



## Council for Lifelong Learning

# Dropout Prevention/Second Chance Schools

## Fact Sheet

September 2001

<p>1. What are dropout prevention and academic intervention programs?</p>	<p>Dropout prevention and academic intervention programs are designed to meet the needs of students who do not perform well in traditional educational programs. They must employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures. They must also provide character and law education, along with curricula and related services. The 1999 Legislature expanded dropout prevention and academic intervention programs to include eligible students in grades 1 through 3 as well as 4 through 12.</p>
<p>2. What are parental rights prior to placement of a student into a program?</p>	<p>The school principal must provide written notice by certified mail, return receipt requested, to the student's parent or guardian prior to a student's placement in a dropout prevention and academic intervention program. The parent or guardian must sign an acknowledgment of the notice of placement and return it to the principal within three days after receipt of the notice.</p>
<p>3. What is disruptive behavior?</p>	<p>Current law defines disruptive behavior as behavior that interferes with the student's own learning or the educational process of others. It is defined as behavior that requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom. Behavior that severely threatens the general welfare of students or others with whom the student comes into contact is also considered disruptive behavior.</p>
<p>4. How is eligibility determined for dropout prevention and academic intervention?</p>	<p>To be eligible to receive services funded through the dropout prevention and academic intervention program, students are to be identified as (1) being academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing; (2) having a pattern of excessive absenteeism or being habitually truant; or (3) having a history of disruptive behavior in school or commitment of an offense that warrants out-of-school suspension or expulsion.</p> <p>Student participation in the program is voluntary except for</p>

## Dropout Prevention/Second Chance Schools

	<p>disruptive students. Districts may assign students to a program for disruptive students.</p> <p>No student is to be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.</p>
<p>5. What are second chance schools?</p>	<p>Second chance schools are district programs provided through cooperative agreements between the Department of Juvenile Justice (DJJ), private providers, state or local law enforcement agencies, or other agencies for students who are disruptive, violent, or have committed serious offenses.</p>
<p>6. What is required before schools refer students to a second chance school?</p>	<p>Schools are encouraged to use alternative programs, such as in-school suspensions, before assigning students to second chance schools. The school's local child study team must evaluate the student before placement in a second chance school. Students are not eligible for second chance schools if they are eligible for placement in a program for emotionally disturbed children.</p> <p>To be eligible for a second chance school, a student must: (1) be in grades 6 to 10, be a habitual truant whose excessive absences are linked to lack of motivation and have affected academic progress, and be at risk of dropping out of school; (2) be a habitual truant whose case staffing committee determines that it would be beneficial to the student; (3) exhibit disruptive behavior in violation of the school board's code of student conduct; (4) interfere with his or her own or others' learning and require more assistance than the regular program can provide; or (5) have committed a serious offense warranting suspension or expulsion. "Serious offense" is behavior which threatens the welfare of others including violence, possession of weapons or drugs, or harassment or verbal abuse of others.</p>
<p>7. How do students reenter a traditional school after being in a second chance school?</p>	<p>Students seeking to reenter traditional schools must complete a character development and law education program and demonstrate preparedness to reenter the regular school.</p>
<p>8. Are there funds available for starting second chance schools?</p>	<p>Yes. In the 1999-2000 GAA, the Legislature provided \$2 million in 1-year startup grants for school districts seeking partnerships with private nonprofit or for-profit providers or public entities to start second chance schools.</p> <p>In the 2000-2001 GAA, the Legislature appropriated \$2</p>

## Dropout Prevention/Second Chance Schools

	<p>million for alternative schools such as second chance schools; however, the Governor vetoed \$200,000 leaving the funding at \$1.8 million.</p> <p>In the 2001-2002 GAA, the Legislature appropriated \$4.8 million for alternative schools/public private partnerships.</p>
<p>9. How are dropout prevention and academic intervention programs funded?</p>	<p>Students in the program are reported in the appropriate basic cost factor in the FEFP. The 1999 Legislature created the Supplemental Academic Instruction Categorical Fund to provide supplemental instruction to students in kindergarten through grade 12. <b>(See the Supplemental Academic Instructional Fact Sheet.)</b> The Legislature appropriated \$662,632,143 in 2000 and \$676,658,381 in 2001. This fund is designed to assist students in gaining a year's worth of knowledge in a year's time. A district may use any strategy including: modified curriculum, reading instruction, mentoring, class size reduction, extended school year, and intensive skills development in summer school, to assist students at risk of dropping out.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 230.2316, F.S. -- Drop Out Prevention and Academic Intervention Act [Paragraph (3)(d) relates to second chance schools]</p> <p>Section 230.23161, F.S. -- Educational services in DJJ programs</p> <p>Section 236.08104, F.S. -- Supplemental academic instruction</p> <p>Section 228.081, F.S. -- Other public educational services</p> <p>2001-2002 GAA, S.A. 118                  2001-2002 GAA, S.A. 131A                  2000-2001 GAA, S.A. 78                  2000-2001 GAA, S.A. 86</p> <p>Ch. 99-398, L.O.F.</p>
<p>11. Where can I get additional information?</p>	<p>Department of Education                  Intervention and Prevention Services                  (850) 488-6315</p> <p>The Florida House of Representatives                  Committee on General Education                  (850) 414-9780</p>