

**The Department of Support Services
Alternative Education, Juvenile Justice/Youth Services
Programs Manual**



"Failure is Not an Options Success is the Only Option"

Revised, September 6, 2023

School Board Members

Frank A. Barbieri, Jr., Esq., Chairman

Karen M. Brill, Vice Chair

Marcia Andrews

Alexandria Ayala

Edwin Ferguson, Esq.

Barbara McQuinn

Erica Whitfield

Superintendent

Michael J. Burke

Deputy Superintendent/Chief of Schools

Edward Tierney, Ed.D.

Chief Academic Officer

Glenda Sheffield, Ed.D.

Chief of Equity and Wellness

Keith Oswald

Director of Support Services

Elaine Hubbard-Williams

**The School District of Palm Beach County
Nondiscrimination Statement**

The School Board of Palm Beach County, Florida, prohibits discrimination in admission to or access to, or employment in its programs and activities, on the basis of race, color, national origin, sex or sexual orientation, marital status, age, religion, disability, genetic information, gender identity or expression, or any other characteristic prohibited by law. The School Board also provides equal access to the Boy Scouts and other designated youth groups.

THE DEPARTMENT OF SUPPORT SERVICES, ALTERNATIVE EDUCATION, JUVENILE JUSTICE AND YOUTH SERVICES

Contents

Introduction 1

Behavior and Academic Intervention Programs..... 2

The Behavior Intervention Program2

Type of Referral 3

Interim Alternative Educational Settings (45-Day Assignments for ESE Students) 7

Academic Intervention Assignment 8

Charter School and Private Schools/Out of County Alternative Education Assignment 9

Juvenile Justice and Youth Service Programs (SBER 6A-6.05281: Florida Statute 1003.52).... 15

Reentry Meetings for County Sentenced Youth Enrolled in School at County Jail..... 19

Residential Commitment and Prevention Programs20

[This space intentionally left blank]

Introduction

Welcome to the Support Services Program Manual, this Manual was created to guide the process of student movement in and out of Alternative Education Programs. This Manual is intended to ensure that students are placed in the most appropriate educational setting which maximizes their learning, academic achievement, growth and development. The vision of Alternative Education is that all students can learn, if given the proper tools, resources, appropriate educational setting and environment.

Participation in this process is significant and essential to ensuring that all students are successful. This Manual is designed to provide an understanding of each Alternative Education assignment including changes to the assignment process. Additionally, it is a resource guide for properly submitting requests for alternative education programs.

The Discipline Review Committee (DRC) will review all recommendations for alternative education assignment for students with Chronic Misbehavior or Student Code of Conduct Violations as described in school Board Policies 5.1814 and 5.1817. The Discipline Review Committee (DRC) is a diverse committee consisting of a minimum of three principals and up to 5 principals, one representative from Regional Office, ESE/504, Behavioral Mental Health, other district personnel as appropriate will meet, to the extent possible, each week during the school year.

**Nothing within this Manual is intended to supersede School Board Policy 5.1813
Student Code of Conduct.**

Behavior and Academic Intervention Programs

The Behavior Intervention Program

The aim of the Behavior Intervention Program (BIP) is to ensure the safety and welfare of all students. Chronic misbehavior is exhibited in a student that has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the Student Code of Conduct. In some instances, students who engage in off campus behavior that severely threatens the general welfare of students or others with whom the student comes into contact may be referred to a Behavior Intervention Programs.

Disruptive behavior is defined as:

Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional comprehensive school program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

The program is structured to provide students with skills necessary for them to function in the traditional school setting. Students will be assigned to the Behavior Intervention Program for a minimum of 90 to 180 school days, with stays not to exceed two school years.

Benefits of the program include, but are not limited to:

- Small structured environment
- Intensive behavior support
- Behavior modification techniques
- Individual therapeutic services (counseling)
- Appropriate social skills training
- Coping skills to self-regulate behavior
- Reductions in behavioral infractions

Support Services has identified the following types of assignments to be considered for behavior intervention assignment:

- **Chronic Misbehavior Assignment** – Repeated behavioral infractions
- **Felony Suspensions** – Students who are charged with a felony for an act that occurred off campus where the student campus the student is enrolled as described in SB Policy 5.18175
- **DJJ Re-entry** – guidelines set by SB Policy 8.50
- **Transitional** – unsuccessful adjustment on traditional campus; possible consideration for return to Behavior Intervention Program
- **Severe Incident Assignment** – Students who commit a Student Code of Conduct Offense that is not enumerated in the Zero Tolerance Policy but imminently impacts safety and welfare of the school campus as defined in SB Policy 5.1817
- **IAES 45-day assignment** – For a student receiving ESE Services that meets criteria set forth by IDEA and delineated in the [Procedural Safeguards](#). Students are only eligible for a 45-day IAES if they possess drugs (2nd time possession); sell or distribute drugs; possess a weapon (as narrowly defined by the IDEA); or inflict sever bodily harm upon another (as narrowly defined by the IDEA).

All behaviors listed above for an IAES must take place on a school campus or at a school function. Students unilaterally placed in an IAES placement can remain for up to 45 school days. Within 10 days of the IAES placement, the IEP Team must meet to determine whether the student's IEP can be met at that placement. The Team must also conduct a manifestation determination. However, the student's placement will remain at the alternative education site for up to 45 days even if it is a manifestation of disability. Prior to the expiration of the 45-days an IEP Team must meet to determine future placement.

- **Zero Tolerance Expulsion** – Student commits any of the zero tolerance incidents in accordance with SB Policy 5.1814.
- **Parent agrees** with the recommendation for Alternative Education Assignment, and indicates in writing that they waive their right to appear before the DRC.
- **Parent Request** for an Alternative Education Program – Initiated by the parent in response to the behavioral or academic concerns impeding the child's progress on the comprehensive campus. Any student who is assigned to a Behavior Program, whether voluntarily (Parent Request) or through one of the processes outlined above must meet exit criteria prior to re-assignment to a comprehensive program. Students assigned to Behavior Programs must meet exit criteria.

Type of Referral

Chronic Misbehavior

- a) Definition -Repeated behavioral infractions with documented interventions that have minimal or no success or: behavior on or off campus that severely threatens the general welfare of students
- b) Criteria – Ongoing class/school disruptions and repeated suspensions or: Documented repeated incidents that student engaged in behavior on or off campus that severely threatens the general welfare of students or others with whom the student comes into contact
- c) Requirements and Timeline - Interventions and antecedent strategies documented on PBSO 2583 to include but are not limited to: PS/SBT referral, Goal Contract, class/schedule change, family counseling referral, PS/SBT referral resulting in BIP with 4-6 weeks of documented interventions. Complete behavior intervention packet is routed with...
- d) Next Steps - DRC meeting is held, parents and school advised of the decision within 2 school days. Decision sent in writing to school and parent.

Felony Suspensions

- a) Definition initiated against any enrolled student who is formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property. See SB Policy 5018175.
- b) Criteria – Off campus felony charge that has an adverse impact to the educational program, discipline, or welfare of the school where the student is enrolled.
- c) Requirements and Timeline – Principal submits an email to Department of Safe Schools and the Regional Office outlining **adverse impact on campus** and notifies the parent of date and time of administrative hearing regarding felony suspension. Documents verifying State Attorney has formally charged students with a felony.

- d) Next Steps – Principal conducts hearing as required by SB Policy 5.18175, a decision is sent, in writing, by the student’s home school to the parent within 5 days. Support Services notifies the sending and receiving school of the Alternative Education Assignment via email.

DJJ Re-entry

- a) Definition - Student released from the Department of Juvenile Justice Residential Program placement
- b) Criteria - Documented completion of DJJ residential program, not including Detention Center
- c) Requirements and Timeline – Review of the Exit Education Plan from the residential program Referral Packet is uploaded to eForm 2541 and routed to Support Services Work Queue
- d) Next Steps - Meeting held by DJJ Transition Specialist

Transitional

- a) Definition – Student recently returned to comprehensive campus from Behavior Intervention Program and is not successful behaviorally in the traditional setting
- b) Criteria – Student has behavior concerns at the comprehensive campus and attempted interventions have failed
- c) Requirements and Process – PS/SBT has reviewed the case outlining attempted interventions and recommending the student to return to Alternative Education Program BIP. The case must be reviewed within 30 days, not to exceed a marking period. Documents must be uploaded, attached to eForm 2541 and routed to Work Que. Support Services schedules an Unsuccessful Transition Meeting with SAC/Sending school
- d) Next Steps – School advised of the decision during the meeting. Decision sent in writing to school and parent

***Severe Incident Assignment**

- a) Definition - Student Code of Conduct offense that occurs on campus or at a school function and is not enumerated in the Zero Tolerance Policy but imminently impacts the safety and welfare of the campus (FL Stat.1003.53) including but not limited to: acts of violence against persons or property, sale/distribution of drugs; and other acts of misconduct as described in the Student Code of Conduct which substantially disrupt the orderly operation of the school or imminently impact the safety and welfare of the school community. Approval from Regional/Instructional Superintendent and Safe Schools for recommendation to the DRC.
- b) Criteria - A non-zero tolerance offense imminently impacting the safety and welfare of the students as stated in Policy 5.1817
- c) Requirements and Process – Documents that supports the principal’s request must be uploaded and SSS Principal submits PBS0265 and routes to Support Services Work Queue.
- d) Next Steps – DRC meeting is held, Parents and School advised of the decision within 24-48 business hours or prior to the expiration of the Out-of-School Suspension Days

Zero Tolerance Expulsion

- a) Definition - Student commits any of the zero tolerance offenses listed in SB Policy 5.1814
- b) Criteria - Student recommended for expulsion must have appropriate documentation as stated policy 5.1814 Notification of Regional Superintendent and Safe Schools
- c) Requirements and Process - Documents that support the principal's request must be uploaded to SSS. Principal submits PBS0 0265 and routes to Support Services Work Queue. Packet must be completed in accordance with SB Policy 5.1814.

Requirements for Initiating a Behavior Assignment

School identifies students with misbehavior concerns (repeated disciplinary infractions, suspensions, etc.) and refers to Behavior Coach, Behavioral Health Professional when available, and School Based Team referral

- School refers student to School Based Team (SBT) to discuss behavioral issues and appropriate interventions (Parent involvement is strongly recommended)
- Response to Intervention Rtl process is implemented – interventions are monitored, initiation of a Behavior Intervention Plan
- If interventions are not successful, in consultation with the Support Services Specialist, the SBT committee recommends a referral to the Behavior Intervention Program in Alternative Education
- Referring school meets with parent and/or guardian
- Support Services Specialist meets with referring school and reviews packet for compliance
- Referring school completes referral packet for Behavior Intervention Program Consideration and principal uploads completed packet to SIS/SSS and submits PBS0265
- Parent is provided notice of DRC Meeting by Support Services. Meeting is held, decision is made. Parent, (sending and receiving) schools are informed of the decision and opportunity to appeal.
- The length of stay is a minimum of 1 semester (90 school days) at which time exit criteria must be met in order to return to a comprehensive campus.

Refer to page **16** for the documents that must be included in the referral packet.

Severe Incident Assignment (SIA)

Requirements for initiating a recommendation to the Discipline Review Committee (DRC*) for a SIA include:

- Student Code of Conduct Offense that occurs on campus or at a school function and is not enumerated in the Zero Tolerance Policy but imminently impacts the safety and welfare of the school campus. (Stat. 1003.53). Including but not limited to: acts of violence against persons or property, sale/distribution of drugs, and other acts of misconduct as described in the Student Code of Conduct which substantially disrupt the orderly operation of the school or imminently impact the safety and welfare of the school community.
- Conduct a threat assessment if applicable.
- Principal must notify and receive approval from Safe Schools

- Principal must receive approval from the Regional/Instructional Superintendent
- Referring school completes SIA Checklist Packet, uploads all required documents to SIS/SSS and submits PBS0265 via eForms
- DRC meeting is scheduled
- The length of stay on an SIA is a minimum of 1 Semester (90 school days) at which time exit criteria must be met in order to return to a comprehensive campus (see p. 13 for exit criteria)

Zero Tolerance Expellable Offenses

Requirements for initiating a recommendation to the Discipline Review Committee (DRC*) due to a pending expulsion. The Office of the General Counsel reviews for legal sufficiency, the Chief of Equity and Wellness or Superintendent's Designee makes final recommendation to the Superintendent for approval by the Board.

- Requests from principal and approval by Safe Schools and Regional Instructional Superintendent
- Student recommended for expulsion must have appropriate documentation as stated in SB Policy 5.1814
- The Zero Tolerance Expulsion Process Checklist is completed in accordance with SB Policy 5.1814
- Packet with all required documents uploaded to SIS/SSS
- Support Services reviews packet for compliance and submits packet to the Office of the General Counsel (OGC); the OGC reviews for legal sufficiency; the Chief of Equity and Wellness or Superintendent's Designee makes a recommendation to the Superintendent
- Elementary students may not in all instances go before the DRC. The OGC reviews for Legal Sufficiency, the Chief of Equity and Wellness or Superintendent's Designee makes a recommendation to the Superintendent for the best course of action
- Parent is provided notice of DRC Meeting, meeting is held, decision is made. Parent, notified and receiving schools are informed of the decision
- Notification sent by registered mail from the Office of the General Counsel
- The length of stay on a Zero Tolerance Expulsion is 1 year to the date of incident unless the Superintendent mitigates the expulsion

*Parents can agree to the Alternative Education Recommendation in lieu of appearing before the DRC and forgo the right to an appeal by sending an email or acknowledging receipt of an email confirming their request to waive the right to appear before the DRC and request an appeal hearing.

- Students with an IEP may be disciplined for incidents of misconduct in the same manner and for the same duration as a child without disabilities so long as the behavior is NOT a manifestation of the student's disability. However, students must continue to receive ESE services as per the student's IEP. The term "student with an IEP may also include students who are under an ESE evaluation process/and or suspected of having a disability.

Charter School students committing a Zero Tolerance Offense The charter school principal makes the expulsion recommendation, after consultation with the District’s Charter School and Safe Schools Departments. If the offense meets the criteria for an expulsion, the principal must submit the recommendation to the charter schools governing body. If approved it is forwarded to the OGC. Charter School students recommended for expulsion are entitled to a hearing before the hearing officer, but are not reviewed by the District’s Discipline Review Committee.

Nothing within this Manual is intended to supersede School Board Policy 5.1812 and 5.1813 Student Code of Conduct.

Interim Alternative Educational Settings (45-Day Assignments for ESE Students)

Federal and State law severely limits removal of students with disabilities without an IEP Team meeting, which must convene within 10 days of the assignment. IAES assignments are allowed when:

- Possession of a weapon in route to school, at school, on school premises or school function
- Weapon: an object, device, instrument, material or substance capable of causing serious bodily (includes risk of death) harm or death
- Possession (second offense in a calendar year), use, distribution, sale or solicitation for sale, of a controlled substance at school, on school premises or a school function
- Student commits act that inflicts severe bodily injury on another while at school, on school premises or a school function Referring school completes referral packet for an IAES to request a Behavior Intervention Program Consideration and routes via eForm 2543
- The length of stay on an IAES is up to 45 school days after which an IEP Team may recommend an extended placement. In the case a parent files due process request “stay put” reverts to a comprehensive campus. School District may request a Due Process hearing if returning the student to a comprehensive campus is considered a safety risk.

Refer to page **16** for the documents that must be included in the referral packet

Parent Request for an Alternative Education Program

Requirements for Parent Requesting Behavior Intervention Assignment. Upon enrollment, the parent will be notified that the student must meet exit criteria in order to be dismissed from the Behavior Intervention Program.

Parent has requested a behavior intervention to an Alternative Education Assignment. Criteria prior to request:

- SBT Referral, conference notes, and supporting documentation of behaviors and interventions
- Student has recurring disciplinary infractions
- Student’s behavior interferes with his/her learning and/or the learning of others

Procedures are as follows:

- Parent requests Alternative Education Assignment
- School or parent notifies Support Services of parent request
- Support Services schedules meeting with: Parent, Student, SBT Leader (sending school)
- Admin/Designee from both the Comprehensive and Alternative Schools, discuss current progress and other relevant information
- Sending school submits PBS2541 and attaches the following forms ALL signed & dated:
 - PBS2483 - Student Support Plan
 - PBS1546 - Parent Acknowledgement of an Alternative Education Assignment
 - PBS2486 - Parent Request for an Alternative Education Program
 - PBS1051 - Conference Staffing Notes

Academic Intervention Assignment

Requirement for Parents Request for an Academic Intervention Assignment (This does not apply to the 8.5 over age 8th grade academic recovery programs)

Parent has requested an academic intervention to an Alternative Education Program. The student must not have behavior issues to include discipline referrals of Levels 3 and 4 infractions for the previous semester.

Procedures are as follows:

- Parent request Alternative Education Assignment
- School notifies Support Services of parent request
- Support Services schedules meeting with Parent, Student, SBT Leader (sending school) and Admin/Designee from both the Comprehensive and Alternative Education Schools. Discuss current progress and other relevant information
- Sending school submits PBS2541 and attaches the following forms ALL signed & dated:
 - PBS1546 - Parent Acknowledgement of an Alternative Education Assignment
 - PBS2486 - Parent Request for an Alternative Education Program
 - PBS1051 - Conference Staffing Notes
 - PBS2583 - Student Support Plan

The Academic Intervention Program

Academic Intervention Programs are available for secondary general education and students with disabilities. Assignments are considered based on SBT/CST/IEP Team recommendations. The following criteria must be met:

- Minimum of ONE (1) retention
- Failing grades and/or grades below documented learning ability level

- GPA below 2.0
- Credit deficiency, endangering graduating with cohort or parental choice, and Level 1 conditional
- Evidence of parent notification of academic concerns prior to assignment consideration
- Parent, student, sending school attends meeting scheduled by Support Services

All assignments are conditional based on students' attendance and behavior. Sending school completes the Referral Packet for Academic Intervention Programs and submits via eForm 2541.

Refer to page 16 for the documents that must be included in the referral packet.

Charter School and Private Schools/Out of County Alternative Education Assignment

Charter School/Private School Options-Students assigned to Alternative Education by the DRC

A Parent/Guardian may elect to enroll a child in a Charter School or Private School once behavior packet has been submitted and approved for assignment in an Alternative Education Behavior Intervention Program. In order to return to a comprehensive campus, the student must be enrolled for a minimum of one year in the Charter or Private school and meet the Behavior Intervention Program Exit criteria as stated on page 20.

Students enrolled in Charter or Private schools may be eligible to transfer to an alternative Education Program. For this to occur, schools must adhere the procedures on pages 5-7, or 13-14. Any student transfer to an Alternative Education Program must be made at the natural break.

Out of County/State Assignments

Palm Beach County School District Staff will review out of system alternative education assignments and determine appropriate assignment categories based on School District Policy.

Initiating an Alternative Education Site to Site Transfer

Alternative Education Site Principals may encounter circumstances in which a student needs to be transferred to another Alternative Ed Site. The principal must discuss this request with Support Services and the receiving Principal. The parent of the student must be notified of the pending transfer. The requesting principal completes PBS2581 detailing the reason for the transfer, signs and routes it to the receiving principal and then to the Director of Support Services.

Education Options

Support Services will conduct a compliance review of all completed referral packets to ensure that the required steps and documents are complete. Assignment to specific alternative education programs will be based on the best interest and needs of the student.

Alternative School Programs

- Crossroads Academy (Academic and Behavior/DRC)
- Riviera Beach Prep (Academic)
- South Intensive Transition (Academic and Behavior/DRC)
- Turning Points Academy (Behavior/DRC)

Referral Packet Requirements

Each assignment requires all documents to be submitted with the form corresponding with the assignment recommendation.

- PBSD0265 – Discipline Review Committee Recommendation
- PBSD2541 – Eligibility for Assignment
- PBSD2543 – Interim Alternative Education Setting 45-Day Placement
- PBSD2544 – Felony Suspension

The following forms must be properly completed with support documentation as applicable:

- PBSD0265 – Discipline Review Committee
- PBSD1892 – Behavior Assignment Referral Checklist
- PBSD2106 – SBT Referral
- PBSD1546 – Parent Acknowledgement/Consent Alternative Education Assignment
- PBSD1051 – Conference Notes
- PBSD2284 – Rtl Plan
- PBSD1550 – Observations
- PBSD2526 – SBT Student Information Checklist
- PBSD2104 – Interventions Report
- PBSD2583 – Student Monitoring Plan
- PBSD2318 – Progress Monitoring Log
- PBSD2491 – Parental Input (504)
- PBSD2209 – Manifestation Determination (504)
- PBSD1468 – Section 504 Evaluation/ Re-Evaluation

Exceptional Student Education documents found in ED Plan

- Conference and Staffing Notes
- Current IEP with Prior Written Notice & Matrix
- Re-Evaluation Process if applicable
- PBSD1549/2406 FBA/BIP with Progress Monitoring (2318)

- PBSD2221 - Functional Behavior Assessment Report and Behavior Intervention Plan for Special Circumstances
- Manifestation Determination
- PBSD1546 - Parent Acknowledgement/Consent Alt Ed Assignment (*If it is a manifestation)
- PBSD1848 - Specialized Transportation Request
- Parent Participation Form (PPF)

IAES Packet Requirements

- PBSD2543 – Interim Alternative Education Setting 45-Day Assignment Request
- PBSD0279 – Discipline Referral for incident under consideration
- PBSD0262 – Suspension Letter
- PBSD1848 – Specialized Transportation Request
- Photograph of weapon/drugs/injuries (when applicable)
- Witness Statement/ Anecdotal Reports

The “Packet Requirements” do not supersede the school administrator’s right to unilaterally place a student who meets the criteria for an IAES as delineated in the IDEA and the ESE procedural safeguards.

Felony Suspensions

- Approval from the Department of Safe Schools
- Copy of Charging Document signed by Stat’s Attorney or copy of Probable Cause Affidavit
- PBSD1923 – Felony Suspension Hearing Letter
- PBSD1051 – Conference Staffing Record
- PBSD1546 – Parent Acknowledgement/Consent Alternative Education Assignment
- Copy of Discipline Referral

Severe Incident Assignment

- PBSD0265 – Discipline Review Committee
- PBSD0279 – Discipline Referral (as applicable to campus incident)
- PBSD1051 – Conference Staffing Record
- PBSD1546 – Parent acknowledgement/Consent Alternative Education Assignment
- PBSD2106 – SBT Referral
- PBSD1468 – as applicable
- PBSD 2209 – as applicable (found in EdPlan)
- PBSD 2491 – as applicable
- Copy of the certified letter sent to parent if not in attendance
- Letter sent to parent regarding assignment and due process rights

Academic Packet Requirements

- PBS2541 – Academic Intervention Referral Request Form
- PBS1546 – Parent Acknowledgement/Consent Alternative Education Assignment **(mandatory parent signature)**
- PBS 1051 – Conference Staffing Records
- PBS 2106 – SBT Referral completed in its entirety
- PBS 2583 – Student Monitoring Plan
- PBS 0298 – PPF Review and update IEP, FAPE, Matrix – (ESE only)
- PBS 1848 – Specialized Transportation Request
- PBS 1467/1468 – 504 Documentation (when applicable)

Attendance Policy

The Board believes that regular and punctual school attendance play important roles in a student's achievement, as there is a strong correlation among regular school attendance, academic achievement, and the completion of school. All students are subject to the Board's attendance policies per School Board Policy 5.09.

Due Process Procedures

Students who are recommended for assignment to an alternative education program due to a Severe Incident Assignment or Chronic Misbehavior Assignment are entitled to have their case reviewed by the Discipline Review Committee (DRC). The DRC will provide the student an opportunity for a fair and unbiased review of their case. The student or their representatives, will have up to 10 minutes to present documents and other information in support of their case.

Discipline Review Committee (DRC) – A diverse committee consisting of a minimum of three and up to five Principals, a representative from the Regional Office, ESE/504, Behavioral Mental Health, and / or other District personnel as appropriate will meet to the extent possible each week during the school year. The Committee shall review each severe incident assignment or and expulsion recommendation, or chronic misbehavior intervention packet forwarded by the principal of the school where the student in question attends, and, by majority vote, determine whether the packet shall be forwarded to the Superintendent's Designee for review and determination of assignment. The DRC may recommend the Superintendent consider mitigation or services that should be offered to the student. If the DRC determines that the student's Code of Conduct offense does not merit Severe Incident Assignment or Chronic Misbehavior Assignment to an Alternative Education Site, the student will be referred to the Regional Office for assignment.

If the DRC recommends assignment to Alternative Education, the chairperson of the DRC will notify the parent of the decision, the assigned School site or Region as applied, provide due process steps and education options. Upon enrollment at the Alt Ed Site, the parent or guardian shall sign an acknowledgement of the notice of assignment or service. The parents or guardians of a student assigned to such a program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such assignment pursuant to the provisions of chapter 120. Florida Statute Section 1003.53(5). The notice will include instructions for requesting a hearing. Failure to request a hearing within ten (10) days will result in a waiver of the right to a hearing.

Content of Notice:

- i. Notice of the type of program for which the student is eligible and the length of participation
- ii. Notification that the student has a right to an administrative review of any action by school personnel relating to such assignment pursuant to Florida Statute 120
- iii. Notification that the student has the right to be represented by an attorney and to call witnesses to testify at the hearing on the student's behalf
- iv. If the student fails to enroll in one of the approved educational programs within ten days of the assignment, the student shall be considered habitually truant as defined in Policy 5.09 - attendance, Absenteeism, and Truancy and may face additional consequences per Fla. Stat. 984151 et seq.

Hearings

Student may request a hearing under Florida Statute 120.57(1) when there is a disputed issue of material fact or under Fl.Stat.120.57(2) Hearings shall be conducted in accordance with the Board Policy 5.1814 or 5.1817 as applicable.

Annual Notice Required

Parent/Guardian shall also be notified annually of their child's assignment by the current Alternative Education Program in which the child is enrolled and their right to review any action related to such assignment. FL Admin. Code Rule 6A-6.0521(2) (e)

Exit Criteria for Non-Expelled Students

- Natural academic break (end of semester, not to exceed two school years)
- Fewer than 15 absences in a 90-day period (see School Board Policy 5.09)
- Middle School students, no more than two (2) failing grades
- High School students, semester credits must be earned within a semester time frame, with no more than two (2) failing grades
- No more than five out-of-school suspension days per school year
- No referrals indicating Level 3 or Level 4 incidents
- Must not have any new felony arrests
- Must not have received new charges and been placed in the Detention Center or Palm Beach County Jail on new charges

In addition to the Support Services Designee, a representative from the student's home school must be invited to participate either in person or via telephone or online meeting platform for the exit meeting. Notification of the meeting must be provided to the home school via email or calendar invite. The Regional/Instructional Superintendent shall be consulted and shall confer with the Department of Support Services for the appropriate comprehensive school assignment.

Prior to or during the exit meeting, the Alternative Education Behavior Intervention Program must complete:

- PBSD2583 – Student Support Plan
- PBSD2582 – Student Exit Checklist
- PBSD1051 – Conference Notes

The Alternative Education Site shall forward all documentation of interventions and progress monitoring to the receiving comprehensive school. It is best practice for students exiting to be referred to the comprehensive school's SBT for continued support and identification of needs.

In the case where a student has been successful and the parent would like the student to remain in the alternative setting for an additional semester, the initial Alternative Education Assignment will be closed and the student will be assigned as a parent request. The student assigned as a parent request will be eligible to exit at any time, although best practice holds that the student exits at a natural break.

Students who return to a comprehensive campus should be placed on SBT immediately and be provided support to assist with their transition. If the student receives a behavioral referral, the SBT must provide and document (mandatory) evidence-based interventions. If students' behavior continues to negatively impact the campus a meeting shall be scheduled with the respective Support Services Designee after 45 days in order to consider all educational options. For those students considered by the SBT for a return to an Alternative Education Behavior Intervention Program, the following forms are required:

- PBSD 2491 – Document of Parental Input (ESE only)
- PBSD 1051 – Conference/Staffing Record
- PBSD 1546 – Parent Acknowledgment/Consent Alternative Education Assignment
- PBSD 2106 – School Based Team Referral
- PBSD 2284 – Rtl Plan Updated and Reviewed (documented in SSS)
- Proof of Invite to Receiving School
- Updated 504/ELL Plan (if applicable) and Designee in attendance at the meeting
- 504 Manifestation meeting (if applicable)
- PBSD1468 – 504 Re-Evaluation form (if applicable)

Students with disabilities on an IAES placement, a student may exit upon expiration of 45 school days. However, a compliant IEP Team to include a representative of the comprehensive school may meet and determine extended placement at the alternative education site. If parent/guardian disagrees, they may be offered an explanation of procedural safeguards and form 2152 Request for Due Process. The "stay put" placement reverts to a comprehensive campus after the 45 school days expire.

Exit Criteria from an Online Education or Home School Program

A student who enrolls in an online education program or home school program in lieu of attending an Alternative Program assigned pursuant to Policy 5.1814, shall be required to meet with the Regional Office to review the students' academic progress, participation in substance abuse or mental health counseling prior to re-entry onto a comprehensive campus. Any student who fails to demonstrate adequate progress, may be assigned to an Alternative Education program.

Juvenile Justice and Youth Service Programs (SBER 6A-6.05281: Florida Statute 1003.52)

The School District of Palm Beach County ensures implementation of all requirements as per Rule 6A-6.05281 Educational Programs for Students in the Department of Juvenile Justice Detention, Prevention, Residential and Day Treatment Programs at all in county DJJ sites.

Juvenile Justice Programs

Juvenile Justice Programs are designed to serve students who are assigned to a detention, day treatment, or residential commitment program operated by a state or the Department of Juvenile Justice (DJJ).

These programs must place a strong emphasis on appropriate agency coordination, as specified in SBER 6A-6.0521(2)(b). Participation in a DJJ program is assigned. Assigned participation means that the placement is required by the courts or other agencies pursuant to Chapter 39, Laws of Florida. Schools do not determine placement to these programs.

Outcome Objectives

The primary goal of DJJ Programs is to provide a high-quality education to our students, while providing a safe, secure, and nurturing environment. There will be academic assessment and the provision of appropriate educational services. See in general, SBER 6A-6.

Student Outcome Objectives

The objective of students placed in DJJ programs by the courts or other agencies is their continuation in an education program, and the completion of adjudication or court ordered sanctions. Students will have an opportunity to do at least one of the following:

- Improve academic performance
- Advance to the next grade
- Accrue credits with program completion resulting in a high school diploma
- Improve socialization skills

Categories of Juvenile Justice Programs

1. **Prevention Programs:** are designed to reduce juvenile crime and protect public safety. Prevention Programs administered by local providers such as Pace Center for Girls-Palm Beach, target high risk juveniles and those who exhibit problems such as ungovernability, truancy, running away from home, and other pre-delinquent behaviors. Participation is voluntary.
2. **Detention:** Detention centers are juvenile facilities operated by DJJ that detain students while they are awaiting their court appearances or placement in a commitment facility.
3. **Residential Commitment:** Students adjudicated by the court are assigned by DJJ to a commitment program. Residential commitment programs include low, moderate, high and maximum risk DJJ programs. Student reside in these programs while committed to DJJ.

Specific Eligibility Criteria

Students in DJJ Programs (SBER 6A-6.05281(1)) are:

- Students who have been court-adjudicated to a detention, prevention, or residential program. Commitment means any residential facility where the courts have adjudicated youth or have recommended placement
- In varying levels of commitment, and are awaiting trial or sentencing, or who are deemed neglected, dependent, or delinquent
- Schools do not determine assignment to these programs

Students who do not attend a local public school, due to their placement in a DJJ detention, commitment, or early delinquency intervention program, shall be provided high quality and effective educational programs by SDPBC or by a DJJ provider through a contract with the local school district. The facilities offer a variety of diploma options including; Performance Based Exit Option Diplomas, Standard Diplomas, and GED Diplomas.

Students with disabilities placed in a DJJ program shall be provided a free appropriate public education consistent with the requirements of SBER Ch. 6A-6.05281(2)(c). Students with a documented mental or physical impairment that substantially limits major life activity are protected from discriminatory acts under 504. Such students are entitled to certain accommodations and/or services pursuant to a written 504 Plan, to ensure they have equal educational access. The School District will ensure 504 eligible students are provided all necessary accommodations and/or services.

All English Language Learners (ELL) students placed in a DJJ program shall have equal access to entitled services, including assessment and appropriate strategies consistent with the requirements of SBER Ch. 6A-6.05281(2)(d). School attendance is mandatory for compulsory school attendance age students. However, a non-compulsory, school attendance age student without a diploma may file an intent to terminate school enrollment as provided in Florida Statute 1003.52(6).

Instructional Periods

Pursuant to SBER 6A-6.05281(6)(a), the instructional program shall consist of two hundred fifty (250) days of instruction, ten (10) of which may be used for teacher planning, distributed over 12 months, as required by Florida Statute 1003.01(11)(a). The instructional program shall be provided a minimum of five (5) hours per day and shall consist of appropriate academic, vocational or exceptional curricula and related services under the supervision of a qualified teacher as specified in SBER 6A.6.0501. The students will follow, as closely as possible, a basic academic program with the intent to exit the student to the home school or an Alternative Education program at the end of the commitment period.

Assessment (SBER 6A-6.05281)

All students in DJJ commitment, day treatment, or early delinquency intervention programs, who have not graduated from school, shall be assessed within ten (10) school days of the student's commitment. The entry assessments shall include academic measures that provide proficiency levels in:

- Reading / ELA
- Math

DJJ Exit Criteria and Procedures

Exit criteria from day treatment, detention and residential commitment programs are determined by the Department of Juvenile Justice and the courts.

Juvenile Justice Programs Reentry Procedures – Florida Statute 1003.52(10)(b)

For the purpose of transition planning and reentry services, representatives from the school district where the student will return shall participate as members of the local DJJ reentry teams. The school district, upon the return of a student from a juvenile justice education program, must consider the individual needs and circumstances of the student and the transition plan recommendations when reenrolling a student in a public school. A local school district may not maintain a standardized policy for all students returning from a juvenile justice program but place students based on their needs and their performance in the juvenile justice education program, including any virtual education options.

Assessment (SBER 6A-6.05281)

All students in DJJ commitment, day treatment, or early delinquency intervention programs, who have not graduated from school, shall be assessed within ten (10) school days of the student's commitment. The entry assessments shall include academic measures that provide proficiency levels in:

- Reading / ELA
- Math

DJJ Exit Criteria and Procedures

Exit criteria from day treatment, detention and residential commitment programs are determined by the Department of Juvenile Justice and the courts.

Juvenile Justice Programs Reentry Procedures – Florida Statute 1003.52(10)(b)

For the purpose of transition planning and reentry services, representatives from the school district where the student will return shall participate as members of the local DJJ reentry teams. The school district, upon the return of a student from a juvenile justice education program, must consider the individual needs and circumstances of the student and the transition plan recommendations when reenrolling a student in a public school. A local school district may not maintain a standardized policy for all students returning from a juvenile justice program but place students based on their needs and their performance in the juvenile justice education program, including any virtual education options.

Detention Center and Palm Beach County Jail

Students become involved with DJJ when they are arrested by law enforcement for an alleged criminal act. Law enforcement will transport the student to the Juvenile Assessment Center. At the Juvenile Assessment Center, the student will be delivered to the Intake Unit.

- The Intake Unit will determine if the student should be picked up by a parent/guardian. The parent/guardian will be responsible for transporting the student to court for a first appearance before a Juvenile Judge
- The Intake Unit will have the student transported to the Palm Beach Regional Detention Center to be brought before a Juvenile Judge for a first appearance
- First Court Appearance – The Juvenile Judge will determine if the student meets the criteria to be detained at the Detention Center or be direct-filed to the adult division. A Public Defender may be appointed for the student. The Public Defender will discuss with the student whether to plead innocent and take the case to trial, or to plead guilty and have the Judge make a decision about the case disposition

- The Court will determine if the student should remain detained at the Detention Center or Palm Beach County Jail
- Students who are released by the Court are to report to their home school within twenty-four hours
- Students who go to trial and found innocent or are placed on probation are to go back to their home school
- Students who are sentenced to an offender program, but are released by the Court to await the placement, are to return to their home schools. If there are court restrictions about assignment, the Court Liaison Manager/designee, will notify the home school and supply a copy of the Court Order for students who are restricted from school

Palm Beach Regional Detention Center

The Palm Beach Regional Detention Center is a holding facility. Students exiting from the Palm Beach Regional Detention Center are not required to have reentry meetings. The DJJ Transition Coordinator and Detention Center Guidance/Transition Liaison will review students' DJJ charges within ten days of enrollment at the Detention Center.

Entry School Based Team meetings will be held after ten days of enrollment to discuss students' education and transition needs. For students with open violent felony charges, an e-mail alert notification will be sent to the home school principal and Case Manager with instructions to contact the DJJ Transition Coordinator and/or Detention Center Guidance/Transition Liaison for further information. For students enrolled at the Detention Center, upon notification of students' release, the School District of Palm Beach County (SDPBD) Guidance/Transition Counselor will email reentry notifications the student's home school Principal, designated DJJ Contact, SBT Leader, ESE Contact or 504 Designee, DJJ Transition Coordinator, Behavior Coach, Court Liaison and Jail/DC School Assistant Principal. For students who have open felony charges, School Board Policies 5.1814 and 5.1875 set forth the procedures for students recommended for expulsion or felony suspension.

Students returning to Palm Beach County Schools after being at the Detention Center for less than 30 days will be re-enrolled immediately, without the need to supply proof of residence, or have a parent/guardian present at the time of their return.

Palm Beach County Jail

The Palm Beach County Jail is both a holding facility and a Department of Correction program for county sentenced youth. For students enrolled at the County Jail for less than 30 days who are released without prior notification, the Palm Beach County School District Guidance/Transition Counselor will email reentry notifications to the student's home school Principal, DJJ Contact/designee, SBT Leader, ESE Contact or 504 Designee, DJJ Transition Coordinator, Director of Support Services, Behavior Coaches, Court Liaison and Jail/DC School Assistant Principal. For Students with open violent felony charges, an email alert notification will be sent to the School Principal and Support Services Case Managers recommending them to contact the DJJ Transition and detention Center Guidance/Transition Liaison for further information. For students with open felony charges, School Board Policy 5.1817 sets forth the procedures for recommending expulsions or felony suspensions.

Student returning to Palm Beach County Schools after being at the County Jail for less than 30 days will be re-enrolled immediately, without the need to supply proof of residence, or have a parent or guardian present at the time of their return.

Reentry Meetings for County Sentenced Youth Enrolled in School at County Jail

A jail reentry meeting will be held for all students who have been sentenced, and are returning to public school following a long term stay (30 days or longer) at the Palm Beach County Jail.

At least 30 days prior to:

- 1) A student turning 18 years
- 2) A student's anticipated release date

An Exit/Reentry School Based Team (SBT) meeting will be held for the purposes of educational planning and reviewing post-release transition plans and needs.

For students who attend school at the County Jail and whose release date is known at least two weeks prior to their release, the DJJ Transition Coordinator will send Jail Reentry Notifications, and request reentry meeting with the Parent, Principal, Regional Office, DJJ Contact, SBT, Leader, and Behavior Coach, as needed AE Site Designee, ESE Contact or 504 Designee, if applicable. The Jail Reentry/IEP/504 meetings will be held prior to release or within three days of release in order to determine students' next school assignment. If applicable, the student's IEP/504 must be reviewed at this meeting.

The Jail Reentry/IEP/504 Team may recommend assignment at a Behavior Intervention or Academic Intervention Program. Packets for a Jail Reentry should include:

- Jail Reentry Notification and email request for reentry meeting
- Proof of invite to receiving school (if not in attendance)
- PBS1546 signed by the parent/guardian and the principal of the home school
- Eligibility criteria should include community control or reentry from adjudication
- PBS1051 should include justification for any Alternative Education assignment, current grade level and academic progress at jail and recommended length of enrollment
- Copy of school records from jail including withdrawal grades
- Updated IEP/504/ELL plan if applicable
- Current health immunization information (immunizations must be current to enroll in school)

For students who are released without prior notification from an adult population county jail and/or from the Department of Correction (DOC) Youthful Offender Program, and are returning to public school, the SAC School Administration can request an alternative education assignment based on an adverse impact to the school. Such a request must follow the procedures for an Incident-Based Intervention.

Residential Commitment and Prevention Programs

Students who have completed a court-ordered residential commitment or prevention program at a DJJ facility are required to attend school, and are entitled to return to their geographically assigned home school.

Students re-entering public school from a DJJ residential commitment or prevention program who are on probation will have a DJJ Re-entry meeting at the student's home school. DJJ re-entry meeting will be conducted during the regular school year and summer break. An IEP/504 Plan must be reviewed at this meeting.

DJJ re-entry meetings for students who are not on probation are required. However, if the home school principal has good cause to believe that the student's presence will pose a serious threat to the safety of the student or others, or will cause a serious disruption to the education environment, the principal may request the SBT/IEP/504/ELL Team to consider an Alternative Education assignment for the students re-entering from a court-ordered residential commitment. The Team will follow the appropriate procedures set forth in this Manual for a re-entry student.

The DJJ Transition Coordinator begins transition planning at least 30 days prior to a student's anticipated release date. The designated Juvenile Probation Officers (JPOs) for students returning from residential commitment programs and designees students exiting prevention programs will send notifications to the DJJ Transition Coordinator. For students enrolled at In-Prevention Programs who are unsuccessfully terminated, without prior 30-day release notification due noncompliance with programs rules, the agencies designee will immediately send to reentry notification to the DJJ Transition Coordinator. A reentry meeting will be scheduled as soon as possible. Until a reentry meeting can be held to determine the appropriate educational assignment, the student will remain enrolled at the Prevention Program.

Reentry notifications and requests for DJJ reentry meetings will be sent at least ten (10) school days prior to the students' release from the DJJ program. The DJJ Transition Coordinator will send notification to the comprehensive school Principal, DJJ contact, Behavior Coach, Court Liaison, SEDNET, as needed AE Site Designee, SBT Leader, ESE Contact or 504 Designee, if applicable. DJJ Reentry/ Problem Solving SBT, IEP meetings or 504 meetings should be held with three (3) school days of a student being released from a DJJ program. In the event that a student is a direct release; the student and parent/guardian should be referred to the DJJ contact at the comprehensive school.

DJJ requires reentry students to attend school immediately upon exit from a residential commitment program. Even if a reentry meeting cannot be held within three (3) days of release, the student must enroll immediately and attend his/her home school until a DJJ Reentry/Problem Solving SBT/IEP/504 meeting is held.

The DJJ Reentry/ Problem Solving SBT/IEP/504 Team may recommend a DJJ reentry student for assignment at a Behavior Intervention Program or Academic Intervention Program. Packets for DJJ reentry should include the following:

- DJJ Reentry Notification and email request for reentry meeting
- Proof of invite to receiving school (if not in attendance)
- PBSD 1546 Signed by the parent/guardian and the principal of the sending school
- Eligibility criteria should include community control or reentry from adjudication
- PBSD 1051 should include justification for an Alternative Education assignment, current grade level and academic progress at DJJ program and recommended length of enrollment (DJJ reentry does not require a minimum of one full semester assignment)
- Copy of school records from DJJ program
- Updated IEP/504/ELL plan if applicable
- Current health immunization information (immunizations must be current to enroll in school)

While such determinations are made, the student must be enrolled in school. Parents/Guardians may also request an alternative education program through the Parent Request Process. Under no circumstances may a student be denied education beyond 24 hours from when the student is released from the DJJ program. Upon receipt of the packet, the Department of Support Services will send a **DJJ Reentry Student Notification Letter** to the designated Alternative Education site stating the student will enroll and begin attending immediately.

DJJ Reentry students will be able to attend school during the packet approval process. All required signature will be obtained in accordance with the Department of Support Services guidelines and procedures.

It is best practice for the DJJ Reentry student to be referred to the comprehensive school Problem Solving/SBT for continued support and identification of needs. Students returned to a comprehensive campus who continue to exhibit ongoing behavioral infractions must be referred to the Problem Solving/SBT for documented evidence-based interventions. A second DJJ Reentry meeting may be held within 30 days in order to consider all educational options.

DJJ Exit Criteria

DJJ reentry students placed in Behavior Intervention Programs will be held to the same exit criteria as required for the Department of Support Services Behavior Programs. DJJ reentry students should exit at a natural academic break (at the end of a semester for middle and high school). A meeting must be held prior to a student exiting an Alternative Education Program.

Support Services Specialists will follow the Department's exit procedures. It is best practice for the student to continued support and identification of needs. Students who return to comprehensive campus and have documented ongoing behavioral infractions should be referred to the Problem Solving/SBT for further review and recommendation.

Youth Services Program

Youth Services (YS) programs are designed to serve students who are attending a rehabilitation program funded by a county commission or private corporation.

The School District does not determine assignment of students in these programs. Enrollment at these sites is voluntary and strictly based on parent/guardian, individual student, outside agency or court recommended referral. Upon entry into a Youth Services program, the home school will be contacted for withdrawal and transfer of the student's records.

The Youth Services Programs Are Divided into Two Categories:

1. Substance Abuse Residential Treatment Programs
2. Family and Behavior Counseling Residential Programs

Program Goals/Objectives

The goal of these programs is the student's continuation in an education program, with accrual of credits, promotion to the next grade level and/or earning a high school diploma during the assignment in a substance abuse, family and behavior counseling or behavior management program.

Agreements between the School District and outside providers are in place to provide educational services to students who are experiencing varying degrees of substance abuse. These programs serve students who have a documented substance abuse problem. School District personnel do not determine the assignment of students in these programs.

Specific Eligibility Criteria – Substance Abuse Programs – (SBER 6A-6.05281(2)(a))

- Student is between 13-18 years of age
- Student has documented drug-related or alcohol-related problem
- Student has immediate family members who have documented drug-related problems that adversely affect a student's performance in school

Each program may have additional criteria for admission. Additional information regarding Residential Treatment Programs can be obtained from Youth Services or the contracted provider.

Specific Eligibility Criteria – Family and Behavior Counseling Residential Programs

- Student is usually between the ages of 11-16
- Student is experiencing problems at home, school or with their peers
- Student family is currently in crisis

Curriculum and Instructional Periods

The instructional programs at Youth Services sites shall provide the students with a minimum of 300 instructional minutes each day. Instruction may be delivered in a variety of effective research-based methods, including online instruction, and/or direct instruction. The program administered by the providers must include instruction designed to deter substance abuse, and assist in behavior and family counseling. SBER 6A-6.06521(6)(b). Each program may vary based on the program's specific criteria.

Youth Services Programs may be offered in a non-school-based residential substance abuse treatment program facility or residential family and behavior counseling program facility, such as alternative sites, regular school campuses, or in any location approved by the School Board. SBER 6A-6.05281(6).

Exit Procedures

The School District does not determine the student's length of stay in Youth Service Programs. The students typically return to their home school upon completion or dismissal from the program. The guidance/transition counselor will notify the student's home school ten (10) days in advance of a student's completion, and recommendations for an intervention/support plan must be created and implemented by home school.

The Court Education Liaison Program: The Fifteenth (15th) - Judicial Circuit Court of Florida

The Department of Support Services provides Court Liaisons who are assigned to the Juvenile Division of the 15th Judicial Circuit Courts. These District employees participate in both dependency and delinquency court proceedings on behalf of Palm Beach County students.

The Court Liaisons perform the following functions:

- Assist in all dependency and delinquency court proceedings
- Interpret educational records and provide student advocacy
- Collaborate with the Department of Children and Families on court involved youth
- Coordinate educational information packets for students at their court appearances
- Assist parents/guardians as appropriate concerning student enrollment matters
- Notify parents/guardians of appropriate school contact and enrollment requirements if not actively enrolled
- Notify Transition Coordinator of pending enrollment or assignment
- Notify appropriate home school campus contact, of student pending or recommended enrollment/assignment via email and phone
- Obtain contact information for Juvenile Probation Officer and school related requirements as applicable and provide home school contact information
- Share information with parents/guardians and students about educational assignment and graduation options
- Provide ongoing follow up and support to DJJ students and families as requested
- Participate in Juvenile Justice meetings and committees as assigned
- Explore business and community partnerships to support initiatives for students enrolled in DJJ Youth Services Programs