

1 **A. PURPOSES**
2

3 The [Transylvania County Board of Education](#) (the “board”) is committed to the goal of
4 providing a safe and orderly learning environment in each school. The educational
5 program and the student behavior management plan developed at each school, in addition
6 to numerous other strategies identified in board policy, are intended to create such an
7 environment and to help each student be a successful and contributing member of the
8 school community.
9

10 Alternative learning programs or schools are provided as an option for those instances in
11 which a student’s behavior management or academic performance needs cannot be met in
12 a regular educational setting. The purposes of an alternative learning program or school
13 are: (1) to intervene and address problems that prevent a student from achieving success
14 in the regular educational setting; (2) to reduce the risk that a student will drop out of
15 school by providing resources to help the student resolve issues affecting his or her
16 performance at school; (3) to return a student, if and when it is practicable, to the regular
17 educational setting with the skills necessary to succeed in that environment; and (4) to
18 preserve a safe and orderly learning environment in the regular educational setting.
19

20 **B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS**
21

22 Alternative learning programs and schools should serve the purposes described above.
23 Such alternative education programs are expected to meet all board policy and state
24 requirements. In addition, alternative education programs and support services should be
25 designed to facilitate students’ transition back to the regular educational setting when
26 appropriate.
27

28 All school personnel at alternative learning programs or schools should receive training
29 so that students enrolled in such programs or schools receive appropriate educational
30 services.
31

32 The superintendent or designee shall direct school officials at each alternative learning
33 program or school to develop a behavior management plan, a school improvement plan,
34 and a parental involvement plan in accordance with board policy. A conflict resolution
35 plan, as provided in policy 3431, Conflict Resolution, may be included in the school
36 improvement plan. The board encourages the principal and other school personnel, in
37 developing these plans, to review successful alternative education programs and make
38 effective use of the resources provided by the superintendent.
39

40 The superintendent and board will review these plans in accordance with board policy.
41 While providing flexibility at the school level to develop the plans, the superintendent
42 and board will not approve any plan that is not reasonably likely to meet the purposes of
43 an alternative learning program or school.
44

45 Prior to implementing a new alternative learning program or school, the board will
46 develop a program proposal that is consistent with the State Board of Education standards
47 for alternative learning programs. The board then will submit the proposal to the State
48 Board for its review. After the proposal has been reviewed by the State Board, the board
49 will consider any recommendations from the State Board to modify the proposal before
50 implementing the alternative learning program or school.

51
52 The board will review on a regular basis whether the school system's alternative learning
53 programs and schools comply with State Board standards.

54 55 **C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS**

56
57 Students generally are assigned to a school based on attendance area. However, as
58 provided by law, the board may assign any student to a school outside of his or her
59 attendance area in order for the student to attend a specialized school or for any other
60 reason the board, in its sole discretion, deems sufficient. The assignment or transfer of a
61 student with a disability will comply with applicable federal and/or state requirements for
62 students with disabilities. Students may be transferred to an alternative learning program
63 or school on a voluntary or involuntary basis, or pursuant to a disciplinary suspension.
64 The transfer process is provided below.

65 66 **1. Responsibilities of Personnel at Referring School**

67
68 In addition to any other procedures required by this policy, prior to referring a
69 student to an alternative learning program or school, the principal of the referring
70 school must:

- 71
72 a. document the procedures that were used to identify the student as being at
73 risk of academic failure or as being disruptive or disorderly;
- 74
75 b. provide the reasons for referring the student to an alternative learning
76 program or school; and
- 77
78 c. provide to the alternative learning program or school all relevant student
79 records, including anecdotal information.

80 81 **2. Responsibilities of School Personnel at the Alternative Learning Program or 82 School**

83
84 In addition to any other procedures required by this policy, once a student is
85 placed in an alternative learning program or school, the appropriate school
86 personnel of the program or school must meet to review the student's records and
87 any other documentation forwarded by the referring school. Based on these
88 records and any input provided by the parent concerning the student's needs, the

89 personnel at the alternative program or school shall determine the support services
90 and intervention strategies that are recommended for the student.

91
92 If a student who is subject to G.S. 14-208.18 is assigned to an alternative school,
93 the student must be supervised by school personnel at all times.

94 3. Voluntary Referral

95
96 The board encourages parental involvement in decisions regarding the child's
97 education and in identifying effective options for addressing concerns regarding
98 the child's behavior or academic performance.
99

100
101 Voluntary transfers are encouraged whenever possible. A voluntary transfer is an
102 agreement by the parent, the principal, and the disciplinary review committee that
103 transfer is an appropriate option for the particular student. After agreement has
104 been reached, the principal of the regular educational setting and the principal of
105 the alternative learning program or school shall arrange the process and time for
106 the transfer. The principal of the regular educational setting shall notify the
107 superintendent of the transfer.
108

109 4. Involuntary Referral

110
111 A student may be required to be transferred from the regular educational setting to
112 an alternative learning program or school under any of the following
113 circumstances:

- 114
- 115 a. the student presents a clear threat to the safety of other students or
116 personnel;
 - 117
 - 118 b. the student presents a significant disruption to the educational
119 environment in the regular educational setting;
 - 120
 - 121 c. the student is at risk of dropping out or not meeting standards for
122 promotion, and resources in addition to or different from those available in
123 the regular educational setting are needed to address the issue;
 - 124
 - 125 d. the student has been charged with a felony or a crime that allegedly
126 endangered the safety of others, and it is reasonably foreseeable that the
127 educational environment in the regular educational setting will be
128 significantly disrupted if the student remains; or
 - 129
 - 130 e. if the Code of Student Conduct provides for a transfer as a consequence of
131 the student's behavior.
132

133 Prior to an involuntary transfer in circumstances where a student is experiencing
134 academic or developmental difficulties or chronic social/behavioral problems, the
135 principal or disciplinary committee of the referring school shall document the
136 student's behavior and academic performance and efforts to assist the student in
137 the regular educational environment as provided in Section C.1. School
138 administrators are encouraged to meet with the student's parents to try to reach a
139 consensus on how to address the student's difficulties at school.

140
141 The preceding steps are encouraged, but not required in the case of an involuntary
142 transfer arising from a disciplinary reassignment or when the student's behavior
143 immediately endangers other students or personnel.

144
145 If an agreement for voluntary transfer is not reached and a basis for involuntary
146 transfer exists, the principal may recommend to the superintendent that the
147 student be transferred to an alternative school. The principal must provide in
148 writing: (1) an explanation of the student's behavior or academic performance
149 that is at issue; (2) documentation or a summary of the documentation of the
150 efforts to assist the student in the student's regular educational setting, if
151 applicable; and (3) documentation of the circumstances that support an
152 involuntary transfer.

153
154 A copy of the recommendation and other documentation must be provided to the
155 parents by certified mail or in person. The parent may request an informal
156 meeting with the superintendent to discuss the transfer. The superintendent has
157 the authority to determine who may be present at the meeting.

158
159 If the superintendent approves the transfer, the principal of the regular educational
160 setting and the principal of the alternative school shall make all necessary
161 arrangements.

162
163 The parent may appeal the superintendent's decision to the board. The board will
164 hear the appeal in closed session and will follow its procedures as provided in
165 policy 2500, Hearings Before the Board. During the period of the appeal, the
166 student may be transferred to the alternative learning program or school.

167 **5. Assignment During a Long-Term or 365-Day Suspension**

168
169 A student who receives a long-term or 365-day suspension may be offered
170 services in the alternative learning program or school for a portion or the full
171 duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day
172 Suspension, Expulsion. Any student who receives a long-term or 365-day
173 suspension must be offered alternative education services unless the
174 superintendent provides a significant or important reason for declining to offer
175 such services. Alternative education services include, but are not limited to, the
176

177 alternative programs or schools established in this policy in accordance with G.S.
178 115C-105.47A.

179
180 **6. Assignment of Student Sex Offenders**

181
182 The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student
183 who is subject to G.S. 14-208.18 to an alternative learning program or school.

184
185 **D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS**

186
187 In most instances, the goal of the alternative learning program or school is to return the
188 student to the regular educational setting with the skills necessary to succeed in that
189 environment as soon as practicable. The personnel of the alternative learning program or
190 school and those of the regular educational setting shall work together to help create a
191 successful transition for the student.

192
193 If the student is not or will not be returned to the regular educational setting, the
194 alternative learning program or school will assist in the student's transition to other
195 educational settings, including other programs offered by the school system or a
196 community college or vocational school.

197
198 **E. ASSIGNMENT OF PROFESSIONAL PERSONNEL TO ALTERNATIVE LEARNING PROGRAMS**
199 **OR SCHOOLS**

200
201 When assigning professional personnel to an alternative learning program or school, the
202 superintendent shall consider the experience and evaluation ratings of the professional
203 employee who may be assigned to the program or school. As school system resources
204 allow, the superintendent shall strive to avoid assigning to an alternative school or
205 program less experienced professional personnel or professional personnel who have
206 received an evaluation rating of less than "accomplished" within the last three years.

207
208 **F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS**

209
210 **1. State Accountability**

211
212 The board will determine annually how each alternative school will participate in
213 the State Alternative Schools' Accountability Model. The superintendent shall
214 provide for this information to be reported to the North Carolina Department of
215 Public Instruction by August 1 of each year.

216
217 **2. Information to be Reported to the Board of Education**

218
219 Each year, the board will evaluate each alternative learning program or school
220 based upon reports provided by the superintendent and any other information the

221 board wishes to consider. In addition to data required by policy 3430, School
222 Improvement Plan, each alternative learning program or school must report the
223 following information annually to the board:

- 224
- 225 a. referral patterns from the regular educational setting, including age, race,
226 gender, and method of transfer (voluntary, involuntary, or pursuant to
227 suspension);
- 228
- 229 b. drop-out rates;
- 230
- 231 c. how long students stay at the alternative learning program or school and
232 where they go (including the regular educational setting, community
233 college/technical schools or dropping out) when they leave the alternative
234 program or school;
- 235
- 236 d. the training and development of professional employees assigned to the
237 alternative learning program or school;
- 238
- 239 e. a list of services or programs that the alternative learning program or
240 school coordinates with other governmental agencies;
- 241
- 242 f. the school's results under the state's alternative school's accountability
243 model, as applicable; and
- 244
- 245 g. any other information the superintendent requires.

246

247 To assist the board in evaluating an alternative learning program or school, each
248 alternative school or program's school improvement plan must include measures
249 of the effectiveness of the alternative program or school.

250

251 **3. Items to be Considered**

252

253 In addition to any other outcomes the board deems important, the board will
254 determine whether:

- 255
- 256 a. a diverse group of students is referred to the alternative learning program
257 or school;
- 258
- 259 b. the alternative learning program or school complies with State Board
260 standards;
- 261
- 262 c. the alternative learning program or school incorporates best practices for
263 improving student academic performance and reducing disruptive
264 behavior;

- 265
266 d. school personnel at the alternative learning program or school are well-
267 trained and provided with appropriate professional development;
268
269 e. the alternative learning program or school is organized to provide
270 coordinated services;
271
272 f. students at the alternative learning program or school receive high quality
273 and rigorous academic instruction; and
274
275 g. the alternative learning program or school assists students in transitioning
276 back to the regular educational setting or to other educational settings.
277

278 Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -
279 367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy GCS-Q-001, GCS-
280 Q-002; *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of
281 Public Instruction, October 2014), available at
282 [https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1](https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590)
283 [590](https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590)
284

285 Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy
286 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex
287 Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302),
288 Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension,
289 Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)
290

291 Adopted: August 1, 2011
292

293 Revised: [DATE]
294
295
296