

Descriptor Term: PRACTICES AND PROCEDURES FOR ALTERNATIVE STUDENT ASSIGNMENT/RE-ASSIGNMENT

Descriptor Code: IDDBC

Rescinds: IDDBC

Board Approved: 7/6/2021

Previously Approved: 6/1/2020

The Gulfport School District will observe the following procedures and practices for assigning students to the Alternative School:

- I. **HOME SCHOOL ENROLLMENT:** Before a student can be assigned to the Alternative School, he/she must have been enrolled in a school within the District from which a referral is made.
  
- II. **REGULAR EDUCATION STUDENTS:**
  - a. **ASSIGNMENT PROCEDURES:** Through behavioral referrals, specific interventions, and other appropriate processes, principals will become aware of students who may be eligible candidates for assignment to the Alternative School. The Teacher Support Team (TST) of the home school will make the recommendation, but the Superintendent has the authority to supersede any TST recommendation. In the event the decision is made to assign the student to the Alternative School, the student and/or his parents/guardians must be apprised of their right to appeal the decision first to the Superintendent and, if necessary, to the Board for a final disposition. Such appeals will be addressed as expeditiously as possible.
  
  - b. **REFERRAL PROCESSES:** The Principal or program administrator of any such alternative school program will 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 in the alternative school program. Before a student may be removed to an alternative school education program, the Superintendent, or designee, must determine:
    - a. that the student's presence in the regular classroom program presents a danger of physical harm to the student or to other individuals; or
    - b. that the student has engaged in serious or persistent misbehavior that violates the District's previously communicated standards of student conduct; or
    - c. that the student meets qualifications for the Safety Net Program.
  
- III. **STUDENTS WITH DISABILITIES:**
  - A. **REFERRAL DECISION:**

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Through behavioral referrals, specific interventions, implemented Behavior Intervention Plan (BIP) at home school, and other appropriate processes, principals will become aware of students with disabilities who may be eligible candidates for assignment to the Alternative School. The home school principal, in collaboration with the alternative school principal, will have the choice of recommending placement directly to the Alternative School, or requesting a district review by the Superintendent or his designee before a final assignment is made. No placement decision will be made without following proper federal and state procedures as required by law.

Virtual classes may be substituted for physical placement at The Learning Center when deemed appropriate by the administration and school officials of the Gulfport School District.

### B. ASSIGNMENT PROCEDURES:

An IEP Team must meet to determine whether the student's disruptive behavior was a manifestation of his/her disability and whether there is a need to revise the student's IEP. Below is a list of mandatory IEP Team members:

- a. the parents/guardians of the child,
- b. regular education teacher of the child (if the child is or may be, participating in the regular education environment),
- c. special education teacher(s) of the child, or, where appropriate, not less than one special education provider of the child,
- d. public agency representative who is:
  - i. qualified to provide/supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities,
  - ii. knowledgeable about the general education curriculum,
  - iii. knowledgeable about the availability of resources of the public agency.
- e. person who can interpret instructional implications of evaluation results, who may be a member of the team described above.
- f. the student and any other pertinent people may also be invited

In accordance with the federal law IDEA, a student with an IEP may be placed in an alternative educational setting for 45 school days if the student engages in the following conduct on school premises or at a school function:

- a. carries a weapon (misdemeanor) to or possesses a weapon (misdemeanor) at school, on school premises, to or at a school function under the jurisdiction of a State Educational Agency (SEA) or Local Educational Agency (LEA);
- b. knowingly possesses or uses illegal drugs (misdemeanor) or sells or solicits the sale of a controlled substance (misdemeanor), while at school, on school

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- premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA. 34CFR 300.530 (g)

The special education case load (number of students) in the 9-12 secondary self-contained SPED classroom will not exceed 12 students per special education teacher.

- C. SPED IEP PROCESS: After a decision has been made to refer the student to the Alternative School, the district must notify the parent that their child's placement may be changed and provide the parent with the required Individuals with Disabilities Education Act (IDEA) procedural safeguard notice. 34 CFR 300.504; 34 CFR 300.530 (h). At this collaborative meeting the following procedures will be followed:
  1. Due process will be given to the student by the referring school, and will be documented. NOTE: See Procedural Safeguards attached.
  2. Those present will affix their signatures to appropriate documents, thus confirming that the meeting took place.
  3. All required components of the IEP will be satisfactorily addressed.

The student's IEP team will convene at the end of each Alternative School term or 45 days from his/her placement to review his/her progress. Upon the student's achievement of his/her IEP goals or other circumstances which warrant a change of placement, the Alternative School will notify the home school of the student's progress and send a WRITTEN PRIOR NOTICE to the student's parent requesting a collaborative IEP meeting for the purpose of deciding whether or not the student's placement will change. If a change of placement is deemed appropriate at this time, the home school is responsible for the student's transition.

### IV. REFERRAL TO ALTERNATIVE PLACEMENT – ALL STUDENTS' PLACEMENT

The home school principal, in collaboration with the alternative school principal, will have the choice of recommending placement directly to the Alternative School or requesting a district review by the Superintendent or his designee before a final assignment is made. No placement will be made without following proper Special Education procedures as required by law 34CFR 300.530 (g).

Before recommending expulsion of a student, the Principal will consider reasonable alternatives, including appropriate discipline management techniques which may include recommending removal to an alternative school program. If the Superintendent determines that expulsion is the most appropriate available alternative, the Superintendent is not required to precede the expulsion with another

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disciplinary action.

A referral packet must be provided to the Alternative School in order to enable maintenance of accurate and complete school records on the referred student. This packet must include: the completed referral form, current discipline records, current attendance records, current and prior grades, Individualized Behavior Plan, objective checklist of mastered objectives, arrest records for drugs or weapons, TST meeting documentation or current IEP with BIP, and other appropriate information.

#### V. SCHOOL CONTACT PERSON:

A liaison staff member or school administrator at each school site from which students are assigned to the Alternative School will be identified as the referral process contact person between the assigning school and the Alternative School. This person will also serve as a contact person to facilitate transition of the student from the Alternative School back to the home school. The name of this person and school telephone number will be provided to the Alternative School administrator.

#### VI. EXTREME-CASE STUDENTS:

Students whose offense includes extreme violence or weapons violations or other unlawful acts will be reviewed by the Superintendent to determine if assignment to the Alternative School is in the best interest of the student, the District, and the Alternative School before such an assignment is made. The Principal will be responsible for requesting this review by the Superintendent.