

HOME INSTRUCTED/PARENTALLY PLACED PRIVATE SCHOOL STUDENTS WHO RECEIVE IDEA/504 SERVICES

Students who are home instructed or placed in private/parochial schools by their parents/legal guardians** are entitled to the following as per IDEA and COMAR:

- Child Find
- Screening/Evaluation/Assessment
- Identification and Eligibility for Special Education

Once the IEP team determines that a child who is home instructed or placed in a private/parochial school by their parents/legal guardians is eligible for special education as a child with a disability, the parents/legal guardians have the option to enroll their child in Carroll County Public Schools to receive a Free, Appropriate, Public Education (FAPE) driven by the Individual Education Plan. However, the parents/legal guardians also have the option to continue to home instruct their child, or continue enrollments in the private/parochial preschool. If an eligible child is enrolled in a private school in Carroll County, then the IEP team develops an Individual Service Plan (ISP) for the student and the following options are considered:

1. The student may receive limited services as outlined on the ISP. These services are determined by the IEP team, and occur at a time during normal school hours. Service delivery location is also on a case by case basis and determined by the IEP team.
2. The parent/legal guardian may decline services. The student is still identified as a student eligible for special education. The IEP team must attempt to meet to conduct triennial evaluations unless the parent/legal guardian declines such evaluations.

Home instructed and parentally placed private school students are afforded all due process rights for child find, screening/evaluation/assessments, and identification and eligibility. Provision of services to these students are not guaranteed under IDEA, although CCPS is obligated to provide services to parentally placed private school students based upon a percentage of per pupil expenditures. This funding is determined on an annual basis, by the Maryland State Department of Education.

** Parentally placed private/parochial students are those who attend private school for reasons other than special education. If parents/legal guardians unilaterally place a child in a nonpublic school for the provision of FAPE (usually after a disagreement with an IEP team), the above procedures do not apply, and the Office of Special Education needs to be contacted immediately.

Revised 8/03, 10/09

PROCEDURES FOR PLACEMENTS OF STUDENTS APPROVED FOR EARLY CHILDHOOD SPECIAL EDUCATION REGIONAL PROGRAMS

Each student who qualifies for placement in the Early Childhood Special Education Regional Program shall attend the designated regional school in their attendance area.

Given that pre-school programs are not mandatory for pre-schoolers, and services are only in a few regional centers that have limited capacity, the regular Carroll County Public Schools Out-of-District request procedures do not apply.

Should a parent/legal guardian whose child is eligible for Early Childhood Special Education services feel there is an extraordinary reason that justifies consideration by Carroll County Public Schools for placement outside of their attendance area, the parent/legal guardian may request such a placement in writing, from the principal of the school that the parent/legal guardian wishes to have the child attend. This principal will then consult with the assistant supervisor of special education and principal of the assigned regional school. If space is available, and the reason for the requested placement is truly extraordinary, the principal may approve the placement out of area.

If an out-of-area Regional placement is approved, parents/legal guardians are responsible for transportation of their child. Should the student experience ongoing attendance issues due to parents/legal guardians transporting the child; the principal should contact the assistant supervisor of special education.

8/03

ALTERNATIVE PROGRAMS

Carroll County Public Schools is proud to offer a variety of programs that are designed to assist students who have not been successful in the traditional school setting and for earning credit toward high school graduation or completing high school credits. These programs are:

CLASS (THE COMMUNITY LEARNING AND SUSPENSION SERVICE) PROGRAMS

The CLASS program (located next to the Gateway School) is a structured suspension program that provides students with counseling and community service while holding them responsible academically for missed class work. Students grades 6 – 12 who receive a short term suspension for 3-10 days are offered the CLASS Program as an alternative placement to staying home from school while suspended. If the student is successful in the program, suspensions totaling 3 – 5 days may be reduced by one day while suspensions totaling 6 – 10 days may be reduced up to 2 days.

The CLASS program also provides an extended suspension/administrative placement for up to 10 students. These students are enrolled in original credit classes for which they receive a half-day of instruction via distance learning or small group instruction. The students also receive counseling to address suspension issues and perform a half-day of community service. Referrals are made by the Pupil Personnel Worker to the Supervisor of Pupil Personnel & Student Support Services.

Short term suspensions are referred by a school based administrator via a referral form. The referral can be faxed to the CLASS Facilitator at 410-751-5146. Parents/guardians and their students are required to sign a class contract that covers the program responsibilities. In addition to Carroll County Public School counseling services, a Junction, Inc. counselor is available to provide drug and alcohol counseling to students as needed.

Transportation to the CLASS Program is provided by Carroll County Public Schools for students placed on extended suspension/administrative placement. High school students referred to CLASS on short-term suspension may take the Carroll County Career and Technology Center school bus from their home school. Middle school students on short-term suspension must have transportation arranged by their parents.

C.L.A.S.S. Program Referral for 3–10 day Suspensions

- * **PROCEDURES:** Contact the CLASS Facilitator at (410-751-5146 – if busy call 443-375-6113) to ensure space availability during projected suspension days.

Referral paperwork must be received by 12 (noon) for next day admission into program. **C.L.A.S.S. contract should be reviewed (even by phone) with parent or student prior to referral. If it is not signed, this will occur upon entry into C.L.A.S.S.**

- * Student Name: _____ Age: _____ Grade: _____
Home School: _____ Student I.D.# _____
Home School Administration Contact: _____
Number of Suspension Days: _____ Extended Suspension Request: ___yes ___ no
Transportation to C.L.A.S.S. program: ___ Parent ___ CCPS Transportation

Contact Carroll Transit (410-875-5555) for middle school parents who need help with transportation

- * Please FAX to (410-751-5146) the following to confirm student referral:

- _____ Copy of Emergency Card (front and back))
- _____ Suspension paperwork
- _____ Original Staff Referral (Narrative of incident)
- _____ Student Schedule

If Applicable, please also FAX:

- _____ CCPS signed Medication Consent Form/Emergency and Care Plan (*obtain from nurse*)
- _____ Sp Ed/504 student (IEP Snapshot/504 Plan) (if accessible)
- _____ Free and reduced lunch form

- * All necessary forms must be received by Facilitator to ensure start date.
- * Please assist the student or parent in collecting assignments to complete while on suspension. If this is not possible, please have teachers e-mail assignments to Tom Kirk on GroupWise.
- * If applicable, remind student/parent of suspension requirements to fulfill prior to return to the home school.

NOTE: Violence assessments must be completed prior to attending the CLASS Program.

- _____ Violence Assessment
- _____ Drug and Alcohol Assessment

Administrator Signature

PLEASE NOTE: CLASS WILL RE-CONTACT YOU VIA PHONE OR FAX TO REPORT PROGRESS WITHIN THE PROGRAM AND ANTICIPATED RETURN DATE (INCLUDING DAYS REDUCED FOR STUDENT SUCCESS). Revised 1/07

C.L.A.S.S. / STUDENT/ FAMILY CONTRACT

The C.L.A.S.S. (Community Learning and Suspension Service) Program serves students by providing small, structured academic, community service, behavioral and counseling components to their days of suspensions. We also ask more of students and families to help improve student behavior and help them transition back to their schools. This contract is intended to summarize our joint efforts.

A. The C.L.A.S.S. Program staff agrees to provide:

1. A small structured learning environment, clear and consistent rules, behavior, as well as, academic and service instruction to help students achieve success.
2. Counseling to address the reasons why students were suspended to help them gain insight into their behavior and successfully transition back to their schools.
3. Appropriate rewards and privileges for improved behavior including the possibility of shortening a 3-5 day suspension by one day and a 6-10 day suspension by two days.
4. Clear, consistent consequences for misbehavior.
5. Daily parent communication through the DAS (Daily Achievement Sheet).
6. Courtesy and respect to students and families.

B. I, _____ (Parent or legal guardian) agree to:

1. Voluntarily enroll my child _____ in the C.L.A.S.S. Program.
2. On a daily basis ensure that my child brings class books and assignments, sign my child's DAS and review his/her behavior progress and homework.
3. Deliver to and pick-up from the nurse prescribed medication that my child requires.
4. Participate in requested meetings to help plan for my child at C.L.A.S.S. and transition them back to the home school: _____
5. Provide the following rewards for success at the C.L.A.S.S. Program (>85 daily points) that I have discussed with my child: _____

6. Provide the following consequences/restrictions for misbehavior at the C.L.A.S.S. program (<85 points): _____

7. Provide behavioral pick-up if needed due to my child's failure to cooperate in the C.L.A.S.S. Program. List pick-up person and phone number: _____

8. If recommended or required by CCPS, I give consent for _____ (Student's Name) to receive counseling services provided by a Masters Level Counselor employed by Junction, Inc.
9. Confidentiality and Exceptions: Junction adheres to all laws regarding confidentiality of client information as specified in the annotated code of Maryland (COMAR), and the federal Health Insurance Portability and Accountability Act (HIPAA). No information regarding treatment shall be disclosed without the express written consent of the client/parent. Even with a written release, disclosure of client information will be limited to the minimum of identifiable information necessary for the intended purpose of the release.
10. I give consent for _____ to be transported by a Carroll County Public School bus off-site to participate in community service activities under C.L.A.S.S. staff supervision and in conjunction with non-profit agencies.

Student and/or Parent authorization is not required under the following circumstances:

- a. Medical and/or psychiatric emergency (Duty to protect)
- b. Suspected child abuse and neglect (Reporting obligation to local Department of Social Services)

- c. Threats to physically harm self or another person (Duty to protect and warn)
- d. Disclosure required by law (subpoena)
- e. Disclosure of sexual abuse made by either children or adults who disclose abuse that occurred (per COMAR regulations).

- 11. Notify the C.L.A.S.S. staff regarding absences by 9:00 a.m., provide a written excuse for each lawful absence and report all unexcused absences.
- 12. Address concerns to C.L.A.S.S. staff privately (not in the presence of the student) and work with staff to resolve problems as a unified team with courtesy and respect.

C. I, _____ (Student name) agree to:

- 1. Attend the C.L.A.S.S. Program daily (*Doctor's note required for absence*).
- 2. Ask questions about anything that is unclear concerning C.L.A.S.S. rules.
- 3. Work to successfully complete the academic, counseling, behavioral and community service components of the program.
- 4. Understand that the home rewards and consequences listed above will be implemented by my parents for how I behave and achieve in school.
- 5. Bring class books and assignments from my home school to the C.L.A.S.S. Program each day.
- 6. Work to change the following problem behaviors that led me to be suspended and sent to the C.L.A.S.S. Program: _____

- 7. Work with the C.L.A.S.S. staff to deal with issues related to my suspension and plan for successfully re-entering my home school.
- 8. Show courtesy and respect to staff and other students as I follow the C.L.A.S.S. rules.

We understand that _____'s enrollment at The C.L.A.S.S. Program could be jeopardized if this contract is broken. We also understand that suspendable actions at The C.L.A.S.S. Program can lead to extended suspension or expulsion from The C.L.A.S.S. Program and that illegal activity will result in police involvement.

We agree to the above conditions for placement in the C.L.A.S.S. Program.

C.L.A.S.S. Program Staff Member

Parent or Guardian

Home School Administrator

Student

Date of Intake Conference

Flexible Student Support Programs are designed to serve both in-school youth who have not been successful in the regular high school program and out-of-school youth who desire to return to CCPS and complete the requirements for their high school diploma. Students and parents/legal guardians are required to sign a contract which outlines attendance, academic and behavioral expectations for the program.

The program targets primarily the following populations:

- Students at risk of dropping out of school
- Students placed on extended suspension or removed from a comprehensive school due to reportable offense changes.
- Students who have fallen behind in credits and are in danger of not graduating.
- Students with medical or emotional issues that prevent consistent attendance at a comprehensive high school.
- Students who desire to return to CCPS to complete the requirements for their high school diploma and need to meet the probationary requirement prior to re-admittance to a comprehensive high school.

FLEXIBLE STUDENT SUPPORT is comprised of three major components: the Student Support Center (SSC), the Distance Learning Lab (DLL), and Diversified Occupations (DO).

THE Student Support Center serves students who need a small structured setting with direct instruction in order to complete their course work. Classes run on the traditional semester schedule.

THE Distance Learning Lab serves students who can work independently through an online educational program. Students may be admitted, as space is available, throughout the year and progress at their own pace. Students must complete the entire course. No transfer grade is accepted for partial credit.

THE Diversified Occupations PROGRAM serves students who need to meet the program “completer” graduation requirement. This program allows students to earn 1.0 credit for classroom instruction and 3.0 credits for supervised work experience. The classroom component is offered on a semester schedule. Work site hours are accrued for each student as their employer schedules them and as approved by Carroll County Public School staff.

Students interested in applying to one of the programs should contact the Pupil Personnel Worker for the school to which the student is assigned.

The Gateway School

The Gateway School is an alternative educational setting designed to assist middle and high school students to have successful school experiences. Students who are enrolled at the Gateway School are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for the students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior. While many subjects available at the home middle and high schools are taught at the Gateway School, some courses may not be offered due to the limited facilities or specialization of the course. Gateway students follow the regular school calendar.

During a required orientation/registration meeting, Gateway School students and their parents/legal guardians will be expected to sign a contract ensuring their understanding and agreement of the behavioral management system and other rules and regulations. Such expectations will provide the base for a structured program and a wholesome learning environment.

Students may be admitted to the Gateway School in many ways. They are as follows:

1. *Extended Suspension*

When students exhibit continued disciplinary issues and are placed on Extended Suspension from their home school, Gateway may be offered as an educational option. The student and family choosing this option would contact the Gateway School after the Extended Suspension conference to set up an orientation/registration meeting.

2. *Voluntary Placements*

Students failing to succeed in their regular school setting for a variety of reasons may be considered for voluntary admission into the Gateway School. Voluntary placements are requested by the student, the student's parent(s)/legal guardian(s), or the administration of the school after school-based interventions have not been successful. The Pupil Personnel Worker will, generally, facilitate this placement by talking with the student and parents/legal guardians, collecting information, and presenting this information to the Gateway School. If the student receives special education services, the Special Education Department needs to hold an IEP meeting to determine if additional services are available at the home school, decide if the change in placement will appropriately meet the student's needs, and, if necessary, schedule a Collaborative IEP meeting to determine appropriate placement.

3. *Administrative Placements*

Students returning to CCPS from hospitalizations, institutional placements, or incarceration *may* be placed at the Gateway School if there is a documented need for a small, structured environment and these needs cannot be met at the student's home school. Administrative Placements are facilitated through either the Director of Student Services or the appropriate school Director. The appropriateness of the placement is discussed with the Gateway School Principal, the home school Pupil Personnel Worker, and the Director of Student Services.

4. *The Collaborative IEP Process*

Students needing special education services beyond those available in their home school *may* be placed at the Gateway School. This is always the determination of the Collaborative IEP team, which typically includes a representative of the Gateway School. This placement attempts to provide suitable services in the least restrictive environment consistent with special education practices, policies, and laws.

5. *Students returning from withdrawn status*

A student who wishes to return to CCPS after having withdrawn from school shall be referred to the Pupil Personnel Worker. Generally, students returning to CCPS enter one of the Flexible Student Support programs for a probationary period. If these programs are deemed inappropriate, a student may re-enter and conduct their probationary period at the Gateway School. This process is facilitated by the student's home school Pupil Personnel Worker.

6. *Transfer*

Students enrolled and attending alternative programs out of the county and moving into Carroll County may transfer into Gateway. As students attempt to enroll at their home school, they will be directed to contact their Pupil Personnel Worker.

The "Gateway School Student Placement Information Sheet" will be used as a cover for student information for Voluntary Placements, Extended Suspension Placements, and Administrative Placements.

INDIVIDUALIZED INSTRUCTION PROGRAM – In certain, limited situations, a student may need an individualized instruction program at home or in the community. In such cases the following guidelines will be followed:

- the student must have an opportunity to participate in the general curriculum.
- the program shall be short term.
- if anything longer than a short term program is needed, an alternative educational placement will be considered.
- the parent/legal guardian must consent to the program.
- if the parent/legal guardian does not consent to the program and the student poses a threat to himself or others, a change in educational placement shall be considered. In some cases the school system may request a due process hearing or injunctive relief.
- if the student received special education/504 services the student will receive those services and modifications as described in the IEP/504 plan. An IEP team meeting must be held prior to implementing the program as well as upon the student's return to school.

PRIDE (Positive Response to Issues of Discipline with Elementary Students)

PRIDE is a pre-Kindergarten through 5th grade alternative program for students referred by the Student Services Team due to:

2. An extended suspension request
3. High risk from a school-initiated Violence Assessment at the Youth Services Bureau
4. A psychiatric hospitalization recommendation
5. Severe behavior problems that are resistant to Student Services Team and Behavior Support Specialist interventions

PRIDE referrals are case managed by either the school's assigned Pupil Personnel Worker or Behavior Support Specialist. IEP needs cannot have led to the referral and students coded "emotionally disturbed" are not appropriate for PRIDE (see PRIDE Application/Checklist for clarification of application requirements). The Supervisor of Pupil Personnel and Student Support Services receives the PRIDE Application/Checklist and decides if the placement is appropriate and if space is available in the program. Parents/Legal guardians must attend an intake meeting with PRIDE staff and agree to voluntary placement in the program according to the terms of the PRIDE Student/Family Contract that stipulate educational, behavioral, and counseling requirements.

PRIDE currently has two full-day programs (pre-K-2 and 3-5) of 5-10 students. The CCPS curriculum is followed for major academic classes. Social skills teaching and crisis intervention services are also provided. Progress is assessed on behavior charts which are sent home daily. Transportation is provided by Carroll County Public Schools. There are no out-of-pocket costs to parents/legal guardians for the PRIDE program.

Students typically remain in PRIDE until success is demonstrated (average 8-12 months) and they are returned to their home school. In some cases where significant progress does not occur, students may be assessed and placed into a special education program. Since PRIDE has no special educators on staff, responsibilities for IEP screenings, assessment and case management remain with the referred student's home school even while enrolled in PRIDE. However, one of the purposes of PRIDE is to try to address disruptive and dangerous behavior and related family/student issues so that the situation can be stabilized and more restrictive special education placements can be avoided.

POSITIVE RESPONSES TO ISSUES OF DISCIPLINE WITH ELEMENTARY STUDENT (P.R.I.D.E.)

P.R.I.D.E. STUDENT / FAMILY CONTRACT

Changing serious school behavior problems requires a great deal of effort on the part of the school, student and family. The PRIDE Program is a place where this can take place and our staff is willing to provide extra services and effort. However, we also must ask more of students and families to help improve behavior and achievement so that students can return to mainstream settings. This contract summarizes our joint efforts.

A. The PRIDE Program of Carroll County Public School (CCPS) agrees to provide:

1. A small structured alternative learning environment, clear and consistent rules, as well as individualized behavior and academic instruction.
2. Counseling to improve student's adjustment and to gain insight into their behavior.
3. Appropriate rewards and privileges for improved behavior.
4. Clear, consistent consequences for misbehavior.
5. Parent communication through the DIS (Daily Interaction Sheet), meetings and phone calls.
6. Courtesy and respect to students and families.

B. I, _____ (Parent/Legal Guardian) agree to:

1. Voluntarily enroll my child, _____, in PRIDE.
2. On a daily basis sign my child's DIS and review his/her homework.
3. Participate in parent meetings at school.
4. Participate in weekly parent/family counseling with the CCPS Therapist or a private provider.
5. Allow my child to participate in individual and group counseling services at PRIDE, as determined by the PRIDE Therapist.
6. Complete all assessment checklists as requested by PRIDE staff.
7. Provide the following home rewards for progress at the PRIDE Program that I have discussed with my child.
Successful Day: _____
Successful Week: _____
Earning Home School Mainstreaming: _____
Successful Transition back to Home School: _____
8. Provide the following consequences/restrictions for misbehavior at PRIDE:
Unsuccessful Day: _____
Unsuccessful Week: _____
Suspension/Behavior Pick-up Restrictions: _____
9. Provide behavioral pick-up as needed. List pick-up person and phone number (This name must appear on Emergency Procedure Card): _____
10. Notify Carroll Springs (410-751-3620) regarding absences by 8:00a.m. each morning and provide a written excuse for each lawful absence and report all unexcused absences.
11. Cooperate with staff, address concerns to PRIDE staff privately (not in the presence of the student), and to work with staff to resolve problems as a unified team with courtesy and respect.
12. Agree that enrollment at PRIDE will continue until he/she successfully completes the program, is referred to a special educational program, or is placed on extended suspension from PRIDE. Transition back to the home school will be considered when a student maintains 80% or better for 30 consecutive school days on the Student's Daily Interaction Sheet. A meeting will be arranged to discuss the possibility of return to the home school when this occurs. A transition plan will then be developed to guide the student's move back to the home school.
13. I understand that when PRIDE staff have reason to believe that a student's behavior presents an immediate danger to self or others, excessively disrupts the learning program or has a high potential of causing destruction of property, PRIDE staff will utilize therapeutic restraint as a last resort intervention strategy. Therapeutic restraint will be used according to CCPS regulation and Crisis Prevention Institute (CPI) procedures. PRIDE staff will notify parents any day therapeutic restraint occurs. In addition, my child shall be suspended from school.
14. I understand that serious suspendable actions at PRIDE can lead to extended suspension from PRIDE and illegal activity can result in police involvement.
15. I understand that when my son/daughter damages or destroys school property or the property of another person while on school property, I am responsible for restitution of damages.

16. I give consent to Carroll County Public Schools to provide counseling services to my child and family. I give consent for PRIDE staff to exchange information with my child's private therapist and other agency staff involved with my family.

C. I, _____, (Student name) agree to:

1. Attend the PRIDE Program unless I am sick.
2. Work hard to change the problem behaviors that led me to the PRIDE Program.
3. Ask questions about anything that is unclear concerning rules or class work.
4. Work for school and home rewards.
5. Accept consequences for how I behave in school according to points earned on my DIS.
6. Take care of books, materials, and property at the PRIDE Program.
7. Take my DIS home to get signed each night and return it the next morning.
8. Work with the counselors at PRIDE to help me gain control of my behavior and better understand my feelings and actions.
9. Follow all CCPS rules and show courtesy and respect to staff and other students as I follow the PRIDE classroom rules.
10. Work on these two positive behaviors with my parents and The PRIDE Program staff:

a. _____

b. _____

I have read and understand the terms of this contract. I understand that failure to abide by this contract will result in my child being dismissed from the program.

Parent/Legal Guardian

Parent/Legal Guardian

Pupil Personnel Worker

Behavioral Specialist

PRIDE Staff Member

PRIDE Therapist

Student

PRIDE Administrator

School Psychologist

Home School Administrator

Date of Intake Conference ____/____/____

STUDENTS RETURNING FROM WITHDRAWN STATUS WHOSE LAST SCHOOL PLACEMENT WAS GATEWAY

1. Students who have withdrawn from the Gateway School who wish to return to CCPS must do so through a program offered through Flexible Student Support (DLL, SSC, DO).
2. Upon applying to an FSS program, the Gateway Pupil Personnel Worker will establish a time frame in which progress will be reviewed (i.e., 1 or 2 quarters).
3. FSS program staff will inform Gateway staff and the Gateway PPW of the student's progress through grade and attendance reports.
4. Within the established time frame, the FSS staff will make a recommendation for transition to the Gateway School PPW based upon student progress in FSS.
5. The Gateway School PPW will review this recommendation and consult with the Principal and staff of the Gateway School before finalizing the recommendation.
6. If the recommendation is for the student to return to the **Gateway School**, the student and his/her parents/legal guardians must contact the Gateway School to schedule an intake meeting to complete enrollment paperwork, etc.
7. If, due to excellent progress in FSS and the student addressing his/her reasons for initial referral to the Gateway School, the recommendation is for the student to return to his/her **home school**:
 - a. The Gateway School PPW will notify the home school PPW of the recommendation and seek input
 - b. The Gateway School Principal will notify the home school Principal of the recommendation and seek input
 - c. Based on the recommendation and PPW/Principal input, the Director of Student Services will decide whether the student will return to his/her home school through an Administrative Placement facilitated by the Director of Student Services in conjunction with the Principals of both Gateway and the home school.
 - d. If the Administrative Placement back to the home school is approved:
 - the student and his/her parents/legal guardians will contact the appropriate home school personnel to make arrangements for re-enrollment
 - the student will return with an appropriate contract regarding grades, behavior, and attendance
 - if the above do not remain at a satisfactory level, it is understood that the student will then return to the Gateway School
 - e. If the Administrative Placement to the home school is not approved:
 - the student and his/her parents/legal guardians must contact the Gateway School to schedule an intake meeting

PLACEMENT OF AT-RISK STUDENTS WITH DISABILITIES

The following, brief procedure will help staff examine what they have done to assist a student with a disability and get some outside support as to what else may be possible. This also will support both the home school and any potential out-of-home school placement.

- Step 1:** A student with a disability, or a student suspected of having a disability, must be referred to the school IEP Team for evaluations, program changes, or other action as determined appropriate, such as change in placement, change in service intensity, location, etc.
- Step 2:** If a student with a disability is being considered for a potential out-of-school placement, the IEP Team should meet to review the student's strengths and needs, adjust the goals and objectives, determine the need for additional program modifications at the home school, determine what would be needed for the student to remain in the home school placement, or determine the need for evaluations.
- Step 3:** Should all measures not meet with positive changes for the student, then:
- a. Schedule a Collaborative IEP Team Meeting
 - b. Discuss the matter thoroughly including what has been done and what may be needed
 - c. Complete the form "Summary Data Sheet" in its entirety
 - d. Send the completed form to all potential out-of-home school administrators for their review and input. The form must be sent at least ten (10) business days prior to the next scheduled meeting to discuss needs further and placement matters.
 - Principal of proposed placement should review the information and discuss the case with the appropriate person(s) from the referring school.
 - If both Principals are in agreement with the proposed action then move forward with the meeting and action.
 - If either principal disagrees with the proposed action an appeal should be made prior to the meeting date directly to the appropriate director; (for Administrative Placements - the Director of Student Services and for Special Education Placements - the Supervisor of Special Education.)
- Step 4:** Schedule a meeting appropriate to the situation involving all parties to determine student needs and any further action that may be necessary to support the student and maintain a safe and orderly learning environment.

Revised 7/01, 7/03

CARROLL COUNTY PUBLIC SCHOOLS
125 North Court Street
Westminster, Maryland 21157
(410) 751-3033

SUMMARY DATA SHEET

DEMOGRAPHIC INFORMATION:

Name: _____ D.O.B: ____/____/____
 Home School: _____ Grade: _____ Age: _____
 Disability Code: _____ Current School: _____
 Primary Language: _____
 Parent/Guardian Name and Address: _____

 Phone Number: (Home) _____
 (Work) _____

Description of issues and/or concerns relevant to student health, medication, diagnosis, community agency involvement, etc.

Student Strengths

Student Needs

ACADEMIC HISTORY: Give a description of services provided to the student during the past two school years.

Year

Service(s)

	Above	Average	Below	Comments
Classroom Behavior				
Behavior in Unstructured Situations				
Peer Relationships				
Relationships with Adults				
Attitude toward learning				

Attendance: Current Year: _____ Days Present: _____ Days Absent _____ Days of Suspension: _____

CURRENT EVALUATION INFORMATION (please use standard scores)

Name of Test: _____

Date of Test: _____

Results: _____

Name of Test: _____

Date of Test: _____

Results: _____

Name of Test: _____

Date of Test: _____

Results: _____

Name of Test: _____

Date of Test: _____

Results: _____

Other relevant information:

PLEASE ATTACH CURRENT:

- Behavioral Data and Discipline Summaries (PRR, point sheets, office referrals)
- Class schedule, current grades and credit count
- Current IEP
- Intervention Plans
- Functional Behavior Assessment and/or Plan

Information compiled by:

Name Title/Position

Date

HOME and HOSPITAL TEACHING PROGRAM

C.O.M.A.R. 13A.03-05

The Carroll County Public School System (CCPS) shall make instructional services available to students who, after all school resources have been exhausted, are unable to participate in their school of enrollment for those reasons set forth below. In making tutoring services available, the Carroll County Public School System shall consult with the parent, legal guardian, student, psychiatrist, psychologist, and physician, as appropriate. These CCPS guidelines are based on requirements to provide educational services per C.O.M.A.R. 13A.03.05.

I. Implementation:

Instructional services, as outlined below, shall be available to all students during convalescence or treatment time in a medical institution, or therapeutic treatment center,* and at the student's place of residence, or all of these. When a student may be in need of home/hospital teaching, the school shall contact the Assistant Supervisor of Student Records and Home & Hospital Teaching who will determine the manner in which instructional services shall be delivered. If a home teaching request is approved, CCPS may arrange for:

- direct instructional services to a student, through the use of a home/hospital tutor or via internet instruction;
- contract with private providers to deliver instructional services;
- contract with other local school systems to provide instructional services; or
- combine any of the above options.

* *Therapeutic treatment center means any day or residential facility, licensed by a unit of the state, providing treatment for medical, physical, or emotional conditions including drug or alcohol dependency, or both.*

II. Length of Services

High school students who have been absent 10 consecutive school days with an anticipated absence of 15 or more days may be eligible for home teaching services. Elementary and middle school students must have been absent for 15 consecutive school days or longer. The Assistant Supervisor of Student Records and Home & Hospital Teaching in consultation with school based staff will review the Medical Professional's Recommendation for Home and Hospital Teaching. If the case is approved, arrangements will be made for tutoring services for the student. Instruction will begin as soon as possible, but not later than 10 school days following the notification to the local school system of the inability of the student to attend school and receipt of the written verification of the need for services. The length of tutoring of students in a full day high school program will be a maximum of 8 hours per week. The length of tutoring of students in a full day elementary/middle school program will be a maximum of 6 hours per week. Students enrolled in a half-day program will receive a maximum of 4 hours per week of tutoring. Students are responsible for obtaining and completing make-up work while awaiting approval for home teaching.

III. Initial Service Need is Determined By:

- A. Verification of the physical condition, including drug and alcohol dependency, by a licensed physician, or verification of emotional condition by certified school or licensed psychologist or licensed psychiatrist**; and

*** A release form entitled Medical Professional's Recommendation for Home & Hospital Teaching must be completed by the parent/legal guardian and medical professional in order for home and hospital services to be considered.*

- B. A statement by the physician, psychiatrist, or psychologist verifying that the current physical or emotional condition prevents the student from participating in the student's school of enrollment.
- C. The Assistant Supervisor of Student Records and Home & Hospital Teaching shall approve or deny requests regarding home teaching for physical/medical conditions.
- D. The Assistant Supervisor of Student Records and Home & Hospital Teaching and a Carroll County Public School Psychologist shall approve or deny requests for emotional/behavioral conditions.
- E. The Assistant Supervisor of Student Records and Home & Hospital Teaching will serve as the case manager for all home teaching cases.
- F. A student may not return to school from home teaching until written medical documentation that the student is released to return to school is provided to Carroll County Public Schools.

IV. Review to occur:

In addition, service need is subject to review as follows:

- A. 60 calendar days after the initial determination of eligibility; or
- B. Sooner at the request of either the parent, legal guardian, or local school system.

Continuation of this service beyond 60 calendar days requires re-verification of service need, in accordance with section III above.

V. Other Factors in Home & Hospital Teaching are:

- A. In implementing these regulations, CCPS shall comply with the Individuals with Disabilities Education Act, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, as appropriate.
- B. The presumption of the Home and Hospital Teaching Program is that students in such a status are truly homebound or hospital-bound. Therefore, the expectation is always that students are not to be involved in such activities as employment, extended travel/vacations, and/or involvement with school social and extracurricular activities. If such issues emerge in the course of a home teaching case, the Assistant Supervisor of Student Records and Home & Hospital Teaching should be informed so that communication with the physician/psychiatrist/psychologist can occur to determine if an immediate change in status is warranted.
- C. Prior to and during the delivery of these services, safety issues will be considered to ensure an appropriately supervised, safe, environment for teachers and students. If safety concerns exist and are known, safety procedures will be discussed with the home teacher by the Assistant Supervisor of Student Records and Home & Hospital Teaching prior to the initial home/hospital contact.

- D. Chronic Health Impairment – Requests for concurrent home and hospital teaching services for a student with a chronic health impairment such as kidney failure, cancer, asthma, cystic fibrosis, sickle cell anemia, etc. whose physical condition requires the student to be absent from school on an intermittent basis will be reviewed by the Assistant Supervisor of Student Records and Home & Hospital Teaching, the Supervisor of Health Services and other appropriate staff. If approved a plan for delivery of services will be developed.
- E. Instructional services shall be provided to an identified student with disabilities in accordance with Federal and State special education laws and regulations, including COMAR 13A.05.01. An IEP/504 meeting shall be held prior to home teaching and before a student returns to school from home teaching to review services and accommodations. The student and parents/legal guardians shall be involved in the process and are entitled to all rights and due process procedures included within these laws and regulations.
- F. Excluded from these regulations are children ages birth through 2 years, who receive services in the Maryland Infants and Toddlers Program.
- G. The administration of mid-terms and final exams, and calculation of grades will be determined by the home teacher when the student finishes the marking period on home teaching. (See Grade Reporting Procedures)
- H. Participation in Home and Hospital Teaching will be recorded on a daily basis in SASI with the HTA attendance code. The student will not be considered absent except when the student is not available for the scheduled instructional service. In this instance, the student is counted absent in SASI.
- I. Should any disagreement arise in the implementation of these regulations, a parent/legal guardian, principal, Assistant Supervisor of Student Records and Home & Hospital Teaching or PPW can ask for a review by the Director of Student Services. Any conclusion of the Director can be appealed to the superintendent and hence to the Board of Education.
- J. The salary rate per hour for the home/hospital teaching program teacher will be the same as the rate stated in the negotiated agreement between the Board of Education of Carroll County and the Carroll County Education Association for part time, evening, summer school, and federal employment.
- K. Travel reimbursement for teachers in the home/hospital teaching program will be the same as the rate negotiated by the Board of Education of Carroll County and the CCEA.
- L. Private School Students. This service is also available to private school students who reside in Carroll County with a parent or legal guardian but attend a private school. Families needing access to this service for students enrolled in private school shall follow the same procedures listed above. The family shall submit the “Medical Professionals Recommendation for Home and Hospital Teaching” form to the Assistant Supervisor of Home and Hospital Teaching.

- M. Annual training regarding home and hospital services shall be provided annually to the home and hospital teachers by the Assistant Supervisor of Student Records and Home & Hospital Teaching.

COMAR permits only those cited above to recommend Home and Hospital Teaching. Requests from LCSWs, counselors who are neither licensed nor certified, pastoral counselors, nurse practitioners and physician's assistants cannot initiate services.

Revised 08/08, 6/09

MEDICAL PROFESSIONAL'S RECOMMENDATION FOR HOME & HOSPITAL TEACHING

PARENT/LEGAL GUARDIAN

Date _____ Student _____ Sex: M F Date of Birth: _____

Address _____
 (Street) (City) (State) (Zip)

School _____ Grade _____

Name of Parent(s)/Guardian(s) _____

Does the student have a current IEP? Yes No Does the student have a 504 plan? Yes No

Home Phone _____ Work Phone(s) _____ Other Phone _____

E-Mail _____

I am applying for Home & Hospital Teaching for my child. I grant permission for the CCPS Student Services staff to contact and confer with the referring and treating Medical Professional(s) to exchange information about my child. This release is valid for one year from the date signed. Failure to sign this release of information may result in denial of Home & Hospital Teaching Services.

Parent or Guardian Name (please print) _____

Parent or Guardian Signature _____

MEDICAL PROFESSIONAL

PHYSICIAN, PSYCHIATRIST, LICENSED CLINICAL PSYCHOLOGIST OR CERTIFIED SCHOOL PSYCHOLOGIST STATEMENT FOR HOME & HOSPITAL TEACHING
 (Please note: CRNP, PA signature is not acceptable)

Description of Presenting Problem _____

Reason student cannot function in the regular school environment: _____

Date of Last Appointment _____ Frequency of Appointments _____

Is the student contagious? Yes No Specify _____

Are there any precautions needed when teaching this student? _____

* Please seriously consider any in-school accommodations that could be made to allow attendance at the home school before making the recommendation for Home & Hospital Teaching.

I recommend Home/Hospital Teaching Yes No Approx. Length of Time (60-Day Max.) _____

Full Time Home Teaching
 Part Time Home Teaching/Part Time School Attendance
 (specify number of hours to be spent in school each day _____)

Plan for Return to School _____

Treating Medical Professional's Name _____ Phone _____
 (Please Print) Fax _____

Signature: _____ Date _____

Physician Psychiatrist Licensed Clinical Psychologist Certified School Psychologist

COMPLETE A TREATMENT PLAN ON PAGE 2 FOR EMOTIONAL/BEHAVIORAL REFERRALS.

**** Return completed form to the Student Services Department via FAX at 410-751-3695**

For Office Use Only:
 Approved Denied Reason _____

Signature _____ Date _____

**TREATMENT PLAN
FOR EMOTIONAL / BEHAVIORAL REFERRALS**

Name of Student: _____ Date of Birth: _____

To be completed by a licensed psychiatrist, licensed clinical psychologist or a certified school psychologist. Please respond to each question.

1. Diagnosis: _____
2. Is the student seen on regularly scheduled visits to your office: Yes No
Frequency of Visits: _____ Date of Last Visit: _____
3. Is the student currently in therapy? Yes No
Therapist's Name: _____ Phone: _____
Frequency of Visits: _____ Date of Last Visit: _____
4. Is the student on Medication? Yes No
Medication(s): _____ Dosage: _____
How will the medication(s) affect school performance? _____
5. Describe your treatment plan and how it addresses the student's emotional condition. Please feel free to attach additional information as needed.

6. Is Home & Hospital Teaching the preferred academic placement? If so, why?

7. Are there any modifications or accommodations that could be made by the home school that would allow the student to return to/remain in the home school?

8. What is the plan to transition the student back to school?

9. What is the anticipated date of return to school? _____

Treating Medical Professional's Name: _____
(Please Print)

Address: _____

Phone: _____ **Fax:** _____

Signature: _____ **Date:** _____

Recommendations for Home Teaching due to emotional reasons can only be made by one of the following:
 Psychiatrist Licensed Clinical Psychologist Certified School Psychologist

Reviewed by School Psychologist

Recommended Name Not Recommended Reason _____ Signature _____ Date _____

**CARROLL COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE REGULATIONS**

BOARD POLICY JFE: PROGRAMS FOR PREGNANT STUDENTS

I. Bylaw

- A. It is the state's responsibility to provide appropriate school programs for all students including pregnant girls, married or unmarried. These programs shall be approved by the state superintendent of schools and shall include provisions for counseling, social work, and psychological services as needed.
- B. A girl, 16 years old or older, who is pregnant, either married or unmarried, who has not completed her high school education may elect to remain in the regular school program and may not be involuntarily excluded from any part of this program. The decision to modify this program or provide an appropriate alternative education program as defined in Regulation .06D shall be reached in joint consultation with the girl and appropriate educational and medical personnel.
- C. A girl who is pregnant, either married or unmarried, who is under compulsory school age, may voluntarily withdraw from the regular school program provided that she enrolls in an appropriate educational program planned for her. The decision concerning an appropriate educational program as defined in Regulation .06D for the pregnant girl shall be reached in joint consultation with the girl, her parents, legal guardians, or husband, and appropriate educational and medical personnel.
- D. Appropriate educational programs may be:
 - 1. Continuation of the regular school program (modified in terms of individual needs);
 - 2. Enrollment in a special school or special class for pregnant girls;
 - 3. Enrollment in a residential school (may be regional);
 - 4. Telephone teaching;
 - 5. T. V. teaching;
 - 6. Home teaching;
 - 7. Programmed instruction;
 - 8. Admittance to a private maternity home;
 - 9. Combination of the above programs.
- E. It is the responsibility of the local school system working with the home to cooperate with other state, county, and city agencies, such as health, welfare, and juvenile services and with private physicians or agencies to assure that the pregnant girl receives proper medical, psychological, and social services before termination of pregnancy and for as long as needed after that.

- II. Implementation
 - A. The school should notify the Pupil Personnel Worker of any pregnant student who does not want to remain in the regular school program.
 - B. The pupil personnel worker will discuss available school programs and facilitate the student's enrollment in an appropriate educational program.
 - C. The program will be arranged so that the pregnant student will be able to complete a desirable educational program.
- III. Procedures – See Health Services Practices and Procedures in the Student Services Manual.

**ALTERNATIVES TO FOUR-YEAR ENROLLMENT
FOR CLASS OF 1997 AND THEREAFTER
COMAR 13A.03.02.10**

I. Alternatives to Four-Year Enrollment in a Public High School

In recognition of the fact that four-year enrollment in a public high school may not serve the best interests of some students, the following alternatives shall be made available:

A. Early College Admission Program

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in the early college admission program, provided that:

1. The student is accepted for early admission to an accredited college before high school graduation.
2. All Maryland High School Assessment requirements and service learning requirements have been met.
3. A written request by the student and parent/legal guardian is made to and approved by the local principal and superintendent of schools, asking the waiver of the fourth-year attendance requirement. The student will also include the letter from the post-secondary institution indicating the student's acceptance. The principal will receive a letter from the Superintendent approving or denying the request, with a copy sent to the student/parent and to the post-secondary institution. If approved, the student will receive his/her diploma and participate in graduation exercises at the completion of grade 11.

B. Early Admission to Approved Vocational, Technical, or other Post-Secondary School

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in an early admission program of an approved vocational, technical, or post secondary school if:

1. The student is accepted for early admission by an approved vocational, technical, or post-secondary school before high school graduation.
2. All Maryland High School Assessments and student service learning requirements are met.
3. A written request by the student and parent/legal guardian is made to and approved by the Superintendent of Schools, asking the waiver of the fourth-year requirement. The student will also include the letter from the post secondary institution indicating the student's acceptance. The principal will receive a letter from the Superintendent approving or denying the request, with a copy sent to the student/parent and to the post-secondary institution. If approved, the student will receive his/her diploma and participate in graduation exercises at the completion of grade 11.

Note: For release time, waiver of fourth year requirement and four-year enrollment for students who withdraw and return, see Alternatives For Structuring Programs.

ALTERNATIVES FOR STRUCTURING PROGRAMS

Students have options in fulfilling graduation requirements. This section addresses the options of Released Time, Concurrent Enrollment, Continuing Education, and Credit-Bearing Worked-Based Learning Experiences. Additionally, the issues of extra curricular eligibility and conversion of credits are addressed. A separate application for “Concurrent Enrollment, Career Connections or Released Time, is to be used for processing all such requests. The Fourth Year Waiver Checklist is to be used for waivers of the fourth year and/or the earning of four (4) credits after Grade 11, and must be attached to the packet of documentation submitted to the Principal, the Superintendent or his designee. The Waiver of Enrollment/Credit Requirement checklist is to be used for waivers of the 8th semester of attendance after grade 11, and must be attached to the packet of documentation submitted to the Principal and the Superintendent or his Designee.

I. Released Time (non credit)

Released time is defined as a non-school, non-credit program specifically designed for senior students and those individual cases where extenuating circumstances warrant approval. It is expected that released time students will adhere to all school regulations, including attendance and punctuality.

- A. This option is reserved for Grade 12, preferably for the 3rd/4th marking periods only, but a student can be released during the fall semester with special permission from the building principal, due to extenuating circumstances, i.e. poverty, child care.
- B. Students will be required to be in school 3 of 4 mods of the school day in the block schedule. Two of these 3 mods must be credit-bearing.
- C. Students must have the Released Time Application completed and approved prior to implementation.
- D. Students must have met all High School Assessment (HSA) and Student Service Learning requirements prior to the quarter of the requested released time.
- E. Reasons for released time may include financial need in severe situations, and special case study reasons including considerations of a physical or emotional nature. Students seeking release for academic/vocational opportunities must do so through the Career Connections Program.
- F. Released time students must have 94% attendance in the 9 weeks preceding their application in order to qualify for consideration. Further, students must maintain a 94% rate of attendance to maintain their released time status.
- G. Graduation requirements state that four (4) credits shall be earned after the completion of Grade 11.
- H. In those circumstances which are extenuating and do not meet the above administrative guidelines, an individual student’s plan can be submitted to the principal for consideration.

II. Concurrent Enrollment/Continuing Education

- A. If a student desires to enroll in a concurrent enrollment program during the senior year, he/she must be enrolled in 4 credits beyond the junior year at his/her home school and have met all specified graduation requirements. Although each student’s plan is developed on a case by case basis to best meet the needs of the individual student, it is recommended that all students complete or be enrolled in Survey of American Literature and Algebra II prior to requesting enrollment in a post-secondary program.
- B. Students must seek permission for concurrent enrollment/continuing education prior to the beginning of the marking period in question.

- C. Prior to the student enrolling at a post-secondary institution for concurrent enrollment courses, a parent conference will be held with the school counselor for post-secondary planning. The student and parent must complete a Concurrent Enrollment Application including the section requiring verification by a school official (counselor or administrator) that the student has completed the essential requirements. At that point, the student may take the partially completed form to post-secondary personnel for concurrent enrollment. The form must then be completed with all signatures obtained. Final approval will be granted by the principal. If approved for concurrent enrollment, all credits earning college credit will be awarded to the student at the home school on a pass/fail, non-leveled basis.
- D. The student, parent/legal guardian, and School Counselor shall receive a copy of the completed form.

III. Career Connections - Credit-Bearing Work-Based Learning Experiences

- A. Students must complete a Career Connections Application.
- B. All credits earned are elective.
- C. Credits may be earned beyond the hours of the normal high school day.
- D. According to COMAR 13A.03.02.03, work and experience outside the school are recognized as valid ways of learning. Actual time spent in these activities may be counted as a portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. For work or experience outside the school which is approved and supervised by the school system, not more than nine (9) elective credits toward meeting graduation requirements may be granted to the student.
- E. Credit will be assigned to work-based learning experiences according to clock hours with 132 clock hours converting to one high school credit. Such arrangements and credit conversions will occur through the coordination of the student, school counselor, Career Connections Coordinator and employer, with prior approval. Credits can be earned during the summer prior to the beginning of the 12th grade year, and during both semesters of the 12th grade year.

IV. Extra Curricular Eligibility

In order to maintain eligibility for extra curricular activities, a student must be enrolled as a full time student (see High School Eligibility/Extra Curricular Section for definition)

V. Waiver of Attendance for Eighth (8th) Semester

A student may request a waiver of attendance for eighth semester if all specific credit requirements, including 4 credits beyond 11th grade, High School Assessments, and Service Learning hours are successfully completed; and if the student has been accepted as a full time student to an accredited college or an approved vocational, technical, or post-secondary school, or the military.

Procedures for requesting an 8th Semester Waiver are as follows:

- The student and parent(s)/legal guardian(s) shall meet with the principal and school counselor to discuss the request for a waiver and to develop a plan, if appropriate. This meeting should occur in the spring of the junior year.
- A letter outlining the plan, requesting the waiver, and identifying the reasons for the request shall be submitted to the Principal by the student and parent(s)/legal guardian(s).
 - The letter shall be signed by the student and the parent(s)/legal guardian(s).
 - The counselor will complete the 8th Semester Checklist form and attach all required documents (Waiver of Enrollment/Credit Requirements Checklist)
 - A letter from the college, vocational, technical, post-secondary school or military indicating the student's acceptance shall be included in the required documents.
 - The counselor shall submit the parent/student letter, 8th Semester Waiver checklist and the attached documents to the Principal (or designee).

- The Principal shall review the request and, if in agreement with it, forward it to the Superintendent of Schools for final approval. If the Principal does not agree with the request, the Principal may deny the request. If denied, the Principal shall notify the parent/legal guardian, in writing, of the denial and the reasons for it. The Director of High Schools will serve as the hearing officer should the parent(s)/legal guardian(s) appeal the Principal's decision. The Superintendent or his designee will approve/deny the requests forwarded by the Principal then notify the Principal, who in turn, will inform the student, parent(s)/legal guardian(s), and the counselor. In those circumstances which are extenuating and do not meet the above administrative guidelines, an individual student's plan can be submitted to the principal for consideration.

VI. Waiver of Fourth Year of Attendance and 4-Credit Requirement beyond Grade 11

In recognition of the fact that four-year enrollment in a public high school may not serve the best interests of some students, the following alternatives exist:

- A. Early College Admission** – The student is accepted for early college admission to an accredited college before high school graduation.
- B. Early Admission to Approved Vocational, Technical, or other Post-Secondary School** – The student is accepted for early admission to an approved vocational, technical, or other post-secondary school before high school graduation.

A student may request a waiver of the fourth year of enrollment and the four-credit requirement beyond grade 11 if all specific credit requirements (including the 25 total credits), High school Assessments, and service learning hours are successfully completed.

Procedures for requesting a waiver of the 4th Year Waiver are as follows:

- The student and parent(s)/legal guardian(s) shall meet with the principal and school counselor to discuss the request for a waiver and to develop a plan, if appropriate. This meeting should occur prior to the beginning of grade 11.
- A letter outlining the plan, requesting the waiver, and identifying the reasons for the request shall be submitted to the Principal by the student and parent(s)/legal guardian(s).
 - the letter shall be signed by the student and the parent(s)/legal guardian(s).
 - the counselor will complete the 4th Year Waiver Checklist form and attach all required documents (Waiver of Enrollment/Credit Requirements Checklist)
 - A letter from the college, vocational, technical, post-secondary school or military indicating the student's acceptance shall be included in the required documents.
 - The counselor shall submit the parent/student letter, 8th Year Waiver checklist and the attached documents to the Principal (or designee).
 - The Principal shall review the request and, if in agreement with it, forward it to the Superintendent of Schools for final approval. If the Principal does not agree with the request, the Principal may deny the request. If denied, the Principal shall notify the parent/legal guardian, in writing, of the denial and the reasons for it. The Director of High Schools will serve as the hearing officer should the parent(s)/legal guardian(s) appeal the Principal's decision. The Superintendent or his designee will approve/deny the requests forwarded by the Principal then notify the Principal, who in turn, will inform the student, parent(s)/legal guardian(s), and the counselor. In those circumstances which are extenuating and do not meet the above administrative guidelines, an individual student's plan can be submitted to the principal for consideration.

CCPS Application for Released Time

Part I: Completed by Student

Last Name: _____ First Name: _____ DOB: _____

Address: _____

Phone: _____ Current Grade: _____

Year of Graduation: _____

Part II: Completed by High School Counselor prior to release time.

Student's GPA _____
(2.5 recommended)

Counselor's initials

HSA Requirement met _____

Counselor's initials

No. of Service Learning hours _____

Counselor's initials

Attendance of previous quarter _____
(94% recommended)

Counselor's initials

Part III: Completed by high school counselor prior to released time approval.

- This option is reserved for Grade 12, preferably for the 3rd/4th marking periods. Consideration for other situations may be granted with special permission from the principal.
- Reasons for released time may include financial need in severe situations, and special case study reasons including considerations of a physical or emotional nature. To be eligible for extra curricular activities, students must be enrolled in more than 50% of the class periods occurring in a school day. (See High School Eligibility –Extra Curricular Section of Student Service Manual)
- Maximum released time shall not be for more than one (1) mod.

Required High School Credits Remaining

Classes Scheduled to Fulfill Requirements

Sem-Mod

Part IV: Student and Parent/Guardian Signatures

Student Signature: _____ **Date:** _____

My signature above verifies that I have met the requirements and understand that it is my responsibility to contact the school office on a regular basis to find out about senior activities and deadlines. Further, I am aware that transportation for these experiences, in all cases, shall be the responsibility of the student/parent/legal guardian. I also understand that it is my responsibility to seek the assistance of school administrators in resolving schedule conflicts which may arise due to unusual circumstances. I agree to keep my school counselor informed of any changes that occur to this approved plan. If I am 18 years old or older, in no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place off of school property, or in transportation to and from such events. I understand it is my responsibility to be sure that I am eligible for extra-curricular activities.

Parent/Guardian Signature: _____ **Date:** _____

My signature above verifies that I approve this plan for my child and that transportation for these experiences, in all cases, shall be the responsibility of the parent/legal guardian. I give permission for the post secondary institution to share my son/daughter's enrollment status and grades with the home school counselor and other school personnel as appropriate. In no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall a student or third party during a student's participation in such events taking place off of school property, or in transportation to and from such events.

Notary/School Official: _____ **Title:** _____ **Date:** _____

(Signature verifies the above parent/guardian signature) (Notary: Place notary seal here)

Part V: Completed by Employer

Type of Employment: _____ Name of Employer: _____

Days Employed: _____ Hours: _____

Supervisor's Signature/Date: _____

Supervisor's Printed Name: _____

Final Authorization:

_____ Recommended Approval
High School Counselor/ Date _____ Yes _____ No

_____ _____ Yes _____ No
Career Coordinator/Date

_____ _____ Yes _____ No
Assistant Principal/Date

_____ Approved Not Approved
Principal/Date

_____ Parking Permit Obtained
Date of Schedule Change
Copy: Student/Parent, Counselor file 8/06

CCPS Application for Concurrent Enrollment

Part I: Student Information (Completed by Student)

Last Name: _____ FirstName: _____ DOB: _____

Address: _____

Phone: _____ Current Grade: _____

Year of Graduation: _____ Current High School: _____

Semester of requested enrollment at: _____ (check one)

Spring Summer Fall _____ Year
Name of post secondary institution

For online course work please complete supplemental online course application

Part II: Recommended High School Requirements (Completed by High School Counselor prior to college enrollment)

Student's GPA _____

(3.0 recommended)

HSA Requirement met _____

No. of Service Learning hours _____

Attendance of previous quarter _____

(94% recommended)

Counselor's initials

Counselor's initials

Counselor's initials

Counselor's initials

Part III: Student / Parent Conference and Signatures

Student Signature/Date

My signature above verifies that I have met the requirements and understand that it is my responsibility to contact the school office on a regular basis to find out about senior activities and deadlines. Further, I am aware that transportation for these experiences, in all cases, shall be the responsibility of the student/parent/legal guardian. I also understand that it is my responsibility to seek the assistance of school administrators in resolving schedule conflicts which may arise due to unusual circumstances, and I give permission for the post secondary institution to share my status and grades with the home school counselor and other school personnel as appropriate. I agree to keep my school counselor informed of any changes that occur to this approved plan. If I am 18 years old or older, in no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place off of school property, or in transportation to and from such events. I understand that the **final grade** earned in my concurrent enrollment class will determine my academic eligibility status.

Parent Signature/Date

My signature above verifies that I approve of this plan for my child and that transportation for these experiences, in all cases, shall be the responsibility of the parent/legal guardian. I give permission for the post secondary institution to share my son/daughter's enrollment status and grades with the home school counselor and other school personnel as appropriate. In no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall a student or third party during a student's participation in such events taking place off of school property, or in transportation to and from such events.

Part IV: High School Credits and Course Schedule: Completed by high school counselor prior to college enrollment. To be eligible for extra curricular activities, students must be enrolled in more than 50% of the school day (4 mod day- two credit bearing classes).

Required High School Credits Remaining	Classes Scheduled to Fulfill Requirements	Sem-Mod
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student may earn 1/2 high school "elective" credit for 3 college credits at the 100 level and above. Elective credit earned via concurrent enrollment may not count towards the 4 credit minimum nor 25 total credits needed for graduation.

Part V: College Scheduling/Admission (Completed by college admissions official).

Intended College Course: _____	Day/Time _____	Remedial _____
Intended College Course: _____	Day/Time _____	_____

For Online Courses Only – Please complete supplemental application for online courses.

*For online courses, students must attend new student orientation and online training.

College Admission Official:

Signature/Date _____

Part VI: Final Authorization:

_____	Recommended Approval
High School Counselor/ Date	____ Yes ____ No
_____	____ Yes ____ No
Career Coordinator	
_____	____ Yes ____ No
Assistant Principal/Date	
_____	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Principal/Date	<input type="checkbox"/> Parking Permit Obtained
_____	_____
Date of Schedule Change	Signature/title of person completing schedule change

Copy: Student/Parent, Counselor file

Supplemental Application
For
Online Courses
Carroll Community College
(Please attach to Concurrent Enrollment Application)

_____ Student Name

_____ High School

Online courses are courses taken via the internet. Students are expected to be independent learners who are self disciplined and have excellent time management and organizational skills.

High school students who are eligible for online course enrollment will likely be scheduled for the course work within their home school. While this will provide a portion of the time required for the course, students will be expected to devote adequate time on their own to be successful in an online course.

Students will be asked to take an online assessment as well as a skills assessment to determine the appropriateness of taking an online course.

I understand that my son/daughter wishes to enroll in an online course with Carroll Community College. I understand that my son/daughter is expected to be an independent learner in order to be successful. All other concurrent enrollment guidelines apply to online course work.

_____ Parent Signature Date

_____ Student Signature Date

CCPS Application for Career Connections Placement

Part I: Completed by Student

Last Name: _____ First Name: _____ DOB: _____

Address: _____

Phone: _____ Current Grade: _____ Year of Graduation: _____

Part II: Basic Requirements: Completed by High School Counselor

Student's GPA; 2.5 minimum: _____

Counselor's initials/date

HSA Requirement met: _____

Counselor's initials/date

75 Service Learning hours completed: _____

Counselor's initials/date

Attendance of previous quarter: _____
(94% minimum)

Counselor's initials/date

Proposed Career Connections experience is directly related to student's completer or career major.

Career Coordinator's initials/date

Student has completed at least three credits of completer or career major.

Career Coordinator's initials/date

Part III: Credit Summary and Schedule: Completed by High School Counselor

To be eligible for extra curricular activities, students must be enrolled in more than 50% of the class periods occurring in the school day. (See High School Eligibility-Extra Curricular section of Student Services Manual)

Required High School Credits Remaining	Classes Scheduled to Fulfill Requirements	Sem-Mod
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Career Connections:

- 132 Clock hours of work-based learning = 1 credit.
- Credits can be earned during the summer prior to the beginning of the 12th grade year, and during the 12th grade year.

Part IV: Student and Parent/Guardian Signatures

Student Signature: _____ **Date:** _____

My signature above verifies that I have met the requirements and understand that it is my responsibility to contact the school office on a regular basis to find out about senior activities and deadlines. Further, I am aware that transportation for these experiences, in all cases, shall be the responsibility of the student/parent/legal guardian. I also understand that it is my responsibility to seek the assistance of school administrators in resolving schedule conflicts which may arise due to unusual circumstances. I agree to keep my school counselor and Career Coordinator informed of any changes that occur to this approved plan. If I am 18 years old or older, in no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place off of school property, or in transportation to and from such events. I understand it is my responsibility to be sure that I am eligible for extra-curricular activities.

Parent/Guardian Signature: _____ **Date:** _____

My signature above verifies that I approve this plan for my child and that transportation for these experiences, in all cases, shall be the responsibility of the parent/legal guardian. I give permission for the post secondary institution to share my son/daughter's enrollment status and grades with the home school counselor and other school personnel as appropriate. In no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall a student or third party during a student's participation in such events taking place off of school property, or in transportation to and from such events.

Notary/School Official: _____ **Title:** _____ **Date:** _____
(Signature verifies the above parent/guardian signature) (Notary: Place notary seal here)

Part V: Final Authorization

Recommend Approval

High School Counselor/ Date

____ Yes ____ No

Career Coordinator/Date

____ Yes ____ No

Assistant Principal/Date

____ Yes ____ No

Principal/Date

Approved Not Approved

Date of Schedule Change:

Parking Permit Approved

Copy: Student, Parent, Career Connections Coordinator, School Counselor
8/06

WAIVER OF ENROLLMENT/CREDIT REQUIREMENTS CHECKLIST

Directions: Review the waiver application materials for completeness and accuracy. Please fill in requested information and check the appropriate boxes after verifying required information is complete and attached.

Student Name: _____ School: _____

Current Grade: _____ Anticipated Year of Graduation: _____

Waiver Requested: (check one only)

- Four full years of enrollment beyond grade 8 only (8th semester waiver)
- Four full years of enrollment beyond grade 8 AND four credits beyond grade 11 (4th year waiver)
- Letter requesting waiver signed by both Parent/Legal Guardian Student
- Transcript
- Current schedule/report card
- DOCUMENTATION OF ACCEPTANCE IN COLLEGE/VOCATIONAL/TECHNICAL/POST-SECONDARY/MILITARY**
- List specific credit requirement NOT yet met and the courses currently scheduled to fulfill these requirements:

Credits Needed	Courses Scheduled

High School Assessment requirements:	<u>Met</u>	<u>Not Met</u>
English	<input type="checkbox"/>	<input type="checkbox"/>
Algebra	<input type="checkbox"/>	<input type="checkbox"/>
Government	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>

- Number of service learning hours completed _____.
Plan for completing this requirement if hours are not yet met:

- Does the student receive Special Education 504 Services? (check one) If yes, attach EIP/504 minutes showing IEP/504 committee's decision to terminate services if waiver is approved. _____

- Letter from Principal
- Other information that may be helpful in determining the approval or denial of the waiver request (please list below or attach information).

I verify that the information for this waiver request is accurate

_____ Date

Counselor Signature

V. Four Year Enrollment for Students Who Withdraw and Return

The procedure to be followed when students leave school prior to graduation and request re-entry is included under Students Returning From Withdrawn Status

Revised 7/06

HOME INSTRUCTION Bylaw 13A.10.01

This Bylaw establishes a procedure to be used by the Superintendent to determine if a child participating in a home instruction program is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age.

A parent/legal guardian who chooses to teach a child at home shall sign a home school notification form which indicates consent to the requirements set forth in the law. This form, which is available in the Student Services Department shall be submitted to the local Superintendent at least fifteen days before the beginning of a home instruction program.

Implementation

- I. Enrollment in home instruction
 - A. The Department of Student Services is responsible for receiving, reviewing and recommending to the Superintendent of Schools requests for approval of home instruction.
 - B. Principals, counselors and other staff who receive information or requests concerning home instruction should direct them to the Supervisor of Student Services and Special Programs.
 - C. A parent/legal guardian who desires to home school a child shall complete a home schooling notification form. This form shall be submitted to the student services department fifteen days before beginning the home instruction program.
 - D. Portfolio reviews will be conducted two to three times a year to ensure a child is receiving regular, thorough instruction in those subjects usually taught in public schools including english, mathematics, science, social studies, art, music, health, and physical education. The reviews shall be conducted by Carroll County Public Schools or a registered nonpublic entity with the Maryland State Department of Education. Carroll County Public Schools will not conduct portfolio reviews for students age 16 and older unless requested in writing by the parent/legal guardian.
 - E. When the home instruction program lacks evidence of regular, thorough instruction, the parent shall be given thirty days to improve the instruction program. If upon the thirty day portfolio review the program still lacks evidence of regular, thorough instruction, the student shall be enrolled in public or private school. **NOTE:** failure to enroll the child in school is a violation of the Maryland compulsory attendance law.
 - F. Students participating in a home instruction program may participate in Carroll County Public School's standardized testing at the student's home school upon parent/legal guardian request. Standardized testing shall include the high school assessments (HSA's), middle school assessments (MSA's) and CTBS. Parents/legal guardians shall contact the student's home school prior to testing to make arrangements for testing.
 - G. Students suspected of a disability participating in a home instruction program shall be considered for screening and evaluations upon a parent/legal guardian's written request. See the "Home Instructed/Parentally Placed Private School" regulation in the student services manual for additional information.
 - H. Students participating in a home instruction program shall not participate in Carroll County Public school classes, extra curricular activities, etc.

II. Transferring to Carroll County Public Schools from Home Instruction

- A. The parent/legal guardian shall contact the school to schedule a portfolio review and enrollment in school.
- B. A portfolio review of an elementary/middle school student shall be conducted by the principal, PPW, counselor, and other school staff as needed. The portfolio review will include an interview with the pupil and a review of student work samples and records. The review and the age of the pupil will be used to determine grade placement.
- C. When the review involves high school credit, the parent/legal guardian shall contact the Supervisor of Student Services and Special Programs who will facilitate a portfolio review. Portfolio review coordinators will conduct a review and recommend whether or not credit shall be granted. The Superintendent's Designee (Supervisor of Student Services and Special Programs) will review the recommendation and authorize the awarding of credit, if warranted. If evidence of work samples do not show mastery of course content knowledge curriculum during the review, no credit shall be awarded.
- D. A maximum of eight credits (or less) per year shall be awarded to a student returning from home instruction to a comprehensive high school.
- E. When credit is awarded, school records that are created shall indicate "P" to denote passing. No other letter grades for home instruction courses shall be used.
- F. State Assessments – if a student is granted credit through a portfolio review for a course with a related HSA, The student is not required to take the HSA for the course. In such cases, the student will be awarded the passing score on the HSA exam.
- G. An appeal of a portfolio review may be made in writing to the Superintendent.

8/91, 7/00, 7/03, 5/05, 11/05, 12/05, 4/07, 6/09

POSTGRADUATE ENROLLMENT

- I. Students who have graduated from high school and reside in Carroll County will be permitted to enroll in secondary programs provided that:
 - A. There is sufficient space in the proposed course or program and such enrollment will not result in overcrowding.
 - B. No in-school student will be denied admission or eliminated from participation as a result of such postgraduate enrollment.
 - C. Material and/or supply costs as defined by the school principal will be the responsibility of the postgraduate enrollee.
 - D. Enrollment is approved by the:
 1. Principal
 2. Director of High Schools
 3. Assistant Superintendent
- II. Implementation
 - A. The principal shall refer to the guidance department any postgraduate student requesting enrollment in a high school secondary program. A school counselor will investigate the request and obtain the necessary approvals. School personnel will devise an individualized program for that student. Temporary or special requests may be honored by the principal.
 - B. A postgraduate student will be bound by the same student regulations as the other secondary school students.
 - C. A postgraduate student will be enrolled under the designation "special student" and will be un-graded.
 - D. There will be no change or addition to the student's permanent records as a result of postgraduate enrollment; except that, a letter signed by the school principal indicating completion of the course or program may be provided the student.

STUDENTS WITH ACADEMIC/BEHAVIORAL DIFFICULTIES: INSTRUCTIONAL SUPPORT TEAM (IST)/ TAID, OR STUDENT SERVICES TEAM (SST) PROCESS

- I. Teachers of students who are having academic and/or behavioral difficulty in the classroom should follow the IST (Instructional Support Team)/ or, TAID (Teacher Assisted Instructional Decision) or SST (Student Services Team) team process as discussed below. Throughout the process, there should be written notes/documentation of the interventions employed and the results of the interventions.

Prior to, during and after the IST/TAID/SST or the special education IEP screening and evaluation process, Carroll County Public School personnel are not to make direct recommendations to parents/legal guardian regarding medical diagnosis, medications or specific treatment for their child. Student services team members may encourage parents to consider non-school medical or therapeutic services in the community. If referral resources are solicited by parents/legal guardian, a list of resources in the county should be presented rather than a specific service provider. Your principal, nurse, counselor, pupil personnel worker or school psychologist can serve as a resource for services available and/or the process to follow when honoring such requests.

- II. The following is a general outline of how teachers may resolve problems and access help from the IST, SST or TAID teams IST/TAID Flow Chart:

A. **Teacher tries Alternate Strategies**

All teachers make changes and modifications in their classrooms in response to students who are having difficulty academically or behaviorally. Changing a child's seat, utilizing a "time out" chair, giving extra time to complete an assignment, offering special assistance and attempting "to catch the child being good" are a few of the techniques commonly used by teachers. Teachers may also informally consult with administration, resource specialists or student services staff for their ideas and expertise.

B. **Communication with Parents/Legal Guardians**

If the teacher's efforts to improve the child's learning/behavior are not successful, the teacher should contact the child's parents/legal guardian. Sometimes just sharing concerns with the parent/legal guardian is enough. Sometimes it is necessary to elicit additional parent/legal guardian involvement such as checking their child's homework and signing a homework sheet. An increase in communication to the parents/legal guardian by way of a daily or weekly "smiley face" point system or "drag" sheet can be helpful. This is an extremely important step in the total problem solving process that insures the parents/legal guardian are aware of their child's problem areas, progress and/or lack of progress.

C. **Teacher Seeks Collegial Assistance from IST/TAID Team or Student Services Team**

If the efforts to improve the child's learning/behavior are still not successful, even after attempts have been made to elicit parental cooperation, the teacher will seek collegial assistance from their grade level or subject level team or their schools' IST/TAID or SST teams. These teams are groups of teachers, resource staff and student services personnel helping teachers identify and analyze the problem(s) correctly by collecting data, designing appropriate interventions and helping teachers implement and evaluation interventions.

This initial IST/TAID team might include the child's teacher from the preceding grade, a resource teacher from the area most directly linked to the problem, teacher(s) from the grade level team and counselor.

D. **A formal problem solving process in initiated**

In some cases, an IST/SST/TAID team member will work with a teacher to ensure that they are getting the assistance a student requires. Each school should follow a structured problem solving process in attempting to resolve the student's problems. This might include a functional behavior assessment (FBA) and behavior Intervention plan or curriculum based assessment (CBA) and student intervention plan. A review of the student's records and interviews with the student, previous teachers and parents may also be critical in correctly identifying and analyzing the problem, designing appropriate interventions and evaluating them.

E. **Communication with Parents/Legal Guardians**

In an attempt to continually keep the parents/legal guardian informed of their child's progress and stress a team approach with the home and school, communication with the parent/legal guardian continues to be essential at this juncture. Parents should also be informed of any intervention plan and their roll in supporting the plan.

F. **Teacher follow up with IST/TAID or Student Services Teams**

The initial IST/TAID/SST may feel that the problem presented by the teacher is so serious or resistant to interventions that another special IST/TAID/SST meeting should be convened. This team meeting might include the administrator, teacher, the pupil personnel worker, the school nurse, the school psychologist, the ILA specialist, the counselor, etc. This meeting may focus on educational procedures or strategies for such special conditions as a suspected seizure disorder, attention deficit-hyperactivity disorder, parental neglect, complex medical problems (kidney problems, asthma, paralysis, etc.) or any extreme and unresponsive behavior and/or learning problem. (Note: Educators are not medical diagnosticians and shall not recommend specific medical interventions.)

The special IST/TAID/SST may suggest more radical educational alternatives than the teacher alone would be able to implement. Placing a child in a higher or a lower grade, changing a classroom assignment, utilizing the services of such regular education resource people as the ILA specialist, the school counselor, behavior support specialist, school psychologist, pupil personnel worker, etc., are a few of the alternatives that might be tried.

G. **Formal Referral to PPW, School Psychologist, Counselor, etc.**

It may be that the special IST/TAID/SST will decide to formally refer the student to specialists such as the pupil personnel worker, the school psychologist, the school counselor or health nurse. For example, if a child continues to be tardy, even after the teacher has tried to gain the cooperation of the parents/legal guardian, the services of the pupil personnel worker may be requested. If it has been revealed to the teacher that the child continues to worry about a home problem, the school counselor may be asked to intervene. If a formal observation of a student's work habits, learning style or classroom environment is desired, a referral to the school psychologist might be made.

H. **Suggest Assistance from an of Outside Agency**

After carefully reviewing all of the data collected on the student, the IST/TAID/SST may feel that the student's problems are such that the assistance of an outside community resource should also be sought. In this case, a parent conference should be held in which all data is presented to parents/legal guardian along with possible alternatives. It may be that the feasibility of a physical or mental examination is explored as well as services that might be rendered by an agency such as the Carroll County Health Department or the Youth Service Bureau. If referral resources are solicited by parents/legal guardian, a list of at least three resources should be presented rather than a specific service provider.

I. **Refer to IEP Committee for Screening**

It may be that, based upon classroom observation, individual and group test data, parent conferences, etc., the special IST/TAID/SST suspects that the student may be handicapped and in need of special education services. In this case, the student would then be referred to the school IEP committee for screening for special education or 504 services.

A note of caution: The IST/TAID/SST should not be used as a means of delaying the identification of handicapped students or in denying handicapped students special education services. As soon as the team has information which leads them to suspect that a student may be handicapped and in need of special education, a referral to the school IEP committee should be initiated. However, given the 2004 IDEA improvement acts increased focus on student resistance to evidenced-based interventions, the student's intervention plan & his/her response to it should be carefully documented by the appropriate team.

Revised 8/92, 5/05

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