



ADMINISTRATIVE PROCEDURE

ALTERNATIVE ACADEMY SCHOOLS
AND PROGRAMS
FOR EXPELLED AND DISRUPTIVE STUDENTS AND
THE INCARCERATED YOUTH PROGRAM

5052

Procedure No.

May 1, 2008

Date

I. **PURPOSE:** To provide expelled, court involved, disruptive, students from Prince George's County Public Schools (PGCPS) with opportunities to progress toward a high school diploma during the expulsion period, or when attendance at a regular school is not an appropriate option.

II. **BACKGROUND:**

A. Alternative Academy School Programs are designed to provide a "final option" for expelled and/or disruptive students in the Academy Programs. Students are provided the opportunity to receive on-going instruction in reading/English/language arts, science, study skills, social studies, and mathematics. Courses of study include hands-on, experimental-based activities, which will infuse career and technology-related skills. The Program affords students an opportunity to earn course credits through individualized instruction and includes an emphasis on behavior modification and goals development.

B. The incarcerated youth program serves juveniles who have been charged as adults and are incarcerated in the Prince George's County Department of Corrections (DOC) adult facility. The Prince George's County Public Schools (PGCPS) and the doc collaborate together to provide juvenile offenders with a full range of educational instruction, despite being incarcerated. PGCPS and doc have developed a memorandum of understanding (MOU) designating the responsibilities of each agency and the details for the deliverance of educational services for incarcerated juveniles. Instruction is provided by PGCPS teachers following school system curriculum guides and procedures.

III. **INFORMATION:** The following information outlines the Alternative Academy School Programs in Prince George's County Public Schools.

A. The Program Includes:

1. Mandatory school uniform,
2. Positive Behavioral Interventions and Supports (PBIS) reinforcement model,
3. Strict attendance guidelines,
4. Small class sizes,
5. Positive skill development, and
6. A two semester maximum enrollment.

B. The Alternative Academy School Program Student Profile:



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1. Students who have either been expelled, court involved, or referred for placement as disruptive students from their base schools are appropriate candidates for the program. The primary focus is at-risk students identified by base schools for behavioral and/or attendance concerns and are likely to earn a high school diploma based on successful intervention.
2. Expelled students are admitted on a rolling enrollment basis.
3. The program is suitable for students who would benefit from a short-term, highly structured and supportive environment.
4. Elementary special education students identified as needing a 45-day alternative interim educational setting (AIES) for violations of the code of student conduct.

IV. **PROCEDURES:**

A. Admission

1. **EXPELLED STUDENTS:** Upon notification of expulsion from Prince George's County Public Schools, a student will be informed in writing of the possibility of admission to the Alternative Academy School Program. The parent and the student must actively pursue admission by completing an application for admission which includes a statement from the student's parent or guardian that obligates their participation in all identified programs and services, as specified by the Alternative Academies. Applications for admission are accepted on a continual basis until all available seats are filled.
2. **SCHOOL REFERRED:** All applications are completed by and received from the base school. The student's parent or guardian must sign the application form indicating that the parent is in agreement with full participation in the program of activities and services for students and parents. Completed applications are forwarded to the Department of Alternative Educational Options for student screening. Applications are accepted for admission until all available seats are filled.
3. **THE ELEMENTARY STUDENT SPECIAL EDUCATION 45-DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING (IAES) PROCESS IN THE ALTERNATIVE ACADEMY SCHOOL PROGRAM IS AS FOLLOWS:**

Elementary students with disabilities referred for an Interim Alternative Educational Program (IAES) may be placed at the academy school program by the central IEP team (CIEP). A



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representative from the academy school screening team and the sending school will attend the CIEP team meeting to review and revise the student's IEP, as appropriate. Corrections are to be made by the sending school.

4. Applications for admission are reviewed by the Program's panel on admission. This panel is comprised of Alternative Academy staff and appropriate administrative, instructional, and student services staff. Students whose offenses involved firearms or serious bodily harm to other students or staff are not eligible for admission. All applications will be processed following appropriate local, State, and federal laws and PGCPs Board of Education Policies.
5. Each candidate for admission and his/her parents(s) or guardian(s) are interviewed by the admissions and program staff for the purpose of determining the appropriateness of placement. As part of the interview process, emphasis is given to the level of commitment on the part of the student and the parent to remain in an educational program that will continue the student's progress toward earning a high school diploma.
6. If accepted into the Program, the student and parent(s)/ guardian(s) are required to sign an agreement that specifies academy expectations in regards to:
 - a. school attendance,
 - b. behavior,
 - c. academic requirements,
 - d. the dress code of the alternative schools,
 - e. level of involvement of parents and students in full participation in meetings, conferences, and counseling sessions, and
 - f. other requirements as determined by the admissions and program staff.
7. Upon notification of acceptance, parents/guardians and students are informed that any violation of the school system's Code of Student Conduct or of the contract agreed upon at the time of admission will automatically result in the immediate termination of the student from the Alternative Academy Program.

B. Special Education Transportation

The Special Class Placement Notification Form (SEP-6R) is to be completed by the sending school and forwarded to the alternative academy to be signed at the intake conference. The academy staff will then fax the SEP-6R to transportation to initiate the transportation process. Upon



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withdrawal from the Academy School Program, the academy completes the SEP-6R and submits it to the base school to be forwarded to transportation.

C. Principles of Operation and Program Description

1. Students whose behavior has led to expulsion from school, involvement with the courts or recurring problems in a traditional school setting require intervention strategies and techniques for developing alternative, appropriate behavioral skills for dealing with conflict and stress. In some cases, referral to other agencies or support groups may be appropriate.
2. The Alternative Academy Program offer courses for credit and or promotion toward fulfilling graduation requirements. All grades, test scores, attendance and other school data will be reflected on the student's base school data.
3. Upon the student's acceptance for admission into the Alternative Academy School, the student's records are reviewed. A determination is made regarding individual status toward meeting promotion and or high school graduation requirements, and recommendations are made for placement into appropriate core subject areas.
4. To connect families to their child's educational program the Alternative Schools mandate that parents/guardians participate in selected school activities and require that parents monitor and reward behaviors that are appropriate for success in school.
5. Using elements from successful self-management programs currently implemented in PGCPSS, the Alternative Academies require students to participate in counseling sessions that focus on the development of conflict-resolution and self-management skills.

D. Evaluation

Students in the Alternative Academy Schools will be evaluated on the basis of several factors.

1. Completion of course work, credits earned and promotion rates.
2. Performance on local and state assessments.
3. Participation in program activities (meetings, counseling sessions, etc.).
4. Student attendance and suspension rates.
5. Parental participation in program activities.



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6. Percentage of students not completing the probationary requirements and returned to their base schools or other placement options.
 7. Percentage of students who graduate from high school.
 8. Indicators of successful reentry by students into the regular day school program.
- F. The Incarcerated Youth Program
1. Principals are notified by the PGCPS Court Liaison's Office of students who have been charged as adults and placed by the court system in the Department of Corrections (DOC) adult facility. The court liaison also notifies the department of alternative educational options of juvenile offenders who are charged as adults and their offenses.
 2. Schools are to use a T-10 code and transfer these students to the Alternative Academy for their designated attendance area. All student records are to be sent to the appropriate alternative academy. The Alternative Academy will maintain their grade reports and records and monitor their academic progress according to school system curriculum and procedures.
 3. The Department of Alternative Educational Options, the Alternative Academy, and the PGCPS teachers placed at the DOC facility will collaborate together to deliver the educational program and collect and maintain data. According to the MOU, the following general agreements were made for the operation of the program:
 - a. PGCPS PROVIDES: PGCPS teachers who deliver the instruction in accordance with PGCPS contractual requirements, fiscal responsibility for the teachers' salaries/benefits, educational materials, and textbooks.
 - b. DOC PROVIDES: Appropriate security, work space for teachers and classes within the facility and general guidance and training related to DOC policies and procedures.
- V. **RELATED PROCEDURES AND REGULATIONS:** Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5123.2, Promotion and Retention Of Students; Administrative Procedure 10101, Code Of Student Conduct; and the Memorandum of Understanding Between the Prince George's County Department of Corrections and the Prince George's County Public Schools for Educational Services for Incarcerated Youth.



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- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Academics, Department of Alternative Educational Options and will be updated as needed.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure Cancels and Supersedes Administrative Procedure 5052, dated April 20, 1998.
- VIII. **EFFECTIVE DATE:** May 1, 2008.

Approved by:
John E. Deasy
Superintendent of Schools

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12