

<b>KENT COUNTY PUBLIC SCHOOL SYSTEM</b>	<b>Procedure Number: 600-82</b>
<i>Curriculum and Instruction</i>	<b>Date of Review by Board: 9/8/14</b>
<b>Subject: Alternative Classrooms and Programs</b>	<b>Date Revised:</b>

Alternative classrooms and programs in Kent County Public School (KCPS) are used to provide an instructional setting for students who are having difficulty in the traditional classroom setting. Alternative settings within KCPS are part of a continuum of services and supports available to students who present with significant behavioral challenges. These settings are also provided to students who are transitioning into KCPS from a restrictive environment such as a juvenile detention facility, and students who commit a reportable offense in the community that threatens the safe environment of the school.

## **I. Purpose**

The purpose of these procedures is to establish guidance for the placement of students in alternative educational settings within the Kent County Public School System.

## **II. Definitions**

Within the context of these procedures, the following definitions apply:

A. 504 Team – School based team established to consider eligibility for services and to review 504 plans for students whose physical or mental impairments substantially limit a major life activity

B. Alternative Educational Setting – Setting within or outside of the home school designed to accommodate the needs of students who have demonstrated the need for significant behavioral support

C. Behavior Intervention Plan (BIP) – Use of positive behavioral interventions, strategies, and supports designed to address problem behaviors exhibited by a student in the educational setting

D. Expulsion – The total exclusion of a student from the student’s regular school program for 45 school days or longer, as determined by the Superintendent/Designee

E. Free Appropriate Public Education (FAPE) – Provision of general or special education and related services designed to meet a student's individual educational needs

F. Functional Behavior Assessment (FBA) – The identification of the functions of problem behaviors for a student in the educational setting that contribute to or predict the occurrence, non-occurrence, and maintenance of behaviors over time

G. Individualized Educational Program (IEP) Team – A school-based team established to consider the identification, evaluation, program, or placement for all students suspected of, or identified as, needing special education and related services

H. Interim Alternative Educational Setting – A setting within or outside the home school selected to enable a student receiving special education services to continue to progress in the general curriculum and to continue to receive special education services and modifications needed to meet the goals of the student’s IEP

I. In-School Intervention (ISI)– Removal to another location in the school in which the student is afforded the opportunity to continue to:

1. Appropriately progress in the general curriculum

2. Receive the special education and related services specified in the student's IEP if the student is a student with a disability in accordance with COMAR 13A.05.01

3. Receive instruction commensurate with the program afforded to the student in the regular classroom

4. Participate with peers as they would in their current education program to the extent appropriate

J. Positive Behavior Intervention and Supports (PBIS) – The research-based, systems approach method to build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn. It is a program which applies schoolwide and student-specific actions, instructions, and assistance to encourage educational success.

K. Response to Intervention – Interventions designed to support and assist a student with improvement in behavior or academic performance

L. Restricted Access – Limitation of a student's presence on school property to the academic school day

M. School Property – Any property owned or leased by the KCPS or used by KCPS for school-related activities; The concept of property extends to school activities such as field trips, use of parks and recreation facilities, etc. Bus stops and facilities scheduled by the school system for student use are considered an extension of school property.

N. School-Related Activity – Any school system activity, whether held on or off school property, in which a student directly participates (e.g., school field trip, athletic event, class/graduation activity), or in which the student does not directly participate but represents the school or student body simply by being there (e.g., spectator at a school event)

O. Staff – All KCPS school system and contracted employees

P. Student Support Team (SST) – A diverse group of school-based educators, that may include school counselors, psychologists, administrators, health assistants, and teachers, that meet regularly to discuss the educational and behavioral needs of students. When necessary, this group also collaboratively develops interventions to support the specific needs of students.

Q. Suspension – The denial of a student’s right to attend regular classes or school for a specified period of time for cause

1. In School Suspension (ISS)– removal of a student from regular classes, but placed within the school building
2. Short Term Suspension – one to three days
3. Long Term Suspension – four to ten days
4. Extended Suspension – more than ten days

### **III. Standards**

A. Alternative Classrooms

1. Alternative classrooms within the school are considered an alternative educational setting and are meant to offer a short-term placement option for students
2. Students placed in an alternative classroom within the school are considered to be in In-School Suspension
3. A school administrator may place a student in an alternative classroom within the school for In-School Suspension for up to 10 consecutive days for cause

4. Alternative classrooms within the school may be used for a full school day or any part of a day
5. Students who are placed in an alternative classroom within the school for more than one class period will be documented as serving one half or one full school day of ISS
6. A student who is placed in an alternative classroom within the school, but is provided the four stipulations as outlined in II – I of the definition for In-School Intervention as listed above will not be considered as an In-School Suspension
7. Students placed in an alternative classroom within the school will meet with a staff member to process the circumstances that lead to the placement, and discuss ways to avoid future incidents that may lead to another placement
8. Students placed in an alternative classroom within the school for a day or any part of a day will not be permitted to participate in any school-related activity for that day

B. Alternative Programs

1. All schools will implement PBIS to assist students with appropriate behavior in school
2. An alternative program may be located within or outside of a student's home school
3. An alternative program may serve as an Interim Alternative Setting for a student with an IEP
4. An alternative program may serve as a placement for students assigned an extended suspension or expulsion

5. Students in alternative programs will be provided FAPE and will be documented as regularly attending school
6. An alternative program is meant to offer a longer term placement option for students
7. Students may only be assigned to an alternative program by the Superintendent's Designee or other designated central office staff
8. Students may be assigned to an alternative program through one of the following ways:
  - a. Disciplinary Action – Students have committed a significant disciplinary infraction that results in a hearing and assigned placement due to an extended suspension or expulsion
  - b. Referral for an Alternative Setting - a referral through the SST, 504, or IEP process for students who are not being successful behaviorally in the traditional educational setting
  - c. Transitional Placement - a student who is entering KCPS from a long-term restrictive setting that may include, but is not limited to: juvenile detention facilities, group homes, or residential treatment centers
  - d. Reportable Offense – students who commit a reportable offense in the community that is deemed to threaten the safe environment of the school due to the nature of the offense
9. Students referred for an alternative setting through the SST, 504, or IEP process must have clear documentation that all other efforts to help the student change and improve behavior have not been successful. These efforts must include, but are not limited to: Tier II and III

interventions through PBIS/RTI, FBA, and BIP development and implementation

10. Every effort will be made to enlist parent support when assigning students to alternative settings. However, the Superintendent/Designee retains the right to assign students to alternative settings when the student and/or parents do not agree to such placements.

11. The student's home school maintains responsibility for students assigned to alternative settings

12. After the initial placement occurs, a placement review committee will meet regularly to determine if and when a student is eligible to return to his/her home school

13. Failure of students to complete requirements of an alternative program in a satisfactory manner may result in a longer placement or disciplinary actions

14. Students in an alternative program will have restricted access to school property and will not be permitted to participate in any school related activities for the duration of their placement in the program

15. Students in an alternative program are still eligible for regular bus transportation to and from the program unless disciplinary issues indicate otherwise

#### IV. Responsibilities

A. Students will be placed in alternative classrooms and alternative programs for the shortest time practicable

B. All efforts during a placement in an alternative program will be focused on helping the student progress academically and improve behaviors so that the student can successfully return to his/her home school

C Parents/Guardians will be notified within a reasonable time in writing of any assigned placement of their child in an alternative program

D. Documentation will be kept and evaluated regularly regarding a student's progress in an alternative program while monitoring eligibility for a student to return to his/her home school

E. Staff from the alternative program will communicate with staff from the home school when transitioning a student back to his/her home school. This communication must include, but is not limited to: the student's academic performance, behavioral interventions that worked for the student, patterns of behaviors, or precursors to behaviors

F. Placement of a student due to the commission of a reportable offense in the community will follow all guidelines as outlined in COMAR 13A.08.01.17

LEGAL REFERENCES:           The Annotated Code of Maryland, Education  
Article §7-305

  The Annotated Code of Maryland, Education Article §7-  
304

  COMAR 13A.05.01

COMAR 13A.01.04.03

COMAR 13A.08.01.11

COMAR 13A.08.01.17