

Alternative Education

DEFINITION

Alternative Education Program means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative Education Programs do not include career or technical centers or departments.¹

As per 704 KAR 019:002 an Alternative Education Program that is a District-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improved behavior or provide and enhanced learning experience.

PURPOSE

The purpose of the Board's Alternative Education Programs are to provide:

- Learning activities that support innovative pathways and are aligned to college and career outcomes for all students.
- A curriculum that is aligned with the Kentucky Academic Standards and the learning goals in each student's Individual Learning Plan (ILP).
- Successful student transition to the school to which the student would otherwise be assigned under the District Student Assignment Plan, when desired, appropriate, and possible, or to post-secondary status.
- A meaningful alternative to suspension and/or expulsion of a student where applicable.

NOTE: Students do not have a right to assignment to alternative programs or services except as specifically provided by law.

As required by Kentucky Administrative Regulation:

- The District's Alternative Education Programs shall include training to build capacity of staff and administrators to deliver high-quality services and programming.
- The Board shall review this policy and accompanying procedure(s) annually.²

ELIGIBILITY CRITERIA

Alternative education assignments may be utilized for students at all grade levels. The Superintendent/designee shall create procedures regarding entry eligibility, criteria, and transition/exit.

Assignment may be voluntary or involuntary, and the program may be offered either on-site or off-site.

An ILP shall exist for a student in grade six (6) and above as required by regulation prior to assignment in a District Alternative Education Program.

Involuntary Assignment

Criteria for involuntary assignment by District personnel in an Alternative Education Program shall include one (1) or more of the following:

- The need for a different educational environment for the student that will reflect an instructional delivery style best provided in an alternative setting.

Alternative Education**ELIGIBILITY CRITERIA (CONTINUED)****Involuntary Assignment (continued)**

- Documentation that the student has contributed to substantial and on-going disruption of the educational process.
- Documentation that there are specific academic and/or behavioral performance areas that require intensive assistance best provided in an alternative setting.
- Confirmation that the student has significant and on-going truancy issues that are impeding academic growth.
- The student has been identified as being at risk of academic failure and/or dropping out of school.
- Student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting
- Documentation that that the student needs intensive support with social and personal issues that are impeding academic performance and/or behavioral expectations.
- The student has been assigned for code of conduct or Board policy violations for which assignment to an alternative program is authorized under the code or policy.
- The student has been identified as being at risk of academic failure and/or dropping out of school.
- The student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting.
- The student is assigned to an alternative school or program for other reasons as provided in the code of conduct, Board policy, or other program standards adopted by the Board.
- Other reasons related to safety concerns and educational needs of the student referenced in 704 KAR 19:002.

Voluntary Assignment ~~(2020-2021 school year option)~~ (Reassessment for 2021-2022 year)

A student's parent/legal guardian or a student who is eighteen (18) years of age or older may request voluntary assignment in an Alternative Education Program.

Criteria for voluntary assignment by District personnel in the Alternative Education Program may include one (1) or more of the following:

- The need for a different educational environment for the student that will reflect an instructional delivery style best provided in an alternative setting.
- Documentation that there are specific academic areas that require intensive assistance best provided in alternative setting.
- Confirmation that the student has significant and on-going truancy issues that are impeding academic growth.
- The student has been identified as being at risk of academic failure and/or dropping out of school.

Alternative Education**ELIGIBILITY CRITERIA (CONTINUED)****Voluntary Assignment ~~(2020-2021 school year option) (Reassessment for 2021-2022 year)~~
(continued)**

- The student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting.

NOTIFICATION

The designated administrator shall provide written notification to the parents regarding their child's assignment to an Alternative Education Program.

The notification for an involuntary assignment shall include length and reason for assignment, expected behavior of the student, as well as criteria for exiting the program.

The duration of the involuntary alternative assignment shall be as provided in applicable Board policy, Student Support and Behavior Intervention Handbook, or other alternative program standards adopted by the District or as decided by the team and approved by the Superintendent/designee.

ILPA TEAM

A designated team shall develop an Individual Learning Plan Addendum (ILPA) for students in grades kindergarten through twelve (K-12) assigned to an alternative school or program. The team may consist of the administrator/designee of the student's current school/program, the administrator/designee of the Alternative Education Program, counselors, teachers and other staff as appropriate.

The Superintendent/designee shall chair the team and invite the parents, and as appropriate, the student to participate.

After consideration of input of the team, the counselor or the designated administrator shall prepare or revise the ILPA to address, as appropriate, academic and behavioral needs, criteria for re-entry into the traditional program and review of student progress.

EXCEPTIONS:

- Such decisions for individual students with disabilities under the IDEA shall be made by the Admissions and Release Committee (ARC).
- Such decisions for students identified under Section 504 shall be made through the team process as required under federal law and corresponding District policies and procedures.

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EXTRACURRICULAR PARTICIPATION

Students assigned to Alternative Education Programs shall not be eligible to access extracurricular activities including, but not limited to sports activities, as allowed under applicable Board policy, Student Support and Behavior Intervention Handbook , SBDM policy, KHSAA rules or other alternative program standards adopted by the District.

CONTINUING SUPPORT

Opportunities shall be provided for students to continue regular school work as appropriate under the supervision of Alternative Education Program staff. Students participating in an alternative program shall continue to be able to access tutoring, intervention, counseling, and other resources and services already available in the District as determined through the development of the ILPA.

TRANSITION

Students may transition to a regular classroom setting in accordance with any criteria for re-entry established by the ILPA Team and in accordance with the following process:

1. The lead Alternative Education Program administrator/designee shall invite the student (age 18 or older) or the parent/legal guardian to meet to discuss the proposed transition. If the parent/legal guardian or adult student do not attend, written notification shall be provided to explain the proposed re-entry.

For IDEA or Section 504 students, the ARC or Section 504 team shall determine placement of students as required by law.

2. Strategies shall be documented to promote successful transition to include specific staff responsibilities and how follow-up monitoring will occur.
3. Should the transition not be successful for the student, reassignment to the Alternative Education Program may be considered, and the ILPA Team may be reconvened accordingly.

COLLABORATION WITH OUTSIDE AGENCIES

The coordinator or lead administrator of the Alternative Education Program shall establish a process to collaborate with outside agencies involved with involuntary assignments, including Family Accountability Intervention and Response (FAIR) teams, courts or other social service agencies to address student transitions between programs. Release of protected information about students involved in the program shall be in compliance with the Family Educational Rights and Privacy Act (FERPA).

NOTE: THIS POLICY DOES NOT APPLY TO A TEMPORARY/SHORT-TERM INTERVENTION.

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REFERENCES:

¹KRS 160.380

²704 KAR 19:002

707 KAR 1:320

Student Discipline Guidelines, Kentucky Department of Education

OAG 77-419

RELATED POLICIES:

08.131, 08.141

09.123, 09.14, 09.426