

## **Section 6-Alternative Programs and Transitions**

Overview

Procedures

Supplemental Materials/Quick Reference

- Program Description/Mission Statement
- Evening/Saturday High School Program/Overview
- Home Teaching Program (include library as optional site)
- Home and Hospital Program/Overview

Transitions

- Transitional Plan Checklist

## **Alternative Programs and Transitions**

**OVERVIEW:** The primary purpose of the alternative school program is to enhance students' behavior, social skills, and emotional health so they may return to and succeed in a regular school environment. The length of time spent in an alternative setting will be individualized according to each student's unique needs.

**MISSION:** In order to meet the increasing needs for specialized service and alternative educational programs for a diverse student population, a comprehensive and integrated system of prevention intervention and transition models has been developed to meet the educational and social needs of students. The alternative schools are staffed to provide a therapeutic approach to assisting students with their educational programs.

**FORMAT:** The Baltimore County Public Schools has two high school alternative centers: Catonsville and Rosedale. These centers are usually the first choice of placement following a decision by the Superintendent's Designee. Space availability and transportation, may impact the Superintendent's Designee's first choice. The Superintendent's Designee may exercise the option of assigning the student to evening high school or home teaching. Sometimes these latter options have been combined to address specific educational needs of students.

For students 16 years and older, an alternative education program (i.e. GED, Challenge Program, etc.) may be suggested for students who chose not to return to the day program, following successful completion of the suspension/expulsion requirements.

The middle school students can be placed at one of the two alternative middle schools: Meadowood and Rosedale. These centers also support a therapeutic approach in helping students modify their behaviors. As the alternative middle schools reach capacity, Afternoon Group Learning (AGLC) becomes operational. These special centers are in operation three days a week for three hours per day. Students in the AGLCs may be transitioned to alternative middle school when appropriate.

The elementary students on expulsion status will be placed on home teaching.

Home and Hospital placements are made through individual school's SST/IEP teams. The designee does not place students in this program. See Special Education manual.

**PROCEDURES:** All appropriate items on the checklist must be submitted. Of special importance are:

Student Grade Report—Provide all grades by quarter and grades up to and including the quarter in which the student was suspended. Student Grade Reports are essential for an accurate transition to an alternative program.

CR1 Card — A current and up-to-date copy of the CR1 Card must be submitted with the packet to the Superintendent's Designee.

Special Education (SE) issues—A-1 Form is to be completed by the team and is used to determine relationship between the behavior and the handicapping condition as stated on the IEP. The A-1 Form must also be completed for the students with a 504 plan. If the handicapping condition is suspected but not developed in an IEP, the designee will conduct the conference with the same procedural safeguards for Special Education students.

FAPE—Free and Appropriate Public Education form. The IEP/SE representative must complete the left and right hand portion of this two-column form except for the shaded area.

The Pupil Personnel Worker working with the student will oversee the case management during the time the student is away from his/her home school. The PPW will monitor the student's progress at the alternative placement and share that information with the designee and the home school. PPWs are invited to reinstatement conferences so they may assist in the smooth transition of the returning student. The information the PPWs will share will focus on: acceptable grades, behavior, and attendance. Schools need to notify the PPW of the time and date of the suspension conference to the Superintendent's Designee.

#### TRANSITIONS:

In order to present a meaningful transition format, there needs to be a plan and continuing communication between the alternative program and the home school staff. Each home school principal should establish a transition liaison to work with the alternative school's staff.

The Program Review (see Section V) has addressed the format/structure of the PS/IEP meeting and the responsibilities of all parties.

The responsibilities of the alternative program liaison and the home school liaison are to insure that the recommendations shared at the reinstatement conference are implemented in a timely manner. It is imperative that schools review and implement the recommendations of the alternative schools. Ongoing communication with teachers, counselors, and administrators is necessary to support successful transitions of the students from one school to another.

## **ALTERNATIVE PROGRAMS**

- Overview of Alternative Program
- Statement About High School Centers
- Statement About Middle School Centers
- The Evening/Saturday School Program
- Home Teaching Program
- Home and Hospital Program

## **MISSION OF ALTERNATIVE PROGRAMS**

To help improve every student's behavior, social skills, academic skills, and emotional health so they can succeed in the school environment, graduate with a high school diploma, or successfully move on to the world of work.

In order to meet the increasing need for specialized services and alternative educational programs for a diverse student population, the Office of Alternative Education has developed a comprehensive and integrated system of prevention, intervention, and transition models designed to meet the educational and social needs of students. The need to maintain safe and orderly learning environments for all students is essential. This will be accomplished with a continuum of services that start in the comprehensive schools with prevention models and intervention programs such as peer mediation, conflict resolution, teaming, in-school alternative programs, and numerous other models. Along the continuum are interventions that remove the student from the regular program and place the student in an alternative school/program. Finally, there are transition programs to move students who are successful back to regular educational programs in the home schools with successful prevention and intervention following the student.

There are two alternative high schools: Catonsville Center for Alternative Studies and the Rosedale Center. The alternative middle schools are: Meadowood Education Center and The Rosedale Center. All alternative schools are staffed with personnel which include regular and special education teachers, instructional assistants, counselors, social workers, and psychologists. Each alternative school is staffed with a principal and secretary. Each school is staffed to enroll 75 students. The two high schools, Catonsville and Rosedale, retain a GED component and have two extra staff positions for this component of the program.

The alternative schools are staffed to provide a more therapeutic approach to assisting students with their educational programs. Partnerships with interagencies have been established. The Department of Health's Bureau of Substance Abuse provides two counselors who are assigned to the alternative schools. A Psychologist is assigned to assist with the transfer process to assess students for violent tendencies so alternative school staff will be told how to work with these students.

Other alternative programs include:

- Evening High Schools (Western Technical High School, Milford Mill Academy, Kenwood High School and Dundalk High School) where students may continue their high school instructional program.
- Afternoon Group Learning Centers (Milford Mill Academy, Kenwood High School) classes are held three days a week in the late afternoon for middle school students.
- Home Teaching Program is designed to provide educational services to students who cannot be serviced in the Alternative Schools, Evening High Schools, or the Group Learning Centers.
- Adult Education Classes are offered for GED preparation

Through all these alternative programs, students are assisted by the Superintendent's Designee responsible for the discipline process and transfers to alternative schools/programs, and the Pupil Personnel Worker from the student's home school, so that students are moved and transitioned successfully to a comprehensive school program, graduate with a diploma, or enter the world of work.

## OVERVIEW ALTERNATIVE PROGRAMS

The primary purpose of the alternative school program is to help improve students' behavior, social skills, and emotional health so that they can return to and succeed in a regular school environment or successfully move on to the world of work. The focus is on remediation rather than punishment; therefore, the length of time spent in an alternative setting will be individualized according to each student's unique needs.

Students enrolled in an alternative school can expect to:

- Develop academic and/or vocational skills
- Improve their self-concepts
- Build teamwork skills
- Change self-defeating behaviors
- Experience success in a school environment.

Participants in alternative schools will experience a warm, invitational, accepting, familial environment through involvement in:

- Outdoor education
- Academic instruction
- Student service learning
- Career exploration
- Social skill development
- Conflict resolution instruction
- Anger control and problem-solving training.

### REGISTRATION

Students must register by calling the appropriate alternative school for an appointment. **This form must be presented at the time of registration.** Alternative schools are listed below:

	<b>CENTER</b>	<b>PRINCIPAL</b>	<b>PHONE</b>	<b>FAX</b>
<u>High Schools</u>				
	Catonsville Center for Alternative Studies	Judith H. Edgar	410-887-0934	410-747-1789
	Rosedale Alternative High School	Sherrilyn Backof	410-887-0133	410-8870473
<u>Middle Schools</u>				
	Rosedale Alternative Middle School	Sherrilyn Backof	410-887-6393	410-887-6410
	Meadowood Education Center	C. Anthony Thompson	410-887-6888	410-887-6889

# LINKAGES FOR SERVICES

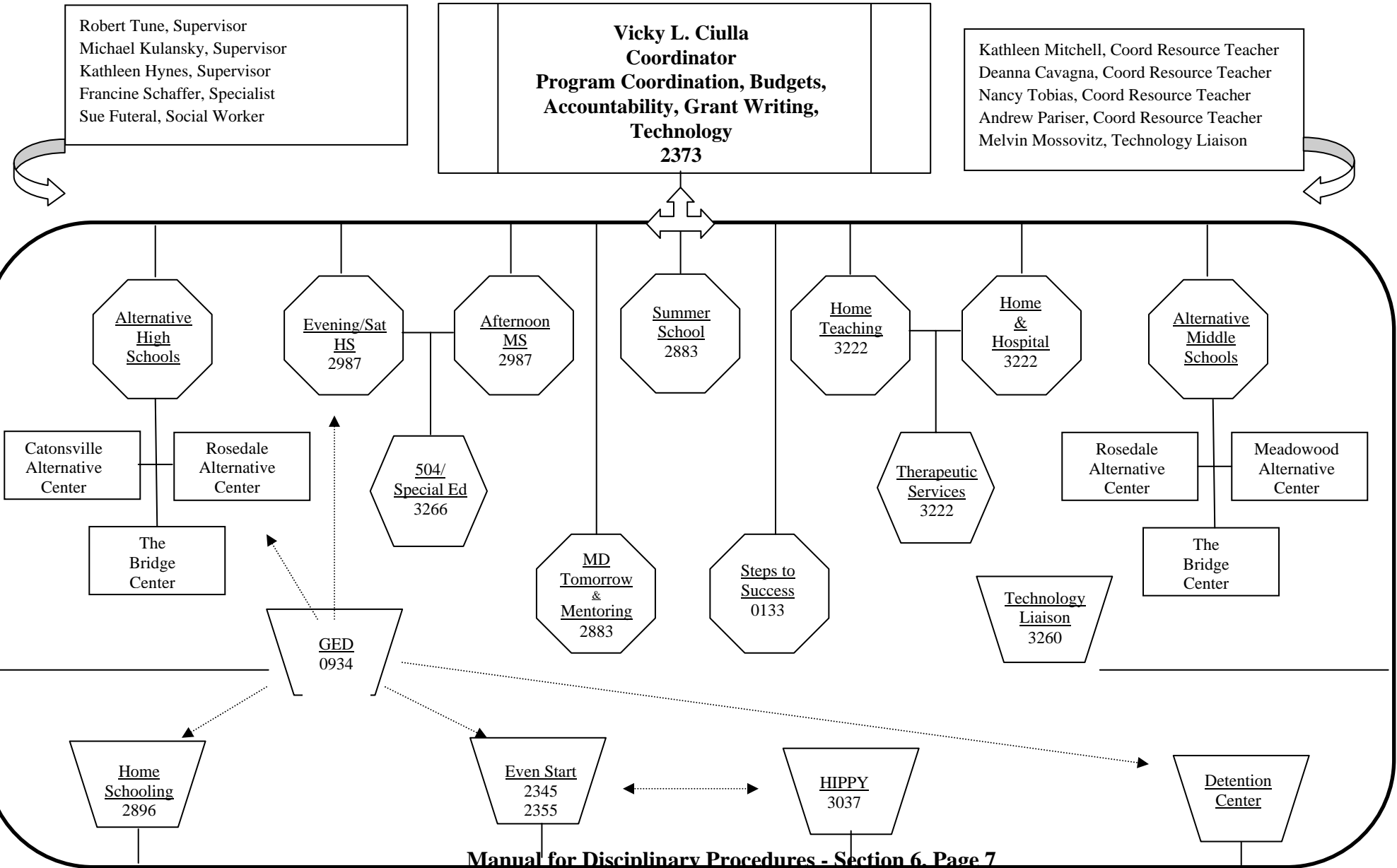
Offices of Alternative Education, Dropout Prevention, and Summer School

410-887-2270

Robert Tune, Supervisor  
 Michael Kulansky, Supervisor  
 Kathleen Hynes, Supervisor  
 Francine Schaffer, Specialist  
 Sue Futeral, Social Worker

**Vicky L. Ciulla**  
**Coordinator**  
**Program Coordination, Budgets,**  
**Accountability, Grant Writing,**  
**Technology**  
**2373**

Kathleen Mitchell, Coord Resource Teacher  
 Deanna Cavagna, Coord Resource Teacher  
 Nancy Tobias, Coord Resource Teacher  
 Andrew Pariser, Coord Resource Teacher  
 Melvin Mossovitz, Technology Liaison



## **ALTERNATIVE HIGH SCHOOLS PROGRAM DESCRIPTION/MISSION STATEMENT**

Our alternative schools offer two outstanding programs for at-risk students: an alternative high school and a career-development program. Both programs provide a therapeutic, non-traditional environment for youngsters who have experienced various difficulties in a regular school setting.

The mission of the alternative high school is to help students develop or improve their pro-social skills so that they may return to and succeed in a regular high school. Our focus on individual and group counseling, pro-social skill instruction, mentoring, peer mediation instruction, conflict resolution education, rigorous academic instruction, and adventure-based counseling enables us to address the special needs of these students.

The career-development program serves high school students who have dropped out or those at risk of dropping out, ages 16-21. The mission of this program is to prepare young people for the GED exam and the work place. This excellent program is ideal for students who do not wish to return to a regular high school. In addition to offering the same extensive counseling component provided in the alternative high school, the career development program provides vocational assessment and training as well as job placement assistance.

### Principle Activities:

- Therapeutic Environment
- Adventure-Based Counseling
- Daily Group Counseling for All Students
- Career Training: Business and 18 trades
- Rigorous Academic Instruction using Baltimore County Public Schools' Curriculum
- Conflict Resolution Instruction
- Peer and Staff-Assisted Mediation
- Anger Management Training
- Drug Counseling and Education

### Target Audiences:

Alternative High School - Students, ages 14-18, who are unsuccessful for myriad reasons in a comprehensive Baltimore County high school.

Career Program - Students, ages 16-21, who have dropped out of a Baltimore County high school.

# **THE EVENING/SATURDAY HIGH SCHOOL PROGRAM**

## **OVERVIEW**

The Evening/Saturday High School offers a high school credit program for ninth through twelfth grade students in the Baltimore County Public Schools. A student who enrolls in the program has an opportunity to continue completing credit classes, modify unacceptable performance, and demonstrate proper behavior, effort, good study habits, a belief in the significance of an education, and a sincere willingness to return to day school.

This program is designed to follow regular day school curricula and policies, and is oriented toward individual student needs. Class enrollment is kept small and individualized attention is given to students.

Standard school system grading, attendance, and discipline policies are followed. Students are expected to complete home assignments on a regular basis. Disruption of the instructional program is not tolerated and could lead to suspension and eventual expulsion from the evening program. Students are expected to follow specific classroom guidelines and discipline rules. The program is staffed with administrators, counselors, and certified teachers.

The program offers day school students a second opportunity to perform satisfactorily. Thus, maturity, responsibility, proper conduct, regular attendance, and effort are expected.

## **COUNSELING**

Counselors and Pupil Personnel Workers provide counseling and support to all evening high school students. A Counselor will meet with the student and parent as part of the registration process.

## **WHAT TO DO BEFORE REGISTERING**

Prior to going to an evening high school to register, a student and parent should:

- Obtain a copy of the current report card and bring it to registration
- Have a completed Evening High School Admission Form, which is obtained from the Superintendent's Designee and completed with the assistance of the day school counselor or administrator
- Decide how many classes (maximum of five) the student will take
  - Two classes at either Kenwood or Western School of Technology on Mondays and Wednesdays (6 p.m. and 8 p.m.)
  - Two classes at either Dundalk or Milford Mill Academy on Tuesdays and Thursdays (6 p.m. and 8 p.m.)
  - One class at Towson High School on Saturday (8 a.m. to 12 noon)
- Obtain an evening high school brochure, which lists course offerings and schedule, from the Superintendent's Designee, day school counselor, or Office of Alternative Education.

## **REGISTRATION**

A student must bring a completed admission form and should register immediately following expulsion at an evening high school on the night the school is open. The student should arrive for registration between 5:30 and 6:00 p.m., report to the main office, and be prepared to attend the 6:00 and 8:00 p.m. classes. Students wishing to attend a Towson Saturday class must register at Kenwood on the Monday or Wednesday evening prior to attending the Saturday class. Upon arriving at the evening high school, a student should report to the main office. **Registration will not be accepted after 8:30 p.m.** There is no student registration fee for expelled students. Students must provide their own transportation.

## **EVENING HIGH SCHOOL LOCATIONS**

Western School of Technology Evening High School (Mon. & Wed.) 100 Kenwood Ave., 21228

Dundalk Evening High School (Tues. & Thurs.) 1901 Delvale Avenue, 21222

Kenwood Evening (Mon. & Wed.) 501 Stemmers Run Road, 21221

Milford Mill Evening High School (Tues. & Thurs.) 3800 Washington Ave., 21244

Towson Saturday High School (Sat.) 69 Cedar Avenue, 21286

**FOR FURTHER INFORMATION**, call the Office of Alternative Education at 410-887-6407.

## **HOME TEACHING PROGRAM**

The Home Teaching Program is designed to provide individualized instruction at the residence of an expelled student or in a public library. For elementary and middle school students, instruction is provided in English, social studies, mathematics, and science for a total of four hours a week. For high school students who are not handicapped, instruction is provided in two of the four major subjects for a total of four hours a week. Some middle and high school students may be enrolled in the Home Teaching Teleclass Program that is staffed by certified teachers. This program is delivered via the telephone. Current competency levels are identified in order to reinforce basic skills and raise student achievement levels in math, reading, and writing.

Students expelled from the regular day school program are assigned to Home Teaching by a Superintendent's Designee. The home teaching assignment is used for the types of students mentioned above who need this kind of special alternative program. The Office of Alternative Education is notified and a home teacher is selected to meet the special needs of each individual case.

The home teacher contacts the family and arranges an instructional schedule. The home teacher contacts the student's home day school to gather appropriate information about the student and instructional materials.

The Home Teaching Program follows the same attendance policy as the regular comprehensive schools. The instruction takes place in the home with an adult present or in a nearby library, church, or school. Absences or the inability to receive instruction must be verified by the home teacher to be considered excused. Classwork, homework, tests, and student participation determine the student's grades. Home teaching students receive report cards at the end of each quarter. Special evaluation forms are completed to measure students' progress when they are considered for review and reinstatement. These forms are used along with other information to decide the future placement of the students by the Review and Reinstatement Committee.

## Transition Plans

The alternative program student is always in transition - either going in or coming out of an alternative placement. In order to facilitate the transition, constant communication both ways, which moves from home school to alternative program and from alternative program to home school, is essential for the student's success. Two components which must be in place for facilitation are:

1. a designated home school liaison **and** a designated alternative program liaison, and
2. a standardized transition plan.

The following procedures are sequenced to show the responsibilities for transition activities before, during, and after an assignment to an alternative placement.

### Program Review

When a student is identified as a possible candidate for an alternative placement, a SST/IEP meeting must be held at the home school with active participation from the PPW and an alternative program staff member to facilitate the development of a student plan of prevention/intervention which may or may not include transfer to an alternative center.

### Alternative Placement/Expulsion

If a decision is made to request an alternative placement, the packet, including both expulsion and program review, is prepared and sent to the Superintendent's Designee for review. If the designee's review/hearing leads to an alternative placement, an intake conference is scheduled at the alternative center. The PPW is invited to attend. Once the decision has been made for an alternative placement, the home school designates the liaison who will continue to track the student's progress and prepare for his/her eventual return.

### Home School Liaison Responsibilities:

- to stay in communication with the alternative program liaison
- to track progress
- to review credits and course requirements for high school students
- to continue the IEP process, if warranted
- to assist and oversee the extended day transition, when appropriate
- to prepare for student's return - team changes, special assignments, schedule
- to communicate and oversee the implementation of the transition plan
- to monitor 12<sup>th</sup> grade students who were suspended/expelled prior to mid-point of third quarter for possible participation in the graduation ceremony at the home school, i.e., cap/gown, diploma, credit certificate, student service learning hours
- to assist in tracking students' needs in the area of testing and to communicate those needs to the alternative center
- to conduct spring registration for all students for the coming year with emphasis on program selection, i.e., COP, Maryland's Tomorrow, DO, OP, work release or magnet programs (maybe as early as December)
- to make periodic visits to students in the alternative placement

**Alternative Program Liaison Responsibilities:**

- to visit weekly with home school's liaison to support implementation of the transition plan
- to visit with each student to discuss his/her adjustment and academic success
- to discuss the implementation of the student's transition plan with appropriate staff
- to confer with teachers, counselors, or administrators to discuss issues or concerns expressed by the student
- to suggest revisions of transition plan if the student is not being successful
- to provide training and mentoring upon request
- to discuss the possibilities of other students returning to the home school with appropriate staff members
- to continue or initiate unique programs such as Project Attend to assist students while in an alternative program
- to provide appropriate assistance and testing opportunities for students in the functional test areas

**Home School Reassignment**

Several weeks before probable return, a plan is shared for extended day with the home school liaison and the alternative school liaison. The student participates in an extended day: the student has classes at the center and then reports to home school for transition classes based on the plan. Daily communication must occur during extended day to evaluate the student's readiness for return.

During this time a formal transition plan is developed by the alternative team in conjunction with the home school liaison and team. This plan is shared with the teachers and all staff in the home school as part of the "conferring process" for the student's return. A copy of the formal plan will be sent to the Superintendent's Designee for the out-take hearing. The transition plan is implemented at the home school with the alternative liaison acting as support. The transition plan may include such things as:

- flexible scheduling
- regular continued visits from alternative center staff
- a mentor at home school
- assorted strategies, i.e.:
  - flash pass
  - contact with alternative staff
  - time out space
  - point sheet/progress report
  - group counseling

# Alternative School Program

Date of This Report: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Home School: \_\_\_\_\_

Date Entered the Program: \_\_\_\_\_

Days Absent: \_\_\_\_\_ Days Present: \_\_\_\_\_

Academic Grades and Comments: \_\_\_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

Social  
Studies \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Alternative School Transition Plan

Re-entry Plan for: \_\_\_\_\_

Date of Suspension: \_\_\_\_\_

Date of entry to Alternative Center: \_\_\_\_\_

Projected Date of Withdrawal From Alternative Center: \_\_\_\_\_

Home School: \_\_\_\_\_ Re-entry Grade Level: \_\_\_\_\_

Alternative Center Counselor: \_\_\_\_\_

Alternative Center Liaison: \_\_\_\_\_

Home School Counselor: \_\_\_\_\_

Home School Liaison: \_\_\_\_\_

Goals to be addressed upon return to home school: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Schedule Concerns:

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Suggestions for success in the traditional program:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Transition Plan Checklist

Student \_\_\_\_\_ Home School \_\_\_\_\_

Grade \_\_\_\_\_ Alternative School \_\_\_\_\_ Date \_\_\_\_\_

Home School Liaison \_\_\_\_\_ Alt. School Liaison \_\_\_\_\_

## Student Improvement/Accomplishments

### Academic/Classroom

- Demonstrates/Increased ability to work independently
- Demonstrates/Increased ability to complete assignment
- Demonstrates/Increased proficiency in solving problems/thinking critically
- Demonstrates capacity for creative expression
- Improved basic language skills
- Demonstrates listening skills
- Improved ability to follow directions
- Assumes responsibility for own learning
- Demonstrates an interest in learning
- Increased frequency of on-task behaviors
- Consistently on task
- Increased classroom participation
- Increased motivation
- Consistently strives for academic success

### Relationships

- Developed positive peer relationships
- Recognizes clear student/teacher boundaries
- Improved ability to effectively communicate with staff/peers
- Assists other students academically
- Accepted additional responsibility as teacher helper
- Improved ability to resolve interpersonal conflict
- Improved interpersonal communication skills

### Behavior/Self

- Accepts responsibility for actions
- Improved in impulse control
- Improved in anger management
- Shows positive attitude
- Demonstrates/Improved ability to follow school rules
- Demonstrates/Improved leadership skills
- Demonstrates/Improved ability to make informed decisions
- Improved self-esteem/positive self image
- Increased usage of appropriate language

## Page 2, Transition Plan Checklist

### General

- Successfully advanced in levels
- Improved attendance

## Recommendations for Successful Transition

### Classroom Environment/Instruction

- Seat student near teacher
- Seat student alone
- Seat student near peer helper, especially during note-taking
- Give instructions/assignment orally and visually
- Break down instructions into small steps
- Test student orally
- Allow student to take practice tests
- Utilize alternative assessment
- Build student's test-taking strategies/skills
- Monitor on-task behavior
- Offer additional assistance at start of assignments
- Student needs assistance in completing assignments
- Student needs additional assistance with long range assignments
- Provide individual instruction in \_\_\_\_\_
- Extend time limits for \_\_\_\_\_ (reading, writing, etc.) assignments
- Modify lengthy independent reading assignments followed by written comprehension exercise due to limited reading skills
- Utilize computer for writing assignments
- Assist in developing information retention skills
- Assist in understanding basic concepts
- Assist with organization
- Assist in processing information
- Offer remediation for Maryland Functional \_\_\_\_\_ Test

### Behavior

- Student responds to positive feedback
- Assist in building a consistent positive self-image
- Continue to assist with anger management
- Continue to develop social skills
- Use immediate reinforcement strategies
- Assist student in developing positive leadership skills
- Continue to address communication skills
- Assist student in building positive peer relationships
- Assist student in making informed decisions

## **Other Activities**

- Benefits from participation in school clubs/sports
- Benefits from participation as peer tutor
- Benefits from participation in tutoring program
- Benefits from participation in COP program
- Benefits from role of teacher/office assistant
- Benefits from peer/adult mentor
- Continue outside counseling
- Continue drug counseling
- Offer information on career options, training opportunities, or college
- Needs assistance in completing Service Learning requirement

## **General**

- Monitor attendance
- Monitor medication
- Encourage student to wear glasses
- Contact family immediately if student is out of compliance in any class
- Send home daily/regular progress reports
- Review progress up to three years
- Review/rewrite Individual Education Plan
- Provide consultative services from inclusion specialist
- Have Student Support Services team review progress
- Continue Special Education monitoring