

**QUITMAN SCHOOL DISTRICT
ALTERNATIVE SCHOOL**

Student Handbook



Minnie Dace, Ed.D., Superintendent

Tara Tucker, Director

Board Approved: 2/14/22

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QUITMAN PUBLIC SCHOOL DISTRICT

BOARD OF TRUSTEES

Brenda McCormick – President
Cheryl Waltman – Vice President
Lewis Jefferson – Secretary
Matthew Skidmore – Board Member
William Price – Board Member

CENTRAL OFFICE PERSONNEL

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Annette Holloman, Human Resources	601-776-2186 ext. 1015
Sonia Sticker, Fixed Assets	601-776-2186 ext. 1011
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Joseph Holloman, Maintenance Supervisor	601-776-1045
Richard Graham, Transportation Supervisor	601-776-1048
Adam Boyette, Dir. of Special Education	601-776-1504
Lacia Donald, Psychometrist	601-776-1503

QSD ALTERNATIVE SCHOOL STAFF

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Quitman Public School District's General Information

PHILOSOPHY

The Board of Trustees and personnel of Quitman Public Schools are committed to the vision of "empowering a passion for excellence" and recognize that students exhibit differences in socio-economic status, culture, family dynamics, learning capacities and styles, needs, and interests. Therefore, we believe the district's fundamental responsibility is to provide a range of academic and extracurricular opportunities to enable each student to develop intellectually, physically, morally, socially, and emotionally to the maximum of his/her potential. These developments are best accomplished as students, educators, parents, and community—individually and collectively—recognize their significant roles in the educational process and commit themselves to fulfilling their specific obligations. The Quitman Public School District strives to provide a safe and orderly school climate, a democratic environment where the rights of all are respected, and clearly defined academic priorities supported by appropriate extra-curricular activities. Finally, the District believes that the curriculum must be continuously evaluated and modified to maintain relevance to societal changes, to meet a wide range of special needs and abilities, and to reflect the community's quest for excellence in education.

NON-DISCRIMINATION POLICY

Pursuant to the provision of Title 1X of the Education Amendments; the Education for the Handicapped Act, P.L. 94-142; and Section 504 of the Rehabilitation Act of 1973; it is the policy of the Quitman Public Schools not to discriminate on the basis of sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.

Inquires regarding compliance with any or all of the above acts may be directed to Dr. Lynn Weathersby, 104 East Franklin Avenue, Quitman, Mississippi 39355, telephone 601-776-2186 or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

DIRECTORY DISCLOSURE NOTICE

Schools within the Quitman Public School District may disclose "directory" information which shall include the student's: name, address, date and place of birth, major field of study, pictures, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, credits and awards received, the most recent previous educational agency or institution attended by the student and other similar information. Any parent or eligible student who wishes to have any or all of the directory information concerning his or her child or that student withheld must inform the school in writing within (10) days from the date that the student receives this notice.

QSD Alternative School's General Information

PURPOSE

Alternative Education is a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting, but that can be met 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. The purpose of Alternative Education is to accommodate behavioral and academic needs of children and adolescents which cannot be adequately addressed in a traditional school environment. In addition, Alternative Education provides direct social, emotional, and behavior management instruction to students.

DEFINITION

The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. Further, the program must meet the requirements of Section 37-13-92 of the Mississippi Code, which delineates the components of alternative education. An alternative education program involves temporary authorized departure from the traditional school setting. 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.

MISSION STATEMENT

The mission of the Quitman School District Alternative Education Program is to promote academic success, modify behavior, and facilitate employability and functional skills attainment, as well as to support career and character education development in an environment that differs from the traditional school setting and offers a more conducive setting for learning. Through ongoing direct instruction, guidance and monitoring, students will be provided support with the goal of returning the student to a comprehensive school environment with the necessary abilities to function therein.

BELIEFS

1. All students are individuals with unique needs that are capable of learning.
2. Students have a desire to be successful.
3. Students should be provided a safe environment for learning based on respect, acceptance and encouragement.
4. Students need a curriculum that provides opportunities for academic and social development.
5. Education is the responsibility of the home, school, student, and community.

GOALS

1. To provide a strict, controlled climate so students can develop awareness of the need for self-discipline and self-control that will enable them to cope with everyday problems encountered by other students.
2. To assist students in developing skills necessary to be successful in a regular school setting.
3. To assist students in developing self-discipline and a sense of personal responsibility for their own actions.
4. To provide students with a safe and nurturing environment for learning.
5. To provide differentiated instruction with a standards based curriculum that meets the needs of students.

OBJECTIVES

1. Place a student in an off-campus setting where appropriate assistance may be provided to correct that student's inappropriate behavior.
2. Coordinate the efforts of school district personnel and other youth serving agencies in working with students and parents in identifying and correcting factors which adversely affect the education of children.
3. Offer counseling services that stress student responsibility for all personal behavior and actions.
4. Eliminate the environmental distractions that may influence the student toward negative or inappropriate behavior.
5. Provide a continuous instructional program.

QSD ACCREDITATION

The Quitman School District Alternative School is accredited by the MISSISSIPPI ACCREDITING COMMISSION of the Mississippi State Department of Education.

ACCREDITATION STANDARDS FOR ALTERNATIVE EDUCATION

is one that is defined as a public elementary/secondary school that:

- Addresses needs of students which typically cannot be met in a regular school;
- Provides nontraditional education;
- Serves as an adjunct to a regular school;
- Falls outside of regular, special education, or vocational education

Standard 3-IA, 32 The school district provides an alternative educational school for the Categories of students identified in MS code 37-13-92.

Standard 3-18.1 The Alternative School is defined through written policies and procedures that provide educational opportunities for the diploma-bound student as well as the special education student.

Standard 3-18.2 The district has written procedures for placement of students in the program.

Standard 3-18.3 The district has written procedures which provide for movement of students out of the Alternative School.

Standard 3-18.5 The Alternative School meets the needs of the students enrolled. Curriculum and instructional methodology place emphasis on behavior modification, basic skills, and career orientation.

Standard 13-18.7 All teaching staff assigned to the Alternative School are certified and any other staff assigned to the program has professional credentials necessary to achieve the stated mission of the program.

Standard 3-18.8 All students must have an improvement plan on file.

Standard 3-18.9 When the Alternative School program is housed in a free standing facility separate from the regular school program, there is an advisory board as prescribed by law, and a certified administrator is assigned to supervise the operation.

Standard 3-18.10 Rules and regulations are developed to address the problems of the students.

ELIGIBILITY CRITERIA

Based on Mississippi Code 1972 Annotated §37-13-92, school districts shall establish, maintain and operate, in connection with the regular programs of the school district, an alternative school Program or behavior modification program for, but not limited to, the following categories of compulsory- school-aged students:

- ❖ 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 best interest and welfare of the students and teacher of such class as a whole.

ALTERNATIVE SCHOOL PLACEMENT

The Alternative School process begins in the home school with a referral from a principal or assistant principal. Students may be referred in one of the following ways:

1. A student has accumulated multiple minor infractions in accordance with the QSD Elementary or Secondary Handbook, interventions have failed, and the academic progress of the student is at risk.
2. A student has a major infraction in accordance with the QSD Elementary or Secondary Handbook that warrants immediate placement in QSD Alternative School.
3. A student is returned to school by order of any chancellor or youth court judge.
4. A student transfers into the Quitman school district and was enrolled in an alternative school setting at his/her previous school.

TRANSFER OF RECORDS

In accordance with the Privacy Rights of Parents and Students Acts School records will be forwarded on request to the school which a student seeks or intends to enroll. Records must be requested from the students home school campus.

TRANSITION TO ALTERNATIVE SCHOOL PROCESS

The following steps will be followed to place a student in the alternative school:

1. A student with a disability may be placed in the Alternative School if the student's IEP has been revised by the IEP committees and the Alternative School is the least restrictive environment for that student.
 - The student's IEP teacher must schedule and hold a MDR (Manifestation Determination Review) meeting prior to any IEP student being placed at the alternative school.
 - The Alternative School SPED teacher and director should be invited to the meeting.
 - The Alternative School SPED teacher and home school SPED teacher must meet to discuss the student's IEP and tutorial services.
 - The full process must be repeated for each referral.
2. The referring principal or assistant principal will complete the recommendation packet and obtain the Superintendent's approval.
3. The referring principal will contact the student's teachers to inform them of the referral for alternative school placement. Teachers must post instructional videos and lessons via Google Drive and/or Canvas for the duration of the student's placement.
4. A conference must be held between the student, parent(s), home school administrator, and possibly the alternative school director to discuss the referral and placement. If applicable, a detailed list of interventions must be discussed and sent to the alternative school prior to enrollment.
5. Prior to attendance at the Alternative School, a conference must be held between the student, parent(s), and Alternative School director in order to complete the alternative school's admission forms and discuss the rules and regulations of the Alternative School.

QUITMAN PRIDE BEHAVIOR INITIATIVE

Students are placed in an alternative school setting as a consequence of behavior that is not conducive to the school environment. As part of the student's individualized instruction plan (IIP), the student will be required to complete the PRIDE steps.

P stands for preparation.

This is a time in which each student will be responsible for knowing the names of all staff and their areas of responsibility. The student will learn the operational procedures of the Quitman School District Alternative School (QSDAS) and the class procedures.

R stands for reasons.

The student will fully examine their reasons for being placed at QSDAS. The student will also note any underlying factors that may have impacted placement at QSDAS.

I stands for improvement.

The student takes ownership of their actions and brainstorms solutions for these problem areas.

D is for development.

The student develops behavioral changes that must be made in order to facilitate a smooth transition to the regular setting. This step includes all behaviors, not just those displayed at school.

E stands for exit.

This step occurs as a student is nearing the end of his/her assignment to QSDAS. The student will create an action plan to ensure success while back at their home school. This will be presented to the exit committee on the day prior to returning.

PARENTAL ENGAGEMENT

Parents must be involved in the overall task of helping to modify the student's behavior. Parental engagement in the education process of the student at the Alternative School is **mandatory**.

Parental engagement will include the following:

1. Mandatory parent/teacher conference. Scheduled accordingly.
2. Available to receive phone calls or emails from the teacher.
3. Sign and return Alternative School documents on or before the deadline set by Alternative School personnel.

MAJOR ASPECTS OF THE ALTERNATIVE SCHOOL:

1. Counseling by the student's counselor or (other support staff).
2. Classwork and homework submitted by the regular classroom teachers.
3. Parental involvement.
4. Activities planned by the Alternative School faculty and staff.

ROLE OF THE STUDENT'S COUNSELOR/INTERVENTIONIST:

All students must have met with the home school counselor/interventionist on a regular basis concerning problems and solutions to these problems before being admitted to the Alternative School. The counselor/interventionist:

1. Keeps a folder containing the student's personal data form, a copy of the referral form and records of each counseling sessions for every Alternative School student assigned from his/her school.
2. Assist students in filling out his/her personal data form.
3. Acts as a liaison between the home school and the Alternative School meeting at least bi-weekly with each student.
4. Secondary counselors-provide career orientation for each student.

ROLE OF THE ALT. SCH. SPECIAL EDUCATION TEACHER:

1. Maintains a folder for each Alternative School student containing printed materials from the students' Google classroom and/or Canvas accounts, IEP, BIP/FBA, and any other necessary plans, forms, documentation, and program work.
2. Maintains records of attendance for homebound students' tutorial sessions
3. Services the needs of all IEP students according to the IEP requirements.
4. Maintains the classroom.
5. Enforces all rules and regulations.
6. Keeps an anecdotal record on each student as needed.
7. Assists students with their work and administers all tests as assigned.
8. Organizes students' work and enforces individualized students' time schedules.
9. Communicates with parents and students on the progress or problems.
10. Maintains PBIS daily checklist records and provides daily and weekly rewards.

ROLE OF THE ALT. SCH. ASSISTANT TEACHER:

1. Maintains a folder for each Alternative School student containing printed materials from the students' Google classroom and/or Canvas accounts.
2. Maintains records of attendance for students enrolled at the Alt. School.
3. Maintains the classroom.
4. Enforces all rules and regulations.
5. Keeps an anecdotal record on each student as needed.
6. Assists students with their work and administers all tests as assigned.
7. Organizes students' work and enforces individualized students' time schedules.
8. Communicates with parents and students on the progress or problems.
9. Maintains PBIS daily checklist records and provides daily and weekly rewards.

GUIDELINES

Transportation

1. Students assigned to the alternative school must be checked in by a parent on their first day of attendance. Morning bus transportation will not be provided on the student's first day. Students will be eligible for morning pickup after their first afternoon bus ride home.
2. Students must ride the assigned alternative school bus or be transported by parents. No student may drive a personal automobile or walk to the Alternative School.
3. Students placed in the Alternative School must ride the bus assigned for the Alternative School students. Students may not ride their regular bus while enrolled at the alternative school. Students must adhere to the rules and policies of the QSD Transportation Department as stated in the QSD Elementary/Secondary handbook.
4. Students who are assigned to the Alternative School for fighting on the bus will not be allowed to ride the bus to the Alternative School. Those students must be transported by parents.
5. If a student that is already assigned to the Alternative School starts a fight on the bus, the student will be suspended from riding the bus and disciplinary action will be taken up to and including suspension or expulsion.
6. Students are not allowed to walk to/from Alternative School.
7. If a students' afternoon drop off location needs to be changed, his/her parent must send a signed note before 9 a.m.
8. Students must be at the bus stop before it arrives. The bus cannot wait for riders to walk to the bus stop. The bus stop is considered to be no more than 10 feet from where the bus stops to pick up students.
9. If a student does not ride the morning bus (without prior notice), the bus will not come back for morning pick-up.
10. Parents must schedule a meeting at the alternative school to discuss bus discipline issues. Visitors are not allowed at the transportation department.

Arrival at Alternative School

1. Students may not arrive at the Alternative School before 7:45 a.m.
2. Car riders must be here by 7:50 to be counted for breakfast.
3. Students may be scanned with a metal detector upon arriving at Alternative School.
4. Students are to go directly to their assigned seat and begin their assignments.
5. NO book bags are allowed at the Alternative School.
6. If needed for medical reasons, students may bring a small, clear bag/purse. This may be searched upon arrival.
7. A student's appearance will **conform to the dress code of his/her home school as outlined in the Elementary/Secondary handbook.**

Departure from Alternative School

1. All parents/guardians must come by the director's office and sign out students before the student can leave the building and campus. Identification must be presented.
2. Bus riders will line up and wait for the teacher to escort them to the bus.

Inclement Weather Delayed Start of School Schedule

This schedule will be used only when the Superintendent feels that roads will clear later in the day. The School day will begin at 10:00 am during severe weather. Parents and students will be notified by School Status texts/calls.

General Rules of Conduct

1. It is imperative that students obey the classroom rules and respect **ALL ADULTS.**
2. Students are to remain seated at all times unless instructed otherwise.
3. No talking. Students must be recognized by the teacher before speaking out.
4. Lunch will be served in a designated area.
5. Students may only use the school phone for an emergency.
6. Daily attendance is expected. Absences do not count towards the student's assigned days and will extend the time assigned to the Alternative School.

Communication & Electronic Devices

1. Cell phones and other manually operated games or electronic devices (radios, pagers, Ipod...etc.) are **NOT ALLOWED** at Alternative School. If a student is found to be in possession of an electronic device the electronic device will be confiscated by Alternative School personnel. Consequences for confiscated cell phones/electronic devices are as follows:
 - 1st offense – \$15.00 fine* or phone held 5 school days in the office
 - 2nd offense – \$25.00 fine* or phone held 10 school days in the office
 - 3rd offense – \$35.00 fine* or phone held 20 school days in the office
 - 4th offense – The cell phone and/or other electronic device will remain in the home school's office until the end of the school year.

*** Cell Phones will only be returned to parents/guardians.**
2. Personal headphones, earbuds, AirPods, etc. are not allowed at the Alternative School. Students will be provided with headphones for online instruction as needed.

Closed Campus Policy

Students enrolled at the Alternative School are NOT allowed to be within 300 feet of any other QSD property or school sponsored activities, anywhere, for any reason. Examples of school sponsored events include ALL athletic events, graduation, band competitions, homecoming activities, band competitions, parades, etc. even if the event is held at another school's campus outside of Quitman. Students may attend a school-sponsored event only with the written permission of the Alternative School director and principal from the referring school. Violators will be cited for trespassing, may receive a citation (ticket), and will receive a school discipline referral.

Discipline

The Quitman Public School District has the safety of students as a priority.

Students must adhere to the guidelines of the Alternative School in addition to the Elementary/Secondary Handbook of Quitman School District. Failure to adhere to the school policies and guidelines will result in disciplinary action up to and including expulsion from the Alternative School. Please review the child's home campus's handbook pages for more information.

The first offense committed by a student at the Alternative School will result in an out of school suspension, authorized by the director. The second offense will result in a five day out of school suspension with recommendation for expulsion without respect to the offense. All offenses are listed in the student handbook.

Any student guilty of fighting, possession of a weapon, or possession/under the influence of any type of illegal drugs or drug paraphernalia will be immediately suspended and recommended for expulsion from the Quitman School District. The expulsion will be a minimum of one calendar year without exception.

Consequences for Disciplinary Actions:

The **first offense** committed by a student at the Alternative School will result in one (1) to two (2) days of out-of-school suspension (OSS).

The **second offense** will result in five (5) days of out-of-school suspension with recommendation for expulsion, without respect to the offense.

Students that received more than two (2) referrals during their assignment at the alternative school may be expelled from the Quitman School District for up to one calendar year.

ATTENDANCE POLICIES

School attendance is necessary for students to obtain maximum benefits from any educational institution.

REPORTING ABSENCES

(601-776-1047) When a student is absent, a parent/guardian **MUST** call the alternative school office before 8:00a.m. on each day of the student's absence.

ABSENCES

1. Students may miss no more than 12 unexcused days in a full year course and no more than 6 unexcused days in a one semester course. Students in an alternative school program will adhere to the requirements of the student's respective school.
2. **Absences that are excused based on parent notes will be limited to two (2) "days" per nine weeks.**
3. Unless specially NOTED by a physician, doctor appointments will be excused only for a maximum of one-half day.
4. All students are personally responsible for accounting for their absences. The attendance office will not be accountable to the student for providing information. An excused admit might be temporarily granted for the days absent, but if a student has exceeded his number of excused absences, those over the limit will later be changed to unexcused.

EXTENDED ABSENCES

When a student is absent for more than five (5) consecutive days, the following guidelines must be followed:

1. If the student intends to receive an excused absence, he/she, upon returning to school, must present a statement from a licensed physician certifying specific dates missed due to the medical condition.
2. If a student anticipates an extended absence due to a medical reason he/she must notify his/her teacher or counselor prior to the absence so that academic progress may be made during the absence.
3. Failure to comply with either of the above guidelines may result in the student not being permitted to complete, for credit, the academic work missed during the absence.

MAKE-UP WORK for EXCUSED ABSENCES

The school handbook policy for make-up work will apply to any work missed due to Alternative School absences.

All work must be made up within the number of days equal to the number of days the student was absent per the handbook policy.

A student who refuses or declines to take his/her test at this time will automatically receive a **zero (0)**. **NO EXCEPTIONS.**

CHECK-OUT

1. Any student needing to check out of school for any reason may only be checked out by a parent/guardian or other adults that are listed in SAM and who have been authorized by parent to check out the student.
2. A parent/guardian or adult designee must report to the Alternative School office to sign the student out on the check-out form. Proof of identification may be required to check a student out.
3. Parents must have documentation on file in the office that states non-custodial parents/adults may not secure a dismissal from the student in question.
4. An administrator will handle all emergency situations.
5. NO TEACHER has the authority to permit a student to leave campus.

TRUANCY

Students are considered truant if they are unaccountably absent from any class or leave campus without proper authorization. All truancies will be reported to the MDE truancy officer.

CHECK-IN

1. All students who report to the school tardy must be signed in by the parent/guardian before they will be allowed to go into the classroom.
2. Students arriving after 7:50 will not be served breakfast at school.
3. Students arriving after 9:30 will not be served lunch at school.

EMERGENCIES

The Alternative School operates on a **CLOSED CAMPUS POLICY**. No student assigned to this Alternative School is allowed the privilege of leaving early unless there is an extreme emergency. The parent or legal guardian first must call the school in order to notify the school of the reason for the student's need for an early dismissal or emergency leaving. The students will be permitted to leave the campus only if the parent or guardian comes to the school to pick up the student. A sick student will be released only into the custody of the parent or guardian.

TRANSITION FROM ALTERNATIVE EDUCATION TO TRADITIONAL SETTING

A student's exit should be contingent upon regular attendance, achieving and exhibiting appropriate behavior, and academic progress during his/her assignment in the alternative program. An evaluation by the alternative education staff of the student's behavior, attendance, and academic progress should be performed prior to returning a student to their home school. If the student's behavior, academic progress, or attendance has been unsatisfactory, the student should remain in the alternative education setting until more favorable progress can be achieved. A student who has been assigned to the Quitman Alternative School during the expulsion period shall complete a minimum of 80% (minimum of 30 days) of the time for which he/she was assigned to the Alternative School prior to being considered for early release or return to the regular school campus, unless a Court of Competent Jurisdiction orders an earlier release or an earlier release is required by IDEA or other applicable federal and state laws. Early release and return to the regular educational program shall be in accordance with this policy and shall be evaluated by the Alternative School Director and the home school principal. An early return to the regular school program is neither guaranteed nor automatic. The following criteria shall be used in evaluating a request for the early return of a student:

- 1. Active participation in the PBIS program.**
 - 2. A minimum of 30 days if attendance in the alternative school.**
 - 3. Student must be achieving and maintaining the highest level of behavioral incentive system as implemented by the Alternative Education Center administrators.**
 - 4. A student with a disability may return to his/her home school from the Alternative School if the student's IEP has been revised by the IEP committee.**
 - 5. Recommendation of the Alternative School Director, teachers, etc.**
 - 6. The nature of the offense committed by the student which resulted in the placement of the student in the Alternative School.**
 - 7. Students have met goal(s) in the improvement plan or ILP.**
 - 8. All time has been served.**
 - 9. Extra time or work has been completed or served (if applicable).**
 - 10. Parents of any alternative school student must meet with the Alternative School Director and/or teacher before returning to home school.**
- A student who receives an additional placement at the Alternative School during the same academic year will not be eligible for the early release from the alternative school.

EMERGENCY DRILLS

In accordance with current state emergency and safety regulations, unannounced emergency drills will be conducted throughout the year. Teachers are responsible for informing their students of emergency procedures.

FIRE DRILLS

1. A warning will be given by an announcement.
2. Students will walk in an orderly manner out of the south entrance of the school and walk to the east side of Jackson Avenue.
3. Teachers will take their roster with them when they leave and account for every student in their class.
4. Students will return to their classrooms immediately upon dismissal from the drill.

TORNADO DRILL

1. The warning sound will be given by an announcement.
2. In a quiet and orderly manner, students will walk to the hallway to the east side of the alternative school (technology hallway) and sit in the hallway away from glass or any possible moving debris.
3. Teachers will take their roster with them when they leave and account for every student in their class.
4. Students will return to their classrooms immediately upon being dismissed.
5. Students will not be dismissed from school during the time a tornado warning is in effect.

EARTHQUAKE

1. Students and teachers will immediately take cover under desks or under tables away from above classroom hazards and turn away from windows.
2. Remain in a sheltered position for at least 60 seconds or until tremors have ceased.

MEDICATION POLICY

The Alternative School will not administer medication without the request of the child's physician and when appropriate forms have been completed and returned to the student's referring school nurse/office.

Quitman Public School District recognizes that some children are able to attend school regularly because of the effective use of medication in the treatment of chronic disabilities or illnesses. When possible, parents should give medication at home. When a student's physician requires that the student take prescription or nonprescription medication during school hours, the school nurse will cooperate with the physician and parent in the administration of the medication.

The following regulations and procedures follow guidelines recommended by the American Academy of Pediatrics.

AUTHORIZATION REQUIRED TO ADMINISTERING PRESCRIPTION AND NONPRESCRIPTION MEDICATION:

The Request to Administer Medication Form must be completed by the child's physician and parent/guardian and must be submitted to the district nursing personnel before administration of medication to the child at school. Request to Administer Medication forms are available from the district nurses.

DELIVERY OF MEDICATION TO AND FROM SCHOOL:

- A. The parent/guardian is responsible for delivering one school week's supply of medication in the original container to the school office the first day of each week unless other arrangements are made with the school nurse. The empty container will be returned home the last school day of each week by the student.
- B. Medication brought to school by a student without prior approval from school personnel will not be administered. In such cases, the parent will be notified immediately that he or she must come to the school so the medication can be administered.
- C. Unused medication will be returned to the parent/guardian only, unless other arrangements are made with the school personnel.
- D. The parent/guardian is responsible for notifying the school immediately when:
 - there is a change of physician
 - the medication or dosage is changed
 - the administration of the medication is to be stopped

**APPENDIX A:
ALTERNATIVE SCHOOL
FORMS**

Enrollment Form B: Handbook & Board Policy

This form certifies that I have had the opportunity to read the rules, regulations, and policies as set forth by the Quitman School Board in the Alternative School Student Handbook. These rules, regulations, and policies are based on the recommendations of parents, students, teachers, administrators, and board members.

I have had the opportunity to read the absentee rules stated in the handbook as well as the resident requirements. I am also aware that additional rules, regulations, and policies may be adopted if deemed necessary.

Riding the school bus is a privilege. This privilege can be taken away for improper conduct and violation of the bus rules. I have had the opportunity to read the disciplinary policy for violation of bus rules.

I have received a copy of the Alternative School handbook and the QSD Board Policy JCD.

Student's Name: _____ **Grade:** _____

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Alternative School Director Signature _____

Enrollment Form A: Enrollment & Consent

QSD ALTERNATIVE SCHOOL: Parent/Guardian Conference and Consent Form

The student named below has been terminated from their enrollment at _____ and is assigned to the QSD ALternative School.

Dates assigned _____ - _____

Student Information

Student's Name: _____ Grade: _____

MSIS # _____ IEP? _____ 504? _____

Student's Cell Phone: (optional for group messages) _____

Parent's Name: _____

(Required) Phone: _____ Cell Phone: _____

Address: _____

_____, MS _____

Bus Request? ** No bus pickup available on the student's first day.

Morning:

_____ yes- pick up at address listed above

_____ no

Afternoon:

_____ yes - _____

_____ no

I/We have been notified of the intentions of my child's home school to recommend that he/she be assigned to the alternative school sponsored by Quitman School District. Information as to the reason for this intention has been discussed with me.

I/We understand that my child can return to his/her home school only by following and obeying all of the rules, regulations, and procedures promptly, and without question, for the alternative school and that if my child does not obey the rules, my child will have exhausted all of their opportunities for returning to their home school and will be recommended for expulsion from the Quitman School District for the

remainder of the academic school year, and possibly longer.

I/We have also been instructed as to general rules and regulations for the alternative school and received a copy of the handbook.

I/We understand that my child will attend the number of days assigned to the alternative school and that **absences will not count as an assigned day.**

I/We have also been given an opportunity to ask any and all questions concerning my child's placement at the alternative school.

I/We enter into the following contract with the QUITMAN SCHOOL DISTRICT ALTERNATIVE SCHOOL. I understand the following to be a binding agreement. I will do my best to fulfill the following objectives and understand both the positive and negative consequences.

I/We understand that **alternative school students are not allowed to attend any school functions or return to my referring school until I have completed my contract with the QSD ALTERNATIVE SCHOOL.** I understand that if my referral occurred during the final six (6) weeks of the academic school year, my enrollment at the Quitman School District Alternative School could continue into the next school year if I have not completed my contract. I understand that if I leave the QSD Alternative School prior to the completion of this contract, I will be required to report to the incoming school district's alternative education program. If I withdraw to homeschool prior to my completion of this contract, I will not be allowed to attend or participate in school-sponsored or school related extracurricular activities until my classmates have graduated.

OBJECTIVES:

1. Achieve 60% or higher in all classes.
2. Follow directions.
3. Report daily by 8:00 AM.
4. Bring only school related materials.
5. Display a respectful, cooperative attitude toward all adults and students at all times.
6. Comply with ALL QSD Policies.

CONSEQUENCES:

Positive: Return to Home School Campus

Negative: Extended stay at the QSD Alternative School or recommendation for expulsion from Quitman School District for the remainder of the academic school year.

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Alternative School Director Signature _____

Enrollment Form C: Trespass Laws & Warning
NOTIFICATION OF TRESPASS LAWS & OFFICIAL WARNING

STUDENTS enrolled in the QSD Alternative School ARE TO BE ONLY ON THE ALTERNATIVE SCHOOL CAMPUS located at 200 S Jackson Avenue Quitman, MS.

Students may not be within 300 feet of any other QSD property or attend any QSD school sponsored activities, anywhere, for any reason, without prior written consent and approval from both the QSD Alternative School Director and the principal from the home campus.

Violators will be cited for trespassing and given a ticket.

Violators will receive a discipline entry in their school record.

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

Alternative School Director Signature _____

RE-ENTRY FORM: Student Re-Entry Behavior Contract

QUITMAN SCHOOL DISTRICT ALTERNATIVE SCHOOL

Student's Name: _____ Grade: _____

MSIS # _____ IEP? _____ Updated date? _____

I, _____, do hereby acknowledge and understand that I must fully comply with the terms prescribed by this contract as a condition of my re-entry to _____ from my alternative school assignment.

I understand that the terms of this contract are in force from the first day I return to my home school on _____ until the end of one complete semester, _____.

In consideration for the opportunity to return to my home school, I hereby agree that I will:

1. Follow all the rules and regulations outlined in the QSD Elementary/Secondary Handbook;
2. Abide by the policies, rules and regulations of the school and my classroom teachers.
3. Complete and give my best effort on all class and homework assignments, tests and examinations; and
4. Have at least 90% attendance in each class.

I understand that any violation of this contract, including committing acts of misconduct, which would not be grounds for the suspension or expulsion of other students, may be grounds for the referral of my case to the School Board with recommendation for expulsion.

I understand that if I commit a Zero Tolerance offense while under the terms of this contact that I will be recommended for expulsion from all Quitman School District.

I understand that I may not be given the opportunity to attend the Quitman School District alternative school in the future if I commit a serious violation of the Quitman Public Schools Student Conduct and Discipline Code after this contract has expired.

This contract will become viable and binding on the date that it is signed by the student and his/her parents/guardians, and an administrator for Quitman School District. This contract will remain in effect until the contract completion date noted at the beginning of the document.

Student Signature _____ Date: _____

Parent Signature _____ Date: _____

QSD Administrator Signature _____ Date: _____

APPENDIX B: PLACEMENT FORMS

Documents Needed for Placement:

- Administrative Referral for Alternative School Placement
- Request for Disciplinary Hearing
- Copy of student's discipline record
- Copy of student's current schedule
- Teacher Report
- Copy of student's Behavior Plan
- Copy of updated IEP & MDR, if applicable
 - *A student with a disability may be placed in the Alternative School if the student's IEP has been revised by the IEP committees and the Alternative School is the least restrictive environment for that student.*
 - *The student's IEP teacher must schedule*
 - *The full process must be repeated for each referral.*

- Copy of Hearing Officer's Recommendation
- District Recommendation Approval for Placement

Placement Checklist:

Student's Name: _____ **Grade:** _____

MSIS # _____ **IEP?** _____ **504?** _____

Documents Needed for Placement:

_____ Administrative Referral for Alternative School Placement

_____ Request for Disciplinary Hearing

_____ Copy of Hearing Officer's Recommendation

_____ Copy of updated IEP & MDR, if applicable

- *A student with a disability may be placed in the Alternative School if the student's IEP has been revised by the IEP committees and the Alternative School is the least restrictive environment for that student.*
- *The student's IEP teacher must schedule*
- **The full process must be repeated for each referral.*

_____ Copy of student's discipline record

_____ Copy of student's Behavior Plan

_____ Copy of student's current schedule

_____ Teacher Report(s)

_____ District Recommendation Approval for Placement

Placement Form A: Administrative Hearing Referral for Alternative School Placement & Hearing Decision

QUITMAN SCHOOL DISTRICT DISCIPLINARY HEARING REFERRAL

STUDENT INFORMATION:

STUDENT'S LEGAL NAME _____ SCHOOL _____ GRADE _____
AGE _____ / _____ / _____ DATE OF BIRTH _____
RACE(S) Asian Black Hispanic White _____
GENDER Female Male

504* _____ SPED ELIGIBILITY RULING* _____
*Send proper paperwork to the Special Education director immediately.

GUARDIAN INFORMATION:

PARENT/GUARDIAN NAME _____ PHONE NUMBER(S) _____
ADDRESS _____ CITY, STATE _____, MS ZIP CODE _____

DISCIPLINARY AND ATTENDANCE INFORMATION:

TOTAL # OF INFRACTIONS: _____ TOTAL # OF DAYS SUSPENDED: _____
Date Referred for District Hearing: ____/____/____ Referred for habitually disruptive behavior? YES NO
Current Attendance: ____ (excused) & ____ (unexcused) On Track for Graduation? YES NO
PREVIOUS ALTERNATIVE PLACEMENT(S): _____ PREVIOUS EXPULSION(S): _____
GRADE DATE / / GRADE DATE / / GRADE DATE / /

(Central Office Use Only)

District Disciplinary Hearing Date: ____/____/____
Hearing Officer Decision: EXPULSION/ALTERNATIVE PLACEMENT EXPULSION/SEMESTER
 EXPULSION C/Y EXPULSION S/Y PROBATION
School Board Approval Date: ____/____/____

Placement Form B: Request for Disciplinary Hearing

QUITMAN SCHOOL DISTRICT

Name of Student: _____ Grade: _____ School: _____

MSIS # _____

Parent/Guardian Name: _____ Telephone Number: _____

Parent/Guardian Address: _____
_____, MS _____

Statement of Rights:

1. The student/parents have the right to have witnesses appear and testify on the student's behalf at the formal hearing.
2. The student/parents have the right to respond to statements or evidence presented against the student at the formal hearing.
3. The student/parents have the right to have legal counsel or an attorney present at the formal hearing.
4. The parents/student will be notified of the entry of the report by the school district and will be provided a copy of the same.

_____ I hereby request a formal, due-process hearing for the above named student with respect to his/her recommendation for expulsion.

_____ I hereby waive my request for a formal due-process hearing and agree to a placement in the alternative school, effective at the end of his/her suspension.

_____ I hereby waive my request for a formal due-process hearing and agree to the decision of the Quitman School District, effective at the end of his/her suspension.

I understand that I will receive notification of the date, time and place of the hearing, as well as other information related to the facts of the case.

Parent/Guardian Signature: _____ Date: _____

QSD Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Placement Form C: Teacher Report (One form per teacher)

Student: _____

Teacher: _____

Book: _____ Edition: _____

If the alternative school does not have this book, send one with this form.

Workbook: _____ Send student's copy with this form.

Other materials: _____

Virtual Tier I instruction will be presented daily:

_____ Live - Student will need to log in using my Google Classroom link at _____ (time) on _____ (days).

_____ Recorded - Student will find recordings of my lessons on _____ (Canvas or GC) on _____ (days).

Student's completed work needs to be submitted:

_____ on paper

_____ on GC/Canvas

_____ submission method will be specified on each assignment

Placement Form D: District Recommendation Approval for Placement

Referring school: _____

Referring administrator: _____

Name of Student: _____ Grade: _____ School: _____

MSIS # _____ DOB _____ Gender: _____

Parent's Name: _____ Phone: _____

Address: _____

_____, MS _____

Reason for placement: _____

Please mark the appropriate information below:

<input type="checkbox"/> School Referral for ____ (#) days	<input type="checkbox"/> School Board Placement for ____ (#) days
<input type="checkbox"/> Alternative School Transfer for ____ (#) days to complete the previous district's assignment	<input type="checkbox"/> Parental Referral for ____ (#) days begin date ____ - ____ - ____ end date ____ - ____ - ____
<input type="checkbox"/> Correctional Behavioral Facility Transfer for ____ (#) days begin date ____ - ____ - ____ end date ____ - ____ - ____ Notes: _____ _____	<input type="checkbox"/> I.E.P Placement for ____ (#) days begin date ____ - ____ - ____ end date ____ - ____ - ____ Committee decision notes: _____ _____ _____

I have reviewed the data on this student and grant for placement of him/her to the Quitman School District Alternative School Program.

Superintendent Signature: _____ Date: _____

Comments: