

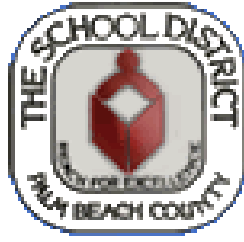
**Dropout Prevention/Alternative Education
Juvenile Justice/Youth Services Programs
Manual**



“Lighting a Pathway to Success”

“Failure is Not an Option...Success is the Only Option”

Revised March 2009



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Dropout Prevention/Alternative Education Overview

The mission of Dropout Prevention/Alternative Education is: To nurture the development of socially appropriate, productive, self-sufficient students in a supportive educational environment committed to excellence in all endeavors.

The goals of Dropout Prevention/Alternative Education are:

- To improve students' academic and social skills
- To improve graduation rates
- To transition students to the most appropriate school setting

Additional information as well as forms referenced in this document is available on the Dropout Prevention/Alternative Education web site at www.palmbeach.k12.fl.us/alternativeed and on the School District's Records Management Department web site at www.palmbeach.k12.fl.us/records/formssearch.asp. Hard copies are also available upon request.

This Manual shall be interpreted in reference to and in compliance with Federal and Florida laws as well as School Board Policy 8.13.

Part I: Procedures for Student Placement and Exit for Behavior and Academic Intervention Programs

A. School Based Teams

Every school is required to have a functioning School Based Team (SBT). A SBT follows a structured problem-solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow up to students and families in need. Members of the SBT are as follows:

- Administration
- Guidance
- School Psychologist
- ESE Representative
- ELL Representative
- School Nurse
- 504 Designee
- School Police Officer
- **SAI
- **Title 1 Representative
- **Reading/Math Coach
- **Classroom Teacher
- **Community Agency Representative
- **BHP/Family Consultant
- **Data Counselors
- **Alternative Ed. Representative
- **Parent/Guardian
- **Area Resource Teacher

**Where available or applicable

When a general education student is exhibiting behavior challenges, the student **MUST** be referred to the SBT. The SBT will consider evidence-based interventions for the student and develop an appropriate intervention plan in accordance with the School District's Response to Intervention (RtI) model.

When an ESE student is exhibiting behavior challenges, the student's IEP Team **MUST** address the behaviors and incorporate behavior goals into the IEP. ESE students with behavior issues are required to have a Functional Behavior Assessment (FBA) as well as a Behavior Intervention Plan (BIP). Training and support on how to develop effective Functional Behavior Assessments and Behavior Intervention Plans are available through the ESE Department.

When a 504 student is exhibiting behavior challenges, the student's 504 Team MUST meet to consider whether the behaviors are directly correlated to the disability of record and to consider whether there are any necessary changes to the 504 plan. RtI interventions are also appropriate.

B. General Education Students

1. Behavior Intervention Programs

(Fla. Stat. § 1003.53(1)(c) (3); SBER 6A-6.0527)

Elementary School Students

Elementary school Behavior Intervention Programs are intended for students recommended for expulsion or felony suspension. *School Board Policy 5.1817: Student Expulsion* sets forth the procedures for students recommended for expulsion. *School Board Policy 5.80: General Disciplinary Policy for Criminal Acts* sets forth the procedures for felony suspensions.

Elementary school students who exhibit consistent chronic behavioral difficulties must be referred to the School Based Team (SBT) so that appropriate evidence-based interventions may be developed and implemented at the comprehensive elementary school. In unique and rare circumstances, with the approval of the Area Superintendent and the Assistant Superintendent of Quality Assurance, an elementary school student with chronic behavioral difficulties may be referred to an elementary school Behavior Intervention Program. However, in such cases, there must be evidence that appropriate evidence-based interventions were implemented with fidelity at the comprehensive elementary school. In such cases there must also be evidence that the student's continued presence on the comprehensive campus will interfere with the student's own safety and/or learning and/or safety and/or learning of other students.

After the SBT meeting, the following forms shall be completed by the student's home school:

- PBS Form 1051 (Conference Record)
- PBS Form 1546 (Eligibility/Consent for Placement)
- PBS Form 1892 (Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of an alternative education packet, which must be signed by the Area Superintendent and the Director of Dropout Prevention/Alternative Education and approved by the Assistant Superintendent of Quality Assurance.

The home school principal and/or designee shall, prior to placement in a Dropout Prevention/Alternative Education Program, provide written notice of placement (Placement

Letter) by certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. §1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school should not withdraw a student until the Dropout Prevention/Alternative Education Program notifies the home school of the student's enrollment. Parent/guardian shall also be notified annually of their child's placement by the current Dropout Prevention/Alternative Education Program in which the child is enrolled.

Secondary School Students

Secondary school Behavior Intervention Programs are also appropriate for students who are recommended for expulsion or felony suspension. *School Board Policy 5.1817: Student Expulsion* sets forth the procedures for students recommended for expulsion. *School Board Policy 5.80: General Disciplinary Policy for Criminal Acts* sets forth the procedures for felony suspensions.

In addition, a secondary student may be referred to a Behavior Intervention Program when there is a history of chronic disruptive behavior which interferes with the student's own learning and/or the learning of other students. However, a Behavior Intervention Program shall not be considered for a student with a history of chronic disruptive behavior prior to referral to the SBT, so that appropriate evidence-based interventions may be developed and implemented at the comprehensive secondary school.

With the exception of expulsions and felony suspensions, all other recommendations for a general education alternative education placement must be made by the SBT. When the SBT is considering a Behavior Intervention Program for a general education student, a meeting must be scheduled with a home school representative an Area Alternative Education Placement Liaison in attendance. The prospective Dropout Prevention/Alternative Education Program Principal/ designee must be invited to the meeting. After the meeting, the following forms shall be completed by the student's home school:

- PBSD Form 1051 (Conference Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1892 (Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of an alternative education packet, which must be signed by the Area Superintendent and the Director of Dropout Prevention/Alternative Education and approved by the Assistant Superintendent of Quality Assurance.

The home school principal and/or designee shall, prior to placement in a Dropout Prevention/Alternative Education Program, provide written notice of placement (Placement Letter) by

certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. §1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school should not withdraw a student until the Dropout Prevention/Alternative Education Program notifies the home school of the student's enrollment. The parent/guardian shall also be notified annually of their child's placement by the current Dropout Prevention/Alternative Education Program in which the child is enrolled.

Exit Criteria for General Education Students from Behavior Intervention Programs

Elementary students will be considered for exit at the end of two (2) complete trimesters of attendance as determined by the current School District calendar or otherwise deemed appropriate. The program exit criteria for elementary school takes into consideration the student's progress with the Behavior Intervention Program.

Secondary students will be considered for exit after completing a minimum of one semester, but only at the natural break according to the School District calendar.

The program exit criteria for secondary students takes into consideration the student's progress. If a general education student meets the exit criteria listed below, an exit meeting will be conducted to determine and make recommendations for student placement.

Exit Criteria

- Natural academic break (end of semester)
- No more than 1 failing grade during the last quarter of placement
- No more than 10 unexcused absences for last trimester/semester of placement
- No out-of-school suspensions for last quarter of placement
- No incidents of physical aggression for the last quarter of placement
- Students must have no more than 4 referrals for the last quarter of placement

When a student has met exit criteria, a meeting must be held and the Area Alternative Education Placement Liaison must attend. In addition, a representative from the student's home school must be invited to participate either in person or via telephone. Sufficient notification of the meeting must be provided to the home school. If there are concerns by members of the team regarding placement back at the same comprehensive school, the Area Superintendent shall be consulted and shall determine the appropriate comprehensive school placement.

Prior to or during the exit meeting, the Behavior Intervention Program must complete a Student Support Plan (PBSD Form 2007) and a Student Exit Report (PBSD Form 1605).

Expulsion and Felony Suspensions

Expelled students and students recommended for expulsion-will be exited from the Behavior Intervention Program using the procedures outlined in School Board Policy 5.1817 (3) & (6) or 5.1818 as applicable. Felony suspension students will be exited as per School Board Policy 5.80.

2. Academic Intervention Programs

(Fla. Stat. § 1003.53:SBER 6A-6.0524)

Academic Intervention Programs for general education students are available for secondary students with a recommendation by the SBT. The parent/guardian must be in agreement with the recommendation. Students must meet one or more of the following academic eligibility criteria in order to be considered for program placement:

- Student has been retained at least once
- Student has failing grades or grades are not commensurate with documented learning ability levels
- Student's GPA is below a 2.0
- Student has fallen behind on credits and is in danger of not graduating with his/her class
- Student has not met State or District proficiency levels in reading, math or writing

In addition, a student has not had any out of school suspensions, physical aggression referrals or bullying referrals during the current and previous semester.

A referral to an Academic Intervention Program shall not take the place of providing evidence-based interventions on a comprehensive campus. A list of Academic Intervention Programs is available on the Department of Dropout Prevention/Alternative Education web site.

When the SBT is considering an Academic Intervention Program for a general education student, a meeting must be scheduled with a home school representative and an Area Alternative Education Placement Liaison in attendance. The prospective Dropout Prevention/Alternative Education Program Principal/designee must be invited to the meeting.

The following forms shall be completed:

- PBSD Form 1051 (Conference Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1896 (Academic Intervention Regular Education Referral Procedures Checklist)
(The checklist on this form identifies all necessary documents needed to complete the packet)

These forms are part of an alternative education packet, which must be approved. For all placements, a placement letter must be completed, signed by the Area Superintendent, Director of Dropout Prevention/Alternative Education and approved by the Assistant Superintendent of Quality Assurance.

The home school principal and/or designee shall, prior to placement in a Dropout Prevention/Alternative Education Program, provide written notice of placement (Placement Letter) by certified mail, return receipt requested, to the current address on record for the student's parent/guardian. Fla. Stat. § 1003.53(5).

The parent/guardian shall sign an acknowledgement of the notice of placement of service and return the signed acknowledgement to the principal within three (3) days after receipt of the notice. The home school should not withdraw a student until the Dropout Prevention/Alternative Education Program notifies the home school of the student's enrollment. Parent/guardian shall also be notified annually of their child's placement by the current Dropout Prevention/Alternative Education Program in which the child is enrolled.

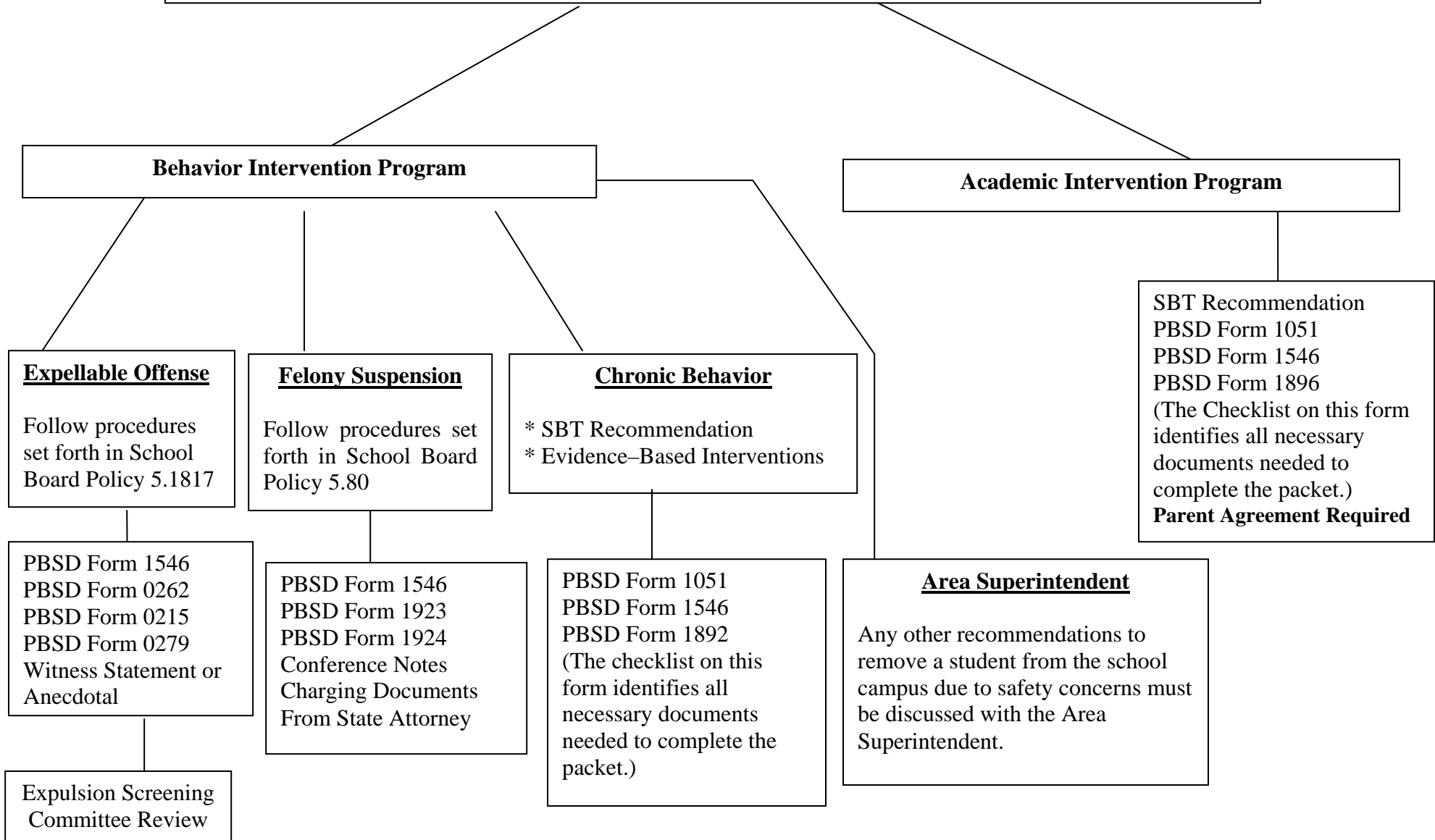
In the interest of student academic achievement, movement into Academic Intervention Programs should occur at the beginning and end of the semester with the exception of Credit Recovery students. This preference must be considered by the School Based Team when making a recommendation for an Academic Intervention Program.

Exit Criteria

Prior to or during the exit meeting, the Academic Intervention Program must complete a Student Support Plan (PBSD Form 2007) and a Student Exit Report (PBSD Form 1605).

Academic Intervention Program students may also be exited to the home school or recommended for a Behavior Intervention Program for failure to adhere to the Code of Conduct. Such recommendations would be made by the SBT.

GENERAL EDUCATION STUDENTS



For all placements, Placement Letter must be completed, signed by the Area Superintendent and Director of Alternative Education and approved by the Assistant Superintendent of Quality Assurance.

C. ESE Students

1. Behavior Intervention Programs

A move from a comprehensive school to a Dropout Prevention/Alternative Education site is considered a change in ESE placement under Federal and State law. Accordingly, the general rule is that no student may be moved without an Individual Education Plan (IEP) meeting and consensus among the IEP members. Furthermore, the IEP Team must determine that the student's IEP can be implemented at the alternative education site and that the alternative education placement is the student's least restrictive environment. ESE services delineated on the student's IEP shall not be altered to accommodate the alternative education site. Rather, the ESE services must dictate the appropriate placement. Under no circumstances should a student lose ESE services based upon a move to alternative education. If the alternative education site considered for a student does not offer the services listed on the IEP, the services must be made available or the student may not be considered for the Behavior Intervention Program.

An IEP Team may not change a student's placement to alternative education in response to behaviors that are a manifestation of the student's disability. Accordingly, the IEP Team must make a manifestation determination prior to consideration of alternative education. An IEP Team should only consider a move to alternative education if the student commits an offense that would constitute an expulsion for a general education student or if the student exhibits a history of chronic disruptive behaviors which consistently interferes with the student's own learning and/or the learning of other students.

Nothing within this Manual is intended to supersede School Board Policy 5.189: Discipline of Students Eligible for Services under the Individuals with Disabilities Education Act (IDEA)

Interim Alternative Educational Settings

There are very limited circumstances which allow a student to be moved by the school principal without the need for an IEP meeting and without immediate consideration of whether the student's behavior was a manifestation of disability. These unilateral moves change the student's placement for up to 45 school days, and therefore Federal and State law severely limit the circumstances upon which such moves may be made. These moves, known as Interim Alternative Educational Setting (IAES) placements, are permitted only under the following circumstances:

- If a student carries a weapon to or possesses a weapon at school, on school premises, or to a school function [SBER 6A-6.03312(6)(a)1]
 - The term "weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length. [6A-6.03312(1)(e)]

- If a student knowingly possesses or uses illegal drugs while at school, on school premises, or at a school function [6A-6.03312(6)(a)2]
 - Second time offense only
- If a student sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function [6A-6.03312(6)(a)2]
- If a student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function
 - “Serious bodily injury” must “involve a substantial risk of death; extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty” [6A-6.03312(1)(d)]

Once a student is placed in an IAES placement, an IEP Team must convene within 10 days to determine whether the student’s IEP may be implemented at the IAES placement. During the course of an IAES placement, a student must continue to receive a Free and Appropriate Public Education (FAPE) in accordance with the student’s IEP.

Within 10 school days of an IAES placement, the IEP Team must make a manifestation determination. “A manifestation determination is a process by which the relationship between the student’s disability and a specific behavior that may result in disciplinary action is examined.” [6A-6.03312(1)(f)] PBSD Form 2041 must be completed by the IEP Team when making a manifestation determination for an ESE student.

If the IEP Team determines that the behavior of a student in an IAES placement was a manifestation of the student’s disability, the IEP Team must either conduct a Functional Behavior Assessment (FBA) and develop and implement a Behavior Intervention Plan for the student, or review the student’s Behavior Intervention Plan, if one had already been developed, and make any necessary modifications. [6A-6.03312(3)(c)]

When a unilateral IAES placement is being recommended by a principal, the following forms must be completed:

- IAES up to 45-day placement recommendation faxed to Alternative Education at 681-5950
- PBSD Form 0279 (Student Discipline Referral)
- Photograph of the weapon, if applicable
- TERMS Screens A-24 and A-23
- Witness Statement/Anecdotal Reports
- PBSD Form 0262 (Suspension Letter), if applicable

These forms are part of an alternate education packet, which must be signed by the Area Superintendent and the Director of Dropout Prevention/Alternative Education and approved by the Assistant Superintendent of Quality Assurance. **However, nothing within this process is intended to override the unilateral placement change of a student who commits a defined IAES offense.**

The home school must arrange for the student's transportation. The student may enroll the next day and/or as soon as transportation is arranged; however, transportation arrangements may not prohibit a student from enrolling the next school day.

Exit Criteria for ESE Students from Behavior Intervention Programs

No ESE student may be unilaterally placed or exited from a Behavior Intervention Program except under the circumstances discussed and authorized under the section on IAES placements.

The IEP Team must meet at least quarterly during the school year to address student progress and needs in accordance with the IEP services. ESE students in Behavior Intervention Programs are entitled under Federal and State law to a free appropriate public education. Therefore, if an ESE student is not making adequate progress towards IEP goals in the current program, the IEP either needs to be modified to include additional or modified services or the student's placement must be reconsidered, or both.

ESE students can be exited from a Behavior Intervention Program at any time per an IEP Team decision. ESE students must be considered for exit when they meet the criteria outlined for general education students. When considering a move to another school, a representative from the receiving school must be invited to participate either in person or via telephone. In addition, the Area Alternative Education ESE Placement Liaison must attend. Sufficient notification of the meeting must be provided to the home school. If the IEP Team determines that the student's placement should be on a comprehensive campus, yet there are concerns by the IEP Team regarding placement back at the same school, the Area Superintendent shall be consulted and shall determine the appropriate comprehensive school location that can meet the student's IEP needs under the student's current IEP.

2. Academic Intervention Programs

An IEP Team may determine that an Academic Intervention Program is appropriate for a secondary ESE student who meets one or more of the following academic eligibility criteria:

- Student has been retained one or more times
- Student has failing grades or grades are not commensurate with documented learning ability levels
- Student has a GPA below 2.0
- Student has fallen behind on credits under-credited for grade level/age group
- Student has not met State or District proficiency levels in reading, math or writing
- Student's IEP Team has determined the Academic Intervention Program to be an appropriate placement (with agreement by the parent/guardian).

A referral to an Academic Intervention Program shall not take the place of providing evidence-based academic interventions on a comprehensive campus. A list of Academic Intervention Programs is available on the Department of Dropout Prevention/Alternative Education website. When the IEP team is considering an Academic Intervention Programs for

an ESE student, a meeting must be scheduled with the home school ESE contact and an Area Alternative Education ESE Placement Liaison in attendance. The prospective Dropout Prevention/Alternative Education Program Principal/designee must be invited to the meeting. In addition, an IEP Team must determine the Academic Intervention Program to be the student's least restrictive placement. Services may not be deleted from a student's IEP to accommodate the Academic Intervention Program. The following forms shall be completed:

- PBSD Form 1051 (Conference Record)
- PBSD Form 1546 (Eligibility/Consent for Placement)
- PBSD Form 1895 (Academic Interventions Exceptional Student Education (ESE) Referral Procedures Checklist)
(The Checklist on this form identifies all necessary documents needed to complete the packet.)

These forms are part of an alternative education packet, which must be signed by the Area Superintendent and the Director of Dropout Prevention/Alternative Education and approved by the Assistant Superintendent of Quality Assurance.

Parent/guardian shall be notified annually of their child's placement by the current Dropout Prevention/Alternative Education Program in which the child is enrolled.

In the interest of student academic achievement, movement into Academic Intervention Programs should occur at the beginning and the end of the semester with the exception of Credit Recovery students. This preference must be considered by the IEP team when making a recommendation for an Academic Intervention Program.

Exit Criteria

Prior to or during the exit meeting from the Academic Intervention Program, an appropriately constituted IEP Team (except for offenses which warrant an IAES placement) must review and revise as necessary the student's IEP and complete a Student Exit Report (PBSD Form 1605).

If it has been determined that the student has violated a provision of the Code of Conduct at an Academic Intervention Program, the IEP team (except for offenses which warrant an IAES placement) will review that information in making its final placement determination which may be the student's home school or a Behavior Intervention Program after following the steps set forth above in Part 1,C,1 of this manual.

In all cases, the IEP Team will make the final placement determination with agreement of the student's parent/guardian.

ESE STUDENTS

Behavior Intervention Program

Academic Intervention Program

IAES Offense

IEP Team Decision

Chronic Behavior

- * Possession of weapon (as defined in IDEA)
- * 2nd time drug possession
- * Sale, distribution or solicitation of drugs
- * Infliction of serious bodily injury (as defined in IDEA)

- * IEP
- * Conference Notes
- * Can not be based solely upon Manifestation of Disability
- * **Parent Agreement Required**

- * IEP Team Decision
- * FBA
- * BIP
- * Can not be based solely upon Manifestation of Disability
- * **Parent Agreement Required**

- * Must be IEP Team Decision
- * Can not change IEP services to accommodate placement
- * **Parent Agreement Required**

Initial packet:

PBSD 0262 (if applicable)
 PBSD 0279
 Photo of Weapon (if applicable)
 Witness Statement/Anecdotal

Within 10 Days of Placement:

IEP/Manifestation within 10 days
 PBSD 1546
 PBSD 1897
 (The Checklist on this form identifies all necessary documents needed to complete the packet.)

PBSD Form 1051
 PBSD Form 1546
 PBSD Form 1891
 (The Checklist on this form identifies all necessary documents needed to complete the packet.)

FBA
 BIP (with documentation of implementation)
 PBSD Form 1051
 PBSD Form 1546
 PBSD Form 1891
 (The Checklist on this form identifies all necessary documents needed to complete the packet.)

PBSD Form 1051
 PBSD Form 1546
 PBSD Form 1895
 (The Checklist on this form identifies all necessary documents needed to complete the packet.)

For all placements, Placement Letter must be completed, signed by the Area Superintendent and Director of Alternative Education, and approved by the Assistant Superintendent of Quality Assurance.

D. 504 Students

All programs identified in this Manual provide equal access to students with disabilities who are eligible under Section 504 (504). Accommodations must be provided by the school in accordance with a student's 504 Plan.

A 504 student may not be placed in a Behavior Intervention Program in response to behaviors that are a manifestation of the student's disability. Accordingly, the 504 Team must make a manifestation determination prior to consideration of alternative education Behavior Intervention Program.

Nothing within this Manual is intended to contravene School Board Policy 5.1891, Discipline of Students Eligible for Services under Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).

E. Administrative Review Procedures

Parent/guardian of ESE Students and 504 Students must be provided with their Procedural Safeguards, which outline in part the administrative review process available to them if they disagree with an IEP, educational placement or a manifestation determination.

Procedures to follow when a parent/guardian requests an administrative review:

The principal/designee, along with an area representative:

- Meets with the parent/guardian to review the student's record. This may include the student's attendance, academic, or behavior concerns
- Reviews documentation of the reason for placement
- Reviews relevant District policies (e.g., Code of Student Conduct, School Board Policy 8.13), if necessary
- Reviews school-based interventions
- Reviews meeting notes of the School Based Team
- Obtains formal documentation of the administrative review (PBSD Form 1051), complete with parent/guardian signature. (This would not indicate that the parent/guardian agrees, only that the review took place and the parent/guardian had an opportunity to participate.)
- Files the PBSD form in the student's cumulative folder and forwards copies to the Department of Dropout Prevention/Alternative Education and the Area Office

Moreover, the parent/guardian of a student assigned to a Dropout Prevention/Alternative Education program, except when the assignment is voluntary and the parent/guardian has requested participation, shall be notified in writing of the entitlement to an administrative review of the placement.

Additional administrative review may be available if requested pursuant to Fla. Stat. § 1003.53.

Part II: Dropout Prevention/Alternative Education Programs

A. Dropout Prevention/Alternative Education

Dropout Prevention/Alternative Education programs are governed by School Board Policy 8.13. Programs may be offered at alternative sites, general education school campuses, or any other location approved by the School Board as a school center. Programs may be offered full-time or part-time. **Note:** This Manual is not intended to create any rights affecting the continuation of these current specific programs, sites and/or administrators relating to those programs.

The Dropout Prevention/Alternative Education website can be accessed at www.palmbeach.k12.fl.us/alternativeed for specific information as to current administrative staff, site locations, and programs to be found at each site. Each Dropout Prevention/Alternative Education program listed on the Dropout Prevention/Alternative Education website addresses specific student eligibility criteria, specific student outcomes, evaluation process, projected enrollment, school improvement plans, staff development, instructional schedule and program design elements. Website content is also available in written form upon request from Dropout Prevention/Alternative Education.

Agency Coordination

Dropout Prevention/Alternative Education has access to a host of community agencies and services available to assist School District students and families in need. These community agencies are made available through approved cooperative agreements with the School District. These agencies are required to update security and insurance information, as well as obtain current vendor badges issued by the School District's School Police on an annual basis. Any agency representative on site participating as an SBT member or providing individual, group or therapeutic services to students at any site must have available his/her current vendor badge.

Curriculum

The curriculum at Dropout Prevention/Alternative Education sites is designed to meet the individualized needs of students. The curriculum's goal is to enable students to progress to their next grade level and/or graduate from high school with a standard or special diploma. As allowed under SBER 6A-6.05291, modifications to the courses listed in the Florida Course Code Directory and the amount of in-class instruction required for a student to earn a credit may be lengthened or shortened, including competency-based learning.

Support Programs and Strategies

Dropout Prevention/Alternative Education programs may include, as needed and applicable, support programs and strategies not limited to:

- Behavior Modification strategies
- Career and Vocational education
- Career exploration
- Character education
- Competency based instruction based on Sunshine State Standards
- Computer assisted learning
- FCAT Preparation
- GED exit option
- Graduation Status Plan
- Individual and group counseling
- Individualized Student Performance Plan
- Integrated computer skills
- Job Coaching
- Low pupil to teacher ratio
- Parenting Skills
- Pre/Post Academic Assessment
- Restorative Justice
- Service Learning
- Social Skills Development
- Speech-Language, Occupational or Physical Therapy
- Test-taking and study skills
- Variety of individual instructional strategies
- Virtual education

Equal Access

Dropout Prevention/Alternative Education schools and programs guarantee equal access to students eligible for ESE, 504, and/or English Language Learners (ELL).

1. Behavior Intervention Programs

(Fla. Stat. § 1003.531(1)(c)(3); SBER 6A-6.0527)

Program Objectives

The objective of Behavior Intervention Programs is to provide positive behavioral interventions to ensure educational opportunities for a student with behavioral challenges, allowing that student to make academic progress. At the same time, Behavior Intervention Programs instill and teach the foundational skills needed to make appropriate behavioral choices.

Behavior Intervention Programs will incorporate a positive behavioral program that includes, but is not limited to, provisions for student success, regular feedback on academic and behavioral progress, counseling, and other student services that differ from traditional services provided at comprehensive schools.

Student Outcome Objectives

- Staying in school or earning a high school diploma
- Return to a general education setting
- Reduced number of discipline referrals
- Reduced number of suspensions
- Grade-level promotion
- Improved attendance
- Improved academic performance
- Improve social-interpersonal skills

SBER 6A-6.05292(1)(d).

Instructional Periods

The student's instructional program shall consist of instruction full-time, part-time or on a variable schedule as needed to appropriately deliver the curriculum. Whether the program is full-time or part-time, all students shall receive a minimum of five (5) hours of instruction per school day.

Evaluations

Any student assigned to a Dropout Prevention/Alternative Education program shall be considered for an evaluation to determine ESE eligibility if there remain academic and/or behavior concerns even after evidence-based interventions have been implemented with fidelity in accordance to the RtI model.

2. Academic Intervention Programs

(Fla. Stat. § 1003.53; SBER 6A-6.0524)

Outcome and Program Objectives

Academic Intervention Programs provide academically challenged students the opportunity to:

- Stay in school and/or accumulate credits towards earning a high school diploma
- Improve socialization skills
- Improve academic performance
- Improve attendance
- Successfully progress through Student Progression Plan

SBER 6A-6.05292(1)(a)(1-4).

Student Outcome Objectives

Instructional models, classroom activities, and program components are designed to ensure positive, successful school experiences.

Student outcome objectives also include:

- Earning credits towards high school graduation
- Improving academic performance, GPA, or meeting state proficiency standards
- Improving attendance
- Achieving grade level promotion

Instructional Periods

Instruction shall be provided for at least two (2) instructional periods per day, unless the student participates in a student support and assistance component rather than the standard Dropout Prevention/Alternative Education program. SBER 6A-6.0524(3).

Length of Stay

In order for students to fully benefit from an Academic Intervention Program, they should commit to a minimum of one (1) semester. Programs may vary based on program-specific criteria.

Evaluations

Any student assigned to a Dropout Prevention/Alternative Education program shall be considered for an evaluation to determine ESE eligibility if there remain academic and/or behavior concerns even after evidence-based interventions have been implemented with fidelity in accordance to the Response to Intervention model.

Part III: Juvenile Justice/Youth Services

(SBER 6A-6.0528, SBER 6A-6.05281; Fla. Stat. § 1003.52)

A. 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. SBER 6A-6.0528(1).

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. SBER 6A-6.05292(1)(e). See in general, SBER 6A-6.

Student Outcome Objectives

A student's objective is the continuation in an education program and 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 next grade
- Accrue credits with program completion resulting in a high school diploma
- Improve socialization skills

Juvenile Justice Programs are divided into three categories:

1. Day Treatment: Students are placed in a day treatment program by court order, Juvenile Probation Officer referral, DJJ Post Commitment Probation or adjudication. Day treatment programs are non-residential programs operated by or under contract with DJJ. Day treatment programs include prevention, intensive probation, and conditional release programs that have educational services that are provided on site.
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. Students reside in these programs while committed to DJJ.

Specific Eligibility Criteria

Students in DJJ Programs (SBER 6A-6.05281(1) (a-d) and SBER 6-A-6.0528(2)) are:

- Students who have been court-adjudicated to a detention, commitment, rehabilitation, or day treatment. Commitment means any 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 placement to these programs

Students who do not attend a local public school due to their placement in a DJJ detention, commitment, day treatment, or early delinquency intervention program shall be provided high quality and effective educational programs by PBCSD in which the DJJ facility is located, or by a DJJ provider through a contract with the local school district. The facilities offer a variety of diploma options; GED Exit Options, Special Diploma, Standard Diploma, and GED Diploma.

All ESE students placed in a DJJ program shall be provided a free appropriate public education consistent with the requirements of SBER Ch. 6A-6. Students with a documented mental or physical impairment that substantially limits a major life activity are protected from discriminatory acts under 504. Such students are generally 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 Learner (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.

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 Fla. Stat. §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 twelve (12) months, as required by Fla. Stat. § 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 a Dropout Prevention/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:

- a. Reading
- b. Math
- c. Writing

Exit Criteria & 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

Transition services are provided pursuant to SBER 6A.6.05281(3).

Detention Center and Palm Beach County Jail

Students exiting from the Palm Beach Regional Juvenile Detention Center or Palm Beach County Jail do not require reentry meetings. The onsite DJJ Transition Liaisons assist with students' transition from the Detention Center and/or Palm Beach County Jail back to home school and monitor student enrollment.

The students become involved with the 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 the 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 placement, the Court Liaison Manager, will notify the home school by telephone and also supply a copy of the Court Order for students who are restricted from the school.)
- The Detention Center and Palm Beach County Jail are holding facilities, not commitment programs; as such, a reentry meeting is not held and should not be required

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. Transition staff will notify the Principal and DJJ designee to direct the Registrar to immediately re-enroll the student.

Residential commitment and Day Treatment Programs

Students who have completed a court-ordered residential commitment or day treatment program at a DJJ facility are required to attend school and are entitled to return to their geographically assigned home school unless the agency provider or juvenile probation officer recommends follow-up care in a day treatment program.

Students reentering public school from a DJJ residential commitment or day treatment program and who are on probation will have a SBT or IEP meeting at the students' home school. Meetings for DJJ reentry students who are not on probation are not required.

Reentry notifications and requests for DJJ reentry meetings will be sent at least ten (10) school days prior to students returning by the DJJ Transition Coordinator to the Alternative Education Placement Liaison, home school principal, DJJ contact, SBT leader and ESE Contact, if applicable. Reentry SBT or IEP meetings should be held within three (3) school days of a student being released from a DJJ program.

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 reentry SBT/IEP meeting is held.

The reentry SBT/IEP Team may recommend a DJJ reentry student for placement at a Behavior Intervention program or Academic Intervention Program. Packets for DJJ reentry should include all requirements previously stated in this Manual for general and ESE students.

The following must also be included:

- PBSD Form 1546 signed by the parent/guardian and the Principal of the home school. Eligibility criteria should include community control or reentry from adjudication (Code T)
- PBSD Form 1051 should include justification for any Dropout Prevention/Alternative Education placement, 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 placement)
- Copy of school records from DJJ program
- Current health information

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 educational environment, the principal may request that the SBT/IEP Team consider dropout prevention/alternative education placement for the reentering student. The IEP Team will follow the appropriate procedures set forth in this Manual for the type of Dropout Prevention/Alternative Education program that is being considered (Academic Intervention or Behavior Intervention Program).

While such determinations are made, the student must be enrolled in school. Under no circumstances may a student be denied education beyond 24 hours from when the student is released from the DJJ program.

Exit Criteria

DJJ reentry students placed in Behavior Intervention Programs do not have to meet the same exit criteria as required for Dropout Prevention/Alternative Education 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 a Dropout Prevention/Alternative Education program. Area Alternative Education Placement Liaisons will follow Dropout Prevention/Alternative Education exit procedures.

B. Youth Services Programs

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

The School District does not determine placement of students in these programs. Attendance at these sites is voluntary and strictly based on parent/guardian, individual student, outside agency or court- recommended referral. Upon entry to a Youth Services program, the home school will be contacted for withdrawal and transfer of student records. At the time of registration, PBSD Form 1546 (Eligibility/Consent for Placement) will be completed and retained with all School District entry records at the program.

The Youth Services programs are divided into three categories:

1. Substance Abuse Residential Treatment Programs
2. Family and Behavior Counseling Residential Programs
3. Behavior Treatment 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 placement 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 placement in these programs.

Specific Eligibility Criteria - Substance Abuse Programs

(SBER 6A-6.0526)

- Student usually is between 13-18 years old; and
- Student has documented drug-related or alcohol-related problem; or
- Student has immediate family members who have documented drug-related problems that adversely affect student's performance in school.

Each program may have additional criteria for admission. Additional information for the 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 program shall be provided to participants a minimum of five (5) hours per day and may be offered on a variable schedule as needed to deliver the curriculum. The program administered by the providers includes instruction designed to deter substance abuse, and assist in behavior and family counseling. SBER 6A-6.0526(3). Each program may vary based on program 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-6.0526(4).

Exit Procedures

The School District does not determine the student's length of stay in the program. Students typically return to their home school upon program completion or dismissal. The guidance/transition counselor will notify the student's home school ten (10) days before a planned exit from the Substance Abuse, Family and Behavior Counseling Program or Behavior Intervention Program so that the home school may create a support plan.

C. Other Youth Services Programs

Palm Beach County Sheriff's Office (PBCSO) Program

The PBC Sheriff's Office offers a residential program model. This model has (3) phases

- Phase one: military model in self-esteem and team/building
- Phase two: personal growth, life skills training, vocational and educational skills development
- Phase three: family and school follow-up process

Eligibility Criteria and Placement

Upon entry into a PBCSO program, an application must be completed by the parent/guardian. If accepted into the program, student withdrawal and transfer of records is requested by the program from the home school. At the time of registration, PBSO Form 1546 (Eligibility/Consent for Placement) will be completed and retained with all School District entry records at the program.

Enrollment must be voluntary and have parent/guardian and student consent. In addition, mandatory parent/guardian participation is required. Schools do not determine placement. Candidates must commit to attend for a minimum of one semester, exhibit one of the at-risk characteristics listed below, and must be 13-16* years old:

- Excessive absenteeism and tardiness
- Inconsistent attendance
- Poor grades or grades that do not reflect potential
- Academic Credit deficiency
- Poor or inconsistent peer relationships and/or poor social skills
- Lack of motivation

*Student may return for an additional semester if successful in the program even if the student is 17 years of age.

Instructional Periods

Instruction shall be provided for a minimum of five (5) hours of instruction per day, unless the student participates in a student support and assistance component rather than the standard drop-out prevention program. In order for the student to fully benefit from this program, a student should commit to a minimum of one semester.

Exit Procedures

The School District does not determine the student's length of stay in the program, however, emergency exit meetings may occur as needed. Students typically return to their home school upon program completion or dismissal at the end of the semester. The guidance/transition counselor will notify the general education student's home school ten (10) days before a planned exit from the program so that the home school may create a support plan.

All ESE students exiting the program require IEP Team meetings. ESE students will be transitioned in accordance with the IEP Team recommendations.

Court Education Liaisons: The 15th Judicial Circuit of Florida

The School District of Palm Beach County provides Court Education Liaisons to judges assigned to the 15th Judicial Circuit of Florida, Juvenile Division. These employees perform the following functions:

- Interpret educational records to assist judges in adjudicating juvenile cases
- Collaborate with Department of Children and Families on court involved youth
- Provide student advocacy
- Coordinate educational information packets for students at their court appearances
- Assist and participate in Court Appearances as requested by their assigned judges
- 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 placement
- Notify appropriate home school campus contact, of student pending or recommended enrollment/placement, via email and phone contact
- Obtain contact information for Juvenile Probation Officer and school related requirements as applicable and provide to home school contact
- Share information with parents/guardians and students about educational placement 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

Part IV: Teenage Parent Programs

[Fla. Stat. § 1003.54; SBER 6A-6.0525]

Teenage Parent Programs serve school-aged parents or pregnant students who meet the criteria for placement in the specified program. Participation in a Teenage Parent Program is voluntary. Pregnant students, teenage parent students, and their children shall not be assigned to the program without annual parental or adult student consent (PBSD Form 1546).

Eligibility

To be eligible to participate in the Teenage Parent Program, teenage parents or pregnant students must:

- Voluntarily commit to attend for a minimum of one (1) semester
- Be pregnant, or be a teenage parent
- Be children of parenting students and teenage parent program completers
- Provide one of the following documents: a certification of pregnancy from either the county health unit or a private physician or the child's birth certificate, copy of application of birth certificate, hospital records, or a notarized affidavit of fatherhood signed by mother and father
- Provide evidence of parent's Teenage Parent Program completion and documentation of child's birth

[SBER 6A-6.0525(2)(b-c).]

Students served in Teenage Parent Programs shall retain the right to earn the number and type of credits required for a standard or special diploma pursuant to Section 1003.54, Florida Statutes. As stated within SBER 6A-6.0521(2) and 6A-6.0524(1), ESE students referred for enrollment in a Teenage Parent Program shall have an Individual Education Plan review prior to enrollment. A staff representative of the Teenage Parent Program in the district shall participate in the review.

English Language Learner (ELL) students meeting the eligibility criteria for the Teenage Parent Program shall be considered for enrollment in the Teenage Parent Program based on student needs. The parent/guardian shall be notified annually in writing of their student participating in a Teenage Parent Program and of their right to review any action relating to such enrollment.

Student Admission Procedures

Students who attend a Teenage Parent Program in their comprehensive high school must provide the eligibility documents noted above including parental notification of the program placement (PBSD Form 1546). Standard Alternative Education Academic Placement Packet procedures are followed for students seeking placement in an Alternative Education Teenage Parent Program. Students must provide: 1) proof of pregnancy from a private physician or any County Health Department, or 2) a copy of an application of birth certificate or the child's

birth certificate. Students who are teenage parents or who are pregnant, and have dropped out of school, may be eligible for enrollment in a Teenage Parent Program by re-enrolling at their home school. If a Dropout Prevention/Alternative Education placement is considered, the home school follows alternative education placement procedures.

Program Objectives

The Teenage Parent Program objectives are to provide pregnant students and teenage parent participants' instruction in the areas of prenatal and postnatal health care, parenting skills, the benefits of sexual abstinence, and the consequences of subsequent pregnancies, as well as to provide ancillary services and child care. SBER 6A-6.05292(1)(b).

The Teenage Parent Program (TAP) offers pregnant students and teen parents the opportunity to gain parenting skills, obtain certified day care for their infants, and complete requirements for graduation. All participants in TAP must take at least one, state approved, child development or parenting course to access the child care services. Referrals to social services and health services are also provided.

The basic Teenage Parent Program objectives include:

- Staying in school or earning a high school diploma
- Continuation of academic program during placement in the Teenage Parent Program
- Improved parenting skills
- Reducing repeat pregnancies
- Increasing the number of infants with a birth weight at or above 5.5 pounds

SBER 6A-6.05292 (1)(b).

Student Outcome Objectives

Students served in Teenage Parent Programs are encouraged to continue their education despite perceived obstacles. Eligible teenage parents may remain in the program until they graduate or reach the maximum age of enrollment as set forth in the Student Progression Plan, adopted in School Board Policy 8.01. Students will have the opportunity to:

- Acquire and/or improve parenting skills
- Improve attendance
- Improve academic performance
- Advance to the next grade
- Accrue credits with eventual program completion resulting in a high school diploma

Program Components

The Teenage Pregnancy Program may be delivered on a variable schedule as needed to deliver the pregnancy or parenting-related curriculum as specified in Fla. Stat. § 1003.54(3)(b). Children of teenage parent students enrolled in Teenage Parent Programs shall

be served during the time that the parent student is earning credit towards a standard or special diploma, pursuant to Fla. Stat. §§ 1003.429-438.

The Teenage Parent Program will include, but is not limited to providing:

- Pregnant or teenage parent enrolled in the School District receive a full range of health and social services, in addition to the education component
- Flexible class schedules, where applicable
- Transportation
- An opportunity to learn strong parenting skills and educational training
- An accelerated credit recovery program, and/ or the GED Exit Option Model, where available, if eligibility criteria are met
- The right to earn the number and type of credits required by standard and special diplomas
- Child care services for teenage parent program participants
- On-going parenting skills, health and nutrition curriculum including pre and post assessments of parenting skills

Exit Criteria and Procedures for Teenage Pregnancy Program participants at Alternative Education Centers

The parent/guardian, students, the SBT, ELL, 504, or the IEP Team may recommend a return to a comprehensive school program. The Team will consider these recommendations and act accordingly at their meeting. Best practice recommends regular education students exit at the end of the semester based on the District calendar. ESE/ELL/504 students will be exited in accordance with ELL/IEP/504 Team recommendations.

If a provisionally placed regular education student fails to adhere to Teenager Parent Program school's code of conduct, upon the recommendation of the SBT, 504 Committee, or ELL Committee, he/she may be exited to the home school or be placed in a Behavior Intervention Program following the meeting, based on the severity of the infraction and the student's past behavior. Prior to or during the exit staffing, the SBT, 504 Committee, ELL Committee, or IEP Team will review student progress and document its recommendations on the Student Exit Report (PBSD 1605) and Student Support Plan (PBSD 2007).

Ancillary Services

Child Care

Developmentally appropriate learning activities for the children of Teenage Parent Program participants and completers during the hours when the student's teenage parent(s) is earning credit pursuing a standard or special diploma. SBER 6A-6.0525(5). Graduation and credit requirements are set forth in Fla. Stat. §§ 1003.429-438.

Health services

Health services include a referral to health and nutrition education and routine prenatal and postnatal health checkups during the time that the teenage parent student is reported for FTE in the Teenage Parent Program. Routine check-ups for the children of Teenage Parent Program participants and completers, including immunizations, shall be provided or coordinated during the time those children are reported for FTE in the Teenage Parent Program.

Social services

Social services include counseling assistance or case coordination related to economic assistance, during the time that the teenage parent students or their children are participating in Teenage Parent Program. The Teen Parent Program refers students to social services agencies as needed.

Transportation

Transportation includes transportation for Teenage Parent Program participants, program completers who have returned to their home schools, and their children regardless of distance from school. Fla. Stat. § 1011.68(1)(b). Transportation shall be provided for teenage parent and their children to and from home and the school and the child care facility, as required for the parent's educational activities in credit earning hours.