When a student is recommended for expulsion, the expulsion process is followed. (See section on expulsion procedures.) Documentation is forwarded to the District Discipline Coordinator. Student’s cumulative record must accompany referral for alternative school placement.

ESE students who are referred for alternative placement due to an expellable offense must have a Manifestation Determination. When documenting Notice to Parents, the ESE Liaison or Behavior Specialist should indicate on the Parent Notification Form that there will be a Manifestation Determination, IEP review, IEP update, and a Three Year Re-Evaluation Review, if needed. The IEP must be valid for the next six months. If it is not, the IEP must be updated prior to the student’s placement at the alternative school.

When a student is academically unsuccessful due to absenteeism and/or extreme disruptive behavior, the school documents interventions. If these interventions at the school level have been unsuccessful and the Children At Risk in Education team (CARE) concurs, a referral for placement in an alternative school is completed and forwarded to the District Discipline Coordinator.

Prior to an alternative school referral, the student must be referred to the school’s Student Study Team for review to determine if the student may need further assessment to determine eligibility for an EH program.

a) If the Student Study Team recommends pursuing assessments for possible EH placement for a student not previously identified, the school completes the process before considering referral.

b) If the student is currently an EH student, the CARE team should determine if pursuit of a more restrictive ESE environment is appropriate (either within the school or Oak Park). If so, pursue these interventions before making a referral to an alternative school.

c) Before the student leaves the sending school, the sending school should complete an IEP review. If an ESE student’s IEP or three-year re-evaluation is about to expire (within the next six months) or has expired, update the IEP and/or three-year re-evaluation prior to an Alternative School consideration.
d) If the CARE team recommends an alternative school referral, proceed to number two.

2. The school's alternative school contact person or designee notifies the student's parent or guardian that a recommendation for an alternative school placement is being made.
   
   • Every attempt should be made to have a face-to-face meeting with the parent to discuss the recommendation.
   
   • If attempts to meet face-to-face with the parent are unsuccessful, a phone contact should be made.
   
   • It is required by law that the parent be notified in writing of the recommendation for an alternative school placement and that they have the right to an administrative review. (See sample letter) The letter should be a follow-up to the face-to-face parent meeting and/or phone conversation.

   • NOTE: Parent notification of referral should not indicate or recommend a particular alternative school. If the school has a particular recommendation, this should be brought up at the Placement Review Team meeting.

3. The CARE team will provide a written recommendation to the school's Alternative School contact person or designee. Indicate in the recommendation that the student is not appropriate for an EH placement or more restrictive ESE environment.

4. If the student is being referred for habitual truancy, include documentation of the Student Study Team or Attendance Intervention Team review and the status of any referrals to the attendance worker.

5. The school's alternative school contact person or designee ensures that the student meets criteria for an alternative school placement and that documentation is available to support the referral.

6. The alternative school contact person or designee completes and signs the Alternative School Referral Form, attaches a copy of the CARE team recommendation, a copy of the parent notification letter, and provides the requested documentation to support the referral. The student's cumulative record, health record, and discipline file are presented by the school contact or designee at the review meeting.

7. Names of students to be discussed at the review meeting should be communicated to the District Discipline Coordinator by the end of the school day on Monday.

8. A list of the names of the students (including age and current grade) to be reviewed will be provided to Alternative and district schools by noon on Tuesday.

REVIEW OF REFERRALS AND PLACEMENT
1. The Alternative School Review Team will meet every week at a specified time to review referrals and place students. Review Team participants will be notified if a change in meeting day and time is necessary.

2. The Review Team will consist of central office alternative school staff, the District Discipline Coordinator, the Discipline Secretary, the Alternative School Registrar, a representative from the referring school, representatives from the alternative schools, Department of Juvenile Justice Probation Officers, School Resource Officers, and Truancy Workers.

3. The Review Team will review each referral to determine if the student meets the legal requirements for inclusion in an alternative school program and that the appropriate documentation is provided to support the placement.

   As per FS 230.2316 (d)3(a-d):

   A student enrolled in a sixth, seventh, eighth, ninth, or tenth grade class (under the age of 16 years) may be assigned to an alternative school if the student meets the following criteria:

   - The student is a habitual truant as defined in s. 228.041 (28). Student has 15 days of unexcused absences within the last 90 calendar days. This is supported by information that appears on the AS400 attendance screens.

   - The student's excessive absences have detrimentally affected the student's academic progress and the student may have unique needs that a traditional school setting may not meet.

   - The student's high incidences of truancy have been directly linked to a lack of motivation.

   - The student has been identified as at risk of dropping out of school.

4. If a student referral does not meet requirements for alternative school placement or appropriate documentation is not provided, the sending school representative on the team will pursue additional information as suggested by the committee.

5. Placement of students will be based on input from Review Team members taking into consideration the needs of the students, programs provided by the alternative schools, geographic location of the student and availability of student slots in a program.
6. If the alternative schools are near capacity and there are an insufficient number of slots available for the number of referrals the following priority for placement will be implemented:

   a) ESE students - expelled, disruptive behavior
   b) Students who have been recommended for expulsion
   c) Students referred for habitual disruptive behavior
   d) Students referred for behavior that interferes with learning
   e) Students referred for habitual truancy

7. When the placement decision is made, the alternative school representative will receive the student's cumulative record, health record, discipline file and a copy of the Referral Form and accompanying documentation. If the student is an ESE student, the district school will schedule a meeting to review and update the IEP. Every attempt should be made to include personnel from the receiving alternative school in the IEP meeting to ensure accurate identification of services available to the student.

8. The sending school will send a letter to the parent/guardian notifying them of the alternative school placement. Enrollment date at the alternative school will be three to five school days from the review date based on individual student circumstances. This will allow time to arrange entrance interviews by the alternative schools and arrange transportation (if available). A copy of the letter will be sent to the Alternative School Registrar, and to the receiving school for inclusion in the student’s cum file.

   NOTE: Until the student actually shows up to register at the alternative program, the student should remain active at the sending school as indicated on the AS400. The registrar will communicate the reassignment to the sending school.

9. The registrar will notify transportation, as appropriate.

10. When the Review Team places a student, the placement becomes the student’s assigned school. It is the responsibility of the alternative school and the sending school to follow-up on the placement and contact the parent/guardian of the student. Should the student continue to appear on the referring school’s campus, s/he could be considered as trespassing.

REMINDER:

Before the student leaves the sending school, the sending school shall complete an IEP review. If an ESE student’s IEP or three year re-evaluation will expire within the next 6 months, or has expired, update the IEP and/or three year re-evaluation prior to an alternative school consideration. The Alternative School staff will be invited to attend the IEP review in order to indicate what services will be available for the student at the Alternative School.
ALTERNATIVE SCHOOLS

1. A maximum of seven (7) days from the date of placement will be allowed for the parent/guardian and their student to arrange for an entrance interview with the alternative school. The parent/guardian or the alternative school may initiate scheduling of the entrance interview.

2. ATTENDANCE PROCEDURES

   a) Any time a student is absent from school, the school staff should attempt to determine the reason for the absence.

   b) A student and/or parent who does not respond to an alternative school placement, does not show up to an entrance interview or does not enroll on the date determined at the entrance interview will immediately be referred to an attendance worker. That student should remain active at the sending school as indicated on AS400 until that student is actually registered at the alternative school.

   c) If an enrolled student is involved with the Department of Juvenile Justice, the DJJ after-care worker should be notified of a student's non-attendance.

   d) Referrals to Attendance Workers should be completed by the alternative school staff and given to the alternative school contact person from the district. District staff will give the referral to the appropriate attendance worker.

   e) The parent/guardian of any enrolled student who has up to three (3) days of unexcused absences should be contacted by phone to determine why the student is absent. The days may be consecutive or within a 90 calendar day period. This includes the days immediately following the date the student should have been enrolled in the school.

   f) The parent/guardian of any enrolled student who has ten (10) days of unexcused absences within a 90 calendar day period must be sent a letter (see sample) indicating the possible consequences of school non-attendance and that the student and parent/guardian will be referred to a school Attendance Worker.

   g) The parent/guardian of any student who has fifteen (15) days of unexcused absences within a 90 calendar day period must be sent a letter (see sample) informing them that their student is habitually truant and the steps that will be taken to enforce attendance requirements.

3. Students who are over the age of compulsory attendance who have been referred to an attendance worker and could not be located should be withdrawn as of their last date of attendance as "whereabouts unknown" (W22). These students should be referred to case staffing.

4. Students who have been placed in a DJJ facility and will be there for a month or more should be withdrawn and coded W03. A placement determination on these students will be made at the time of their release from the DJJ facility. The District Discipline...
Coordinator will bring any information regarding these students to the Wednesday Review Team meetings.

5. The alternative school will complete a Notification of Alternative School withdrawal form when a student is withdrawn from the program. This includes students placed by DJJ. The withdrawal form is to be sent to the alternative school registrar along with the student's cumulative and health records.

6. A copy of the Notification of Withdrawal form along with the student's records will be sent to the referring school by the district office. If the student returns, the Alternative Review Team will determine the appropriate placement at that time and retrieve the necessary records from the referring school.

7. The District office will provide quarterly reports to the sending school on the enrollment status of these non-attending students.

8. Expelled students who voluntarily withdraw from an alternative school for home-schooling, private school enrollment or other non-alternatives school services will be subject to placement in an alternative school upon their return unless they have met the conditions in the Settlement Agreement.

9. Students who voluntarily withdraw from an alternative school, or complete an alternative school program and choose not to re-enroll in a traditional program prior to graduation will be asked to sign an "Intent to Withdraw Form". If the student is under eighteen (18) notification will be sent to the Florida Division of Motor Vehicles to suspend or not to issue a driver's license.

10. In order to maintain a legal case for underage students not attending school and in the process of retrieval, the student should remain enrolled at the alternative school until the case is resolved. If no resolution to the attendance problem is eminent, inform district level alternative school staff. The student will be withdrawn from the alternative school as a W03. The student will be enrolled in cost center 0292 if appropriate procedures have been followed. The parent/guardian will be notified of this enrollment. If the student returns to school, the student may be re-enrolled in the original alternative program on a space available basis.
TRANSITIONING AND EXITING STUDENTS FROM ALTERNATIVE SCHOOLS

1. Transitions of alternative students back to a traditional school will occur at the beginning of a semester or grading period. However, transitions at other times are allowed upon approval of the receiving school and the needs of the particular student.

2. Students under a "Settlement Agreement" may be transitioned back to a traditional school prior to the date their expulsion or agreement ends if:
   a) They have successfully attained a level of performance at the alternative school that would allow them to transition from the program.
   b) The traditional school to which the student is to be returned agrees with the transition.
   c) The student and the parent understand that the transition is conditional on the student's continued success at the receiving school for the duration of the expulsion or Settlement Agreement as documented in the Probationary Contract.
   d) The student and the parent are aware that the student is on a probationary status while at the receiving school until the recommended expulsion period is up, and that the Settlement Agreement may be re-instituted for just cause.

3. The alternative school will contact the school to which the student is to be transitioned at least two weeks prior to the anticipated transition date. This contact should be made through the school's alternative school contact person.

4. The alternative school administrator and the contact person of the receiving school should schedule a date for a transition meeting. The contact person of the receiving school arranges for appropriate staff from the school to attend.

5. The alternative school notifies the parent of the transition meeting in writing, and schedules the meeting.

6. The alternative school completes the Transition Form acceptable to both parties, to serve as a point of discussion for the transition. If both parties agree, the alternative school administrator and the contact person of the school sign the transition form and complete the Probationary Contract. One copy of the Transition Form is placed in the student's cumulative record, one copy to the alternative school, and one copy to the District Discipline Coordinator.

7. If the student's districted school has some concerns regarding the transition and feels that the student may have difficulty being successful in the school environment, the alternative school administrator and the receiving school's contact person should contact the district's alternative staff to see if arrangements could be made for a placement at another traditional school.