

A. PURPOSES

The board is committed to the goal of providing a safe, orderly and inviting learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in board policies, are intended to create such an environment and help each student be a contributing and successful member of the school.

The alternative learning program or school is provided as an option for when a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of the alternative learning program or school are to (1) intervene and address problems that prevent a student from successfully achieving in the regular educational setting; (2) reduce the risk of the student dropping out of school by directing resources to helping the student resolve issues affecting performance at school; (3) return the student to the regular educational setting as soon as practical with the skills necessary to succeed in that environment; and (4) preserve a safe, orderly and inviting learning environment at the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAM OR SCHOOL PROGRAMS

The alternative learning program or school should be developed to reflect the purposes as described above. The educational program is expected to meet all board policy and state requirements. In addition, the educational program and supporting services should be designed to facilitate the transition of the student back into the regular educational setting.

Staff of the alternative learning program or school should receive training to assist them in successfully meeting their requirements.

The alternative learning program or school is required to develop a behavior management plan, a school improvement plan and a parental involvement plan in accordance with board policy. In addition, a conflict resolution plan, as provided in board policy 3431, Conflict Resolution, must be included in the school improvement plan. In developing these plans, the board encourages the principal and staff to review successful alternative education programs and use resources made available by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and board will not approve any plans that are not reasonably likely to meet the purpose of the alternative learning program or school.

Prior to the implementation of a new alternative learning program or school, the board will develop an implementation proposal that is consistent with the state board of education standards for alternative learning programs. The Board will then submit the proposal to the state board for its review. Upon review by the State Board, the Board will consider any recommendations to modify the proposal made by the State Board

before implementing the alternative learning program or school. The Board will also review on a regular basis whether the school district's alternative learning programs and schools comply with state board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAM OR SCHOOLS

Students generally are assigned to a school based upon attendance area. However, as provided by law, the board may assign any student to a school outside the attendance area in order for the student to attend a specialized school or for any reason the board, in its sole discretion, deems sufficient.

Students may be transferred to the alternative learning program or school on a voluntary or involuntary basis or as an alternative to out-of-school suspension or expulsion. The processes for transfer are provided below.

Voluntary

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent or guardian, principal and the disciplinary review committee that the transfer is an appropriate option for the particular student. After agreement has been reached, the principals of the regular educational setting and the alternative learning program or school will arrange the process and time for the transfer. The principal of the regular educational setting will notify the superintendent of the transfer.

Option to Long-Term Suspensions, 365 Days Suspensions and Expulsion

A student may be given the option or may be required to attend alternative learning program or school for violation of board policies, school standards or rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies will be followed for any student who may have engaged in behavior that could result in long-term suspension, 365 days suspension or expulsion. Alternative learning program or school may be considered as an option for a portion or the full duration of the period of suspension or expulsion. The alternative learning program or school may be an option to a long-term suspension if approved by the superintendent. In order to consider the alternative learning program or school as an option to 365 days suspension or expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative learning program or school as a modification to the suspension or expulsion.

At any stage in the proceedings, a parent may request that alternative learning program or school be considered as an option to suspension or expulsion. The superintendent will maintain records as required by board policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program or school. If the alternative learning program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative learning program or school can accept the student.

Involuntary

A student may be required to be transferred from the regular educational setting to the alternative learning program or school under any of the following circumstances:

- the student presents a clear threat to the safety of other students or personnel;
- the student is a significant disruption to the educational environment at the regular educational setting;
- the student is at risk of dropping out or not meeting standards for promotion and additional or different resources from what is available at the regular educational setting are needed to address the issue; or
- the student has been charged with a felony or a crime that allegedly endangered the safety of others and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains.

Prior to an involuntary transfer, the principal or disciplinary committee will document efforts to assist the student in the regular educational setting and the student's behavior and academic performance. A voluntary transfer is preferable to an involuntary transfer. Therefore, the school will meet with the parents to try to reach consensus on resolution of the performance or behavior issues.

If an agreement is not reached and a basis for involuntary transfer exists, the principal may recommend transfer to the alternative learning program or school to the superintendent.

The principal will provide in writing (1) an explanation of the student's behavior or academic performance which is at issue, (2) documentation or a summary of the documentation of the efforts to assist the student, and (3) other existing circumstances which support an involuntary transfer.

A copy of the recommendation and report will be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent to discuss the transfer. The superintendent may determine who can be present at the meeting.

If the superintendent approves the transfer, the principal of the regular educational setting and alternative learning program or school will make all necessary arrangements.

The parent may appeal the superintendent's decisions and request reassignment to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAM OR SCHOOLS

In most instances, the goal of the alternative learning program or school program will be to return the student to the regular educational setting as soon as practicable with the skills necessary to succeed in that environment. The alternative learning program or school and regular educational setting will work together

to help create successful transition for the student.

If the student is not returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including any other programs offered by the school district, community colleges or vocational schools.

E. EVALUATION OF ALTERNATIVE LEARNING PROGRAM OR SCHOOLS

In addition to data required by board policy 3430, School Improvement Plans, the alternative learning program or school will report the following information annually to the board:

- referral patterns from the schools, including age, race, gender and method of transfer (voluntary, alternative to suspension or expulsion, or involuntary);
- drop out rates;
- how long students stay at the school and where they go when they leave the school (including the regular educational setting, community college/technical schools or drop out); and
- training and development of professional employees assigned to the alternative learning program or school;
- a list of services or programs in which the alternative learning program or school coordinates with other governmental agencies, and
- any other measures the superintendent requires.

Legal Reference: G.S. 115C-47, -276(r), -288, -367, -391

Cross Reference: Hearings Before the Board (policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Parental Involvement (policy 1310/4002), School Plan for Management of Student Behavior (policy 4302), Anti-Social Behavior (policy 4330), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

PLACEMENT OF STUDENTS IN THE ALTERNATIVE LEARNING PROGRAM OR SCHOOL/MOUNTAIN YOUTH CENTER

The Cherokee County Board of Education strives to meet the educational needs of all its students. To further this goal, the Mountain Youth Center was established to provide an alternative program of learning.

Whereas the principal has the right to grade and classify students in a school, GS § 115C-288, the Board of Education has the right to place students in the school system, GS § 115-366(b).

Alternative placement recommendations will be made by the principal of the school in which the student is enrolled and the principal of the Mountain Youth Center to the superintendent. Placements will be made by the superintendent on delegated authority from the Cherokee County Board of Education.

Adopted: June 17, 1999 and July 15, 1999

Amended: July 18, 2000

Amended: June 21, 2001

Amended: January 11, 2007

TEACHER OR ADMINISTRATOR'S ALP REFERRAL FORM FOR SECONDARY SCHOOLS

Full Name of Student _____
(First) (Middle) (Last)
Grade in School This Year: _____ Referring School: _____ School Code No. _____
Grade in School Last Year: _____ School Attended Last Year _____ School Code No. _____
Birth Date _____ Age _____ Race _____ Sex _____ Social Security No. _____ - _____ - _____
Reason for Referral: _____

Does student currently receive any services from the Exceptional Children's Program? No Yes
Classification: _____

Has student been referred for testing or is student in the process of being tested: No Yes
 Referred In Process

Has Student repeated any grades? No Yes Which grade(s) repeated? _____

Student Lives with: Circle One
01 – Mother & Father 04 – Father & Stepmother 07 – Grandparent(s) 10 – Student has own Residence
02 – Mother & Stepfather 05 – Father Only 08 – Foster Home 11 – Other (Specify) _____
03 – Mother Only 06 – Guardian 09 – Group Home _____

Parent/Guardian Name _____
Location Address (House Number & Road or Street Number) _____
Mailing Address (If different from above) _____
Home Phone _____ Work Phone _____
Emergency Contact Name and Phone No. _____

Reason for Referral: Primary Reason Code: _____ Secondary Reason Code: _____
01 – Academic 04 – Pregnancy 07 – Deemed a serious threat to the safety of others
02 – Disruptive Behavior 05 – Substance Abuse 08 – Other (Specify) _____
03 – Work or Job 06 – Attendance/Tuancy

Student's Enrollment is Requested to be: (circle one)
01 – at least one semester 02 – at least one academic year 03 – Other (Specify) _____

Suspension Information: Has student been suspended (including assignment to in-school suspension or detention, or given an out-of-school suspension) during this current school year? No Yes If yes, the Suspension Report on the back of this page must be completed before the student can be enrolled.

Signature of Principal or designee _____ Date _____
STUDENT _____ GRADE _____ SCHOOL _____

SUSPENSION REPORT: This report must be completed before the student can be enrolled in an Alternative Learning Program or School. For each time the student has been suspended, complete the chart below to show the reason, type of suspension, and number of days for each suspension.

REASON CODES:

- 01 – Armed Robbery
- 02 – Kidnapping
- 03 – Robbery
- 04 – Sexual Offense
- 05 – Rape
- 06 – Indecent Liberties with a Minor
- 07 – Possession of a Controlled Substance
- 10 – Homicide, including murder, manslaughter or death by vehicle
- 11 – Assault on school employees or volunteers
- 12 – Assault resulting in serious personal injury
- 13 – Assault involving use of a weapon
- 14 – Possession of a weapon other than a firearm
- 15 – Attendance Related/Tuancy
- 16 – Disruptive Behavior

Parent/Guardian Name _____

Location Address (House Number & Road or Street Number) _____

Mailing Address (If different from above) _____

Home Phone _____ Work Phone _____

Emergency Contact Name and Phone No. _____

Reason for Referral: Primary Reason Code: _____ Secondary Reason Code: _____

- 01 – Academic 04 – Pregnancy 07 – Deemed a serious threat to the safety of others
- 02 – Disruptive Behavior 05 – Substance Abuse 08 – Other (Specify) _____
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- 05 – Rape 14 – Possession of a weapon other than a firearm
- 06 – Indecent Liberties with a Minor 15 – Attendance Related/Truancy
- 07 – Possession of a Controlled Substance 16 – Disruptive Behavior
- 08 – Possession of a Firearm 17 – Drugs/Alcohol/Tobacco
- 09 – Sexual Assault 18 – Other (Specify) _____

Suspension Number	Reason Code	When Approximate Date	Type of Suspension			No. of Days For Each Suspension
			In-School	Out-of-School > 10 days	Out-of-School < 10 days	
1.						
2.						
3.						
4.						
5.						
6.						

Circle a Number to show the severity of student's problem in the list of high risk factors listed below:

	No Problem	Mild Problem		Moderate Problem		Severe Problem
Lack of Basic Skills	1	2	3	4	5	6
Performance below potential	1	2	3	4	5	6
Failing Grades	1	2	3	4	5	6
Poor Study & Work habits	1	2	3	4	5	6
Disruptive Behavior	1	2	3	4	5	6
Aggressive Behavior	1	2	3	4	5	6
Discipline problems in class	1	2	3	4	5	6
Disrespectful to teachers	1	2	3	4	5	6

Excessive absences	1	2	3	4	5	6
Low self-esteem	1	2	3	4	5	6
Poor social skills	1	2	3	4	5	6
Unstable home environment	1	2	3	4	5	6
Low economic status	1	2	3	4	5	6
Low educational level of parent	1	2	3	4	5	6

For High School Students Only:

First Semester

Second Semester

Number of courses student has passed this school year

Number of courses student has failed this school year

What is the total number of graduation credits the student has earned to date? _____

To complete the referral, the home base school should provide copies of the student's: 1) withdrawal form, 2) current report card, and 3) transcript.