**STAFFINGS**

Teachers are required by federal law to participate in the staffing process of students. Staffings are of such importance that chronic failure to attend will result in disciplinary action.

Teachers who believe that a student should be referred for special programs should obtain a centralized referral form from the guidance secretary or ESE secretary. Once completed, this form should be submitted to begin processing.

Students are scheduled for in-school staffing by the in-school staffing chairperson. The chairperson sends the agendas to all concerned parties, including the support team ESE teachers, administrators, and itinerant staff.

Teachers will be notified in writing of the time, place, and date of the meeting in advance. ESE teachers are expected to be at in-school staffings to assist in determining appropriate placement.

**IN-SCHOOL STAFFING COMMITTEE PROCESS**

The In-School Staffing Chairperson indicates the reasons for the referral, concerns, and conclusions on the staffing forms. Observations, interventions, and anecdotal forms are given to referring teacher(s) by the in-school staffing chairperson. Referrals are made to the nurse, the social worker, the clinic aide and/or speech therapist for sensory screens and/or follow-up, as appropriate. Following the in-school staffing, one copy of the in-school staffing sheet will be placed in the staffing notebook. Attached to the original staffing sheet will be the Staffing Checklist. The In-School Staffing Chairperson begins a Chart of student staffing progress. Student names are entered on the active referral log and status noted by the In-School Staffing Chairperson. The paperwork will remain in the student's file until the staffing committee recommendations have been acted upon and the appropriate staffing checklist items have been completed. Parent permission to test is to be obtained by the in-school staffing chairperson.

**SCREENINGS**

The In-School Staffing Chairperson gives screening information/observations to the appropriate parties. Vision, hearing, and speech screenings are required. The psychological referral is sent to the county office for testing. If a student has failed any screens, the nurse or therapist will follow appropriate procedures as indicated in district procedures and inform the In-School Staffing Chairperson. The appropriate parties return the information to the In-School Staffing Chairperson. The In-School Staffing Chairperson updates the log. A referral is made for psychological services by the In-School Staffing Chairperson.

**POST-EVALUATION**

A parent contact is made to interpret test results by the psychologist. The psychologist gives a report to the In-School Staffing Chairperson. A diagnostic teaching report is completed and returned to the In-School Staffing Chairperson by the ESE teacher as applicable. The evaluation team is notified that evaluation reports are complete by the In-School Staffing Chairperson. An evaluation team meeting is scheduled and held. A report is drafted, signed, and returned to the In-School Staffing Chairperson. The case file is checked for all pertinent information; missing information is obtained by informing appropriate persons and the In-School Staffing Chairperson completes the checklist. An ESE staffing is scheduled and invitations are sent to parents by the In-School Staffing Chairperson. ESE staffing agendas are sent to all professionals concerned, five to seven days in advance of staffing, by the In-School Staffing Chairperson. When all items are completed, a closure-staffing meeting will be held and the case will be considered closed. The paperwork will then be removed from the staffing notebook. The purpose of this closure meeting is to inform all teachers of the outcome of the group recommendations.

**GRADUATION ENHANCEMENT PROGRAM**

Any student can be referred for possible placement in the Graduation Enhancement Program by parent request, student request, or if a member of the staff submits a referral. This form is obtained and returned to a Graduation Enhancement Coach teacher.

If the student meets the criteria for placement, the student is called in for a meeting to acquaint the student with purpose, scope, and sequence of the program and to secure the student's voluntary entry into that program. The parent must sign the notice of approval for the Graduation Enhancement Program. This form explains that their child has been found eligible for the Graduation Enhancement Program and requests them to contact the school for further information on the program or to set up a conference with the administrator and counselor to discuss program and how it can serve the student’s needs. Graduation Enhancement Program courses may be scheduled during the day through the APEX program.

The student dismissal form is completed when the student is removed from the program.

**PERFORMANCE BASED DIPLOMA Program (PBDP)**

The Performance Based Diploma Program (PBDP) is designed as a GED Exit Program for "at risk" students. These students cannot graduate before their entry-level classmates. This is a computer assisted instructional program in which students take basic subjects, complete a vocational component, complete a counseling component, and pass the FCAT and the GED. Students completing this program receive a regular diploma.