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 School Programs are designed to provide a “final option” for expelled and/or disruptive students. Students are provided the opportunity to receive on-going instruction in reading/English/language arts, science, study skills, social studies, and mathematics. The Alternative School Programs offer a semester course schedule to assist students in acquiring credit to meet their graduation requirements in an eighteen (18) week timeframe. 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 the 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 School Programs in Prince George’s County Public Schools and applies to all of the day school alternative education options.

A. The Program includes:

1. Mandatory school uniforms (with the exception of Community Based Classroom),
2. Positive Behavioral Interventions and Supports (PBIS) model,
3. Strict attendance guidelines,
4. Small class sizes,
5. Positive skill development, and
IV. PROCEDURES:

A. Admission

The admission procedures outlined below apply to the following alternative school programs: Annapolis Road, Green Valley @ Edgar Allan Poe, Croom and Tall Oaks. To obtain admission procedures for the Community Based Classroom please contact the school.

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 School Program as long as the offense does not fall in the following category:
   - Arson
   - Assault with Substantial Bodily Injury
   - Physical Attack on a PGCPS Employee
   - Distribution of Alcohol, Marijuana, Prescription Drugs, Controlled Dangerous Substances, Imitation Controlled Substances, Inhalants, other Intoxicants
   - Possession and/or use of weapons.

Students who have committed infractions in the above category will be reviewed by a panel to determine the most appropriate placement, if necessary, for the student. Parents will be contacted by a representative from the High School Performance (HSP) Office within 48 hours of notification of expulsion. In-take conferences for alternative schools will be scheduled by the HSP Office and conferences will be held at the Alternative School site. Placements for admission will be 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. Listed below are the steps necessary for school referred applications:

a. Obtain the application from the base schools Professional School Counseling Office - The base school administrator will complete and submit the application packet with all required documentation for admission. A checklist of all required documents can be found on page two of the application. Please note that incomplete applications delay consideration for admission to alternative schools ~ for example, failing to include the most current IEP, SIT/SST notes or FBA/BIP will further hinder the application process. Also crucial to the application process is information regarding past interventions implemented by the base school. It is incumbent upon the base school to explain to the parent/guardians why the student should apply to the alternative school.

b. ONLY applications submitted by the base school administration will be considered for committee review. Parents may not submit application packets. Application packets must be faxed or submitted via email (scanned) to the High School Performance Office at www.AltEd.Apps@pgcps.org.

c. Upon receipt of the application packet in its entirety, the Application/Admissions Committee Chairperson will issue a receipt for the packet to the base school and to notify the base school that the submitted application will be reviewed by the Application/Admissions Committee.

d. Applications will be reviewed by the program’s panel of admission - The panel will include a representative from the High School Performance Office, an instructional staff member, and a representative from the Special Education Office.

e. The school and the parent/guardian will be contacted regarding one of the following as it relates to the student’s status:

   (1) the application was accepted,
   (2) the application was denied, or
(3) the student’s name has been placed on the waiting list.

If the student’s name is placed on the waiting list, the parent/guardian will be notified when a vacancy occurs at the alternative school site.

f. Parents/guardians will have five (5) school days, from the date of notification, to accept the offer of enrollment for the alternative school.

g. In the event that the base school disagrees with the decision of the Application/Admissions Committee, the school’s administrator will follow the appeals process by contacting the Associate Superintendent for High School Performance who will review the individual case and render a final decision.

h. The Application/Admission Committee will maintain a database to ensure that school capacity is maintained.

i. The Application/Admissions Committee will work with the alternative school and the base school to ease the student’s transition back into a comprehensive program once the student has met the requirements of the alternative program.

3. Each candidate for admission and his/her parent(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.

4. Once accepted into the Program, the student and parent(s)/guardian(s) are required to sign an agreement that specifies school expectations in regards to:

a. school attendance,
b. behavior,
c. academic requirements,
d. the dress code of the alternative school,
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 individual school’s admissions and program staff.

5. Upon notification of acceptance, parents/guardians and students are informed that a violation of the school system’s Code of Student
ADMINISTRATIVE PROCEDURE

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

Conduct Level III or above infractions will result in the immediate removal of the student from the Alternative School Program. If a student has been placed at the Alternative School site as an expelled student and commits a Level III infraction or above, the student must serve the balance of the expulsion term outside of the day alternative school program. If a student is school referred and commits a Level III infraction or above, the student may be eligible for placement at another Alternative School site (without transportation provided) or at an evening school site. The Office of Appeals will render a decision on the most appropriate placement within 10 days from the date of the expulsion.

B. 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 School 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 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 PGCPS, 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 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 disciplinary actions.
5. Parental participation in program activities.
6. Completion of their probationary requirements and returned to their base schools or other placement options.
7. Completion of high school graduation requirements.
8. Successful reentry by student into the regular day school program.

F. The Incarcerated Youth Program

1. Principals are notified by the PGCPS court liaison 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 for their designated attendance area. All student records are to be sent to the appropriate alternative school. The Alternative School will maintain their grade reports and records and monitor their academic progress according to school system curriculum and procedures.
3. The HSP Office, the Alternative School, 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, General Procedures Pertaining to Promotion and Retention and Acceleration 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.

VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Academics, High School Performance Office and will be updated as needed.

VII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5052, dated May 1, 2008.

VIII. **EFFECTIVE DATE:** July 1, 2012.

Approved by:
William R. Hite
Superintendent of Schools

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