

# Alternative Education

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Office of Compulsory School Attendance Enforcement



# Dr. John Holmes

National Alternative Education Association  
(NAEA)



# National Alternative Education Association (NAEA)

<https://www.youtube.com/watch?v=sXXG5CwS>  
WAY



# State Board of Education Vision and Mission:

## Vision

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## Mission

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



# State Board of Education Goals

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# MDE Professional Development Calendar

Ensuring a bright future for every child

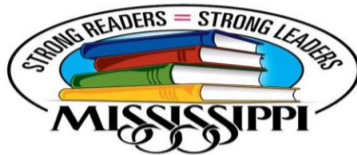
PARENTS STUDENTS EDUCATORS DISTRICTS



**Mississippi College- and Career-Ready Standards**

From December 18, 2015 through January 12, 2016, the Mississippi Department of Education sought public input on proposed changes to the state's English Language Arts and Mathematics standards through the Mississippi College- and Career-Ready Standards Feedback Forum. The Mississippi State Board of Education approved the changes on January 21, 2016. To view the 2016 Mississippi College- and Career-Ready Standards, [click here](#).

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## Mississippi Board of Education

The Mississippi Board of Education is comprised of nine members who are appointed as prescribed by the Constitution of the State of Mississippi. The Board appoints the State Superintendent of Education, sets public education policy and oversees the Mississippi Department of Education. [View the Board's 5-Year Strategic Plan](#).

## Dr. Carey M. Wright State Superintendent of Education



For information and updates from Dr. Carey Wright, State Superintendent, [click here](#).

### MDE Hot Topics

- Graduation Options
- Mississippi Assessment Program
- Education Scholarship Account (ESA)
- Reading and State Standards Educator Resources
- Charter Schools
- Literacy-Based Promotion
- Early Learning Collaborative Act
- Mississippi College- and Career- ready Standards

### MDE News

- **State Board of Education to Meet in Biloxi**  
Jul 05, 2016
- **Lumberton and Chickasaw Consolidation Commissions to Hold Meetings**  
Jun 24, 2016
- **Editorial by the Mississippi State Board of Education: Mississippi Students Achieve Historic Gains**  
Jun 24, 2016

### MDE Quick Links

- Professional Development Calendar
- APA Notification Listserv Signup
- EdUpdate
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- 2016 Legislative Bill Summaries
- Mississippi Virtual Public School
- Mississippi E-Learning for Educators
- GoSignMeUp Registration
- State, District, and School Report Cards



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# Link to Register

Events | Venues

July 2016

S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

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Role

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Table List Month

JUL AUG SEP OCT

**SREB Literacy Ready Training** MONDAY, JULY 18, 8:15AM – WEDNESDAY, JULY 20, 2016, 4:30PM

The Southern Region Education Board (SREB) in conjunction with the Mississippi Department of Education will be offering a three (3) day training for those teachers that need to obtain their 900-level supplemental endorsement to teach the high school SREB Math Ready or SREB Literacy Ready courses during the 2016-2017 school year.

Trainings will be offered at three locations throughout the state on July 18, 2016 – July 20, 2016, (8:30a – 4:30p) as indicated below. Teachers are asked to report by 8:15a each day and to bring a laptop or electronic device. Attendance is required all three days in order to receive the supplemental endorsement and CEUs.

**Northern Region** - Horn Lake High School, 3360 Church Road, Horn Lake, MS 38637

**Central Region** - Ridgeland High School, 586 Sunnybrook Road, Ridgeland, MS 39157

**Southern Region** - N.R. Burger Middle School, 174 W.S.F. Tatum Boulevard, Hattiesburg, MS 39401

Registration is open on a first-come, first-served basis and there is no limit to the number of teachers that may attend from a particular school or district. Interested parties may register at [rcu.gosignmeup.com](http://rcu.gosignmeup.com). Immediately under the banner you will find instructions for registering for the location of your choice. Note, there are two sets of instructions, one set of instructions are for registrants that currently have a MyPLC account and another set of instructions are for registrants that are new to MyPLC. Once you are in the system, you may do a quick search for the training by typing "SREB" in the Search field.

If you have any questions regarding the SREB Readiness Trainings, please contact Dr. Marla Davis, Bureau Director, Office of Secondary Education, at [mdavis@mdek12.org](mailto:mdavis@mdek12.org).

**Venue** N. R. Burger Middle School Transploreum  
**Address** 174 WSF Tatum Drive  
 Hattiesburg, MS 39401  
**Event Type** Face-to-Face Training  
**Role** Teacher  
**Subject Area** \*All Content Areas  
**Grade Level** 9-12  
**Region** South  
**Registration Contact Information** See MDE Contact Information.  
**MDE Contact Name** Dr. Marla Davis  
**MDE Contact Phone** 601-359-3461  
**MDE Contact Email** [mdavis@mdek12.org](mailto:mdavis@mdek12.org)  
**Funding Restriction**

*This event is being funded with state and/or federal funds and is being provided for employees of school districts, employees of the Mississippi Department of Education and Department contractors. Mississippi Constitution Article 4, Section 66 prohibits governing authorities from making donations. According to the Mississippi Attorney General, once federal funds are turned over to the state, the rules for the expenditure of state funds apply. Based on the Mississippi law, this event is not being provided for third party vendors or external providers.*

**Link** [rcu.gosignmeup.com...](http://rcu.gosignmeup.com...)

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# PLAN *The Day*

April 21, 2017


MDE - Compulsory School  
Attendance Enforcement

# Level of Engagement



# Working Lunch



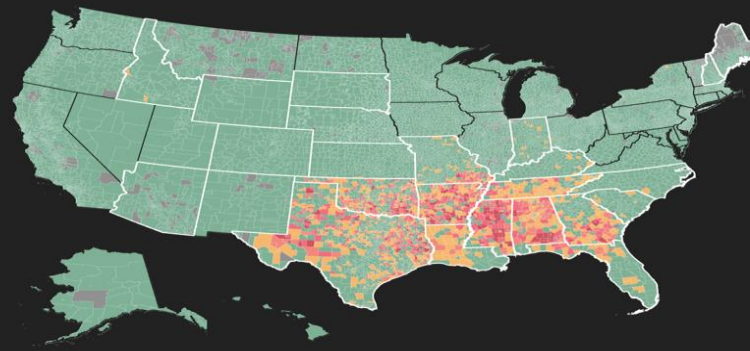


***Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door.***

***H. G. Wells***

## CORPORAL PUNISHMENT, *by school district*

SOURCE: The 2013-14 Civil Rights Data Collection. Map created by the U.S. Department of Education.



% of students who received corporal punishment in 2013-14



Missing data\*

States where corporal punishment is explicitly permitted or where it is not referenced in state law\*\*

\* Data may be missing because:

- A school district did not report corporal punishment data or the data were suppressed because of data quality concerns.
- A school district did not match to 2013 U.S. Census Bureau boundary files or a boundary did not align with any district reported in the Common Core of Data (CCD).
- School district boundaries overlapped and were too complex to assign reported data to a unique district.

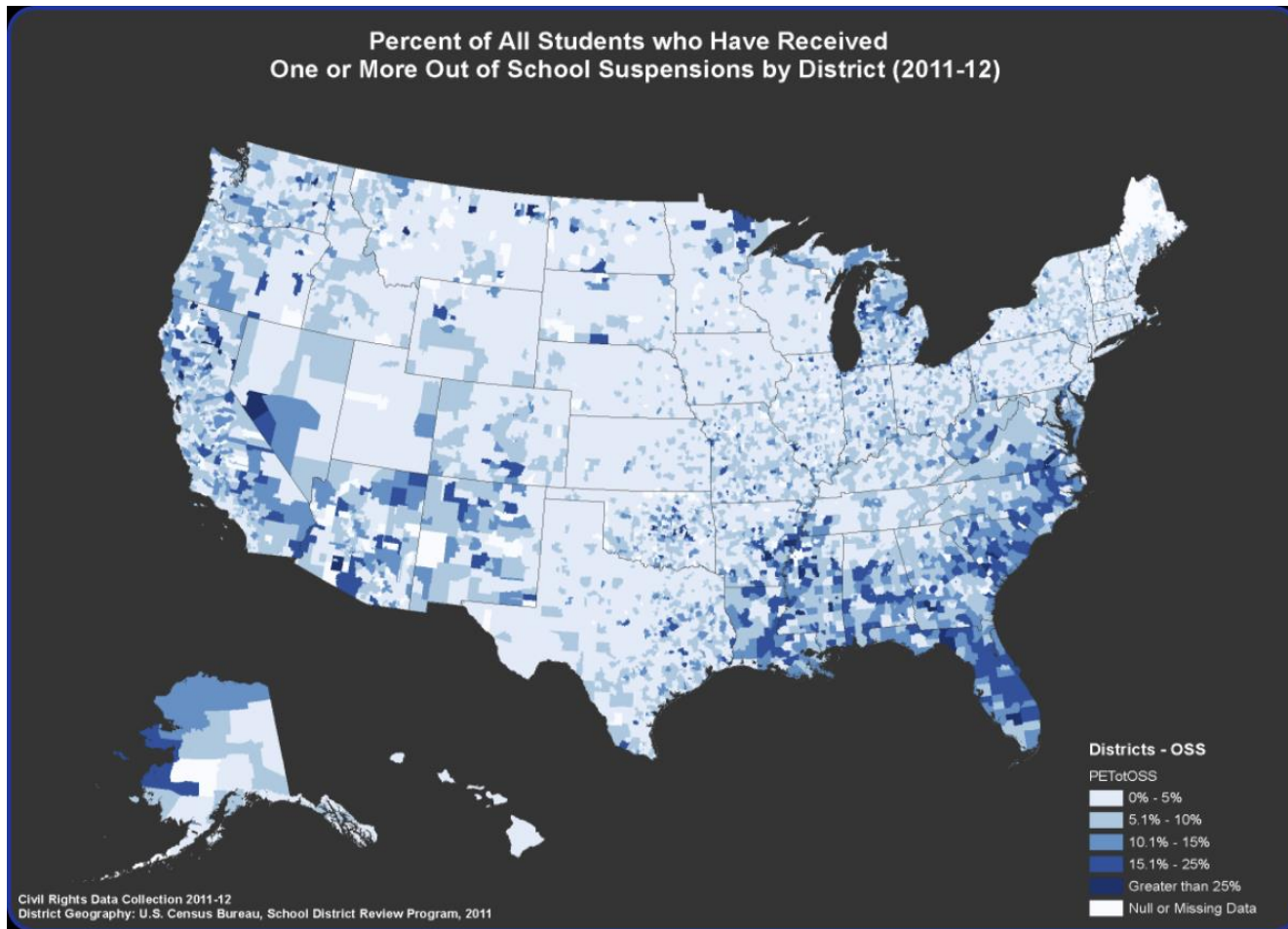
\*\*States where corporal punishment is allowed:

- |       |        |        |
|-------|--------|--------|
| 1. AL | 10. KY | 19. SD |
| 2. AZ | 11. LA | 20. TN |
| 3. AR | 12. ME | 21. TX |
| 4. CO | 13. MS | 22. WY |
| 5. FL | 14. MO |        |
| 6. GA | 15. NH |        |
| 7. ID | 16. NC |        |
| 8. IN | 17. OK |        |
| 9. KS | 18. SC |        |



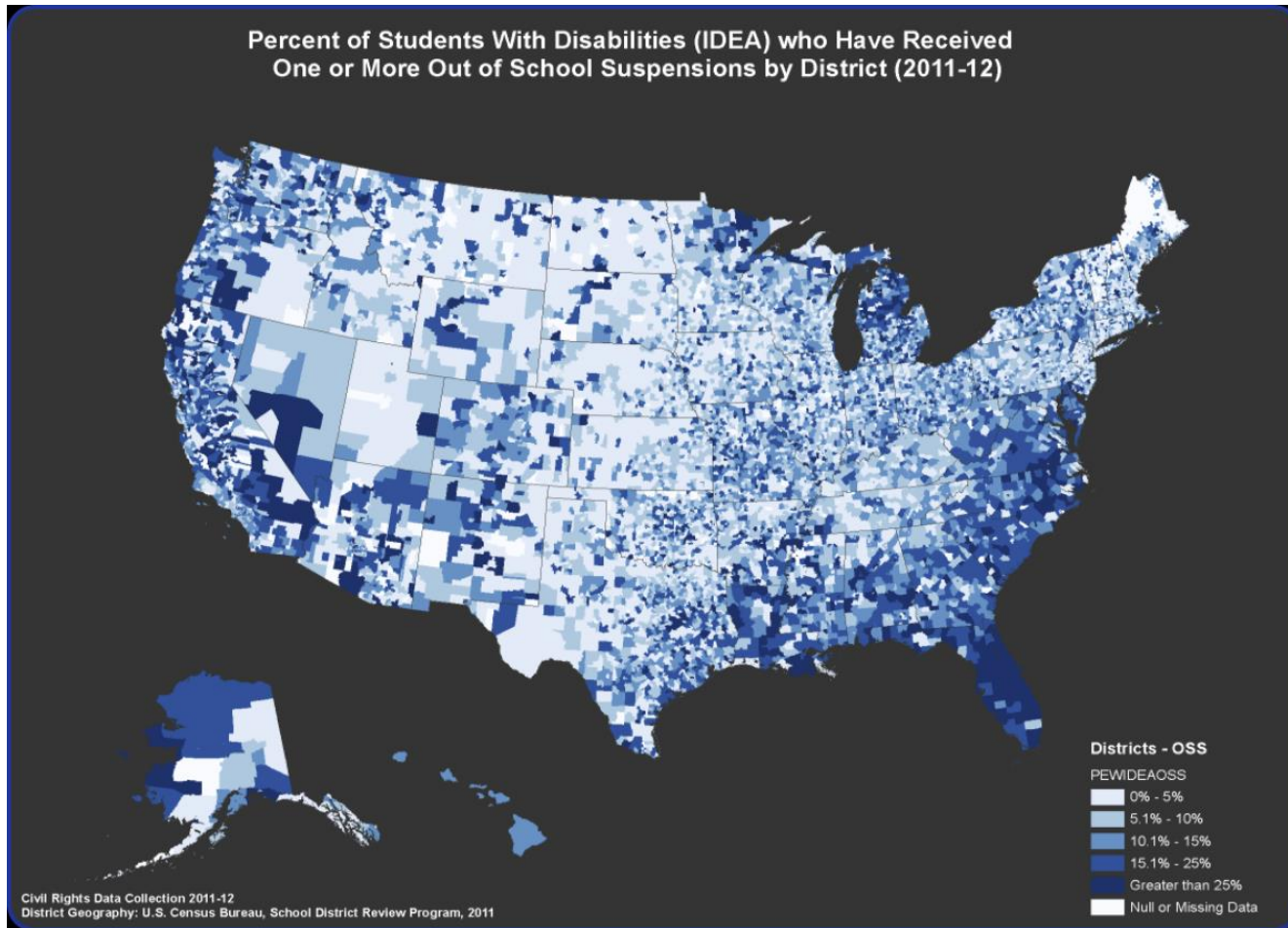
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# National Discipline Data District





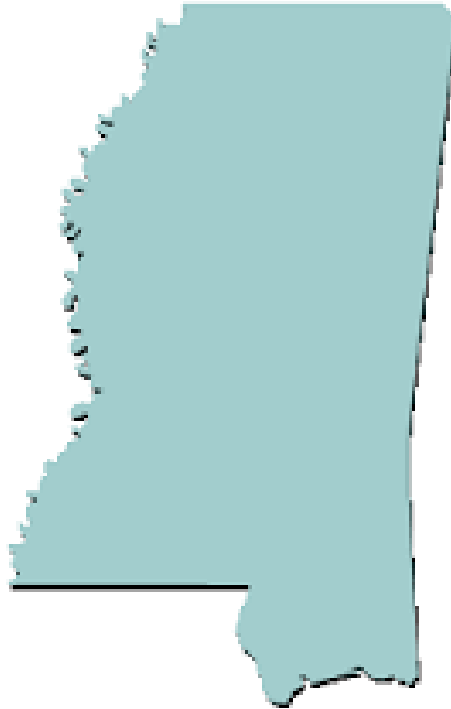
# National Suspension Data School



<http://www.wnyc.org/story/school-discipline-corporal-punishment-mediation/>

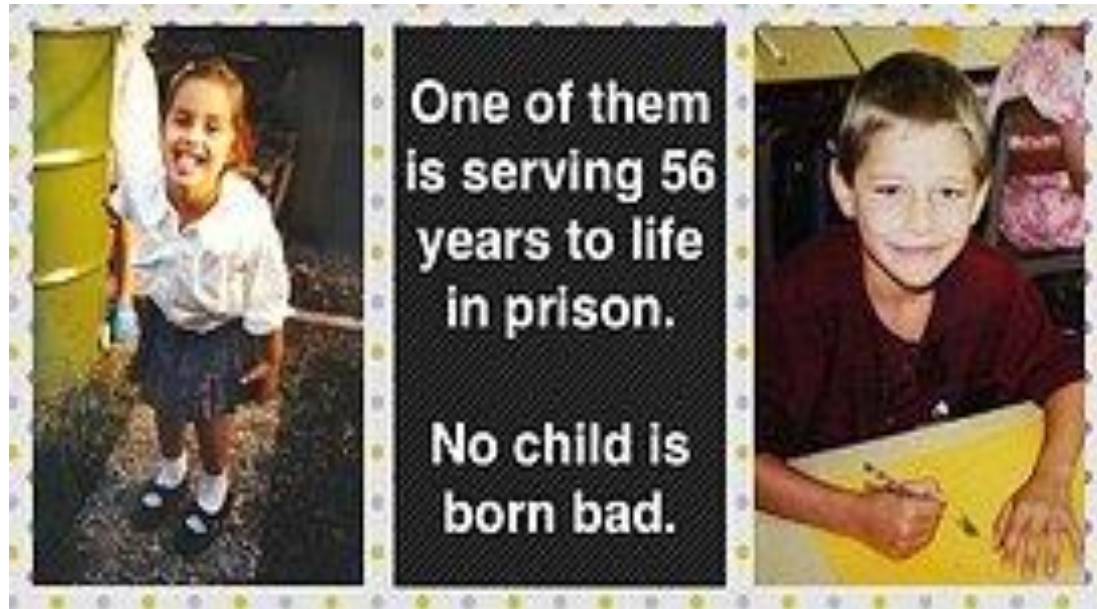


[www.msdataproject.com](http://www.msdataproject.com)



- What is the purpose of Alternative Education?
- Do you see the same students over and over?

# Are Children Born Bad?



# Epidemiology

# What is Epidemiology?

Epidemiology is the study and analysis of the patterns, causes, and effects of health and disease conditions in defined populations. It is the cornerstone of public health, and shapes policy decisions and evidence-based practice by identifying risk factors for disease and targets for preventive healthcare.

- Diseases do not occur by chance.
- Disruptive behaviors do not happen by chance.
- Students that have been traumatized utilize behavior to express themselves.
- Are these the students that are being punished?



# But What If We're Wrong???

New York Times bestselling author Chuck Klosterman asks questions that are profound in their simplicity:

- How certain are we about our understanding of gravity?
- How certain are we about our understanding of time?
- What will be the defining memory of rock music, five hundred years from today?
- How seriously should we view the content of our dreams?
- How seriously should we view the content of television? Are all sports destined for extinction?
- And perhaps most disturbing, is it possible that we've reached the end of knowledge?



# Alternative Education Procedures

Could it be possible that you are doing something wrong?



# Alternative Education Foundation



# Response of Intervention

- Response to intervention (RtI) is a framework that many schools use to help students who are struggling with academics. There are three levels of intervention in RtI.
- Most students can make progress in the first level, which uses high-quality instruction to help kids catch up. Students who need more intensive help can get it in the second and third levels of RTI.

# Multi-Tier System of Support

- A multi-tier system of supports (MTSS) is more comprehensive. It may include the three levels of RTI.
- MTSS goes beyond just academics. It also covers social and emotional supports. That means it can include behavior intervention plans.
- MTSS covers the adults at school, too. It includes things like professional development for teachers. MTSS also focuses on creating ways for adults to team up to help struggling kids.

**Goss v. Lopez Due Process Procedures**  
**for**  
**The Reassignment of Students into an**  
**Alternative**  
**School Program**

- ***Goss v. Lopez, 419 U.S. 565*** (1975) was a United States Supreme Court case that held that a public school must conduct a hearing before subjecting a student to suspension.
- The Court held that a suspension without a hearing violated the due process clause of the Fourteenth Amendment to the United States Constitution.

- An informal notice of the charges
- An explanation of the evidence, if the student denies the charges
- An opportunity to present his/her version of the story





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# Hearing Committee

- ❑ Administrator
- ❑ AE Teacher/Director
- ❑ Parent
- ❑ Regular Classroom Teacher
- ❑ Counselor
- ❑ Student (when age appropriate)



# Factors to Consider During the Hearing/Meeting

- Is the student suspended more than ten days?  
(Critical for IEP students)
- Does the seriousness of the infraction warrant placement? (check board policies)
- Does the infraction pose a danger to the school community?
- Does the student have a history of infractions?

# PLACEMENT CRITERIA

- Based on a required referral process  
Superintendent must determine if the disciplinary policy is being followed.
- Counselor has to ensure that placement is appropriate.
- Completion of IIP or IEP *prior* to placement.

# Placement Concerns

Decisions are reportedly being made by IEP teams about whether a special education student can or should attend an alternative school, but team members may not be well versed about what goes on at the alternative school and what that school's personnel are capable of providing

# Placement Concerns

The alternative school philosophy and operations may differ significantly from those of the regular school. Administration and staff at the high school should learn all they can about the alternative school, or someone familiar with alternative school operations should be invited to IEP team meetings whenever the placement of a student at the alternative school is at issue.



# Traditional and Alternative Education Collaboration

- The alternative school should prepare written materials explaining the alternative school philosophy and mission.
- The “general education” administration should invite alternative school staff to present at staff meeting or for in-service days and engage in question-and-answer dialog with the regular education staff.

# Traditional and Alternative Education Collaboration

- ✓ Conduct in-service training or otherwise establish a dialog between schools and alternative school personnel.
- ✓ Establish a profile, “check list,” or set of criteria to be met before any student transfers from the regular school program to an alternative school.
- ✓ Establish an intake procedure for students transferring into an alternative school setting.



# Traditional and Alternative Education Collaboration

- ✓ Remember, “special education” is not a place but services. Rather than deciding whether a special education student should attend an alternative school, the IEP team should decide what services the students needs, then whether those services are available or can be made available at the alternative school.
- ✓ Part-time attendance at both the alternative school and regular school is an acceptable—but not exclusive—model.
- ✓

# Traditional and Alternative Education Collaboration

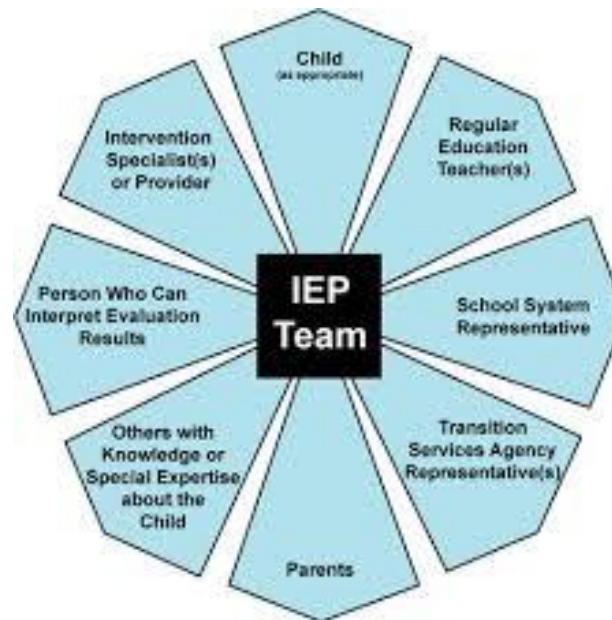
- ✓ Progress of a special education student placed at an alternative school is monitored as established by the IEP team.
- ✓ Neither the special education student/parent nor a school official has the right to decide unilaterally that a student shall or may not attend the alternative school. Differences of opinion by parents, the AEA, or the district may be resolved by a due process hearing.

# Traditional and Alternative Education Collaboration

- ✓ The alternative school is not a “dumping ground” for students with behavior problems.
- ✓ Prior to recommending that a student attend the alternative school, regular school personnel should exhaust alternatives for serving a student in that environment.

# Individualized Education Program Team

The student's IEP team decides whether and to what extent the student needs direct instruction by a special education-licensed teacher. That instruction may occur at the regular school, the alternative school, or elsewhere, as determined by the IEP team.



# Exercise



# What is Alternative Education?

- Alternative Education a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.
- Alternative education programs do not include career or technical centers or departments.

# Alternative Education Definition

## U. S. Department of Education

An alternative education school is "a public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education."





Pursuant to the ***Mississippi Code of 1972 Annotated §37-13-92***, the Mississippi Department of Education, Office of Compulsory School Attendance Enforcement, Division of Alternative Education is required to monitor compliance of the Alternative Education legislation.

The Alternative School Program is designed to accommodate behavioral and academic needs of children of students which cannot be adequately addressed in a traditional school environment.

In addition, Alternative Education provides direct social, emotional and behavioral management instruction to students. It is designed to provide educational and social development for students whose behavior places them at risk of not succeeding in the traditional school structure and/or in adult life without positive interventions.

- Any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct;
- Any compulsory-school-age child referred to such alternative school based upon a documented need for placement in the alternative school program by the parent, legal guardian or custodian of such child due to disciplinary problems;
- Any compulsory-school-age child referred to such alternative school program by the dispositive order of a chancellor or youth court judge, with the consent of the superintendent of the child's school district;
- Any compulsory-school-age child whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the interest and welfare of the students and teachers of such class as a whole.

No school district is required to place a child returning from out-of-home placement in the mental health, juvenile justice or foster care system in alternative school. Placement of a child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Education Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Education Improvement Act of 2004.

- Differences in admissions criteria, program components, staff, lengths of student involvement, parental and community collaboration, and expected outcomes make defining alternative learning programs difficult.
- Every program is unique to the school and students it is designed to serve.

# Transitioning Procedure

Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services

Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605

# Disposition Placement in Delinquency Cases

- The Department of Human Services for appropriate placement; or
- Any public or private organization, preferably community-based, able to assume the education, care and maintenance of the child, which has been found suitable by the court

# Needs Assessment

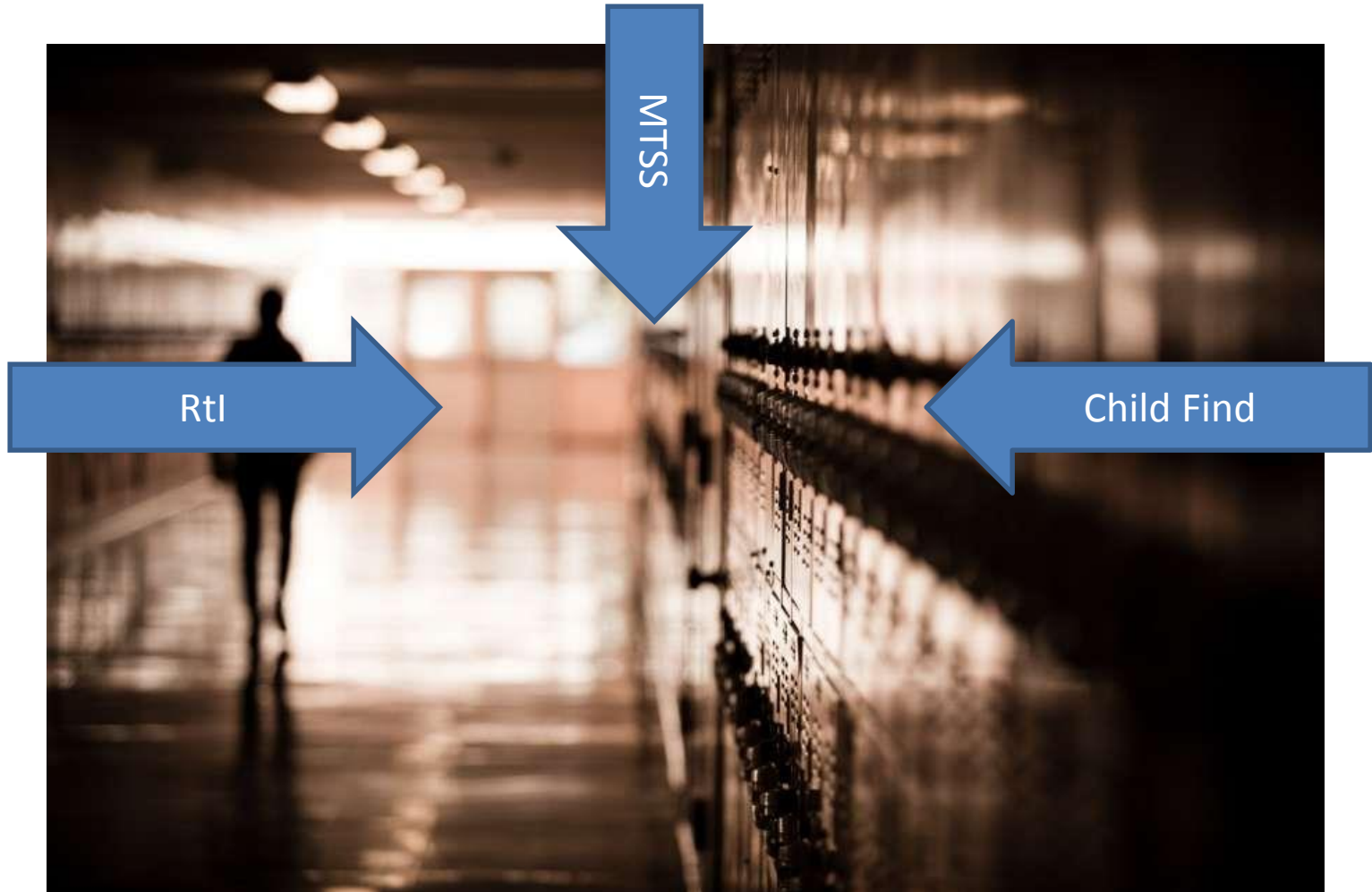
An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:

- A strength needs assessment.
- A determination of the child's academic strengths and deficiencies.
- A proposed plan for transitioning the child to a regular education placement at the earliest possible date.

- Promote Academic Success
- Modify Behavior
- Facilitate Employability and Functional Skills Attainment
- Support Career and Character Education Development



# Traditional Setting to Alternative Education



# Transition from Traditional Setting to Alternative School

- ✓ **Completed Tier II documentation of interventions, including behavior logs**
- ✓ **Superintendent or designee approval for placement**
- ✓ **Parent notification letter**
- ✓ **Referral form which includes duration of placement**
- ✓ **Individualized Instruction (IIP) or Individualized Education Plan (IEP)**

# The Mirror Effect





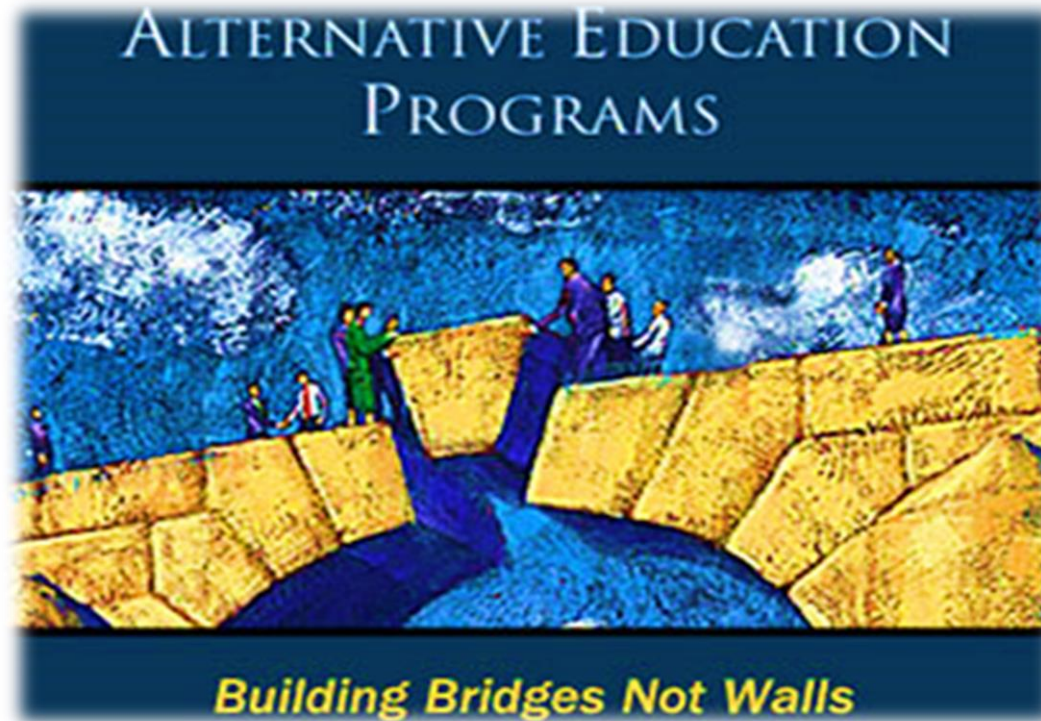
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# IDEA and Alternative School Placement



Part of Public School

# Disciplining Students with Disabilities

- Case-by-case basis
- 10-day rule
- Services
- Change of Placement (COP)
- Manifestation of Disability (MDR)
- Functional Behavioral Assessment and Behavior Intervention Plans (FBA / BIP)
- Special Circumstances

# 10 Day Rule - Consecutive Days (All in a Row)

- May remove a student with a disability to an interim setting or suspension for not more than 10 consecutive school days,
- To extent those removals are applied to students without disabilities,
- And for additional removals of not more than 10 consecutive school days in same school year for separate incidents **as long as it is NOT a change of placement (and services are provided after the 10<sup>th</sup> day of removal).**

# Cumulative Days A Day Here, A Day There

A student may be removed for additional days,  
provided:

- It is for a separate incident of misconduct.
- It is for less than 10 consecutive school days.
- The additional removals do not constitute a change of placement.
- The removal must be for conduct for which a nondisabled student would similarly be removed.
- The school continues to make Free Appropriate Public Education (FAPE) available



# Out of School Suspension (OSS)

- Removal of a child to another location (typically the child's home).
- In an OSS, a child does not participate in the general curriculum, receive special education or related services, or participate with nondisabled peers.
  - Each day of OSS counts as a day of removal toward the 10 days.
  - After the 10<sup>th</sup> day of removal, services must be provided for any subsequent days of OSS.

# In-School Suspension-(ISS)

An in-school suspension (ISS) **will be** considered a removal, unless:

- The child with a disability is afforded the opportunity to continue to appropriately participate in the general curriculum;
- The public agency continues to provide the services specified in the child's Individualized Education Program (IEP); and
- The child continues to participate with non-disabled peers to the same extent as s/he does in his/her current placement.

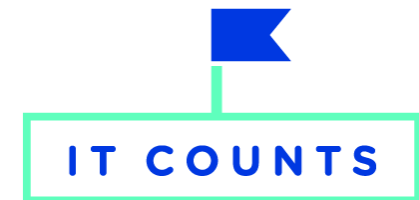
# In School Suspension Compliance

- Begin by using in-school discipline first and whenever possible.
- Use Time-Out before ISS, if possible. It allows student to return to educational environment sooner.
- Develop an effective, structured ISS program.
- List plans for in-school discipline on the student's IEP and/or BIP.
- Your data: track the use of in-school discipline and its effectiveness. (i.e.: Keep a behavior log.)

Discipline Dilemmas (2014) p. 3

# Parent Monitoring/Request for Check-Out

If a member of the school personnel contacts a parent regarding a student's behavior and makes the suggestion that the child needs to go home for the day...IT COUNTS as a day of removal.



- Automatically considered a COP because it will last longer than 10 consecutive days.
- The district **must** conduct an MDR first.
  - If it **is** a manifestation, the district cannot expel the student.
  - If the conduct was unrelated to the student's disability, the student may be expelled.
- The student **must** be provided with educational services during the length of the expulsion.

<b>Conduct IS Related to Disability</b>	<b>Conduct is NOT Related to Disability</b>
<ul style="list-style-type: none"> <li>The student cannot be expelled, but placement might still change to a more restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>The district may expel student in the same manner and for the same duration that a non-disabled student is expelled.</li> </ul>
<ul style="list-style-type: none"> <li>Functional Behavioral Assessment conducted</li> </ul>	<ul style="list-style-type: none"> <li>Same procedures for expelling a non-disabled student must be followed when expelling a student with a disability (notices, hearings, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Behavior Intervention Plan reviewed / revised / implemented</li> </ul>	

- Mississippi Special Education Rule 74.19.
- Mississippi Department of Education, Office of Special Education, Procedures for Special Education Rule 74.19, Vol. IV, Discipline.
- Yu, D. and Tatgenhorst, A. (2014). *Discipline Dilemmas: Your Guide to Avoiding the Top IDEA and Section 504 Mistakes*, LRP Publications, Palm Beach Gardens, FL.
- Norlin, J. (2012). *What Do I Do When...The Answer Book on Discipline*, 4<sup>th</sup> Edition. LRP Publications, Palm Beach Gardens, FL.

- The Individuals with Disabilities Education Act (IDEA) was enacted by the federal government to ensure that all children with disabilities are provided with “equality of [educational] opportunity, full participation, independent living, and economic self-sufficiency.”
- Originally adopted in 1975 and amended in 2004, the IDEA aims to curb educational problems associated with low expectations and insufficient focus on alternative research, teaching methods, and tools. Following are the six major principles of the IDEA, focusing on students’ rights and the responsibilities of public schools to children with disabilities.



# IDEA and Alternative School Placement

## RULES!

1. You SHALL!
2. You WILL!
3. You MUST!



Rules Are Meant  
to Be Followed...

L. T. "Butch" Bradt<sup>1</sup>

# Free Appropriate Public Education (FAPE)

Under the IDEA, every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child’s “unique needs and prepare them for further education, employment, and independent living.”

Alternative schools must adhere to “Child Find” regulations. Child find applies to all children with disabilities who reside within the agency’s educational jurisdiction.

# Child Find

34 CFR §§300.111, 300.131, 300.301-306

- Child Find is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services.
- Child Find covers every child from birth through age 21.
- The school must evaluate any child that it knows or suspects may have a disability.

# Dear Colleague Letter

## Behavior Supports for Students with Disabilities



# Basis for the Letter

- *In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team **must consider** – and, **when necessary to provide FAPE, include in the IEP** – the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR §§ 300.324(a)(2)(i) and (b)(2); and 300.320(a)(4).*
- NOTE: This requirement applies to all IEP Teams, **regardless of the child's specific disability**, and to the development, review, and revision of IEPs (34 CFR § 300.324(a)(2) and (b)(2)).

# Objectives of the Dear Colleague Letter

## **FAPE & LRE:**

To clarify the point that schools, charter schools, and educational programs in juvenile correctional facilities must provide appropriate behavioral supports to children with disabilities who require such supports in order to receive FAPE and placement in the least restrictive environment (LRE).

## **INSTRUCTIONAL ACCESS & BENEFIT:**

To reiterate the belief that providing appropriate behavioral supports helps to ensure that children with disabilities are best able to access and benefit from instruction.

## **ALTERNATIVES TO REMOVALS:**

To provide alternatives to disciplinary removal which schools can apply instead of exclusionary disciplinary measures.



# Objectives (continued):

## **CONTINUUM OF PLACEMENT OPTIONS:**

To clarify that failure to make behavioral supports available throughout a continuum of placements, including in a regular education setting, could result in an inappropriately restrictive placement and constitute a denial of placement in the LRE.

## **EVIDENCE-BASED BEHAVIORAL SUPPORTS:**

To focus attention on the need to consider and include evidence-based behavioral supports in IEPs that, when done with fidelity, often serve as effective alternatives to unnecessary disciplinary removals, increase participation in instruction, and may prevent the need for more restrictive placements.

The IDEA requires that schools conduct “appropriate evaluations ”of students who are suspected of having a disability.

An appropriate evaluation must be implemented by a team of knowledgeable and trained evaluators, must utilize sound evaluation materials and procedures, and must be administered on a non-discriminatory basis.

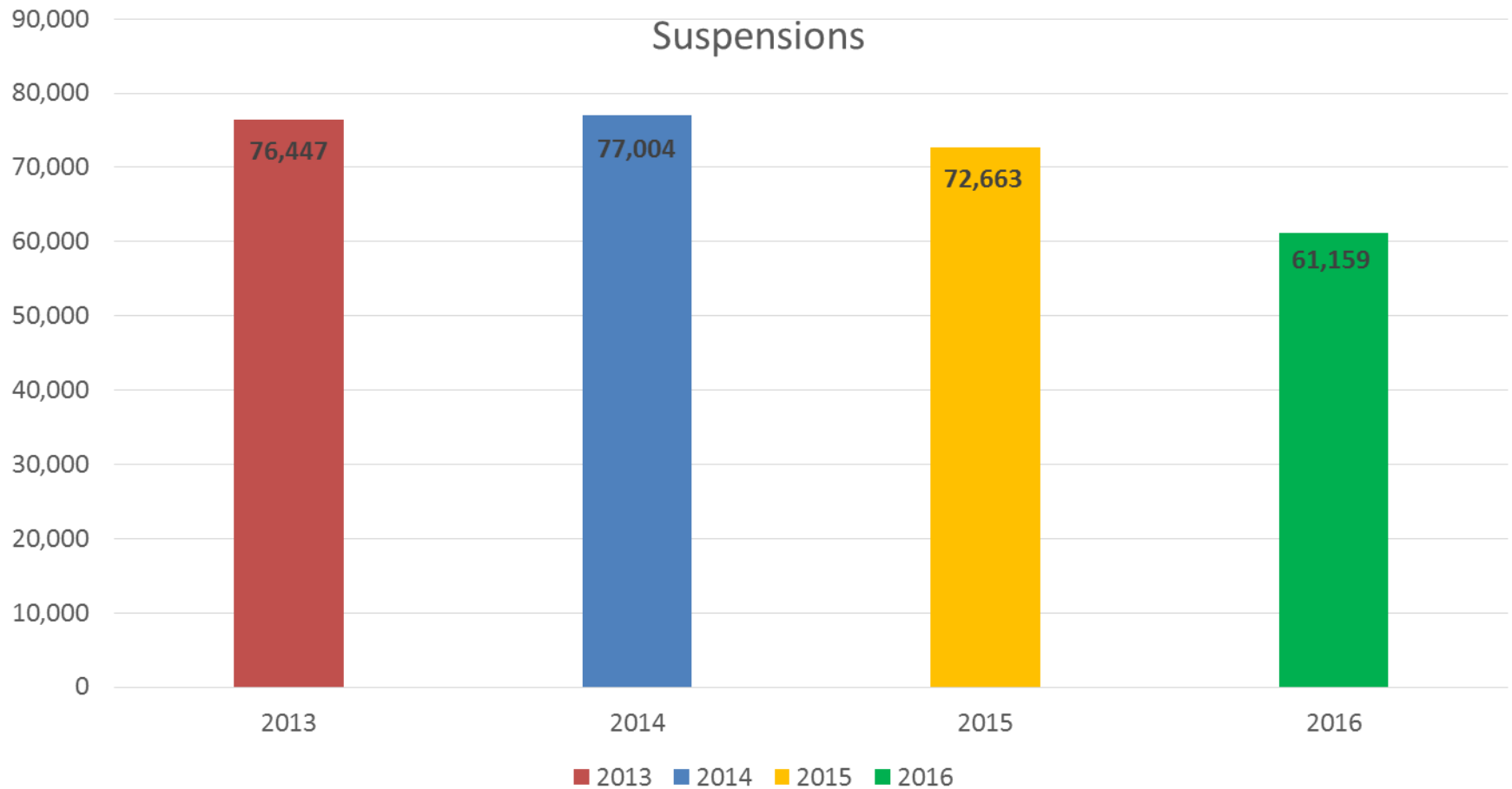
Children should not be subjected to unnecessary assessments or testing, and evaluations must be geared toward planning for the child's education and future instruction. Finally, an appropriate evaluation must determine and make recommendations regarding a child's eligibility for special education services in a timely manner.

# Unpacking Alternative Education



# IMPORTANT TO UNDERSTAND AE is an Intervention

***Alternative Education is a Program - Not a Place or a Dumping Ground, but a privilege for students to have another opportunity for success.***





# Zero Tolerance Policies



# Zero Tolerance Policies

Zero tolerance policies require school officials to hand down specific, consistent, and harsh punishment—usually suspension or expulsion—when students break certain rules.

The punishment applies regardless of the circumstances, the reasons for the behavior (like self-defense), or the student's history of discipline problems.



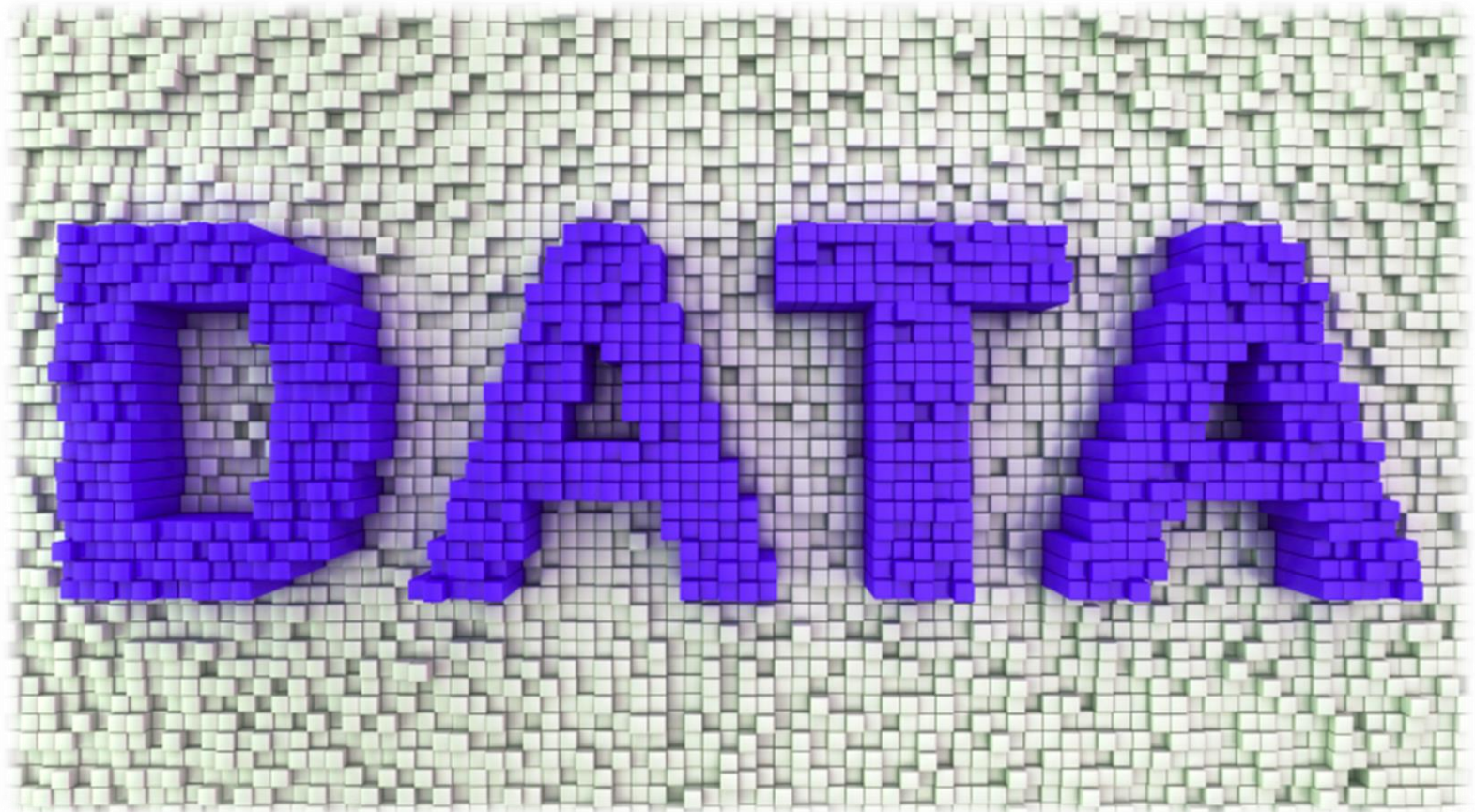
(As Sent to Governor)

AN ACT TO AMEND SECTION 37-11-67, MISSISSIPPI CODE OF 1972, TO CLARIFY CONDUCT THAT IS CONSIDERED BEING BULLYING BEHAVIOR; TO AMEND SECTION 37-11-69, MISSISSIPPI CODE OF 1972, TO REVISE THE PROVISIONS TO BE INCLUDED IN A SCHOOL DISTRICTS' ANTI-BULLYING POLICIES.

# Important Revisions

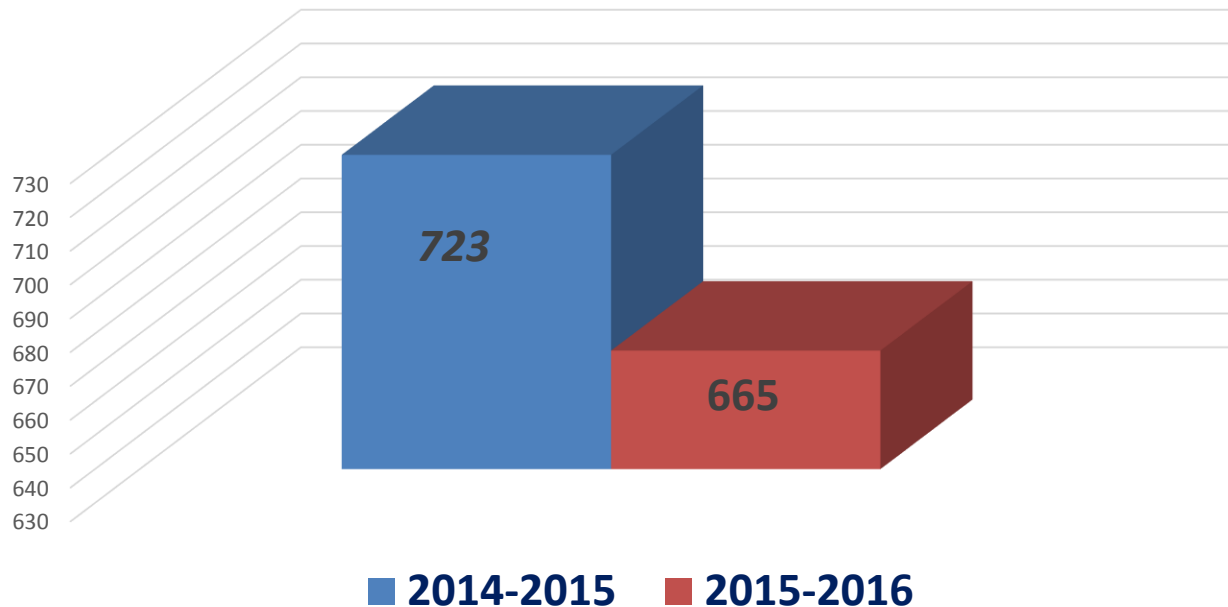
## Mississippi Code 37-11-67

- Prohibit the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying
- Require that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 USCS Section 1400 et seq.)





## Number of Certified Teachers



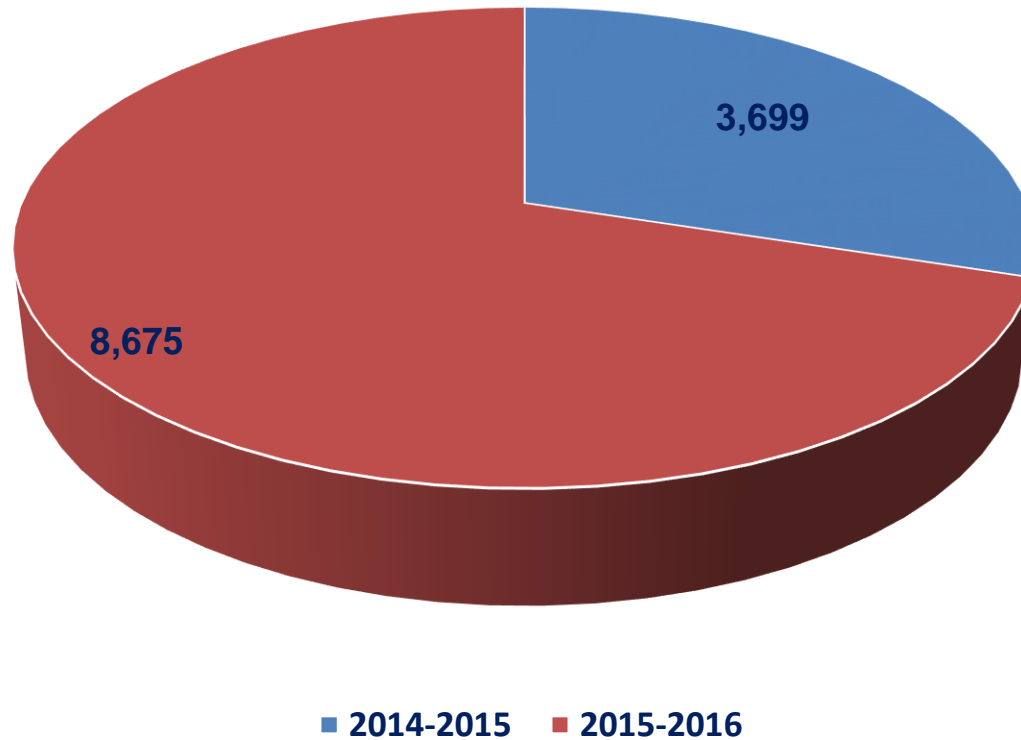


- ✓ Certified staff in core areas
- ✓ Must provide a teacher in other areas, if needed to graduate or there isn't an opportunity to gain the credit once the student returns to the regular environment



# Alternative Education Enrollment Numbers

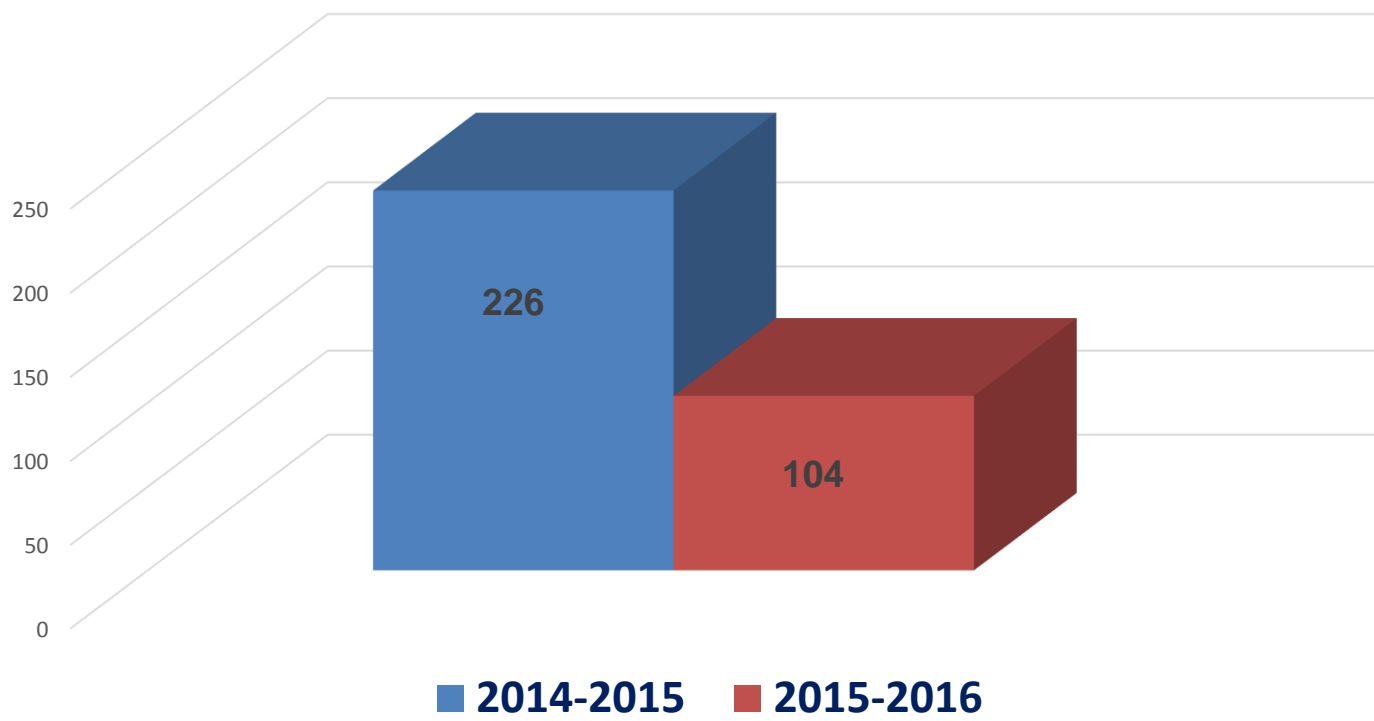
## Number of Enrollment Comparison



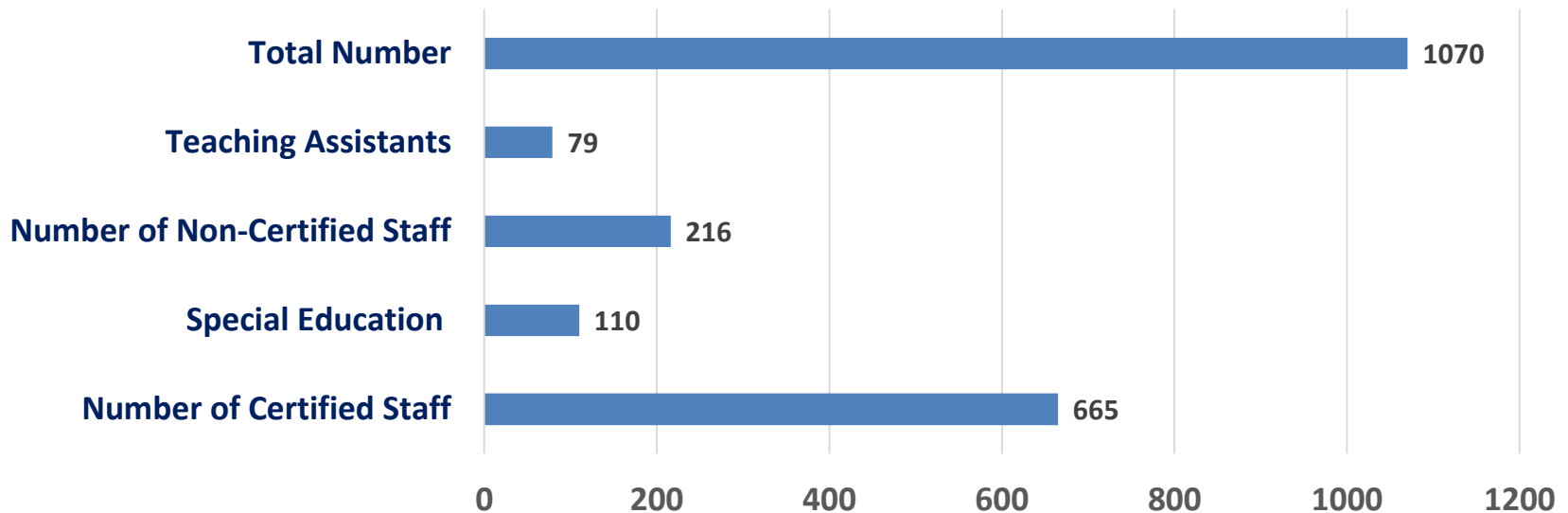




## Number of Counselors



## Number of Teaching Staff



# We're All In This Together

“We are only as good as we all are together.”

Carmen Macchia,  
Principal of Port Chester Middle School

For more information visit [www.edtrust.org/school\\_leadership](http://www.edtrust.org/school_leadership)

# What is an Individual Instruction Plan (IIP)?

The Individualized Instruction Plan Addendum (IIP) is part of the transition process for a student going in and out of an alternative program.

This plan should allow for a smooth transition and maximize the student's chances for remaining on track to graduate college and career ready.

# Key Components of the IIP

Academic needs of the student

Behavioral needs of the student

Goals and objectives

Progress monitoring

Student supports

## What are the student's academic strengths?

- What is the student's current schedule?
- What are the student's best learning styles?
- What are the student's strongest subjects?

## What are the student's academic needs?

- What areas or subjects are weakest?
- Is the student behind grade level in any areas?

## Other concerns?

- Is the student at risk for dropping out of school?
- In need of credit recovery?

# Behavioral

## *What are the student's behavior strengths?*

- Have intervention strategies have worked in past?
- Notable behavior patterns: Better with certain staff, time of day

## *What are the student's behavioral needs?*

- What behaviors are of most concern at this time?
- Has a behavioral assessment been completed?

## *Other concerns?*

- Home situation
- Important red flags or warning signs
- Is there any additional information that might help individualize instruction for this student's success?



# IEP vs IIP





# INDIVIDUALIZED INSTRUCTION PLAN (IIP)

## INDIVIDUALIZED INSTRUCTION PLAN

School Year: 2014-2015  
Date of Placement: \_\_\_\_\_

<b>IDENTIFYING INFORMATION:</b>				
School		<u>Harvest Elementary</u>		
Student's Name		<u>Student ABC</u>		
MSIS ID Number		<u>000000</u>		
Date of Birth(m/day/yr)		<u>08/06/2004</u>		Grade <u>4</u>
Race	<u>B</u>	Gender	<u>M</u>	Tier <u>3</u>
Date of Original Review		Home-school Return Date		
Mother's Name		<u>ABC</u>		
Phone #		<u>601-000-0000</u>		
Father's Name		<u>ABC</u>		
Phone #		<u>601-000-0000</u>		
Address <u>000 MDE LANE, Jackson</u>				
Summary of Present Levels of Performance:				
	MCT2	SATP	MAP Testing Data	Comments
English	154-P			
Math	158-P			
Science				
History				

**Academic Needs:** 1:1 support when learning new things; small group instruction; paired with an advanced reader for projects or assignments involving a lot of reading or research  
**Social/Counseling Needs:** Freddie is a kind student who is often found helping others or sharing his supplies or snacks; he needs coping skills to deal with frustration and feelings of being over-whelmed when learning new things; break from work with a safe area in classroom to calm down with teacher checking in; DO NOT push him to do work when he is overwhelmed; give him space and allow him to calm down, then slowly help him start back or give an alternate assignment; he wants to be successful and doesn't like not knowing what to do or getting things wrong; Teachers - be patient and respond to Freddie in a calm tone of voice; if you PUSH him, he WILL act out; rubbing his eyes over and over is a sign he is getting frustrated; he may also put his head down; he is not being disrespectful; be mindful of these signs and give him the time and space he needs to calm down; once he is calm, he will be able to get back on task

Transition Exit Plan: (Date: \_\_\_\_\_)

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Subject \_\_\_\_\_

Describe objectives (areas of weakness) that the student will work on toward mastery. How you will assess the objectives? Check "P" if student is making progress and "NP" if student is not making progress. \* Make parent calls when needed.

**\*Form should be completed for each subject area.**

Measurable Objective (Goals)	Method of assessing Objectives															
<b>First Nine-Weeks:</b> Grade- <table border="1"><tr><td></td><td>P</td><td>NP</td></tr></table> Student ABC will be able to identify the main idea and details to support that main idea for a given text. <table border="1"> <tr><th colspan="3">Progress Report</th></tr> <tr><td></td><td>P</td><td>NP</td></tr> <tr><td>3<sup>rd</sup></td><td>X</td><td></td></tr> <tr><td>6<sup>th</sup></td><td>X</td><td></td></tr> </table>		P	NP	Progress Report				P	NP	3 <sup>rd</sup>	X		6 <sup>th</sup>	X		<ul style="list-style-type: none"> <li>Formative: teacher observation, independent practice pages</li> <li>Summative: weekly tests, unit tests</li> </ul>
	P	NP														
Progress Report																
	P	NP														
3 <sup>rd</sup>	X															
6 <sup>th</sup>	X															
<b>Second Nine-Weeks:</b> Grade- <table border="1"><tr><td></td><td>P</td><td>NP</td></tr></table> <table border="1"> <tr><th colspan="3">Progress Report</th></tr> <tr><td></td><td>P</td><td>NP</td></tr> <tr><td>3<sup>rd</sup></td><td></td><td></td></tr> <tr><td>6<sup>th</sup></td><td></td><td></td></tr> </table>		P	NP	Progress Report				P	NP	3 <sup>rd</sup>			6 <sup>th</sup>			
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3 <sup>rd</sup>																
6 <sup>th</sup>																

# The Individualized Instruction Plan (IIP)

- Duration of placement
- Describe procedures for the transmittal of regular education class work to alternative program instructors
- Provide a full-day attendance (330 minutes) with a rigorous workload and minimal non-instructional time
- Establish a schedule for evaluating the student's progress on a regular basis
- Involve classroom teachers and other professional personnel

# The Individualized Instruction Plan (IIP) continued

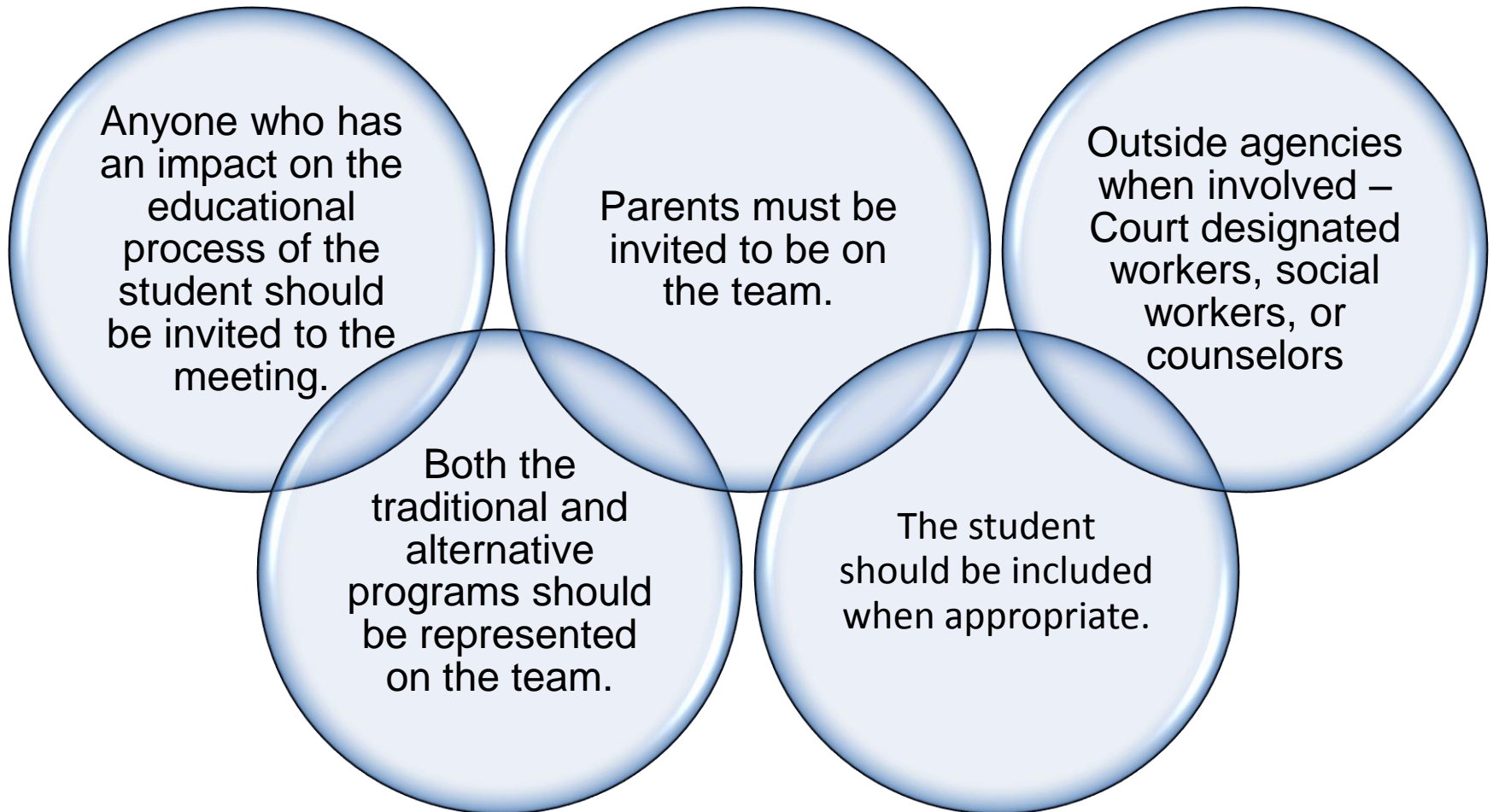
- ✓ An Individualized Instructional Plan (IIP) must address the present level of performance, educational needs of a student, academic and behavioral needs of the student.
- ✓ The criteria for the student's re-entry into the traditional program should be acknowledged to the student and his/her parents
- ✓ The provisions for regular review of the student's progress throughout the school year while in an alternative education program is a must.

# Goals

When setting goals, consider why the student is being placed in an alternative program.

- What is the criteria for the student to re-enter the traditional program?
- Specific academic goals
- Specific behavioral goals
- Assure alignment with IEP goals
- Any additional Goals or objectives
- Attendance, activities, credits earned

# Who is on the Transition Team?



---

How will the student be initially assessed upon being placed into the program?

---

What data is already available for the student?  
- Behavior, standardized tests, credits earned

---

What additional assessments or monitoring data is needed?

---

How will the student's progress toward goals and successes be measured?

# The End Result



# IIP COMMITTEE TRANSITION PROCESS

- Evaluate student behavior, attendance and academic progress
- Help students make a gradual transition back to regular school
- Meet with staff from the regular school to discuss strategies that were working in AE
- Establish a one to two week transition period with student attending AE part of the day and regular school part of the day



# IIP COMMITTEE TRANSITION PROCESS

- Meet during the transition period to see if student is ready for a complete transition and the staff is adapting to the strategies that produce favorable results from the student
- After a student has spent a month back in full-time regular school meet to discuss any needed changes in strategy
- Keep lines of communication open for the student or staff of the regular school to contact the Transition Team for questions, concerns, and/or recommendations

# COLLABORATE WITH SCHOOL OF ORIGIN BY:

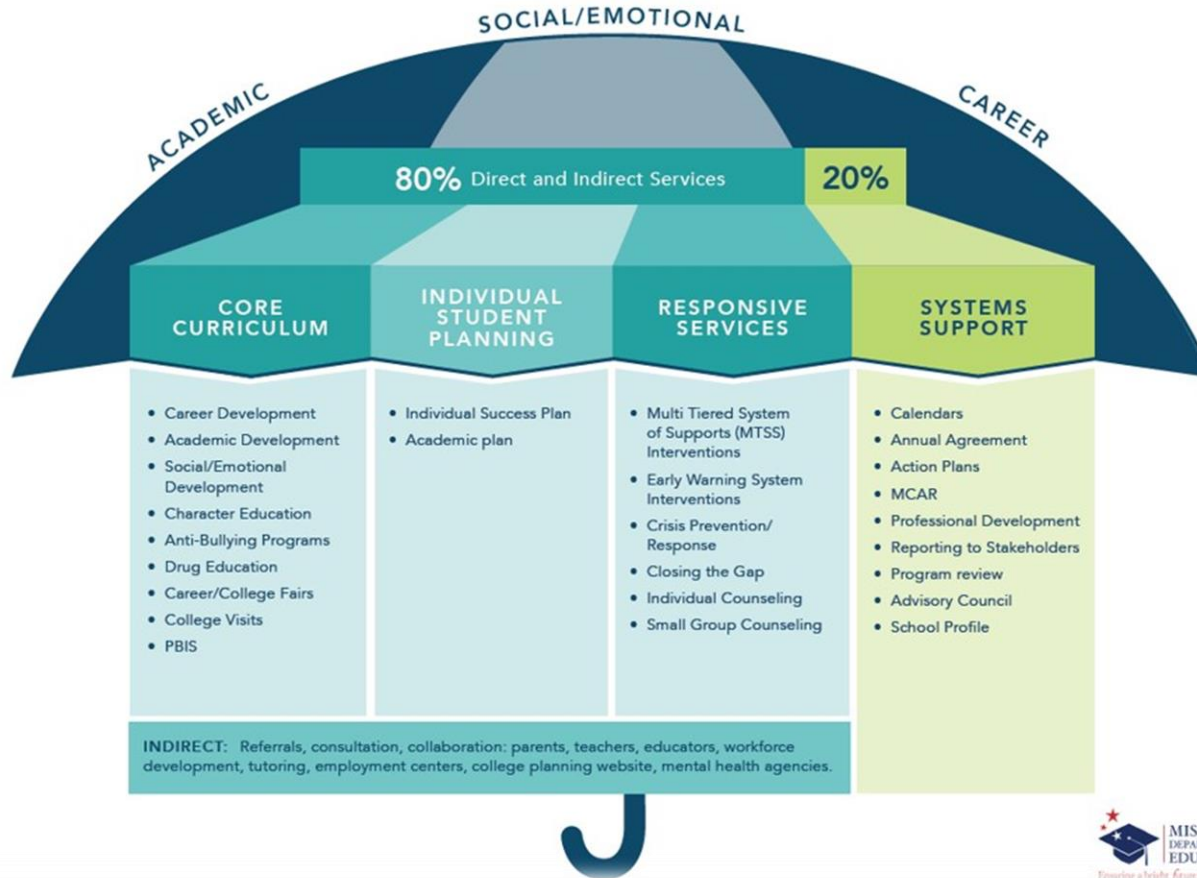
- ✓ Informing regular educators about the goals and objectives of the alternative program.
- ✓ Making it a team effort and keeping everyone involved. (i.e. student snapshots, encourage teacher and parent collaboration, provide regular progress updates to parents/guardians – weekly student progress/updates with administrators, etc.)
- ✓ Working cohesively as a school district to meet the needs of students for successful and seamless transition back into their original school setting.

# Mental Health Services & Social Skills Training

- [www.interventioncentral.org](http://www.interventioncentral.org)
- Behavior Training and Workshops
- Crisis Intervention Training
- Mental Health Professionals & Counselors
- Elementary: Rewards and Points Systems
- Others?



## MISSISSIPPI COMPREHENSIVE COUNSELING PROGRAM OVERVIEW



# Verbal Intervention Tips and Techniques

- Do
  - Remain Calm
  - Isolate the Situation
  - Enforce Limits
  - Listen
  - Be aware of non-verbal gestures
  - Be consistent
- Don't
  - Over React
  - Power Struggle
  - False Promises
  - Fake Attention
  - Threaten
  - Use Jargon
  - Get Physical
  - Argue / Raise Voice
  - Give Ultimatums
  - Use Threats
  - Turn your back

# REMINDER:

## AE Self Assessment Annual Deadline: **June 15<sup>th</sup>**



Office of Compulsory School Attendance Enforcement, Alternative Education/GED Option<sup>o</sup>  
Annual Alternative Education Evaluation Self-Assessment (2013-2014)

MS Code Ann. § 37-13-92. Alternative school program for compulsory-school-age students; transportation of students; expenses; annual report.

In accordance with Mississippi Code of 1972 §37-13-92 requires the Mississippi State Board of Education to promulgate minimum guidelines for alternative school programs. Among the guidelines, each school district shall report annually to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to subsection (7)(k). The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under subsection (7)(a) through (j).

School District:	Date:
District Alternative Education Center:	Email Address:
Phone Number:	Fax:
Address:	City and Zip Code:
Person Completing Report (if different from above):	Phone Number:

(For each alternative school/program, please identify the principal or program coordinator and provide an email address and phone number for each. Please do not include In School Suspension (ISS).)

Alternative School/Program Name	Principal/ Program Name	Email Address of Principal/Program Coordinator	Phone Number for School Program

Participation (Total for ALL School(s)/Program(s) in your district):

Number of alternative school(s)*:	
Number of alternative education program(s)**:	
Total number of classroom(s) serving alternative education students:	
Total number of students served:	
District's total capacity (seats):	
Average length of placement (stay) in an alternative setting (number in days):	
Number of certified staff working in an alternative school/program:	
Number of non-certified staff assigned to an alternative education setting:	

\*A facility dedicated solely to alternative education  
\*\* An alternative education program or class within a school

School/Program Elements present in your district (Check all that apply):

Afterschool Or Other Extended Day Programming	<input type="checkbox"/>
Individual Behavior Plans	<input type="checkbox"/>
Character Evaluation	<input type="checkbox"/>
Credit Recovery	<input type="checkbox"/>
Distance Learning	<input type="checkbox"/>
Dropout Prevention Strategies	<input type="checkbox"/>
Individualized Instruction Plans (IIP)	<input type="checkbox"/>
Juvenile Court Partnership	<input type="checkbox"/>
Life Skills	<input type="checkbox"/>
Mental Health Partnership	<input type="checkbox"/>
Screening Committee (For Alternative Education Placements)	<input type="checkbox"/>
Service Learning	<input type="checkbox"/>
Student Drug Testing	<input type="checkbox"/>
Technology-Based Instruction	<input type="checkbox"/>

[Toni Kersh](#), Bureau Director

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Phone: (601) 359-3178

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Office of School Improvement

Mississippi Department of Education

Office of Secondary Education

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MS Department of Mental Health

# Panel Member Contacts Continued

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Mississippi