

Book	Policy Manual
Section	Ready for the board
Title	Copy of ALTERNATIVE SCHOOL PROGRAMS
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2451 - **ALTERNATIVE SCHOOL PROGRAMS**

The Board of Education recognizes that the regular school program may not be appropriate for all students and that certain students may need special programs to help them overcome attendance, academic, and/or behavioral problems.

An alternative education program is a temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. In addition to serving students with disruptive behavior, the ~~County Schools~~ District Schools may place at-risk students in an alternative education program who are not succeeding in the traditional school setting. The State Superintendent's approval of the ~~County~~ District alternative education policies and procedures is required for authorization to operate an alternative education program under these regulations.

The purpose of this policy is to:

- A. provide a safe and orderly learning environment for the education of all students in the ~~County Schools~~ District Schools and to
- B. meet the educational needs of disruptive students

The alternative education programs for disruptive students and other at risk students will encompass the following:

- A. in-school suspension;
- B. a separate part-time or full-time alternative education classroom;
- C. a school-within a school;
- D. a school on an alternative site;
- E. an after school class/night school program;
- F. a combination academic/work-based program and Home-based program.

The Board may request a waiver of State Board of Education policies and regulations in the development and operation of alternative education programs directly from the State Superintendent.

Goals of the Program

- A. prepare students for the transition back into regular classroom; or

- B. completion of regular high school graduation requirements and awarding of a regular high school diploma; or
- C. the completion of a ~~G.E.D.~~ TASC (Test Assessing Secondary Completion).

Eligibility

Students may be placed in alternative education programs for:

- A. violations of the Productive and Safe Schools Act (WV Code 18A-5-1a) in accordance with the provisions of the Act;
- B. repeated violations of the ~~County's District~~ discipline policy following documented multiple behavioral interventions by the Student Assistance Team at the referring school;
- C. continuation of educational services during periods of suspension or expulsion;
- D. lack of academic success;
- E. other identified at-risk behaviors.

Students who have been expelled must be placed in an alternative education program unless found to be a dangerous student under the procedures set forth in WV Code 18A-5-1a. Students who have been suspended or expelled from a public or private school in another West Virginia ~~county district~~ or in another ~~state, but state but~~ are now found within this ~~County district~~, may not be denied enrollment unless determined to be a "dangerous student" under the procedures set forth in WV Code 18A-5-1a.

Process for Placement

Placement decisions, excluding short-term in-school suspension, shall be made by the Alternative Education Placement Team with the opportunity for the participation of the student's parent/guardians.

The Alternative Education Placement Team shall develop a student's written plan which includes academic courses and behavioral components, criteria for re-entry to the regular school program and provisions for periodic review of the student's progress at least on an annual basis. The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.

Curriculum

The Board shall have an identified written curriculum for alternative education programs based upon State Board of Education approved instructional goals and objectives. The curriculum shall also include a component for teaching and learning responsible behavior. In addition, staff certified in the core subject areas shall participate in the development of the academic curriculum and the assessment measures to determine mastery of instructional goals and objectives.

Instruction

The ~~County District~~ shall deliver instruction in accordance with the following standards:

- A. instructional activities shall be consistent with the written curriculum and appropriate for the students' developmental levels;
- B. instructional materials shall be age appropriate, functionally appropriate, and of high interest level for students;
- C. the program shall provide for individualized instruction and accommodate the entry and exit of students;
- D. curricular and instructional practices shall reflect high expectations for students;
- E. the instructional program shall be delivered in a climate conducive to learning; and
- F. sufficient instructional materials, supplies, and equipment shall be available to deliver the instructional program.

Student Assessment

Students enrolled in alternative education programs shall participate in the State Assessment Program, in accordance with State Board of Education policy 2340 - The Statewide Assessment Program. The test scores for these students shall be counted in the results of the home school of referral.

Support Services

Students in alternative education programs shall receive school counseling services and/or other support services such as school social work or psychological services as indicate in the student's written plan.

Special Education Services

The Board shall comply with applicable State and Federal laws and regulations in the education of exceptional students placed in alternative education programs.

Involvement of Parents and Community Agencies

Parents, families, community, and business members through a variety of means will be encouraged, to become involved in the student's education. Law enforcement and probation officers will be involved when deemed appropriate for the student's success.

Plan for Awarding Credits

The Board shall grant units of credit for work satisfactorily completed in an alternative education program. Units of credit based upon mastery of performance criteria may be granted as an alternative to the standard units of credit.

Behavioral Management Plan as an Alternative to ~~County's~~ District's Discipline Policy

A student's behavioral management plan may be an alternative to the Board's discipline plan.

Staffing Plan

The Board shall provide appropriate staff to address student needs.

Personnel

It is the responsibility of the ~~County~~ District Board to select the most qualified applicant(s) to implement the alternative education program. Classroom teachers shall be selected on the basis of the teachers' demonstration of competence in meeting the following standards:

- A. any West Virginia professional teaching certificate
- B. ability to effect positive behavior in disruptive students
- C. effective leadership and/or mentoring skills in working with youth
- D. successful experience in providing education to troubled or disruptive youth
- E. specialized training or experience in non-tradition programs
- F. specialized training in behavior management skills

A teacher assigned to deliver the academic subjects within an alternative education program must possess a West Virginia professional teaching certificate in any area.

A Temporary Authorization valid for one (1) year shall be obtained by the successful candidate(s) of the alternative education program position(s). The Superintendent must verify that the applicant possesses the competencies identified above. The Temporary Authorization shall be required to be renewed each year based on the applicant's continued employment in an alternative education program.

Class/School Size/Limits

The number of students shall be determined based on the instructional delivery method and available space.

Criteria for Completion/Reentry into Regular Education

Students may complete an alternative education program in one (1) of the following manners:

- A. fulfillment of the criteria for re-entry into the regular school program

- B. completion of regular high school graduation requirements and awarding of a regular high school diploma from the school of referral
- C. completion of identified performance criteria leading to high school diploma or
- D. completion of a ~~G.E.D.~~ TASC in accordance with State Board of Education policy 2444.4 – Issuance of High School Equivalent Diplomas, State of West Virginia

Performance Measures and Process for Program Evaluation

The Board shall conduct an annual evaluation of the effectiveness of the program(s).

The State Department of Education shall review compliance with alternative education requirements and the effectiveness of alternative programs through monitoring and review of the ~~electronic County Strategic Plan~~ application received annually. The program shall be evaluated on the basis of its stated goals and the provisions of West Virginia policy 4373.

The evaluation of the effectiveness of alternative education programs shall focus upon the impact of the program on student performance and results using indicators such as: academic gains; reduction in dropout rates; reduction in incidences requiring disciplinary action; improvement in attendance rates; and return to the regular school program; rates of successful completion of vocational training programs; rates of successful completion of high school graduation or attainment of a ~~G.E.D.~~ TASC; and rates of successful job placement and job retention.

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