

Alternative Education Programs

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

There are two types of Alternative Education Programs governed by [704 KAR 019:002](#):

1. An alternative education program that is a District-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience.
2. A program funded by the Kentucky Education Collaborative for State Agency Children (KECSAC) serving state agency children.

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.

ALTERNATIVE EDUCATION IN LIEU OF EXPULSION

In lieu of expelling a student, the Superintendent/designee may place a student into an alternative program or setting if the Superintendent/designee determines placement of the student in his/her/their regular school setting is likely to substantially disrupt the educational process or constitutes a threat to the safety of other students or school staff.

The alternative program or setting may be provided virtually. A student placed in an alternative program or setting shall be subject to compulsory attendance requirements under KRS Chapter 159 and applicable Board policy.

NOTE: A student does not have a right to assignment to alternative programs or services except as specifically provided by law.

As required by Kentucky Administrative Regulation [704 KAR 019:002](#) the District shall ensure:

- That each Alternative Education Program is not limited in scope or design and is aligned to the academic program of the District.

Alternative Education Programs**ALTERNATIVE EDUCATION IN LIEU OF EXPULSION (CONTINUED)**

- A student enrolled in an Alternative Education Program may be eligible to participate in one (1) or more types of programs to address student learning needs that may include an alternative digital learning environment, credit recovery, or an innovative path to graduation.
- The Board shall review this policy and accompanying administrative procedure annually.²

ELIGIBILITY CRITERIA

An alternative education assignment may be utilized for a student at any grade level.

The Superintendent/designee shall create procedures regarding entry eligibility, criteria, and transition/exit (see Alternative School Profiles).

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

"Involuntary assignment" means the placement of a student in an alternative education program by local district school personnel:

1. a. To ensure the safety of the individual student, the student body, or staff;
b. To meet the educational needs of the student;
c. To transition the student to a placement as a state agency child pursuant to [KRS 158.135](#) and [505 KAR 001:080](#); or
d. For disciplinary purposes; and
2. Not made at the request of the parent or emancipated student.²

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.
- 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.
- Documentation that the student needs intensive support with social and personal issues that are impeding academic performance and/or behavioral expectations.

Alternative Education Programs**INVOLUNTARY ASSIGNMENT (CONTINUED)**

- The student has been assigned for Student Support and Behavior Intervention Handbook or Board policy violations for which assignment to an alternative program is authorized under the code or policy.
- The student is assigned to an alternative school or program for other reasons as provided in the Student Support and Behavior Intervention Handbook, 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 019:002](#).

A student shall not be involuntarily assigned to an Alternative Education Program solely for being at risk of academic failure and/or dropping out of school, but that may be taken into account, with documentation, when determining an involuntary assignment, if the student meets one (1) or more of the criteria.

VOLUNTARY ASSIGNMENT

"Voluntary assignment" means the assignment of a student in an alternative education program at the request of the parent or emancipated student and with the agreement of school personnel to better meet the educational needs of the student.²

A student's parent/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 desire of a parent/guardian or emancipated student to access an enhanced learning experience through specialized curriculum and programming available through an alternative education program.
- The need for a different educational environment that provides an instructional delivery model and academic and non-academic supports best suited to meet the needs of the student.
- 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.
- The student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting.

Alternative Education Programs**ADMINISTRATIVE PROCEDURES**

There shall be an administrative procedure for each alternative education program that shall include the:

1. Purpose of the program, including the ways the program supports the District's college and career readiness goals for students;
2. Eligibility criteria, as appropriate;
3. Process for entering students into the program;
4. Process for transitioning students out of the program;
5. Composition of the team to develop the ILPA, which shall include an invitation to the parents to participate and, as appropriate, an invitation to the student to participate; and
6. Procedures for collaboration with outside agencies involved with involuntary placements, including courts or other social service agencies to address student transitions between programs.²

NOTIFICATION

The designated administrator shall provide written notification to the parent/guardian regarding his/her/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.

In cases of involuntary assignment, parent/guardian shall be provided a copy of appeal procedures when notified of his/her/their child's assignment.

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.

ATTAINMENT OF A HIGH SCHOOL EQUIVALENCY DIPLOMA

Students enrolled in a District-operated alternative education program shall be eligible to seek attainment of a High School Equivalency Diploma if the student:

- Is at least seventeen (17) years of age;
- Is not on track to graduate*; and
- Has previously attained a passing score on an official readiness test for a High School Equivalency Diploma.

*Not on track to graduate – At the fourth (4th) school year, not at the 75% mark to obtain the minimum twenty-two (22) credits to graduate.

A student who has attained a High School Equivalency Diploma shall be exempt from compulsory attendance.³

Alternative Education Programs

ILPA TEAM

A designated team shall develop an Individual Learning Plan Addendum (ILPA) for a student with a long term placement 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 parent/guardian, and as appropriate, the student to participate.

After consideration of input of the team, 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 a student with a disability 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.

EXTRACURRICULAR PARTICIPATION

A student assigned to an Alternative Education Program shall 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 a student to continue regular school work as appropriate under the supervision of Alternative Education Program staff. A student participating in an alternative program shall continue to be able to access tutoring, transportation, library and media services, specialty course work, intervention, counseling, and other resources and services already available in the District as determined through the development of the ILPA.

TRANSITION

A student 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/guardian to meet to discuss the proposed transition. If the parent/guardian or adult student do not attend, written notification shall be provided to explain the proposed re-entry.

For an IDEA or Section 504 student, the ARC or Section 504 team shall determine placement 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.

Alternative Education Programs**TRANSITION (CONTINUED)**

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 assignment, 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.

REFERENCES:

¹[KRS 160.380](#)

²[704 KAR 019:002](#)

³[KRS 158.143](#)

⁴[KRS 158.150](#)

KRS Chapter 159

[707 KAR 001:320](#)

Student Discipline Guidelines, Kentucky Department of Education

[OAG 77-419](#)

RELATED POLICIES:

08.131; 08.141

09.123; 09.14; 09.426; 09.431

Adopted/Amended: 7/25/2023

Order #: 2023-127