

TITLE: ALTERNATIVE EDUCATION PROGRAMS FOR DISRUPTIVE STUDENTS

1. Goals of the Program. It is the goal of the Board is to provide students with a safe, nonviolent, drug-free school environment that is free from disruption. To achieve this end, the District will provide an alternative education program to disruptive students in order to preserve a positive educational environment in the regular school program. It is the goal of the Board to provide alternative education program participants with high quality academic and behavioral services.
2. Eligibility criteria. Students who meet any of the following criteria shall be eligible for participation in the alternative education program: violation of the Productive and Safe Schools Act; repeated violations of the county's discipline policy following documented multiple behavioral interventions by the Student Assistance Team at the referring school; and, continuing educational services during periods of suspension or expulsion.
3. Process for placement in the program. Placement decisions (excluding short-term in-school suspensions) must be made by the Alternative Education Placement Team. School principals may refer students who meet the criteria for enrollment in the alternative education program. Students who have been expelled or suspended on a long term basis shall automatically be considered for participation in the alternative education program. The Alternative Education Placement Team shall develop a written plan that includes academic courses and behavioral components; criteria for re-entry to the regular program; and, provisions for periodic review of the student's progress. Weekly evaluations of academic progress and student behavior shall be shared with the student's home school, central office and parents. The plan for students with disabilities shall be the IEP.
4. Composition of the Alternative Education Placement Team. The Alternative Education Placement Team shall consist of the Chief Instructional Leader, the principal of the referring school, and a school counselor who serves the referring school. The Alternative Education Placement Team for all students with disabilities shall be the IEP team.
5. Involvement of parents and community agencies. The principal of the referring school shall provide parents with an opportunity to participate in placement team meetings. The Alternative Education Placement Team may identify community agencies to provide support for a participating student. Any community agency involvement shall be included within the written plan.
6. Length and time of day the afterhours/night school program operates. The afterhours program shall be available only to accommodate expelled students, out-of-school suspensions students or students who have repeated serious violations of the county's discipline policy following documented multiple behavioral interventions and out-of-school suspensions. The

program may be conducted in a variety of locations, including school facilities, public libraries, the resource center or other locations. The length and time of day of such programs shall be included in each participating student's written plan. The written plan for participating students shall include academic coursework and development of social skills/pro-social behavior. Unless required by law, regulation, or court order, transportation services shall not be provided by the Board.

7. Home-based services. Home-based programs shall be available only to students who have been expelled under the Productive and Safe Schools Act or for disruptive students who meet the criteria for home/hospital instruction under West Virginia Board of Education Policy 2510.

8. Day program placements. Students participating in day programs, unless expelled, shall have an opportunity to receive a full-time instructional program and full instructional day.

9. Plan for awarding credits, curriculum and program delivery. The Superintendent shall appoint a committee that includes teachers who are certified in the core subjects to identify and establish a written curriculum for the alternative education programs based upon State Board of Education approved content standards. The curriculum shall include a component for teaching and learning responsible behavior. The committee shall develop assessment measures to determine mastery of content standards. The committee shall identify instructional activities that are consistent with the written curriculum and appropriate for the students' development levels. The committee shall identify instructional materials that are age appropriate, functionally appropriate, and of high interest level for students. Instructional materials shall include the regular textbooks that were used by the students in their regular school classes. The curriculum shall be suited to the delivery of individualized instruction and accommodation of the entry and exit of students. The curricular and instructional practices established by the committee shall reflect high expectations for students. The instructional program shall be delivered in a climate conducive to learning. Grades and credits shall be transferred to the student's home school. The committee shall conduct an annual review of the program and recommend the acquisition of sufficient instructional materials, supplies, and equipment required to deliver the instructional program.

10. Behavioral management plan as an alternative to the county's discipline policy. The Alternative Education Placement Team may include a behavior plan in a student's written plan as a supplement to or in lieu of the student discipline policy.

11. Student Restrictions. Participating students shall not be permitted on school property except when receiving instruction. Participating students shall not be permitted to attend any school functions until they exit the program.

12. Staffing plan. Staffing shall be adequate to permit individual and small group instruction. School counseling and or support services such as school social work or psychological services shall be provided in accordance with the student's written plan

13. Personnel qualifications. The selection of alternative education program teachers shall be made based upon the following criteria: any West Virginia professional teaching certificate; ability to effect positive behavior in disruptive students; effective leadership and/or mentoring skills in working with youth; successful experience in providing education to troubled or disruptive youth; specialized training or experience in non-traditional programs; and, specialized training in management skills.

14. Class size limits. If class size limits are deemed necessary, the Alternative Education Placement Team shall include such limits in the student's written plan.

15. Criteria for Program Exit. The following criteria for completion of the alternative education program or reentry into regular education shall be followed: fulfillment of criteria for re-entry into the regular school program as identified in the student's written plan (this may consist of a review of student progress by the Alternative Education Placement Team); completion of regular high school graduation requirements and awarding of a regular high school diploma from the home county school of referral; completion of identified performance criteria leading to a high school diploma; completion of a GED in accordance with State Board of Education Policy 2444.4; or, issuance of a high school equivalent diploma, State of West Virginia

16. Performance measures and process for program evaluation. The Superintendent shall cause the alternative education program to be evaluated on an annual basis. The evaluation shall include data on the following items: 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; rates of successful program completion 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 GED; and, rates of successful job placement and job retention.

17. State Assessment. Students shall participate in the State Assessment Program, in accordance with State Board of Education Policy 2340. Test scores shall be counted in the results of the home county school of referral

18. Policy Approval. This policy shall be submitted for approval by State Superintendent.

19. Review Schedule. This policy shall be reviewed in accordance with the Policy Review Schedule published by the Superintendent.

Legal Authority: West Virginia Board of Education Policy 4373

Board Adoption: July 21, 2014