a manner that undergarments show above the top of the pants.
17. The hem of all shorts, dresses and skirts shall be no shorter than 4 inches above the top of the knee.
18. Clothing shall not be excessively low in front or back; dresses/shirts must not be backless.
19. No spaghetti strap dresses or shirts may be worn.
20. Bras should be worn, if needed.
21. No pajamas may be worn unless approved by the principal for a special occasion.
22. "Grills" may not be worn during the school day.
23. Elementary students (K-5) should not wear make-up.
24. Shirts worn off the shoulder are not allowed.

*** When there is any doubt that students are not adhering to the appropriate standard of dress, the principal or his/her designee will render the final authority.**

Students attending West Lowndes Elementary and West Lowndes 7th & 8th grade are required to wear school uniforms according to guidelines set by the principal and school committee.

Dress Code Consequences

1st time	Changing of clothes and notification of parent or 1 day ISD
2nd time	Detention for remainder of day or 1 day of ISD
3rd time	1 day suspension

Anti-Gang Policy

“Zero Tolerance Method”

Gang clothing on school property or school events is a violation. It is a violation to wear:

- A. black, red, or blue hats turned to the right or left.
- B. bandanas
- C. gang insignias
- D. gang jewelry
- E. jewelry with gang insignias
- F. sagging pants below belt line and or exposed under shorts. Pants must be worn around the waist.
- G. right or left pant leg raised
- H. or display gang colors
- I. or use gang talk, gestures, handshakes or slogans on school grounds

NOTE: It is virtually impossible to write regulations which cover every detail of this subject. The judgment of the principal will be the final determination regarding appropriateness of dress and or appearance of students. All reports about juveniles are confidential, by law.

Weapons/Drugs

Possession of any weapon (fire/flame, spark producing devices, guns, knives, ice picks, etc.) or drugs will result in expulsion from LCAS. Law Enforcement will be notified. Students who come to school under the influence of drugs or alcohol will be sent home immediately and this will result in disciplinary action. A parent or legal guardian must accompany the student upon return to the LCAS.

Transportation and Bus Conduct

Transportation will be determined by the Placement Committee on a “case by case” basis.

- All elementary and secondary students assigned to LCAS will be picked up and dropped off at the designated area at their home school in the Lowndes County School District and transported to the Lowndes County LCAS.
- Upon arrival at the home school, all students who are assigned to LCAS will assemble in a location designated by the school principal. Students shall not comingle.
- No LCAS student will be unattended while on home school campus. During the morning arrival and afternoon dismissal, a designated supervisor for all LCAS students, shall walk students to the designated bus for transportation to LCAS.
- LCAS students will have seat assignments on the bus to and from LCAS. The security guards on duty will assign the seats.

- One bus driver and security officer will accompany students to the LCAS. The same procedure will be enforced in the afternoon.
- Students with driver's licenses will not be allowed to drive a vehicle to the LCAS.
- Senior privilege will be suspended at the beginning of placement at LCAS; however, it may be earned at the completion of level 3.

The buses for the Alternative Program will depart from Caledonia and West Lowndes campuses at approximately 7:45 a.m. Buses will leave LCAS at approximately 2:30 p.m. and arrive back on West Lowndes and Caledonia campuses at approximately 3:00 p.m.

Students from the New Hope campus assigned to LCAS will exit the bus at the designated drop off and then report directly to the LCAS. The LCAS principal and staff will be responsible for escorting students to the bus line for departure.

Discipline

The LCSD Student Handbook will be utilized when determining consequences for disciplinary infractions at the LCAS. Bus drivers will make referrals of bus infractions by LCAS students to school principals. Security Officers will make referrals to the bus driver. Disciplinary infractions will be entered into SAM by the LCAS Principal when the disciplinary action is rendered.

Disciplinary actions or consequences will not cause a student to lose progress in the LCAS Levels towards completions of the program. However, students who receive an office referral that results in a suspension will lose rewards or privileges that have been earned through progression through the LCAS Levels.

Behavior Contracts

Students who are placed at LCAS through the Tier process or due to a single expellable offense will be given a behavior contract during their intake meeting. Disciplinary actions due to behaviors that are not listed specifically in the student's behavior contract will follow the LCAS Disciplinary Ladder.

Depending on the severity of behavior, the disciplinary action will be at the discretion of the LCAS administration.

LCAS Discipline Ladder

1 st Step	Counselor Referral
2 nd Step	Restorative Justice
3 rd Step	1-3 Days ISD
4 th Step	3 Days OSS
5 th Step	5 Days OSS
6 th Step	10 Day with recommendation for Expulsion -or- Enforcement of Expulsion

Students may not attend any extracurricular activities while they are assigned to LCAS.

Definitions

Disruptive Behavior: The Mississippi Legislature in its 2001– regular session passed the so called “Mississippi School Safety Act of 2001” which covers many areas. Based on the new law, the following is a definition of disruptive behavior:

The term "**disruptive behavior**" refers to student conduct that is so unruly, disruptive, or abusive that it seriously interferes with a teacher/administrator’s communication with students in a classroom, with a student’s ability to learn, or with the operation of a school/school-related activity, and also which is not covered by other laws related to violence or possession of weapons/controlled substances on school property, school vehicles, or at school-related activities. Such behaviors include, but are not limited to:

- ☐ Foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees.
- ☐ Defiance, ridicule or verbal attack of a teacher.
- ☐ Willful, deliberate and overt acts of disobedience of the directions of a teacher.

The term "**habitually disruptive**" refers to actions of a student which cause disruption in a classroom, on school property or vehicles, or at a school-related activity *more than two occasions during a school year* and to disruptive behavior that was initiated, willful, and overt on the part of the student and which required the attention of school personnel to deal with the disruption.

LCAS Curriculum

Lowndes County Alternative School operates a traditional and/or blended learning curriculum.

Students will remain in the course at their school of origin. The teachers at LCAS will facilitate student learning through the digital learning platform.

Arrival and Dismissal

If parents bring a student to the LCAS, they should arrive no later than 7:45 am and must be picked up no earlier than 2:15 pm. Failure to follow this rule may result in an unexcused tardiness or absence which may result in reporting to the school attendance officer.

School	Student Arrival/Dismissal		Teacher Arrival/Dismissal		Duty
LCAS Mon., Tues., Thu., Fri.	7:45 am	2:45 pm	7:15 am	3:15 pm	All teachers will follow a duty schedule created by the principal.
LCAS Wednesday	7:45 am	1:55 pm	7:15 am	4:00 pm	All teachers Will follow a duty schedule created by the principal.

Check-In and Check-Out

All parents and/or approved individuals will be allowed to check out students. Parents should be aware that all absences must have an excuse. Credit for attendance will not be given if the student does not stay the required amount of time as stated by the LCSD Board Policy.

LCAS Faculty and Staff

NAME	POSITION
Aaron Lee Ph.D.	Principal
Sara Abalos	Secretary
April Adair	SPED Teacher
Lawrence Brown	Teacher
Ken Dawkins	Teacher
Cathy Rhodes	Teacher
Cameron Withers	Teacher
Patonya Cunningham	SPED Teacher Assistant
Christina Shumpert	Counselor
Morgan Thomas	Nurse

Forms

Alternative Education Transition Committee Checklist

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

Date Completed

Signature

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

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

 Transition Committee Chairperson's Signature Title Date

Date Referral packet was submitted to the Superintendent _____

TO BE COMPLETED BY THE LCAS PERSONEL ONLY

Date referral received _____ Received by _____

Date Student enrolled in the Alternative Program _____

Signed by _____

Transition Committee meeting date _____

Committee Recommendation -

Lowndes County School District Alternative Program Referral

School: _____ Date of Submission: _____

Section I. General Enrollment Information

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

Age: _____ Current Grade: _____

Home Address: _____

Parent/Guardian: _____ Phone #: _____

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

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

Specific reason for referral (brief statement):

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

Types of Conduct Code Violations:

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

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

At-Risk Categories (mark all that apply): ___Foster Care ___Migrant Family ___Homeless ___English Learner
___Immigrant ___Other, explain:

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

Section III. Parental Contact to Date

Dates of contact	Method	Result
_____	_____	_____
_____	_____	_____

Section IV. Administrator Recommendation

It is my recommendation that this child be placed.

Counselor Signature _____ **Date** _____

Administrators Signature _____ **Date** _____

District Administrator Signature _____ **Date** _____

Date of Committee Review _____ **Approved for Placement**

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

Superintendent Referral Recommendation

Student's Name _____

Grade Level _____

Date Submitted by the Transition Team/Committee _____

School of Origin _____

Referring Counselor _____ Phone _____

Superintendent Recommendation:

Refer to Alternative Education Program

Retain in regular education program

Attempt another intervention

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

Superintendent' Signature Date

Individualized Instructional Plan

I. Student Information

Student's Name _____ Date of Birth _____ Age _____ Gender _____ Race _____ Grade _____ Date of Placement _____
 Projected Completion Date _____ School of Origin _____ Reason for Placement _____ IEP yes no Disability _____
 Parent/Guardian's Name _____ Address _____ Home Phone _____ Cell Phone _____

II. Pre-Entry Transition Meeting Date: _____ Committee Members: _____

<i>PRESENT LEVEL OF PERFORMANCE (Please include strengths and weaknesses) To be completed by Transition Team</i>	
<i>English/Language Arts</i>	
<i>Math</i>	
<i>Science</i>	
<i>Social Studies</i>	

Areas	Reporting Intervals	Measurable Goals:	Report of Progress
<i>Behavioral Interventions (include target behaviors)</i>	<input type="checkbox"/> 4 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks <hr/> Method of Assessment	1. 2. Measurable Objectives: 1. 2. 3.	Reviewer: Reviewer: Reviewer: Reviewer:
<i>Career Education (career aspirations or type of academic or vocational program the student will pursue post secondary)</i>	<input type="checkbox"/> 4 Weeks <input type="checkbox"/> 6 Weeks <input type="checkbox"/> 9 Weeks	<i>Measurable Career Education Plan of Action</i>	Reviewer: Reviewer: Reviewer: Reviewer:

III. Transition Exit Plan Date: _____

Academic Needs _____

Social/Counseling Needs _____

Measurable Academic Goal (English)

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

IIP Committee Signatures

AE Administration:	Principal:	Counselor:
Teacher:	Student:	Parent:
Teacher:	Other:	Other:

Post-Exit Meeting (one month post exit)

Subject	Academic Outcome	Social/Behavioral Outcome	Teacher

IIP Committee Signatures

AE Administration:	Principal:	Counselor:
Teacher:	Student:	Parent:
Teacher:	Other:	Other:

Parental Notification of Referral

Date _____

To: _____

Parent(s) of _____

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

You will be notified of the date, time, and place of the LCAS orientation meeting by the LCAS Principal.

Sincerely,

Principal

School

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

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

Signature of Parent or Guardian

Date

Parent Notification of Disciplinary Action

Student Name _____

Referral Source _____

Dear Parent / Guardian:

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

_____ Alternative Education Placement for (_____) days.

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

Sincerely,

Handbook Notification Receipt

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

Student Signature

Date

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

Parent/Guardian Signature

Date

Counselor Referral for Alternative Education Program

Student		Grade		Age	
Referral Source		Date			
Counselor		Phone			
E-mail					

Counselor's History of Services

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

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

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

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

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

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

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

Counselor's Recommendation

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

Counselor's Signature

Date



LOWNDES COUNTY
School District
CALEDONIA • NEW HOPE • WEST LOWNDES • CAREER TECH

Academic Intervention Checklist for LCAS

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

Student Name _____ Date _____ School _____

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

Name of Tier intervention(s) _____

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

STAR Reading _____ STAR Math _____ other: _____

Description of Intervention(s):

Username/passwords

RTI Contact Information:

Name _____ School _____ Phone _____

Email _____

Signature _____

The following forms are required to be returned to the above mentioned RTI Coordinator upon the student's return to the home school:

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

TO: PARENT/GUARDIAN AND STUDENT

Behavior Contract

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

TO: PARENT/GUARDIAN AND STUDENT

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

GOALS FOR STUDENT:

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

REWARDS IF GOALS ARE MET:

- 1.
- 2.
- 3.

CONSEQUENCES IF GOALS ARE NOT MET:

- 1.
- 2.
- 3.

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

_____ (Signature of Student) _____ Date _____ (Signature of Parent/Guardian) _____ Date

_____ (Signature of Principal) _____ Date _____ (Signature of Counselor) _____ Date

Transition Team Exit Evaluation

Office Use Only



Lowndes County Alternative School
3419 New Hope Rd
Columbus, Ms 39701
(662) 244-5060
Fax (662) 243-7998

Student Name _____ Review date _____
School of Origin _____ Grade _____

1 Attendance:

_____ Number of GOOD days
_____ Number of days absent
_____ Number of days suspended
_____ Number of not GOOD days
_____ Total number of days present at LCAS

2

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

3 Student is academically succesful:

_____ Yes
_____ No

4 Student has succesfully completed SEL Curriculum:

_____ Yes
_____ No

5 Behavior has been succesfully modified:

_____ Yes Return to school of origin on _____
_____ No Number of GOOD DAYS remaining _____

6 Recommended intervention strategies for the school of origin:

Committee Signatures

Signature

_____	_____
_____	_____
_____	_____

Office Use Only



APPENDIX

State Board Policy 7.1

Mississippi Legislature House Bill 1132
Section 37-13-92, Mississippi Code of 1972



State Board Policy
Alternative Education Guidelines
Rule 7.1

1. The LCAS program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Mississippi Code Section 37-13-92.
2. The district has and follows written procedures which meet the federal guidelines outlined in Goss vs Lopez due process requirements for removal of a student from school for disciplinary reasons.
3. The curriculum and instructional methodology address the needs of students through an Individual Instructional Plan which emphasizes academic performance behavior modification, functional skills, and career education.
4. The student/teacher ratio in each classroom is no greater than 15:1 with a process for approving exceptions by the State Department of Education.
5. Adequate instructional staff are assigned to ensure the continuing education of students and classroom supervision at all times.
6. Certified teaching staff and other staff assigned to the alternative program have adequate credentials to achieve the stated mission of the program. Further, students assigned for a grading period or longer and receiving Carnegie unit credits will receive instruction from appropriately certified teachers.
7. When the LCAS program is housed in a free-standing facility separate from the regular school program, there is a certified administrator assigned to supervise the program.
8. When the LCAS program is housed in an existing school, the safety of regular staff and students will be insured by appropriate supervision and isolation as necessary. When an alternative program is operated by two or more school districts, pursuant to a contract approved by the State Department of Education, the contract will indicate which school district will house and which district will operate the alternative education program.
9. Rules and regulations which address the unique needs of alternative program students have been developed and disseminated to parents and students.
10. The LCAS facilities are clean, safe and functional, and commensurate with facilities provided to other students by the local school district.
11. The school district is in compliance with applicable laws and State Department of Education guidelines for reporting information relating to the alternative program.

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

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

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

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

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

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

18. Alternative programs will provide:

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

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

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

- a. Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services custody;
- b. Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and
- c. An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:

- i. A strength needs assessment.
 - ii. A determination of the child's academic strengths and deficiencies.
 - iii. A proposed plan for transitioning the child to a regular education placement at the earliest possible date (37-13-92).
21. School districts that enter into a contractual agreement with a private entity to provide services to students placed in an alternative setting must ensure compliance with federal and state laws and State Board Policies governing alternative education.
22. Alternative school placement shall be for, but not limited to, the following categories of compulsory school age students;
- a. whose presence in the classroom is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher;
 - b. who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious acts;
 - c. who are referred by the dispositive order of a chancellor or youth court judge, with the consent of the school district's superintendent; and
 - d. who has been referred by the parent, legal guardian or custodian of such child due to disciplinary problems (37-13-92).
23. The removal of a student to an alternative education program shall include a process of educational review to develop the student's individual instruction plan.
24. Alternative school placement shall be determined individually on a case-by-case basis and applied consistently.
25. School districts are without discretion to establish categories or classes of offenses for which the penalty is total removal from the school setting. Thus, unless a child has been suspended or expelled from school for possession of a weapon or other felonious conduct, the student must be assigned to the alternative school for that school district. The district is cautioned not to have policies that remove students from the traditional school setting to an alternative school setting for minor infractions. If the acts of a student, although not rising to the level of a felony, are such that the student poses a threat to the safety of himself or others or will disrupt the educational process at the alternative school, the school district is not required to admit the student into the alternative school.

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

MISSISSIPPI LEGISLATURE

2014 Regular Session

To: Education

By: Representatives Holloway, Wooten, Harrison

House Bill 1132

(COMMITTEE SUBSTITUTE)

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

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

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

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

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

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

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

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

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

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

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

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

1. A strength needs assessment.

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

3. A proposed plan for transitioning the child to a regular education placement at the earliest possible date.

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

(a) The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or

other appropriate professional personnel, as defined in the district policy, to ensure a continuing educational program for the removed student;

(b) The duration of alternative placement; and

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

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

(4) A school district, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative school program. However, any GED preparation program offered in an alternative school program must be administered in compliance with the rules and regulations established for such programs under Sections 37-35-1 through 37-35-11 and by the State Board for Community and Junior Colleges. The school district may administer the General Educational Development (GED) Testing Program under the policies and guidelines of the GED Testing Service of the American Council on Education in the alternative school program or may authorize the test to be administered through the community/junior college district in which the alternative school is situated.

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

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

operating such alternative school program may be paid from funds contributed or otherwise made available to the school district for such purpose or from local district maintenance funds.

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

(a) Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement;

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

(c) Curricula addressing cultural and learning style differences;

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

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

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

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

(h) A motivated and culturally diverse staff;

(i) Counseling for parents and students;

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

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

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

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

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

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

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