

## DROPOUT PREVENTION /ALTERNATIVE EDUCATION

COMPREHENSIVE DROPOUT PREVENTION/ALTERNATIVE EDUCATION PROGRAMS WILL BE DESIGNED AND IMPLEMENTED TO MEET THE NEEDS OF STUDENTS WHO COULD BE BETTER SERVED BY NON-TRADITIONAL EDUCATION PROGRAMS.

AUTHORITY: F.S. 230.22 (1) (2)

F.S. 230.2316

F.S. 230.23161

F.S. 230.23166

F.S. 228.061 (4)

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### RULES

#### 1. Alternative Education

- a. Schools are required to implement research based, effective practices for alternative education to meet the unique needs of students. An Alternative Education Plan must be approved by the Principal appropriate Area Superintendent, Deputy Superintendent, Superintendent, and, if appropriate, the School Board prior to implementation of the Alternative Education Plan. All Alternative Education Plans must meet requirements and guidelines of School Board Policy 6000.1 Standards of Service/Pupil Progression. Annual renewal of the Alternative Education Plan shall be included in the School Improvement Plan.
- b. The Alternative Education Plan must document:
  1. evidence of cooperative planning between the school , the parent/guardian and student
  2. standards of critical content
  3. documented appropriate and timely student evaluations
  4. methodology for transition to home /traditional educational program and/ or graduation
  5. procedures to meet required national, state and local assessments
  6. compliance with School Board Policy 6000.1

#### 2. DROPOUT PREVENTION/ JUVENILE JUSTICE PROGRAMS

Students at risk of not successfully completing a high school education may be served in programs specified under the Dropout Prevention/Juvenile Justice category.

- a. The District shall implement Dropout Prevention/Juvenile Justice educational programs in schools/centers for the purpose of increasing student achievement and school effectiveness, thereby increasing the opportunity for earning a high school diploma.
- b. Assignment to Dropout Prevention/Juvenile Justice programs:
  1. Periods of Time for Student Participation in Programs:  
 The minimum period of time in which a student shall participate in a Dropout Prevention /Juvenile Justice program shall be equivalent to two instructional periods a day for elementary and secondary students. Exceptions to the minimum time periods may be made provided the program utilizes a student support and assistance delivery model rather than standard dropout prevention classes.
  2. Voluntary participation and Administrative Placement:  
 Dropout Prevention/ Juvenile Justice programs must be voluntary, i.e. signed parental consent prior to placement except in the cases of :

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- a. community based programs through the Department of Juvenile Justice and the Department of Children and Families for placement reasons as specified in the District Dropout Prevention Comprehensive Plan.
  - b. disciplinary programs for type III, IV, or V expellable offense or continual disruptive behavior as defined in Board Policy #5006.
  - c. students identified as habitual truants or at risk of dropping out of school due to high rates of truancy may be assigned to a Second Chance School as per F. S. 230.2316 .
3. **Eligibility**  
Students placed in a dropout prevention/juvenile justice program must meet the specific eligibility criteria as defined in the District's Comprehensive Dropout Prevention Plan and will be evaluated as outlined in the Plan.
  4. **Psychological Evaluations:**  
Students administratively placed as "continual offenders " in a disciplinary center shall be referred for an evaluation of eligibility for ESE services prior to placement. Students administratively placed in a disciplinary center on pre-expulsion status shall be referred for an evaluation of eligibility for ESE services prior to the 90th day of enrollment.
- c. All Dropout Prevention/Juvenile Justice programs are to be designed to meet the academic, social, and personal needs of the students. Cooperative efforts involving the school district and social service, law enforcement, prosecutorial, juvenile justice agencies, as well as business and private sector initiatives, are to be pursued in the delivery of comprehensive services to students.
  - d. Teen parent programs are to serve pregnant student(s), those who are parents, both male and female, and the children of those students, with a program consisting of educational and ancillary services. Child care, health care, social services and transportation are considered ancillary services. These services may be provided through coordination of existing programs and services and through joint agreements between the school district and appropriate public and private providers.  
  
Students participating in teen parent programs are exempt from minimum attendance requirements for absences related to pregnancy; however, these students shall be required to make up work due to this type of absence.
  - e. Course code modifications may be used in Dropout Prevention /Juvenile Justice classes and/or programs for the purpose of lengthening or shortening the time allocated for in-class study, using alternate methods of assessment of student performance and effecting the integration of curriculum frameworks or student performance standards to produce interdisciplinary or integrated units of instruction.
  - f. At the time of placement in a Dropout Prevention/Juvenile Justice program, the parent(s)/guardian(s) must be notified in writing of their child's placement into the program, their right to request a program placement review, and their right to request an educational evaluation.
  - g. The School Board authorizes the Superintendent to develop and maintain the procedures regarding the delivery of Dropout Prevention programs.