



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Preliminary Report to the Joint Legislative Education Oversight Committee

Standards for Alternative Learning Programs

House Bill 1076, SL 2005-446

Date Due April 2006
Report #34 --2005-2006
DPI Chronological Schedule

STATE BOARD OF EDUCATION

HOWARD N. LEE
Chairman :: Raleigh

SHIRLEY E. HARRIS
Troy

JOHN TATE III
Charlotte

JANE P. NORWOOD
Vice Chairman :: Charlotte

MELISSA A. BARTLETT
 Mooresville

PATRICIA N. WILLOUGHBY
Raleigh

KATHY A. TAFT
Greenville

ROBERT "TOM" SPEED
Boone

BEVERLY PERDUE
Lieutenant Governor :: New Bern

MICHELLE HOWARD-VITAL
Wilmington

WAYNE MCDEVITT
Asheville

RICHARD MOORE
State Treasurer :: Kittrell

EDGAR D. MURPHY
Durham

NC DEPARTMENT OF PUBLIC INSTRUCTION
June St. Clair Atkinson, Ed.D., State Superintendent
301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:
Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services
6307 Mail Service Center :: Raleigh, NC 27699-6307 :: Telephone 919-807-3761 :: Fax 919-807-3767

Visit us on the Web:: www.ncpublicschools.org

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005**

**SESSION LAW 2005-446
HOUSE BILL 1076**

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS, AND TO REQUIRE LOCAL BOARDS OF EDUCATION TO DEVELOP PROPOSALS THAT ARE SUBMITTED TO THE STATE BOARD OF EDUCATION BEFORE ESTABLISHING ANY ALTERNATIVE LEARNING PROGRAM OR ALTERNATIVE SCHOOL.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(24) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- ***
- (24) Duty to Develop Standards for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. – The State Board of Education shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services that are recommended to be provided in alternative learning programs and (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision. The State Board also shall adopt policies that define what constitutes an alternative school and an alternative learning program.

The State Board of Education shall also adopt standards to require that local school administrative units shall use (i) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated for students assigned to alternative learning programs only to serve the needs of these students.

The State Board of Education shall provide technical support to local school administrative units to assist them in developing and implementing plans and proposals for alternative learning programs.

The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At Risk Student allotment.

Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools.

Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.

...."

SECTION 2. Article 8C of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.47A. Proposals to establish alternative learning programs or alternative schools.

(a) Before establishing any alternative learning program or alternative school, the local board of education shall develop a proposal to implement the program or school that includes all of the following:

- (1) The educational and behavioral goals for students assigned to the program or school.
- (2) The policies and procedures for the operation of the program or school based on the State Board's standards adopted under G.S. 115C-12(24). The policies and procedures shall address the assignment of students to the program or school.
- (3) Identified strategies that will be used to improve student achievement and behavior.
- (4) Documentation that similar programs and schools in or out of the State, or both, have demonstrated success in improving the academic achievement and behavior of students assigned to them.
- (5) The estimated actual cost of operating the program or school. To the extent practicable, this shall include the cost of:
 - a. Staffing the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught;
 - b. Providing optimum learning environments, resources and materials, and

- high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential;
 - c. Providing support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems;
 - d. Maintaining safe and orderly learning environments; and
 - e. Providing transitional supports for students exiting the program or school and reentering the referring school.
- (6) Documented support of school personnel and the community for the implementation of the program or school.
- (b) After the local board completes the proposal under subsection (a) of This section, the board shall submit the proposal to the State Board of Education for its review. The State Board shall review the proposal expeditiously and, if appropriate, may offer recommendations to modify the proposal. The local board shall consider any recommendations made by the State Board before implementing the alternative learning program or alternative school."

SECTION 3. G.S. 115C-47(32a) reads as rewritten:

"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

- ...
- (32a) To Establish Alternative Learning Programs and Develop Policies and Standards. – Each local board of education shall establish at least one alternative learning program and shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services to be provided, (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision, and (iii) strategies for providing alternative learning programs, when feasible and appropriate, for students who are subject to long term suspension or expulsion. In developing these standards, local boards shall consider the State Board's policies and standards developed under G.S. 115C-12(24). Upon adoption of policies and standards under this subdivision, local boards are encouraged to incorporate them in their safe school plans developed under G.S. 115C-105.47.

The General Assembly urges local boards to adopt policies that prohibit superintendents from assigning to any alternative learning program any professional public school employee who has received within the last three years a rating on a formal evaluation that is less than above standard.

Notwithstanding this subdivision, each local board shall adopt policies based on the State Board's standards developed under G.S. 115C-12(24). These policies shall apply to any new alternative learning program or alternative school that is implemented beginning with the 2006-2007 school year. Local boards of education are encouraged to apply these standards to alternative learning

programs and alternative schools implemented before the 2006-2007 school year.

Local boards shall assess on a regular basis whether the unit's alternative schools and alternative learning programs comply with the State Board's standards developed under G.S. 115C-12(24) and whether they incorporate best practices for improving student academic performance and reducing disruptive behavior, are staffed with professional public school employees who are well trained and provided with appropriate staff development, are organized to provide coordinated services, and provide students with high quality and rigorous academic instruction.

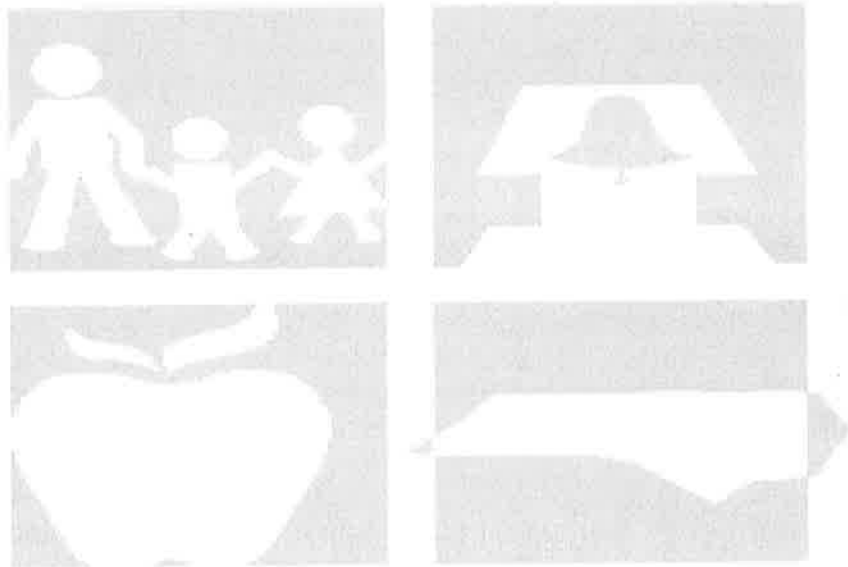
...."

SECTION 4. Before implementing success centers or any other alternative learning program or alternative school in New Hanover County, the New Hanover Board of Education shall comply with G.S. 115C-105.47A established in Section 2 of this act. The State Board of Education shall submit to the Joint Legislative Education Oversight Committee a copy of the proposal submitted by the New Hanover Board of Education and a copy of any recommendations made by the State Board.

SECTION 5. Nothing in this act requires the North Carolina General Assembly to appropriate funds for the implementation of alternative learning programs or alternative schools.

SECTION 6. This act is effective when it becomes law. Except as provided in Section 4 of this act, this act applies to any new alternative learning program or alternative school to be implemented beginning with the 2006-2007 school year.

Alternative Learning Programs and Schools STANDARDS



**Developed:
Spring 2006**

North Carolina Department of Public Instruction
Curriculum and School Reform Services
Division of Middle Grades Education
School Safety and Climate Section

6350 Mail Service Center
Raleigh, North Carolina 27699-6350
Phone: (919) 807-3644
Fax: (919) 807-3322

Table of Contents

Introduction and Purpose.....	10
History and Continued Mission.....	11
Alternative Learning Program Definition.....	12
Student “At-Risk” Definition.....	12
Establishment Responsibility of Alternative Learning Programs.....	13
Legislation.....	13
State Board of Education and Department of Public Instruction.....	13
Local Education Agency.....	13
LEA Proposal to Establish Alternative Learning Programs and Schools.....	14
Required Components of LEA Plan.....	15
Parameters for ALP Program Design and Development.....	16
Overview.....	17
Program Types.....	17
Program Design.....	18
Seven Standards of Effective ALPS.....	19
The Seven Principle Standards of Alternative Learning Programs.....	20
Indicators of the Seven Alternative Learning Program Standards.....	21-23
Examples of Indicators for Standards.....	24-25
Impact of Success ALPS.....	26
Effective and Ineffective ALPS.....	27
Processes and Procedures.....	28
Adoption of ALP Standards.....	29-32
School Improvement Plans and ALPS.....	33-37
Waivers for ALPS Laws, Policies, Rules.....	38-39
Strengthening ALPS.....	40-41
Referral and Placement in ALPS.....	42-49
Curriculum and Instruction for ALPS.....	50-53
Student Accountability for ALPS.....	54
Staffing Requirements for ALPS.....	55-56
Instructional Support Services in ALPS.....	57
Staff Development for ALPS.....	58-59
Program Evaluation for ALPS.....	60-65
Providing a Safe, Orderly and Caring ALP.....	66-67
Data Collection for ALPS.....	68
Appendices.....	69
LEA Proposal Checklist.....	70
Site Visit Monitoring Instrument.....	71-74
Recommended Best Practices for Seven Principles.....	75

Governing Policies.....	76
Instructional Time.....	77
Course for Credit.....	78
Accountability Standards and Graduation Requirements.....	79-82
Testing Requirements and Opportunities.....	83
ABCs Accountability for Alternative Schools.....	84-87
State Public School Fund.....	88-94
References.....	95-96
Contact Information.....	97
Acknowledgements.....	98

Introduction

This document is prepared to serve as criterion for the planning, design, implementation and on-going evaluation of Alternative Learning Programs and Schools in North Carolina. Many of the Public School Laws and Policies are cited for guidance on mandatory issues. The standards, suggestions and implementation strategies provided in this document should be considered requirements for new program development or for modification of existing programs. The information that follows should be used to create programs that are flexible and effective in assisting students with overcoming challenges which may place them "at-risk" of academic failure and disruptive behavior, so that they can learn, graduate and become productive members of society.

Purpose

The purpose is to identify standards of implementation and operational procedures for alternative learning sites and to ensure proper placement and removal of students in and out of alternative learning programs and schools. Such procedures strengthen programs, and enhance the opportunity for increased student achievement and success. Additionally, the standards will provide the following:

- a. operational guidance for alternative learning programs;
- b. clear procedures and standards for transferring students from traditional schools to alternative programs;
- c. clear procedures and standards for transitioning students from alternative programs to traditional schools or other services;
- d. increase and strengthen services provided by alternative learning programs;
- e. strengthen the articulation and coordination of services for students assigned to ALPS;
- f. identifies elements of effective programs and schools;

The area of alternative education has grown significantly over the years. This concept has been interpreted, developed, implemented and expanded in many different ways by various systems and organizations. This diversity speaks to the ingenuity and creativity with which individuals have sought to overcome barriers that may impede the delivery of quality services to students who are at-risk of school failure due to a lack of academic success, behavior problems and various other reasons.

However, alternative learning programs (ALPS) as used throughout this document refer to programs or schools which meet the definition of alternative learning programs as identified through legislation, and the State Board of Education regulations and policies.

**This document is based on the following Legislation
for
ALTERNATIVE LEARNING PROGRAMS**

**Session Law 2005-446
House Bill 1076**

AN ACT to direct the state board of education to adopt standards for alternative learning programs, and to require local boards of education to develop proposals that are submitted to the State Board of education before establishing any alternative learning program or alternative school.

History and Continued Mission

The State Board of Education approved a set of procedures for Safe Schools and Alternative Learning Programs in 1999. One of the goals is to establish minimum standards of implementation, operation and maintenance of safe, orderly, and learning environments for alternative learning programs and schools (ALPS) throughout the state.”

In January 2000, the Alternative and Safe Schools/Instructional Support Section was given the task of clarifying the state’s guidelines and laws based on Senate Bill 1099. This document represented the initial phase of addressing challenges of many of the Alternative Learning Programs and was used as an operational resource of minimum standards for implementing and evaluating ALPS.

In addition, the Alternative and Safe Schools Section provided a follow-up report during the 2001-2002 school year with specific recommendations for establishing modified guidelines for ALPS, focusing on the unique settings and populations. This led to the development of the policies and standards associated with the establishment and maintenance of effective alternative learning programs (ALPS) in each local educational agency (LEA). As a result, the “Policies and Procedures for Alternative Learning Programs Grades K-12 were adopted in September 2003.

In May 2005, House Bill 1076 directed the State Board to adopt standards, instead of policies and standards, for ALPS and schools. Local boards would be required to comply with these standards beginning with any new ALP or school implemented beginning with the 2006-2007 school year. Local boards would be encouraged to apply the standards to ALPS implemented before that time. The School Safety and Climate Section was charged with the development of the standards. As with the previous documents, the standards are based on information gathered from the following sources:

- a. interpretations of current legislation;
- b. feedback elicited from alternative learning program faculty members during focus sessions;
- c. research-based information on best practices for improving student outcomes in achievement and behavior; and
- d. Clarification of Standards for Alternative Learning Programs.

Alternative Learning Program Definition

APPROVED BY NCSBE (JANUARY 2000)

Alternative Learning Programs are defined as services for students at risk of truancy, academic failure, behavior problems, and/or dropping out of school. Such services should be designed to better meet the needs of students who have not been successful in the traditional school setting.

Alternative Learning Programs serve students at any level who are

- suspended and/or expelled,
- at risk of participation in juvenile crime,
- have dropped out and desire to return to school,
- have a history of truancy,
- are returning from juvenile justice settings or psychiatric hospitals, and
- whose learning styles are better served in an alternative setting.

Alternative learning programs provide individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives.

An alternative learning program must

- provide the primary instruction for selected at-risk students,
- enroll students for a designated period of time, usually a minimum of one academic grading period, and
- offer course credit or grade-level promotion credit in core academic areas.

Alternative learning programs may also address the following:

- behavioral or emotional problems that interfere with adjustments to or benefiting from the regular education classroom,
- provide smaller classes and/or student/teacher ratios,
- provide instruction beyond regular school hours,
- provide flexible scheduling, and/or
- assist students in meeting graduation requirements other than course credits.

Alternative learning programs for at risk students typically serve students in an alternative school or alternative program within the regular school.

Student "At-Risk" Definition

APPROVED BY NCSBE (JANUARY 2000)

A student at risk is a young person who, because of a wide range of individual, personal, financial, familial, social, behavioral or academic circumstances, may experience school failure or other unwanted outcomes unless interventions occur to reduce the risk factors. Circumstances which often place students at risk may include but are not limited to:

- not meeting state/local proficiency standards
- grade retention
- unidentified or inadequately addressed learning needs
- alienation from school life
- unchallenging curricula and/or instruction
- tardiness and/or poor school attendance
- negative peer influence
- unmanageable behavior
- substance abuse and other health risk behaviors
- abuse and neglect
- inadequate parental, family, and/or school support, and
- limited English proficiency

ESTABLISHMENT RESPONSIBILITY FOR ALTERNATIVE LEARNING PROGRAMS

Safe, orderly, caring, and inviting schools are essential if maximum learning is to take place. Students have a right to a safe school environment that promotes high quality and rigorous academic and safety standards. This is the foundation of an effective alternative program or school.

Legislation

The General Assembly finds that all schools [including ALPS]:

- a. should be safe, secure, and orderly;
- b. must have plans, policies, and procedures for dealing with disorderly and disruptive behavior;
- c. must have effective measures for assisting students who are at risk of academic failure;
- d. must have effective measures for assisting students who are at risk of engaging in disruptive and disorderly behavior; and
- e. must have effective measures for assisting students who are at risk of academic failure and of engaging in disruptive and disorderly behavior (G.S. 115C-105.45).

Responsibilities of the State Board of Education and North Carolina Department of Public Instruction

The responsibilities of the State Board of Education and the Department of Public Instruction shall minimally include the following:

establish policies and procedures for alternative learning programs;

- a. evaluate the operations and effectiveness of alternative learning programs;
- b. provide technical assistance and staff development;
- c. review district level policies and plans for alternative learning programs;
- d. provide feedback to the school districts about their ALPS plan and program/s;
- e. monitor the implementation and effectiveness of the programs; and
- f. review the reports from the local school districts about the use of funds for at-risk and alternative programs.

Responsibilities of the Local Education Agency/LEA

The responsibility of each local education agency shall minimally include the following:

- a. establish at least one alternative learning program for students who are at-risk of school failure due to academic or behavior needs;
- b. ***Submit a written proposal to the State Board of Education for establishment of any new alternative learning program or school.***
- c. establish a fair and equitable process for assignment of students to ALPS that are free of capricious and arbitrary features;
- d. have a written policy and plan approved by the local board of education for assigning students to an alternative learning program;
- e. develop the plan in conjunction with the state policies and procedures;
- f. make plan, process, and procedures available to parents as needed; and
- g. distribute the plan throughout the school district.

LEA Proposals to Establish Alternative Learning Programs and Schools (115C-105.47A)

The local board of education shall develop a proposal to implement the program or school that includes all of the following:

- (1) The educational and behavioral goals for students assigned to the program or school.
- (2) The policies and procedures for the operation of the program or school based on the State Board's standards adopted under G.S. 115C-12(24). The policies and procedures shall address the assignment of students to the program or school.
- (3) Identified strategies that will be used to improve student achievement and behavior.
- (4) Documentation that similar programs and schools in or out of the State, or both, have demonstrated success in improving the academic achievement and behavior of students assigned to them.
- (5) The estimated actual cost of operating the program or school. To the extent practicable, this shall include the cost of:
 - a. Staffing the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught;
 - b. Providing optimum learning environments, resources and materials, and high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential;
 - c. Providing support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems;
 - d. Maintaining safe and orderly learning environments; and
 - e. Providing transitional supports for students exiting the program or school and reentering the referring school.
- (6) Documented support of school personnel and the community for the implementation of the program or school.

After the local board completes the proposal under subsection (a) of This section, the board shall submit the proposal to the State Board of Education for its review. The State Board shall review the proposal expeditiously and, if appropriate, may offer recommendations to modify the proposal. The local board shall consider any recommendations made by the State Board before implementing the alternative learning program or alternative school."

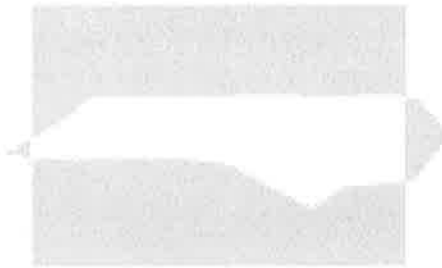
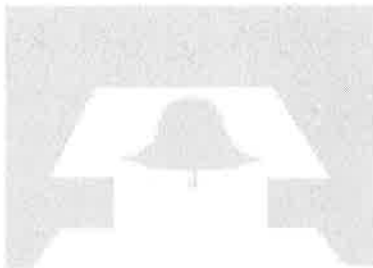
The proposal checklist (see Appendices) and narratives should be completed and submitted as application to the State Board of Education for establishment of Alternative Learning Programs and Schools.

Required Components of LEA Plan for Alternative Programs

The plan must describe the following processes and procedures:

- a. the program's mission, goals, and expected outcomes – *identify strategies that will be used to improve student achievement;*
- b. the target population- educational and behavioral goals for students assigned to the program or school;
- c. the process for assigning and enrolling students into the alternative program;
- d. who participates in the decision to refer a student – *must include parent or guardian and at least one representative from the alternative learning program or school other key stakeholders;*
- e. the documentation used to establish the need for the assignment - *including PEP (Personalized Education Plans) from assigning school;*
- f. the steps in the appeals process for parents and students;
- g. the documents to be transferred to the alternative program;
- h. how students are transported to the program;
- i. the communication process between the referring school and the alternative program;
- j. the curricular, instructional day, and courses to be offered;
- k. how the parent/guardian is included in the decision making process for pre-placement, placement, transition, and exit decisions – *must provide transitional supports for students exiting the program or school and reentering the referring school.*
- l. the faculty and staff assigned to the alternative program – *must have at least 4 years' of teaching experience and have an overall rating of at least above standard on a formal evaluation; high qualified based on NCLB Legislation; must include support personnel- school counselors, psychiatrists, clinical psychologist, social workers, nurses, and other professionals to help students and their families work out complex issues and problems;*
- m. the resources needed to effectively implement the North Carolina Standard Course of Study; *must reflection of small student to teacher ratio, 10:1 or smaller not to exceed 15:1*
- n. procedures to ensure the on-going effectiveness of the program and success of the students and evaluation of the program – *maintaining safe, caring and orderly environments; provide optimum learning environments, resources and materials, and highly quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential; offer incentives for ALP staff*

Parameters for ALP Program *Design and Development*



Alternative Learning Program Parameters

Overview

The following parameters are based on the legislation given for establishment of ALPS in North Carolina. Alternative Learning Programs are designed to provide a combination of individual or small group academic instruction in addition to addressing non-educational needs such as behavior modification and personal difficulties through counseling and other effective means, so that students can eventually return to the regular classroom and be successful in their educational endeavors.

The size and character of permissible programs can vary greatly. While some effective programs can serve one student, others can serve several students. The programs are provided in middle schools, high schools, charter schools, off-site schools and any other building where instruction and counseling can safely take place.

Alternative Learning Programs are not in-school suspension programs, but a separate classroom, building or educational environment where students are assigned and can be provided the assistance to work on their individual needs. They should not be designed as punitive programs, where placement is a punishment, but as an additional resource to help students most at-risk and in need so that they can succeed in school and later on in their communities. The needs of the individual student, whether they are behavioral, social or academic should always be carefully considered when placing them into a particular program, so that their individual needs are adequately addressed making success more probable. There are many methods that can be used to educate and there are different environments in which education may occur successfully. The basic belief is that not all students learn in the same structured way, that each student has individual strengths, talents and interests that can be built upon.

Program Types (Two Options)

Alternative Learning Program

An Alternative Learning Program is one option for an alternative learning program. It is established in affiliation with a traditionally accredited school. The information that is generated by the participants of the program becomes a part of the history and documentation of a traditional school. A program may be housed within a school, on the same site, or at a different location within the district.

Alternative Learning School

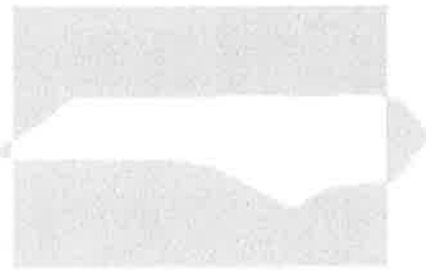
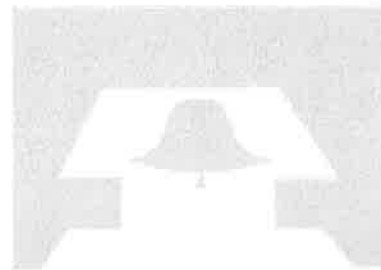
An Alternative Learning School is the second option for an alternative learning program. It serves at-risk students and has an organizational designation based on the DPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For the majority of students, the goal is to return to the regular public school. Alternative schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet particular learning needs. Each school (including ALPS) in the state of North Carolina is required to develop a school Improvement plan that includes a safe school plan. Additionally, programs that are established in accord with or operates as quasi-independent entities should also have school improvement and safety plans. *Reference G.S. (115C-105.27)*

Program Design

Local boards of education are to approve the establishment of alternative learning programs. They shall adopt fair and equitable policies and procedures for assigning students to an alternative school(s)/program(s). The policies and procedures should be free of arbitrary and capricious features. Additionally, alternative learning programs are to be addressed as part of the Safe Schools Plan for the district. The following parameters serve to identify and establish criteria for alternative learning programs that fall within the bounds of the legislative mandate (G.S. 115C-238.47). Alternative learning programs must meet the following criteria:

- a. a description of the mission and goals of the program;
- b. a description of services to be provided by the program;
- c. a clearly defined criteria for placement into the program;
- d. a process for ensuring that the assignment is appropriate for the student;
- e. a process for the input and participation of parents in the placement and exit/transition decision;
- f. a process for ensuring a rigorous and high quality program; serve students at any grade level;
- g. serve students who demonstrate behaviors (i.e. academic, conduct, drop-out, suspension, etc.) that put them at significant risk of school failure Serve students selected by established procedures;
- h. provide the primary instruction for students during the enrollment period;
- i. offer course and class credit for attendance and grades in each assigned course;
- j. assist students in meeting the requirements for grade promotion;
- k. assist students in meeting the requirements for graduation;
- l. participate in the State Accountability and Testing program as prescribed by law
- m. require attendance;
- n. classes taught by highly qualified and certified instructors; and
- o. students served for a specific and extended period of time i.e., one grading period, quarterly, semester, etc. **(This language does not include in-school suspension, short-term suspension, after/before school, tutorial, or drop-in programs. It does include extended day programs.)**

7 (Seven) Standards of Effective ALPS



The 7 (Seven) Principle Standards of Alternative Learning Program

The following describes the seven standards identified for Alternative Learning Programs in North Carolina. Emphasis on school accountability has led to the development and use of state standards. These standards create an expectation of the level of effectiveness of alternative learning program. The standards for alternative learning programs and definitions in this document are based on a review of the research, and the historical implementation and operation of alternative programs throughout the country:

Clear Mission

A school belief system where staff shares an understanding of commitment to the instructional goals, priorities, assessment procedures and accountability. The staff accepts responsibility for students' learning of the school's essential curricular goals

Leadership

Understanding and application of the characteristics of instructional effectiveness through shared decision making, organizational direction, establishment of high expectations, positive learning culture and facilitation of a collaborative process to identify resources including highly qualified instructional and support staff, provide staff support and school/program performance and needs

Culture and Climate

A safe, orderly, caring school environment conducive to learning for all with collaboration among all stakeholders in the areas of mission statement, goals, objectives, belief system, rules, routines, achievement, high expectations wherein the school and program accountability clearly define classroom instruction, student behavior and academic management in order to develop strong positive relationships that nurture success.

Professional Development

Professional growth plans used to identify school and individual needs to improve teaching and learning for administrators, teachers and support staff with emphasis on research based best practices and performance based evaluations.

Parent/Community Involvement

Establishment of authentic partnerships between school, home, community agencies, industry, government, faith-based organizations and law enforcement based on mutual respect and collaboration which will result in improved student and school performance.

Curriculum and Instruction

Belief and demonstration that all students can attain mastery of the essential school skills; staff believes that they are capable of helping students achieve mastery through academic rigor, relevance and relationship building while engaging students in the use of differentiated instruction, authentic/traditional assessment, technology and curriculum adjustment in preparing students for the skills necessary for 21st Century Global Learning

Monitoring and Assessment

Frequent monitoring of student academic progress through a variety of assessment procedures in order to improve individual student performance and also to improve the instructional and school program.

Indicators of the Seven Alternative Learning Program Standards

Clear Mission:

- Staff advocates the shared vision that all students can learn at high levels with appropriate support
- Mission, goals and expected outcomes are documented, published and clearly visible to and embraced by staff, students, and parents.
- Student success is central to all management of learning
- Mission is consistent with district goals and state standards
- The student is the focus of concern and valued equally or greater than content standards and academic endeavors
- The whole student (personal, social, emotional, intellectual, life skills, safety and security) is of concern, not just academic endeavors
- Individual learning differences are recognized and embraced

Leadership: (Ensures)

- Shared vision communicated through the school's mission, beliefs and goals
- Collaborative process for determining school or program decisions
- Decisions are made regarding program operation according to state legislation and local policies and procedures
- Staffing of instructional and support personnel
- Collaborates with and involves the community, school and home to foster an effective learning environment
- Establishment of clear articulated procedures and guidelines for staff and students
- Awareness of all stakeholder needs
- A safe, caring and orderly environment based on state and local policies, procedures and legislation
- Use of data to guide instructional practices and student performance
- Transportation, Food Services and Health Support are provided
- Program operational procedures are available, appropriate and utilized
- Sufficient and appropriate resources (equipment, supplies and materials) are available to include technology
- Effective evaluation of teacher performance

Culture and Climate

- Student performance is the basis of school accountability
- School's purpose is based on academic and non-academic needs
- Rules exist which are written, clearly understood and accepted by staff, students, and parents and are applied consistently to guide student behavior, monitor progress, and manage the learning experience
- Each student participates in reviewing and shaping the learning environment and activities of the school and feels he/she belongs
- Short and long term goals address the needs of the student, staff, parent and community
- Program objectives are measurable and used to evaluate the school program

- Program effectiveness evaluations include student performance outcomes for core content, non core content areas, and non academic variables
- Cultural differences are accommodated and understood in order to meet student, home and school needs
- Communication of high expectations for student academics, behavior and teacher performance with opportunities for student success demonstrated on a regular basis

Professional Development:

- Specific focus on long-term student and learning growth outcomes, identified for support with on-going formal professional development
- Surveys of program content, support, and staff needs are recommended to establish on-going formal professional development
- Each staff member develops a plan to facilitate personal and professional growth
- Each staff member participates in professional development for self and school improvement
- Professional Development includes information related to effectively collaborating with community support services and how to connect students and families
- Professional Development reflects use of internal and external resources
- Sufficient resources, such as time, substitutes and incentives, allow all staff to participate in workshops, conferences and seminars
- Builds staff capacity through the use of research based strategies appropriate to instructional objectives and students
- Uses a variety of professional development approaches, including technology, to accomplish the goals of improving instruction and student success.
- Opportunities are given to foster staff collaboration for ownership and reinforcement of Professional Development which will lead to the three phases of the change process: initiation, implementation and institutionalization

Parent/Community Involvement:

- Leadership assures effective communication and interaction between parents and school personnel
- Parents are involved in the decision for student placement in the ALPS
- Parents are involved in making decisions and supporting the personalized education plan
- Parents receive personal contacts and training regarding how to support their child to achieve maximum learning and personal success
- Privacy is provided in working with parents regarding student success and needed support services
- Parents are involved in the decision making processes of the school
- Parents are involved with evaluating the effectiveness of the program and providing suggestions to improve conditions for students
- Parents are afforded opportunities to become involved in their child's education
- Parents are continuously appraised of their student's and provide support services to benefit the student
- School planning incorporates community and other support services
- Leadership involves the community in school through partnerships

- Partnerships are designed to support and enrich the school learning environment by including the community as an educational resource
- Partnerships exist with community service organizations, agencies, cultural groups, faith-based representatives, industry and businesses
- There is a collaborative process based on trust, open communication and shared responsibility which links the home, school and community
- Support staff collaborates with the teachers and community agencies to facilitate services

Curriculum and Instruction:

- All students have access to the academic core curriculum
- Teachers use the North Carolina Standard Course of Study to facilitate instruction
- Teachers are high qualified in content area based on NCLB
- All students have opportunities to learn and/or participate in arts, health and physical education, life skills, character education and other non-core content areas
- Teachers collaborate, plan and review curriculum in order to eliminate and close learning gaps
- Curriculum options are available to students that assist in meeting graduation requirements and are linked to school-to-work opportunities
- Technology is part of the curriculum delivery process
- The needs of students related to personal, social, emotional, behavioral, career development and essential learning are addressed in the curriculum
- Differentiated Instruction is provided to accommodate student learning styles, multiple intelligence, and emotional intelligence
- Instruction offers opportunities for individual and group delivery systems in addition to direct and indirect methods of instruction
- Teachers have identified and considers personal/social and other life skills for personalized planning, instructional delivery and support services for all students along with utilization of the student's PEP

Monitoring and Assessment

- The purpose of assessments is clearly defined and communicated to the student, staff and home
- Teachers use multiple evaluation and assessment strategies that are frequent, rigorous, and aligned with curriculum and instruction
- Teachers use assessments to analyze student work and identify achievement gaps
- Teachers use traditional and non-traditional methods of assessment to track student performance and progress
- Assessment, curriculum and instruction are directly linked to planning for accommodation of varied learning styles and multiple intelligence
- A variety of scoring devices are used to measure and specify performance expectations
- Multiple assessment measures are aligned with district-wide measures to identify student progress as prescribed by the state
- Results of assessments are used to inform the student and parent(s) of progress, guide instruction, modify curriculum, progress and their support of the student and services

Examples of Indicators for the Seven Alternative Learning Program Standards

Clear Mission:

- Written mission, beliefs and goals
- Communication of mission – meeting agendas, student handbook, activities

Leadership:

- School rules
- Routines for classroom management, transportation, food service, discipline, scheduling
- School Data
- School Calendar
- State regulations on instruction, curriculum, attendance, testing, graduation,
- School goals, objectives
- School based Teams – School Improvement, Grade Level, Department
- Faculty Meetings Agendas, Memos, Newsletters
- Instructional Resources – textbooks, curriculum guides, standard course of study
- Support Staff – special education teachers, teacher assistants
- School Improvement Plan, Safe Schools Plan, Crisis Management Plans
- Teacher Evaluation Instrument
- Student enrollment processes and procedures
- Student Accountability Plans – Remediation, Acceleration,

Culture and Climate:

- Mission, beliefs and vision statements
- Student Code of Conduct
- High Expectations – assemblies, incentives, awards
- Student and Faculty Handbooks
- Use of Data
- Posted Rules and Consequences
- Routine Practices – Cultural Ceremonies, graduation

Professional Development:

- Professional Development Rosters, Agendas
- Professional Development Plans
- Staff Individual Growth Plans
- Meeting Agendas Reflect Sharing of PD
- Surveys
- Mentoring
- Data Analysis
- Professional Development Resources and Materials

Parent/Community Involvement:

- Volunteer Logs, Activities Log
- Meeting Agendas
- Business Partnership Log
- Written Communication - Letters, Memos to Parents/Community Members
- Newspaper Articles
- Progress Reports, Report Cards
- Phone Logs
- Conference Logs
- Home Visits
- Mentoring/Shadowing Logs
- Surveys

Curriculum and Instruction:

- Standard Course of Study
- Textbooks, Workbooks
- Learning Styles Inventory
- Multiple Intelligence Inventory
- Test Data Analysis
- Lesson Plans – Reflect Differentiated Instruction, Technology Integration
- Personalized Education Plans
- Schedule
- Team/Department Meeting Agendas
- Thematic Units
- Homework Policies
- Grading Scales
- Sample Assessments
- Tutorial Schedules
- Remediation Schedules

Monitoring and Assessment:

- Sample Assessments – portfolios, traditional
- Test Data
- Performance Goals
- Scoring Devices – rubrics
- Test Data Analysis

(SEE Appendices for Site Visit Monitoring Instrument used to determine program/school effectiveness and recommended Best Practices.)

Impact of Successful Alternative Learning Programs

Successful alternative learning programs will develop the capacity to maintain learning environments that are nurturing and have protective factors that assist students in being resilient. These resiliency factors counter situations that put students at risk of school failure. Therefore, alternative learning programs are to be assisted in their efforts to decrease school failure by increased positive student outcomes through effective planning, implementation and evaluation of prevention, intervention, and recovery strategies that:

- a. maintain emotionally and physically safe, orderly, and caring learning environments;
- b. increase student achievement as measured by state and local;
- c. increase parental input and involvement;
- d. reduce dropout, suspension, expulsion, and student retention rates;
- e. increase student attendance and graduation rates;
- f. provide a smaller teacher/student ratios;
- g. maintain sensitive and responsive learning environment;
- h. involve families and communities in achieving the mission and goals of the program as measured by student outcomes;
- i. advance the concept of alternative learning programs as avenues of opportunity for positive student outcome; and
- j. enable students to make successful choices.

The heart of alternative education is the teacher (Morley, 1985-86; Pariser, 1990; Gregory and Smith). The teacher creates a place in which students can learn. Students involved in alternative education schools and program indicate that the most important characteristic of teachers is that they care for students. The most powerful influence on students to stay in school is friendly attention. As well, a primary characteristic of successful alternative programs is a supportive atmosphere – caring and being concerned about the individual (Pariser, 1990).

Effective Programs

A general review of the research suggests that the following characteristics contribute to effective alternative programs:

- a. strong, highly effective, visionary, and supportive leaders;
- b. warm and caring teachers and other staff;
- c. high level of student and staff engagement;
- d. high expectations for staff and students;
- e. allow staff choice to work in the program;
- f. permit student choice to enroll in the program;
- g. designed to provide long term intervention;
- h. holistic approach in the delivery of services to students;
- i. small teacher to student ratios;
- j. flexible and individualized in their design and delivery of instruction;
- k. sufficient support staff and a comprehensive counseling component;
- l. establish a sense of “community and family”;
- m. safe, orderly, caring, and inviting learning environment is the priority;
- n. school-wide standards for conduct, interaction, and engagement; and
- o. fair and equitable policies and procedures that are free of arbitrary and capricious features.

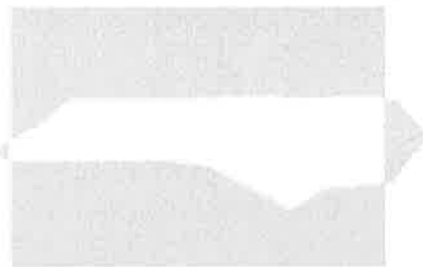
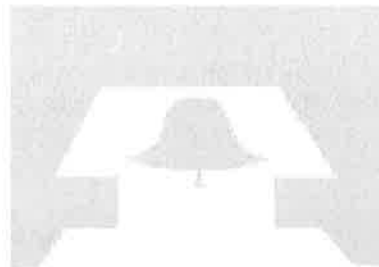
Ineffective Programs

A general review of the research suggests that the following characteristics contribute to ineffective alternative programs:

- a. mission not clearly defined;
- b. target population not clearly determined;
- c. “choice” is not a factor in the assignment of students;
- d. “choice” is not a factor in the assignment of administrator or staff;
- e. purpose and mission of the program is punitive;
- f. design and operation of the program is punitive;
- g. programs is punitive by the deprivation of or lack of access to needed resources;
- h. rigid implementation and application of existing policies, rules, regulations, and procedures;
- i. non-responsive to the needs of the students;
- j. insufficient staff development opportunities;
- k. insufficient opportunities for continuous growth and support of staff;
- l. insufficient resources to support the mission and goals of the program;
- m. programs are “hidden” without sufficient guidance, review, or support;
- n. student assignments are made based on inconsistent and inequitable decisions; and
- o. policies, procedures, and practices are arbitrary and capricious.

Processes & Procedures

*Including Governing Legislation
&
Best Practice Recommendations*



ADOPTION OF ALTERNATIVE LEARNING PROGRAMS STANDARDS

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005**

**SESSION LAW 2005-446
HOUSE BILL 1076**

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO ADOPT STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS, AND TO REQUIRE LOCAL BOARDS OF EDUCATION TO DEVELOP PROPOSALS THAT ARE SUBMITTED TO THE STATE BOARD OF EDUCATION BEFORE ESTABLISHING ANY ALTERNATIVE LEARNING PROGRAM OR ALTERNATIVE SCHOOL.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(24) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- ...
- (24) Duty to Develop Standards for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. – The State Board of Education shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services that are recommended to be provided in alternative learning programs and (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision. The State Board also shall adopt policies that define what constitutes an alternative school and an alternative learning program.

The State Board of Education shall also adopt standards to require that local school administrative units shall use (i) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated for students assigned to alternative learning programs only to serve the needs of these students.

The State Board of Education shall provide technical support to local school administrative units to assist them in developing and implementing plans and proposals for alternative learning programs.

The State Board shall evaluate the effectiveness of alternative learning

programs and, in its discretion, of any other programs funded from the Alternative Schools/At Risk Student allotment.

Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools.

Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.

...."

SECTION 2. Article 8C of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.47A. Proposals to establish alternative learning programs or alternative schools.

(a) Before establishing any alternative learning program or alternative school, the local board of education shall develop a proposal to implement the program or school that includes all of the following:

- (1) The educational and behavioral goals for students assigned to the program or school.
- (2) The policies and procedures for the operation of the program or school based on the State Board's standards adopted under G.S. 115C-12(24). The policies and procedures shall address the assignment of students to the program or school.
- (3) Identified strategies that will be used to improve student achievement and behavior.
- (4) Documentation that similar programs and schools in or out of the State, or both, have demonstrated success in improving the academic achievement and behavior of students assigned to them.
- (5) The estimated actual cost of operating the program or school. To the extent practicable, this shall include the cost of:
 - a. Staffing the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught;
 - b. Providing optimum learning environments, resources and materials, and

- high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential;
 - c. Providing support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems;
 - d. Maintaining safe and orderly learning environments; and
 - e. Providing transitional supports for students exiting the program or school and reentering the referring school.
- (6) Documented support of school personnel and the community for the implementation of the program or school.
- (b) After the local board completes the proposal under subsection (a) of This section, the board shall submit the proposal to the State Board of Education for its review. The State Board shall review the proposal expeditiously and, if appropriate, may offer recommendations to modify the proposal. The local board shall consider any recommendations made by the State Board before implementing the alternative learning program or alternative school."

SECTION 3. G.S. 115C-47(32a) reads as rewritten:

"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

- ...
- (32a) To Establish Alternative Learning Programs and Develop Policies and Standards. – Each local board of education shall establish at least one alternative learning program and shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services to be provided, (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision, and (iii) strategies for providing alternative learning programs, when feasible and appropriate, for students who are subject to long term suspension or expulsion. In developing these standards, local boards shall consider the State Board's policies and standards developed under G.S. 115C-12(24). Upon adoption of policies and standards under this subdivision, local boards are encouraged to incorporate them in their safe school plans developed under G.S. 115C-105.47.

The General Assembly urges local boards to adopt policies that prohibit superintendents from assigning to any alternative learning program any professional public school employee who has received within the last three years a rating on a formal evaluation that is less than above standard.

Notwithstanding this subdivision, each local board shall adopt policies based on the State Board's standards developed under G.S. 115C-12(24). These policies shall apply to any new alternative learning program or alternative school that is implemented beginning with the 2006-2007 school year. Local boards of education are encouraged to apply these standards to alternative learning

programs and alternative schools implemented before the 2006-2007 school year.

Local boards shall assess on a regular basis whether the unit's alternative schools and alternative learning programs comply with the State Board's standards developed under G.S. 115C-12(24) and whether they incorporate best practices for improving student academic performance and reducing disruptive behavior, are staffed with professional public school employees who are well trained and provided with appropriate staff development, are organized to provide coordinated services, and provide students with high quality and rigorous academic instruction.

...."

SECTION 4. Before implementing success centers or any other alternative learning program or alternative school in New Hanover County, the New Hanover Board of Education shall comply with G.S. 115C-105.47A established in Section 2 of this act. The State Board of Education shall submit to the Joint Legislative Education Oversight Committee a copy of the proposal submitted by the New Hanover Board of Education and a copy of any recommendations made by the State Board.

SECTION 5. Nothing in this act requires the North Carolina General Assembly to appropriate funds for the implementation of alternative learning programs or alternative schools.

SECTION 6. This act is effective when it becomes law. Except as provided in Section 4 of this act, this act applies to any new alternative learning program or alternative school to be implemented beginning with the 2006-2007 school year.

SCHOOL IMPROVEMENT PLANS AND ALTERNATIVE LEARNING PROGRAMS

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1999**

**SENATE BILL 1099
RATIFIED BILL**

AN ACT to AMEND THE LAWS GOVERNING ALTERNATIVE SCHOOLS AND ALTERNATIVE LEARNING PROGRAMS SO AS TO IMPROVE THE QUALITY OF EDUCATIONAL SERVICES PROVIDED TO STUDENTS WHO ARE AT RISK OF ACADEMIC FAILURE AND TO INCREASE THE EDUCATIONAL EXPECTATIONS FOR THESE STUDENTS.

The General Assembly of North Carolina enacts:

§ 115C-105.27. Development and approval of school improvement plans.

In order to improve student performance, each school shall develop a school improvement plan that takes into consideration the annual performance goal for that school that is set by the State Board under G.S. 115C-105.35. The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot. Unless the local board of education has adopted an election policy, parents shall be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization of the school or, if none exists, by the largest organization of parents formed for this purpose. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans. To this end, school improvement team meetings shall be held at a convenient time to assure substantial parent participation. The strategies for improving student performance:

- (1) Shall include a plan for the use of staff development funds that may be made available to the school by the local board of education to implement the school improvement plan. The plan may provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting;
- (1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second

grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level.

- (2) Shall include a plan to address school safety and discipline concerns in accordance with the safe school plan developed under Article 8C of this Chapter;
- (3) May include a decision to use State funds in accordance with G.S. 115C-105.25;
- (4) Shall include a plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school;
- (5) May include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26.

Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The local board of education shall accept or reject the school improvement plan. The local board shall not make any substantive changes in any school improvement plan that it accepts. If the local board rejects a school improvement plan, the local board shall state with specificity its reasons for rejecting the plan; the school improvement team may then prepare another plan, present it to the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school improvement plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-105.20(b)(5). If this request is made, both the school and local board shall participate in the process to resolve disagreements. If there is no request to use that process, then the local board may develop a school improvement plan for the school. The General Assembly urges the local board to utilize the school's proposed school improvement plan to the maximum extent possible when developing such a plan.

A school improvement plan shall remain in effect for no more than three years; however, the school improvement team may amend the plan as often as is necessary or appropriate. If, at any time, any part of a school improvement plan becomes unlawful or the local board finds that a school improvement plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion. The

procedures set out in this subsection shall apply to amendments and revisions to school improvement plans.

Article 8C.

Local Plans For Alternative Schools/Alternative Learning Programs and Maintaining Safe and Orderly Schools.

§ 115C-105.45. Legislative findings.

The General Assembly finds that all schools should be safe, secure, and orderly. If students are to aim for academic excellence, it is imperative that there is a climate of respect in every school and that every school is free of disruption, drugs, violence, and weapons. All schools must have plans, policies, and procedures for dealing with disorderly and disruptive behavior.

All schools and school units must have effective measures for assisting students who are at risk of academic failure or of engaging in disruptive and disorderly behavior. (1997-443, s. 8.29(r)(1).)

§ 115C-105.46. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education:

- (1) Shall adopt guidelines for developing local plans under G.S. 115C-105.47.
- (2) Shall provide, in cooperation with the Board of Governors of The University of North Carolina, ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-105.47.
- (3) May require a local board of education to withhold the salary of any administrator or other employee of a local school administrative unit who delays or refuses to prepare and implement local safe school plans in accordance with G.S. 115C-105.47.
- (4) May revoke the certificate of the superintendent, pursuant to G.S. 115C-274(c), for failure to fulfill the superintendent's duties under a local safe school plan.
- (5) Shall adopt policies that define who is an at-risk student. (1997-443, s. 8.29(r)(1); 1999-397, s. 2; 2000-140, s. 22.)

§ 115C-105.47. Local safe school plans.

(a) Each local board of education shall develop a local school administrative unit safe school plan designed to provide that every school in the local school administrative unit is safe, secure, and orderly, that there is a climate of respect in every school, and that appropriate personal conduct is a priority for all students and all public school personnel. The board shall include parents, the school community, representatives of the community, and others in the development or review of this plan. The plan may be developed by or in conjunction with other committees.

(b) Each plan shall include each of the following components:

- (1) Clear statements of the standard of behavior expected of students at different grade levels and of school personnel and clear statements of the consequences that will result from one or more violations of those standards. There shall be a statement of consequences for students under the age of 13 who physically assault and seriously injure a teacher or other individual on school property or

- at a school-sponsored or school-related activity. The consequences may include placement in an alternative setting.
- (2) A clear statement of the responsibility of the superintendent for coordinating the adoption and the implementation of the plan, evaluating principals' performance regarding school safety, monitoring and evaluating the implementation of safety plans at the school level, and coordinating with local law enforcement and court officials appropriate aspects of implementation of the plan. The statement of responsibility shall provide appropriate disciplinary consequences that may occur if the superintendent fails to carry out these responsibilities. These consequences may include a reprimand in the superintendent's personnel file or withholding of the superintendent's salary, or both.
 - (3) A clear statement of the responsibility of the school principal for restoring, if necessary, and maintaining a safe, secure, and orderly school environment and of the consequences that may occur if the principal fails to meet that responsibility. The principal's duties shall include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students. The consequences to the principal that may occur shall include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.
 - (4) Clear statements of the roles of other administrators, teachers, and other school personnel in restoring, if necessary, and maintaining a safe, secure, and orderly school environment.
 - (5) Procedures for identifying and serving the needs of students who are at risk of academic failure or of engaging in disruptive or disorderly behavior.
 - (6) Mechanisms for assessing the needs of disruptive and disorderly students and students who are at risk of academic failure, and providing them with services to assist them in achieving academically and in modifying their behavior, and removing them from the classroom when necessary.
 - (7) Measurable objectives for improving school safety and order.
 - (8) Measures of the effectiveness of efforts to assist students at risk of academic failure or of engaging in disorderly or disruptive behavior. The measures shall include an analysis of the effectiveness of procedures adopted under G.S. 115C-105.48 for students referred to alternative schools and alternative learning programs.
 - (9) Professional development clearly matched to the goals and objectives of the plan.
 - (10) A plan to work effectively with local law enforcement officials and court officials to ensure that schools are safe and laws are enforced.
 - (11) A plan to provide access to information to the school community, parents, and representatives of the local community on the ongoing implementation of the local plan, monitoring of the local plan, and the integration of educational and other services for students into the total school program.

- (12) The name and role description of the person responsible for implementation of the plan.
- (13) Direction to school improvement teams within the local school administrative unit to consider the special conditions at their schools and to incorporate into their school improvement plans the appropriate components of the local plan for:
 - a. maintaining safe and orderly schools; and
 - b. addressing the needs of students who are at risk of academic failure or who are disruptive or both.
- (13a) A clear statement of the services that will be provided to students who are assigned to an alternative school or an alternative learning program.
- (14) *A clear and detailed statement of the planned use of federal, State, and local funds allocated for at-risk students and alternative schools and alternative learning programs.*
- (15) Any other information the local board considers necessary or appropriate to implement this Article.

A local board may develop its plan under this section by conducting a comprehensive review of its existing policies, plans, statements, and procedures to determine whether they: (i) are effective; (ii) have been updated to address recent changes in the law; (iii) meet the current needs of each school in the local school administrative unit; and (iv) address the components required to be included in the local plan. The board then may consolidate and supplement any previously developed policies, plans, statements, and procedures that the board determines are effective and updated, meet the current needs of each school, and meet the requirements of this subsection.

Once developed, the board shall submit the local plan to the State Board of Education and shall ensure the plan is available and accessible to parents and the school community. The board shall provide annually to the State Board information that demonstrates how the At-Risk Student Services/Alternative Schools Funding allotment has been used to (i) prevent academic failure and (ii) promote school safety.

- (c.) A local board may amend the plan as often as it considers necessary or appropriate.
(1997-443, s. 8.29(r)(1); 1999-397, s. 2.)

WAIVERS FOR NON-PARTICIPATION IN STATE LAWS, RULES OR POLICIES
GOVERNORING ESTABLISHMENT OF ALTERNATIVE LEARNING PROGRAMS AND
SCHOOLS

Legislation:

G.S. 115C-105.26, Waivers of State Laws, rules, or policies, specifies that waivers may be submitted by local boards of education when included as part of an accepted school improvement plan. Waivers will be granted only for the specific schools for which they are requested and must be used only under the specific circumstances for which they are requested.

How to Request Waivers:

Local boards of education may request waivers of state laws, rules, or policies on the behalf of specific schools using the procedures outlined below:

- Identify the school.
- Describe the laws, rules, or policies that inhibit the school's ability to improve student performance.
- Identify the waiver requested.
- Specify how the waiver will be used.
- Explain how the waiver will permit the school to improve student performance.

When the superintendent and the local board of education have approved school improvement plans, waivers that require approval by the State Board of Education should be summarized on the *School-Based Management and Accountability Program Summary of School-Based Waiver Requests* form and submitted for review to:

Curriculum and School Reform Services
North Carolina Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

The Curriculum and School Reform Services will determine if, identified laws, rules, or policies, should be waived and to what extent. The recommendation will then be sent to the State Board of Education for acceptance or rejection. NOTE: All waivers for 1996-99 school improvement plans expire upon approval of plans for 1999-2002. Plans for the 1999-2002 cycle should be developed and submitted to the local board of education prior to the 1999-2000 school year, and the local board of education sets the due date for school improvement plans.

The State Board of Education will approve or reject the request for waivers submitted by OIAS for the specific schools with justification to the local superintendent.

Upon notification of approval, the local school system must complete a *Transfer of Funds* form for approved waivers. A copy of the waiver request form is included in the appendices of this document. The completed form must be submitted to:

Financial and Business
North Carolina Department of Public Instruction
6326 Mail Service Center
Raleigh, NC 27699-6326

Local school systems are then responsible for ensuring that the approved transfer goes to the specific school that requested it.

Waivers That May Be Granted:

Waivers may be granted in the following areas:

- class size in grades 4-12 (this excludes class size limitations in grades K-3,) and
- state rules and policies.

Waivers That Will Not Be Granted:

Waivers will not be granted in the following areas:

- state salary schedules and employee benefits;
- Instructional program required under the Basic Education Program (BEP);
- System of employment for public school teachers and administrators under G.S. 115C-287.1 and G.S. 115C-325;
- Health and safety codes;
- Compulsory attendance;
- Minimum lengths of the school day and year;
- Uniform Education Reporting System; and
- G.S. 115C-12(16) b regarding the placement of state-allotted office support personnel, teacher assistants, and custodial personnel on the salary schedule adopted by the State Board of Education

Waivers That Affect the Central Office:

School systems may request waivers of state laws, rules, or policies that affect the organization, duties, and assignment of central office staff only.

None of the duties to be performed under G.S. 115C-436 (Duties of the School Finance Officer) may be waived.

Financial Central Office Principals:

Local boards of education may submit waiver requests related to the placement of principals on the state salary schedule for public school administrators. These requests must be made to provide financial incentives to encourage principal to accept employment in schools identified as low performing under G.S. 115C-105.37.

STRENGTHENING ALTERNATIVE LEARNING PROGRAMS AND SCHOOLS

It is the desire of the State Board of Education and the Department of Public Instruction to assist local education agencies with developing alternative learning programs that demonstrate rigorous and high quality programming. Establishing these standards and expectations throughout the state requires a commitment of time, resources, continued support, and monitoring the development and growth in alternative learning programs.

Legislation:

Section 8.25. (a) G.S. 115C-47(32a) reads as rewritten:

“ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

(32a) To Establish Alternative Learning Programs and Develop Policies and Standards. Each local board of education shall establish at least one alternative learning program or school, and shall adopt standards for assigning students to alternative learning programs. These standards shall include a description of the programs and services to be provided, a process for ensuring that the assignment is appropriate for the student, the student's parents are involved in the decision, and strategies for providing alternative learning programs, when feasible and appropriate, for students who are subject to long-term suspension or expulsion. In developing these standards, local boards shall consider the State Board's policies and standards developed under G.S. 115C-12(24). Upon adoption of policies and standards under this subdivision, local boards are encouraged to incorporate them in their safe school plans developed under G.S. 115C-105.47.

The General Assembly urges local boards to adopt policies that prohibit superintendents from assigning to any alternative learning program any professional public school employee who has received within the last three years a rating on a formal evaluation that is less than above standard.

Section 8.25. (b) G.S. 115C-105.26 is amended by adding a new subsection to read: “(c1) The State Board also may grant requests received from local boards for waivers of State laws, rules, or policies that require that each local school administrative unit provide at least one alternative school or at least one alternative learning program.”

Section 8.25. (c) G.S. 115C-105.25(b)(9) is amended by adding a new subdivision to read:

“(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs.”

Section 8.25. (d) G.S. 115C-12(24) reads as rewritten:

“115C-12. General powers and duties of the Board

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

(24) Duty to Develop Policies and Standards for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. The State Board of Education shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services that are recommended to be provided in alternative learning programs and (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision. The State Board also shall adopt policies that define what constitutes an alternative school and an alternative learning program.

The State Board of Education shall provide technical support to local school administrative units to assist them in developing and implementing alternative schools and alternative learning programs.

The State Board of Education shall also adopt standards to require that local school administrative units shall use (I) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated for students assigned to alternative learning programs only to serve the needs of these students. The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At-Risk Student allotment. Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At-Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs."

Section 8.25. (e) The State Board of Education shall review the qualifications of teachers assigned to alternative schools and alternative learning programs. The State Board shall include this information in the annual report to the Joint Legislative Education Oversight Committee on alternative schools and alternative learning programs prior to the convening of the 2000 Regular session of the 1999 General Assembly.

Section 8.25. (f) The provisions in subsection (a) of this section that amend G.S. 115C-47(32a) to require at least one alternative school or alternative learning program in each local school administrative unit become effective July 1, 2000. The remainder of this section becomes effective July 1, 1999.

Requested by: Representatives Boyd-McIntyre, Oldham, Rogers, Easterling, Hardaway, Redwine, Adams, Berry, Howard, McAllister, Senators Lee, Dalton, Plyler, Perdue, Odom

REFERRAL AND PLACEMENT IN ALTERNATIVE LEARNING PROGRAMS

Introduction

Pursuant to G.S. 115C-12(24)(a), the process recommended herein is for the purpose of Establishing a set of guidelines for implementing a system for assigning students to alternative learning programs including:

- a description of the programs and services that are recommended for ALPs;
- a process for ensuring that the assignment is appropriate for the student; and
- a process for ensuring that the student's parents or guardians is involved in the decision.

When students are referred to an alternative learning program, schools must have a clear vision of what they want the ALP to accomplish. It cannot be merely a "holding tank" for disruptive students who are unable to function in the regular education setting. Alternative learning programs can provide a meaningful educational experience for students when the regular school is not appropriate at that period of time. However, there should be a goal of returning the student to the regular education setting as soon as the student is capable of doing so.

Legislation

§ 115C-105.48. Placement of students in alternative schools/alternative learning programs.

(a) Prior to referring a student to an alternative school or an alternative learning program, the referring school shall:

- (1) Document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly.
- (2) Provide the reasons for referring the student to an alternative school or an alternative learning program.
- (3) Provide to the alternative school or alternative learning program all relevant student records, including anecdotal information.

(b) When a student is placed in an alternative school or an alternative learning program, the appropriate staff of the alternative school or alternative learning program shall meet to review the records forwarded by the referring school and to determine what support services and intervention strategies are recommended for the student. The parents shall be encouraged to provide input regarding the students' needs. (1999-397, s.2.)

Local boards of education shall adopt guidelines for assigning students to their alternative school(s)/program(s) and are encouraged to incorporate them in local safe school plans; and, consider the State Board's policies and guidelines in the development of their own. (Reference: GS 115C-47 (32a) amended by HB 168. An Act to Amend the Laws Governing Alternative Schools and Alternative Learning Programs,

Guidelines adopted by local boards of education for assigning students to a district's alternative school(s) and/or program(s) shall include:

- a description of the programs and services to be provided,
- a process for ensuring that the assignment is appropriate for the student and that the student's parents are involved in the decision, and
- Strategies for providing alternative learning programs, when feasible and appropriate, for students who are subject to long-term suspension or expulsion. (Reference: G.S. 15C-47 (32a) amended by HB 168).

Guidelines for referring students to Alternative Learning Programs

When a teacher, school administrator, or other school personnel recognizes that a student is experiencing academic or developmental difficulty, or social/behavioral problems, he/she should meet with the parent to develop a plan of action to address those issue(s). If the plan is implemented and interventions have not been successful, the teacher may refer the student to the school's committee/team (i.e. Student Services Management Team, Student Assistance Program, Teacher Assistance Team, CORE Team). Referrals may also be made to the committee/team by parents, juvenile justice, courts, or other community agencies.

When a school has exhausted all avenues of interventions and services available to a student as identified through the schools school-based committee or student assistance team, the school may, in collaboration with the parent, refer the student to the entity that makes placement decisions for alternative learning programs. A multi-disciplinary team is necessary to keep the decision-making process open, and it increases objectivity, fairness, and equity, as it reduces biased decisions.

The school-based committee/team should minimally include the following persons:

- School principal or assistant principal
- Classroom teacher(s)
- Instructional support personnel (counselor, social worker, psychologist, nurse)
- Parent(s) or guardian(s)
- School Resource Officer (SRO)
- Representative from the Alternative Learning Program
- Central office representative

The student's classroom teacher(s) or school administrator will give the referral to the committee chair, in writing, which includes:

- a description of the difficulties the student is experiencing, as well as current academic and/or behavioral strengths, weaknesses and needs;
- information about the student's academic, developmental and social behavioral history; and
- description of interventions that have been implemented to address academic and/or behavioral concerns, and the result of those interventions. Interventions should have been designed in consultation with parents and other staff members, and included, but

- were not limited to, modifications in the curriculum, parent conferences, referral to the school counselor, referral to other agencies for mental health or other therapeutic services, change in teachers, changes in the student's class schedule, or other intervention/remedial strategies designed to meet the individual needs of the student;
- when the primary reason for referral is social/behavioral, observation(s) in the learning environment by an appropriate third party, which specifically records the incidences and describes the nature of the behavior(s) leading to the referral is recommended.
- Note: Criteria should be in place to identify those students whose behavior(s), both chronic and isolated, could result in an involuntary assignment to an alternative school. Assignment under these circumstances would require evidence of interventions tried, and notices to parents that they have the right to the appeals process as stated in Section 115C-369 of the Public School Laws of North Carolina.

Data Sources:

Listed below are some sources of data that may use in determining the need for an alternative placement:

- a. SIMS or other electronic sources of data, including discipline and attendance records;
- b. demographic Information;
- c. number of years the student is behind in grade placement for his/her age;
- d. student's cumulative record, including grades and state EOG or EOC scores;
- e. exceptional Children's records, if applicable;
- f. interviews with the student, teacher(s) and parents/guardian;
- g. home visits conducted by teacher, social worker or other school personnel;
- h. observations made in the student's regular education setting by an appropriate third party
- i. student's self-report;
- j. portfolio of student's work in the regular classroom;
- k. medical records, if applicable;
- l. academic and behavioral screening information, if available; and
- m. other available sources of information not currently identified.

The Student Services Management Team will:

- receive the referral,
- evaluate all of the available data, within timelines specified in the LEA's alternative learning program guidelines,
- make a decision about additional information needed,
- make recommendations for other interventions that may be implemented in the regular classroom, or make a referral to another program or service (e.g. remedial reading/math) in the school's continuum of services for at-risk students,
- provide all possible support, and, if the committee determines, based on all available data, that the school cannot provide any further meaningful or effective assistance, a referral to the alternative learning program or school (ALP/S) may be recommended

Best Practices of the Student Services (Multidisciplinary) Management Team:

- a. be a multi-disciplinary team made up of three or more informed individuals in addition to the parents;
- b. receive and review the referral;
- c. schedule a placement meeting;
- d. provide written notification to the parents/guardian of the time, place, and date of the meeting;
- e. document the extent and effectiveness of the interventions identified in the plan for the student;
- f. document evidentiary information used to support the reasons for the referral;
- g. document parental participation, or the lack thereof;
- h. document the individuals involved in the decision;
- i. provide to the alternative school or program all relevant student records, including anecdotal information if a decision is made to place the student;
- j. advise the parents or guardians of the student's due process rights and the appeals process;
- j. provide written notification to the parent/guardian, referring school, and ALP of the decision to assign or not to assign the student to the alternative program; and
- k. provide written notification to the parent/guardian about the appeals process and right of due process.

When the ALP is designed as a program or school within a school, the principal will have the authority to approve the placement, in accordance with ALP and LEA guidelines. If the ALP is a separate school or facility, representatives from the central office and the ALP should be included on the school-based committee making the placement decision. The central office representative must approve the placement.

Parent Involvement:

Engaging the parents/guardians in the learning process is critical to the success of the students.

- a. parents are to be informed of their child's progress and the lack thereof;
- b. parents are to be invited to participate in decisions that effect the placement of their child;
- c. parents are to be invited to participate in decisions that pursue or seek to enlist the student in additional services; and
- d. parents are to be informed in writing of the placement or lack of placement of their child in an alternative program.

Parents must be informed about the difficulty their child is experiencing, and involved in the development of modifications to be made in the student's placement and/or educational program (S.B. 1099, 11 5C-1 05.48(3)(b):

- Parents should be included in team's discussion about modifications to be implemented in their child's regular education program.

- Parents must be informed about and involved in the decision to refer and place a student in a therapeutic program and/or alternative educational setting.
- The school should ensure that parent(s) are present at each meeting or are afforded the opportunity to participate, including notification early enough to ensure that they will have the opportunity to participate, and scheduling meeting(s) at mutually agreed upon times and places. If parent cannot be present for meetings, schools should keep them informed about the committee's recommendations through written communications and individual or conference telephone calls.
- The LEA should take actions needed to ensure that parent(s) understand the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.
- Parents who do not agree with the Committee's recommendations must be advised of and adhere to the LEA's due process procedures.

A Personal Education Plan (PEP) must be developed for each student, by the ALP staff in consultation with parents and the sending school. The PEP must address the presenting academic and/or behavioral problem(s) and include the following:

- academic and/or behavioral goals to be met in the ALP,
- projected timelines for meeting the goals,
- criteria to be used in evaluating student progress, and
- signatures of the student, his/her parent(s), and representatives from the sending school and the ALP
- The student and his/her parents must also sign a contract, which specifies that they accept placement in the ALP and that they will abide by the academic, behavioral and social expectations established by the ALP.

If the student has been suspended from school prior to placement in an alternative learning program/school, the PEP must be developed during the period of suspension and prior to the student's admission to the ALP. If the placement does not involve a suspension from school (e.g. administrative placement, court referral) the PEP will be developed and implemented within the first week the student is assigned to the ALP. The PEP must be reviewed at least annually by the ALP's Student Services Management Team (SSMT) and revised as needed. Parents must be invited to participate in this review.

- When a student is placed in the alternative school or program, ALP staff members will meet to review the records forwarded by the referring school.
- The staff will determine the students academic and behavioral needs of the student and the support services and intervention strategies needed (Effective January 1,2000, SB 1099— GS 115C-105.48 (b)).
- The staff will develop/amend a Personalized Education Program for the student in cooperation with his/her parents and staff members from the sending school,

- Parents will be provided a copy of the PEP upon request.
- Parents shall be encouraged to provide input regarding their child's needs while they are enrolled in an alternative learning school or program.
- The Student Service Management Teams in both the sending school and the Alternative Learning Program will cooperate in the development of exit criteria for the student.
- If the student does not meet the goals of the PEP, a decision about the need to revise the PEP, continuing placement in the ALP, referral to another program, or reassignment to the sending school, will be made in cooperation with parents and the receiving school or program.
- identify additional intervention strategies that include, but are not limited to,
 1. a revision of the plan,
 2. Referral to another program,
 3. Acquire community-based support, and
 4. Reassign to a traditional school.

Special considerations for children who are suspected of having a disability

- If the student subject to consideration for assignment to an alternative education program (ALP) is suspected of being a child with a disability in accordance with *1501 Procedures Governing Programs and Services for Children with Disabilities*, the Local Education Agency (LEA) must conduct a full and individual initial evaluation of the child to determine eligibility and placement.
- If the child is determined to be eligible for special education and related services, an Individualized Education Program (IEP) must be developed for the child within specified timelines. Education placement of a child with a disability in an alternative program must be based on his or her IEP.
- Each LEA must conduct a meeting for the purpose of developing, reviewing, or revising an IEP for each child with a disability. Prior to consideration of assignment of any child with a disability in an ALP, it must be determined that all required content of the TEP as delineated in .1507 C Procedures can be provided to the student in the ALP.
- Any revisions in the child's IEP must be done by the IEP Team with all procedural safeguards and due process afforded parents, guardians or surrogate parents in the process of such revision.

Long Term Suspended (suspensions extending beyond a ten day period) and Expelled Students:

G. S. 115C-366 (a5) has the authority to deny placement to students who have been suspended and expelled in accordance with G.S. 115C-391. However, research and demonstrated results indicate that suspensions place students at a higher risk for school failure. Students who are placed at-risk through long-term suspension from a traditional school should be offered an alternative placement. Students whose behavior is in violation of the weapons 365-day rule should be offered enrollment in an alternative program if the student does not pose a continued threat to the safety and welfare of

themselves or others. Students who are long term suspended from an alternative program should be assisted in locating community-based alternatives placement through mental health, juvenile justice, or other service provider if an alternative placement within the school system is unavailable.

“If a board denies admission to a student who has been expelled or convicted of a felony, the student may request the local board to reconsider that decision in accordance with G.S. 115C-391(d).”

Student Assignments by Local Boards of Education

The local board of education or its designee has the authority to assign each student as qualified by law. The local board of education’s decision regarding assignment of students to public schools is final and complete⁴. However, students placed in specialized services for at risk students, such as alternative programs, should be placed in accordance with local board policies that align with State administrative policies and procedures.

Transitioning between Schools and Programs

Services should be available to facilitate students’ successful transition(s) from and to their regular school and Alternative Learning Programs, or other placements such as training schools and day treatment facilities. These services should ensure that:

- the student’s academic program is designed to keep him/her on the appropriate graduation track;
- exit criteria exist to assure that the student is returned to the most appropriate educational setting;
- appropriate assessments are provided as needed;
- counseling or other support services are available;
- Interventions and support strategies are available to facilitate students’ success;
- Positive communication between parents, students and schools is maintained.

Best practices for making referrals to and placements in Alternative Learning Programs

Sources of data that the Student Services Management Team may use in determining the need for placement includes the following (data should be current within the past twelve months).

- SIMS data, including discipline and attendance records
- Student’s age Number of years the student is behind in grade placement for his/her age
- Student’s cumulative record, including grades and state EOG or EOC scores
- Exceptional Children’s records, if applicable
- Interviews with the student, teacher(s) and parents
- Home visits conducted by teacher, social worker or other school personnel
- Observations made in the student’s regular education setting by an appropriate third party
- Student’s self-report
- Portfolio of student’s work in the regular classroom
- Medical records, if applicable

⁴ G.S. 115C-366 (b)

- Academic and behavioral screening information, if available

When an Alternative Learning School and/or Program cannot meet a student's needs and another type of placement/services is required, the following list of educational programs offered by other State agencies or LEAs should be considered.

- Day Treatment Programs, which can be accessed through a local mental health center or a local school system
- Day Reporting Centers, which are community based alternatives to training schools, and are accessed through court referrals
- Residential Programs including
 - Eckerd Camp, accessed through any local agency or school system
 - Multi-purpose Group Homes, which have in-house education program
 - Residential Drug Treatment Programs
- Residential Programs for Mental Health, Developmental Disabilities, and Substance Abuse Services
- Residential Training Schools
- Regional Residential Detention Centers
- Adolescent inpatient long-term treatment programs (e.g. Dorothy Dix).
- Tarheel Challenge (National Guard)
- Communities-in-Schools programs that provide educational settings for suspended and expelled students, such as the Pitt County Transition Center, are joint ventures with school districts, and are considered as district alternative learning programs
- Juvenile Court Counseling Services
- School-based programs including tutoring and extended day
- Group homes
- Charter schools
- Jail/prison
- Community Colleges
 - Adult Basic Education Program
 - GED

Community, Faith, and State Based Support

When an ALPS cannot meet a student's needs, and another type of placement/service is required, the following list of educational programs offered by the community or State may be considered:

- a. Community-based programs and services
- b. Faith-based programs and services
- c. Community Colleges
- d. Mental Health Services
- e. Juvenile Justice Services
- f. Programs that provide educational services for suspended and expelled students

CURRICULUM AND INSTRUCTION FOR ALTERNATIVE SCHOOL PROGRAMS

Introduction

Students in an alternative learning program setting must be afforded equal opportunity to complete a core curriculum that takes into account the special needs of children and includes appropriate modifications for the learning disabled, the academically or intellectually gifted students, and the students with discipline and emotional problems. The course of study should also provide students with an opportunity to successfully meet EOG and EOC requirements, which leads to a high school diploma, school-to-work transition, or transition back to the regular (referring) school.

Legislation

The strategies for improving student performance shall include a plan that specifies effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school (GS 115C-105.27 amended by SB 1099.) The strategies may include requests for waivers of State laws, rules, or policies for that school. A request for a waiver shall meet the requirements of G.S. 115C-105.26.

Local boards shall assess on a regular basis whether alternative schools / programs provide students with high quality and rigorous academic instruction and/or behavioral interventions (G.S. 115C-47 (32a) amended by SB 1099, Alternative Education Legislation from 1999 Session of NC General Assembly, effective July 1, 1999).

Curriculum guidelines

Alternative learning programs shall use the following minimum guidelines when developing the curriculum for students enrolled in their school or program.

- NC Standard Course of Study focusing on the communication skills of reading, writing, speaking, viewing, and listening
- Thinking and problem-solving skills that would result in goal setting,
- Life and social skills that build self-concept and self-esteem personal and interpersonal skills,
- Core curriculum including math, social sciences, keyboarding, technology, vocational skills, PE, foreign language, music and art
- In order to graduate and receive a high school diploma, alternative school students shall meet the "Graduation Requirements" as referenced in State statute and SBE policy manual.
- In order to receive "Course Credit," alternative school students shall meet the requirements referenced in State statute and SBE policy manual
- Alternative schools (those schools officially listed by NCDPI as alternative schools with LEA school code numbers) will participate in the ABCs accountability model as referenced in SBE policy

Course credit

A credit course, one for which credit toward high school graduation is awarded and which qualifies as a part of the 5.5 hours instructional time policy:

- must consist of 150 clock hours of instruction;
- follows content guidelines in the North Carolina Standard Course of Study
- uses locally developed curriculum guides, Advanced Placement syllabi, or approved classes in a community college or college/university in which high school students are enrolled; and
- must be directed by a Department of Public Instruction licensed teacher.

State graduation requirements

In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (b) and shall attain passing scores competency tests adopted by the SBE and administered by the LEA. Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises.

- The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.
- Special education students may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age.

Testing requirements and opportunities

- All public school students enrolled in the grades, for which the SBE adopts a test, including every child with disabilities, shall participate in the testing program unless excluded from testing as provided by 16 NCC 6G .0305(g).
- All public students enrolled in the 10th, 11th and 12th grade shall have at least one opportunity each school year to take the competency tests.
- LEAs shall administer the competency tests so that any student who does not pass the tests shall have an opportunity to receive remediation.
- A student, who attains a passing score, as defined in 16 NCAC 6D.0103(a)(1), on a portion of the competency test does not need to retake that section of the test.
- The LEA shall develop plans to provide remedial services to students who fail any of the competency tests, or who are identified as having a high risk of failing. The LEA shall design the plan to meet the needs of individual students (Reference G.S. 115C-12(9) C.; Effective July 1, 1986; Amended Effective August 1, 1999; January 1, 1998; June 1, 1996).

Procedures for Incorporating Alternative and Special Schools in the ABCs Analyses

For the 1998-99 school year Alternative Schools, special schools, and special education schools will participate in the ABCs accountability following the same rules and procedures as 1997-98.

Starting with the 1999-2000 school year, Alternative Schools (those schools officially listed by NCDPI as Alternative Schools with LEA school code numbers) and "special schools" (any non-alternative schools with LEA school code numbers that have service relationships with others schools in the district) will participate in the ABCs accountability as follows:

Alternative Schools

The accountability model for Alternative Schools will be based on achievement and the degree of success that the school has in meeting certain objectives contained in its school improvement plan. The plan must contain elements listed below and the local superintendent and board of education must approve the plan. The plan must be approved before November 15 of the current school year.

Special Education Schools (Schools exclusively serving students with disabilities who are not following the North Carolina Standard Course of Study and do not take state tests); Career Centers and Vocational Schools; and Hospital Schools.

- Special Education Schools (those exclusively serving students with disabilities who are not following the Standard Course of Study and who are not tested); Career Centers and Vocational Schools, and Hospital Schools will follow the feeder pattern. These schools can receive incentive awards, but they will not be assigned a status for ABCs reporting purposes. Therefore they are not subject to low-performing status.
- Special Education Schools will continue to use the feeder option until a decision is made about how to use the alternative assessment portfolio in the ABCs.
- Other "special" schools do not qualify for the feeder pattern, but must follow the standard ABCs procedure.

Best practices for curriculum development and instructional strategies in Alternative Learning Programs

- Thematic and product related
- Integrate the curriculum and use a multi-disciplinary approach
- Devise curriculum strategies and follow them
- Provide opportunities for Service Learning Projects

Instructional Strategies

- Provide instruction based on appropriately determined grade level(s) of students
- Recognize and reward achievement and growth using incentives and feedback

- Assist students in transitions internally (interpersonal relationships) and externally (transitioning from program to program)
- Use community services for mentoring, peer helpers, tutoring, volunteers, etc...
- Provide cultural enrichment sessions for staff and students
- Be innovative and developmental in instructional approach
- Use portfolios, hands-on demonstrations, real-life experiences
- Establish and enforce standards and rules for behavior
- Identify learning styles and differentiate instruction according to the needs of students
- Provide necessary attention and one-to-one interaction with students
- Utilize Personal Education Plans (PEPs)
- Use technology to enhance instruction
- Provide flexible scheduling
- Request waivers from state requirements to enhance ALP's flexibility

Instructional Supports

- Easy access to health care. The establishment or use of existing school-linked or school-based health centers has been shown to be a worthwhile approach to helping students to have a healthy and productive school day.
- The inclusion of the Healthful Living curriculum within an alternative learning program or school has numerous benefits. A minimum of 30 minutes of daily physical activity has been shown to reduce student stress and the number of disruptive behaviors, as well as enhancing students' ability to concentrate and general well being.
- By implementing a strong Healthful Living curriculum, students gain skills and abilities that help them to deal with peer pressure, avoidance of harmful drugs, management of interpersonal conflicts, and the ability to interact positively with others.
- Brain research has demonstrated the importance between daily physical activity and the on-going development of a young child's brain
- In addition, public school law (115C-307) also recognizes the importance of daily physical education, especially with younger students. (115C-307) states those teachers should provide for the general well being of their students. This is extremely important for students placed in alternative learning programs or schools. Teachers should promote the health of all pupils, especially of children in the first three grades, by providing "wholesome exercise for all children."
- Optional instructional delivery systems:
 - CUCME
 - Virtual University
 - Web Academy
 - Distance Learning
 - TI-IN
 - Learn NC
 - NovaNet

STUDENT ACCOUNTABILITY

Process for Developing Personalized Education Plans (PEPs):

Principals are responsible for coordinating and overseeing the PEP process in their schools.

1. Require grade level/content area teachers or other selected personnel to identify students who failed to meet the Student Accountability Standards (scoring at Level I or II) and require PEP. Schools are encouraged to develop a PEP for any student who is academically at risk
2. Establish a process to gather and organize the information specified on the PEP form.
3. Examine the information and thoroughly analyze the strengths and weaknesses of each student identifies as needing a PEP.
4. Arrange needs in priority order, if several are identifies. Keep in mind that the needs may not always be academic. There may be other barriers contributing to a lack of academic performance.
5. Assemble the appropriate personnel (teacher, counselor, social worker, parent or guardian, principal, and/or assistant principal, etc.) based on each student's needs to review the data and develop a PEP. These persons, along with the parent/guardian, make up the PEP team and are responsible for reviewing the data and developing the PEP. All parties sign off on the completed PEP.
6. Outline the individual responsibilities of each PEP team member, including the parent or guardian, in developing, implementing, and monitoring the PEP.
7. Assess each student's process on a regular basis. If strategies placed in the plan are not producing the desired results at the first checkpoint or any subsequent checkpoint, the PEP team should meet to discuss needed revisions.
8. Monitor PEP implementation on a regular basis. Keep the PEP where it is accessible to the PEP team members. Hold periodic update sessions with parents or guardians.
9. Include all documentation in the student's permanent file when the intervention period is complete.
10. Develop procedures for transmission of information and files within the school or to the next school.

STAFF REQUIREMENTS FOR ALTERNATIVE LEARNING PROGRAMS AND SCHOOLS

Introduction

The success of any school or program, especially ones involving students at risk for academic or behavior problems, depends heavily on a qualified, caring faculty, which is well trained. However, the current job market is siphoning off many potential and experienced teachers and the pool of applicants from which regular or alternative schools may choose is rapidly declining. Attracting sufficient numbers of well-qualified individuals into education, and specifically into alternative programs and schools, has become a major concern for the state.

Students in ALPs often, in addition to lacking motivation to learn, have very different learning styles and do not have the same types of educational support from their families and communities. They need teachers with strong content knowledge, who are creative and persistent. The following are guidelines to assist in choosing appropriate staff members for an alternative school or program.

Legislation

Local boards shall assess on a regular basis whether alternative schools/programs are (32a) amended by SB 1099) and staffed with professional public school employees who are well trained (GS 115C-47)

Local boards are urged to adopt policies that prohibit assignment of any professional staff member who has received within the last three years a rating on a formal evaluation that is less than above standard (GS 115C-47 (32a) amended by I{B168).

Guidelines for recruiting Alternative Learning Program staff

Alternative learning schools and programs should recruit teachers and administrators who are knowledgeable about and effectively practice the following:

- individualized instruction and instruction modification;
- management of student behavior;
- conflict management and resolution;
- differentiated learning and learning styles;
- principles of child development;
- diversity and cultural literacy and fluency;
- character education;
- effective oral and written communication skills; and
- *North Carolina Standard Course of Study.*

The principal or director of the ALPS should have input into the selection of staff members. The staff should have training in the philosophy and concept of alternative education. Teachers should hold licensure appropriate to the areas in which they are assigned to teach. Every attempt should be made to recruit experienced teachers with expertise in working with students experiencing academic and behavior difficulties. If Initially Licensed teachers (ILTs), lateral entry teachers, or probationary teachers are employed, appropriate staff development and mentoring support shall be provided.

Best practices in recruiting staff to work in Alternative Learning Schools and Programs

Although legislation does not specifically address the issue of incentives for individuals working in alternative learning schools and programs, the following practices should be considered when recruiting new teachers and administrators and/or for retaining current staff members.

- Make teacher assistants available in the classrooms
- Provide a pleasant, efficient and effective work environment
- Reduce class size and lower teacher/pupil ratio – 10:1 not exceed 15:1
- Ensure that a high level of instructional support services is available to provide support and guidance for students and other staff (e.g. counselors, social workers, psychologists, nurses)
- Provide a high level of technology and other instructional resources
- Ensure that the funding allocation is sufficient to meet the mission of the school
- Provide bonus pay and additional supplements
- Make schedules flexible and adaptable to meet the personal and professional needs of staff
- Provide financial support for relocation (e.g. moving, housing, security deposit)
- Provide financial assistance in paying off college loans

INSTRUCTIONAL SUPPORT SERVICES IN ALTERNATIVE LEARNING PROGRAMS

Introduction

Instructional Support personnel provide essential services to at-risk students. These professionals provide necessary support to promote academic and personal social development of students by helping to ensure a smooth transition into and from an Alternative Learning Program, alleviating and preventing problems that interfere with learning, and assisting staff to develop and implement necessary academic and behavioral modifications in students' educational programs.

Legislation

When a student is placed the appropriate staff in the alternative school or program shall meet to review the records forwarded by the referring school and determine what support services and intervention strategies are recommended for the student. (SB 1099- GS 115- C-105.48 (b), Effective January 1, 2000).

Local boards of education should adopt policies that prohibit assignment of any professional staff member who has received within the last three years a rating on a formal evaluation that is less than above standard (GS 115C-47 (32a) amended HB168).

Guidelines for Instructional Support Services and related staffing for Alternative Learning Programs

The following should be considered minimal Instructional Support Services for Alternative Learning Programs. These services may be available on a full or part-time basis, depending on the size of the ALP and needs of the students and staff.

- Assistant Principal or Lead Teacher
- School Social Work Services
- School Counseling Services
- School Psychological Services
- School Nursing Services
- On-site therapeutic services
- Clerical support to assist with record keeping and communications

Best practices for providing Instructional Support Services in Alternative Learning Programs

- Employ well-trained staff
- Make access to Instructional Support Services available to all students in ALPs
- Provide support staff to work with court involved students
- Coordinate resources between and among schools and community agencies
- Develop partnerships with agencies and organizations to meet the diverse needs of ALP students.
- Develop an interagency council to collaborate on student needs (e.g. mental health, DHHS, Juvenile Justice).
- Obtain services, as needed, from other professionals:
- Media Specialist
- Community Liaison/Volunteer Coordinator
- Behavioral Specialist
- Transition Coordinator
- School Resource Officer/Law Enforcement Office

STAFF DEVELOPMENT FOR ALTERNATIVE LEARNING PROGRAMS

Introduction

Staff development should be viewed as an essential component for achieving the mission of the school and valued as an integral part of the school improvement plan. It should be designed to meet the specific needs of students, school staff and LEA, as well as including components appropriate for parents. While staff development offered by the LEA strengthens teaching methods and helps develop strategies for incorporating best practices, additional staff development is necessary to address the unique or special needs of students in an alternative setting.

Legislation

The local board shall provide appropriate staff development. Alternative schools! programs shall incorporate best practices for improving student academic performance and reducing disruptive behavior (GS 115-47 (32a) amended by SB 1099).

Guidelines for providing staff development in Alternative Learning Programs

- Staff development should be guided by a clear, coherent strategic plan for the Alternative Learning Program.
- Staff development should focus on student needs and learning outcomes.
- Staff development requires and fosters the norm of continuous improvement.
- Staff development provides adequate time during the workday for staff members to learn and work together to accomplish the school's mission and goals.
- Staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Staff development provides for the three phases of the change process: initiation, implementation and institutionalization.
- Staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Staff development facilitates staff collaboration with and support of families for improving student performance (National Staff Development Standards, 1997).

Best practices for implementing staff development activities

- Staff development programs should be established by using a set of assumptions grounded in research and best practice and include the following:
- carried out at the local school level,
- site specific,

- involve educators in the local school as planners, trainers, and participants,
- foster collegiality and collaboration (i.e. collegiality is more than congeniality. It means connecting on a professional level with other school staff— looking for new ideas, advice, and a forum to test models of teaching),
- increase knowledge, change attitudes, and build skills,
- have every possible support for the changes in work behavior required,
- help teachers to see a vision for how this impacts on the classroom,
- uses a research-based training model (e.g., observation, follow-up demonstration teaching, visitation, and coaching, debriefing sessions, re-teaching),
- take place over a long period of time,
- become automatic for educators — that they can do without study or effort as if they were on “automatic pilot”,
- based on adult learning theory, that facilitates the establishment of learning communities in the school (National Staff Development Standards, 1997).

PROGRAM EVALUATION FOR ALTERNATIVE SCHOOLS AND PROGRAMS

Legislation

SECTION 1. G.S. 115C-12(24) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At Risk Student allotment.

Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools.

Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.

SECTION 3. G.S. 115C-47(32a) *amended by adding the following at the end:*

"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

(32A) ...Local boards shall assess on a regular basis whether the unit's alternative schools and alternative learning programs comply with the State Board's standards developed under G.S. 115C-12(24) and whether they incorporate best practices for improving student academic performance and reducing disruptive behavior, are staffed with professional public school employees who are well trained and provided with appropriate staff development, are organized to provide coordinated services, and provide students with high quality and rigorous academic instruction.

Introduction — Part A: Assessment of Program Needs

Given the need and requirement to serve ever-increasing numbers of students at risk of academic failure and/or disorderly/disruptive behavior, and to serve them with existent funding and resources, planning for such programs needs to be strategic, systematic and careful. Another factor that places a premium on quality planning is that alternative education is expected to be as accountable for its efforts as regular education.

Legislation and State Board of Education Policies

Each LEA shall develop a LEA safe schools plan designed to insure that every school is safe, secure and orderly (G.S. 1 15C-105.47).

The local board of education and local education agency shall conduct a needs assessment that addresses all schools in the LEA, as a basis for developing goals and objectives of the safe schools plan (Fall 1999 SBE policy Guidelines for Developing the LEA Plan for Alternative Education and Safe Schools).

The local education agency shall assess and identify students who are at risk of academic or disruptive/disorderly behavior, and document the procedures used to identify such students (G.S. 115C-105.47/48).

Each local board of education shall establish at least one alternative learning program (ALP) and guidelines for assigning students to these programs (G.S. 1 15C-36 (32a) of HB 168). The Alternative and Safe Schools/Instructional Support Services Section, Division of School Improvement, Department of Public Instruction, will monitor the development of these plans and provide technical assistance to schools and LEAs regarding the implementation and evaluation of ALP programs and schools.

Each school improvement plan shall include a plan that specifies effective instructional practices and methods to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school (G.S. 115C-27 of SB 1099).

Each local education agencies Safe School Plan shall include a clear statement of the services that will be provided to students who are assigned to an alternative school or program (G.S. 1 15C-105.47(b) (13a)).

Guidelines for Assessing Program Needs

- From a combined list of all schools' suspected at-risk student needs, the LEA should consolidate the list into categories of need, and then determine which needs present the greatest risk. Based on identified priority student/program needs, the LEA should develop goals and measurable objectives, identify the resources needed, and develop a program budget to address identified needs (Program Budget). This and the above guideline will assure that the LEA can demonstrate that its planning efforts are responsive to critical identified needs (e.g. suspended and expelled students).
- At the same time that student needs are identified, the LEA should conduct an assessment of all potential relevant resources that exist within the system and the school community, which could be subsequently utilized in addressing identified needs.
- While considering identified available resources, the LEA should begin to develop strategies that are necessary to achieving its projected alternative and safe schools objectives. As strategies are proposed that involve possible interventions for priority

student needs, such interventions should be considered as part of a continuum of interventions that involves school or LEA placements for addressing student needs.

- As the LEA plans for its first or an additional ALP, such a program should respond to unmet student needs as well as complimenting and coordinating with other identified resources and intervention options. This will help to assure efficient and effective use and prevent duplication of essential resources.
- Once an ALP is conceived, all major components of the program must be planned, including:
 - the physical environment: Designation of a safe and secure program site
 - appropriate curricula
 - effective instructional practices
 - appropriate staffing
 - coordinated services
 - positive school climate
 - other necessary resources

Best practices in assessing program needs

- The mission and purpose of an ALP should be based on identified student needs that the program seeks to address, and the program's relationship to other intervention programs.
- An effective way to accommodate and plan to address multiple student needs is to consolidate and prioritize such needs into manageable categories.
- Designing an ALP is most efficiently done by determining how the program can compliment and coordinate with other available and proposed interventions and resources.
- Insuring a safe and secure physical environment is an essential foundation for developing effective social and academic components of the program (Assessment Inventory).
- Curricula should be based on or integrated with the NC Standard Course of Study
- The identified needs of the students to be served should guide the selection of ALP staff and the instructional methods they use.

Introduction — Part B: Evaluation of Staffing and Staff Development

As with regular education, the quality of teaching and instructional support services are the lifeblood of the educational program. Just as ALPs should not be dumping grounds or warehouses for students that regular schools don't want to serve, neither should they be places to which poorly qualified or low performing professional staff are assigned. Critical to the success of ALPs will be the program administrator, teachers and instructional support staff.

Legislation and State Board of Education Policies

The State Board of Education, in consultation with local boards of education, shall develop uniform performance standards and criteria to be used in evaluating professional public school employees (G.S. 1 15C-335).

Local boards of education shall assess on a regular basis whether ALPs are staffed with professional employees who are well trained and provided with appropriate staff development (G.S. 1 15C-47(32a) of SB 1099). The General Assembly urges local boards to adopt policies

that prohibit superintendents from assigning to any alternative learning program any professional public school employee who has received within the last three years a rating on a formal evaluation that is less than above standard (G.S. 115C-47(32a). Teachers must have at least four years' teaching experience and have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught (115C-105.47A (5a) ;

Each school shall incorporate into its School Improvement Plan effective instructional practices to improve the academic performance of students identified at risk of academic failure or dropping out of school (G.S. 115C-105.27).

Guidelines for the evaluation of Alternative Learning School or Program staff

- The ALP must be staffed with the most capable and appropriately trained professionals available, preferably those with experience in alternative or affective education.
- Staff who are selected should have adequate time and resources to prepare for their responsibilities.
- Staff development should be targeted to both effective operation of the overall ALP and specific needs of staff members.
- Best practices in the evaluation of staff
- Staff members hold can DPI licenses appropriate for the grade level or subjects they teach.
- Staff members have sufficient time during the daily-weekly operation of the ALP to permit necessary communication, planning and coordination to take place.
- Staff should be evaluated using the best available performance appraisal instruments.

Introduction — Part C: Evaluation of Student Outcomes

This is probably the most important of the evaluation criteria, given that ALPs exist to serve students--whether they are the students assigned to the ALP or the students who remain in the regular education program. Even though ALPs may be designed to focus on academic or behavioral needs of students, the reality is that both will have to be addressed because of the usual and necessary relationship between the two domains.

Legislation and State Board of Education Policies

Each school shall include in its School Improvement Plan a plan that specifies practices and methods that improve academic performance of students at risk of academic failure or dropping out of school (G.S. 115C-105.27 of SB 1099).

Local boards of education shall assess on a regular basis whether the ALPs incorporate best practices for improving student academic performance and behavior (G.S. 115C- 47(32a) of SB 1099).

The accountability model for Alternative Schools will be based on achievement and the degree of success that the school has in meeting certain objectives contained in its school improvement plan. The plan must contain elements listed below and the local superintendent and board of education must approve the plan. The plan must be approved before November 15 of the current school year.

- I. *Two Components Based on State Testing.*
- II. *The Performance Composite shall be reported when applicable*
- III. *Menu of Local Options*

Guidelines for evaluating student outcomes

- Assessing improvements in student performance is best grounded in determining the extent to which the measurable objectives of a student's PEP are met.
- The student's PEP should contain objectives or strategies that pertain to post- placement considerations (i.e. how the student will be prepared for placement possibilities that follow the ALP placement, and how the student will be exited from the ALP and transitioned to a subsequent placement.)

Best practices in evaluating student outcomes

- PEP objectives that involve academic measures may include consideration of measured proficiency in achieving Standard Course of Study (SCS) objectives, achievement of benchmarks based on the SCS, and performance on standardized tests.
- PEP objectives that involve behavior measures may include consideration of improved attendance, and improved behavior and discipline records.

Introduction — Part D: Evaluation of Program Process and Outcomes

The last major component of alternative education to be evaluated is the program itself. While much of the success of an ALP is tied to realizing student outcomes, there are organizational or operational aspects of the program that can and should be evaluated.

Legislation and State Board of Education Policies

Each LEA shall develop a safe school plan designed to provide that every school is safe, secure and orderly (G.S. 115C-105.47).

If, after other administrative interventions, a student continues to behave in way that interferes with his or other students' academic achievement, his teacher may refer him to a school-based committee that can recommend further behavior interventions, behavior- related evaluations, or transfer to another class, program or school (G.S. 11 5C-397.1).

An LEA that receives federal Title IV Safe & Drug-Free Schools funding may consider any number of school and/or community programs of prevention and early intervention related to drug and violence prevention (Sec. 4116 of Title IV of the federal JASA).

Each local board of education shall document annually to the SBE how its At-Risk Student/Alternative Schools funding has been used to prevent academic failure and promote school safety (G.S. 1 15C-105.47).

Guidelines for evaluating program processes and outcomes

- Each ALP should have an alternative and safe school plan, which includes a crisis management plan.

- Teachers and other professional staff of referring schools should have access to a comprehensive school-based committee or Student Assistance Team that can guide consideration of all possible alternative methods of accommodating a referred student in the regular education program, or referral to an ALP.
- Student Assistance Teams or the Administrative Placement Team should determine the appropriateness and effectiveness of their identification, referral and placement of students relative to ALPs.
- As part of its accounting for at-risk students and alternative education funding, local boards of education should specify budget expenditures related to ALPs.

Best practices in evaluating program processes and outcomes

- The facilities of ALPs should be evaluated for safety and security (see Assessment Inventory), sufficiency and quality of computer and other technology, and other resources necessary to achieving student PEP objectives.
- The curriculum of the ALP should be audited for compliance with the NC Standard Course of Study.
- Services provided to students should also be evaluated as to the extent to which they are sufficient, appropriate, coordinated and cost-effective, and utilize the best of available community resources.
- Climate surveys of major stakeholders in the ALP should reveal both adequate parent involvement and increasing satisfaction with the ALP.
- The cost-effectiveness of transportation for students who require it should be evaluated, to include consideration of adapted or improved “efficiency ratings.”

PROVIDING A SAFE, ORDERLY AND CARING ALTERNATIVE LEARNING PROGRAM

Introduction

Safe, orderly and caring schools are essential if positive and maximum learning is to take place. Student learns best and teachers teach most effectively when the school climate is safe and secure. When the climate of the school is trusting and safe, the entire school can then focus its efforts upon its intended purpose of teaching and learning. Students have a right to a safe school environment that promotes high quality and rigorous academic instruction.

Legislation

Each local education agency in the state of North Carolina is required to develop a safe school plan that provides for the safety and security of students and staff and promotes a climate of respect in every school in the administrative unit (G.S. 115C-105.47).

Each school in the state of North Carolina is required to develop a school improvement plan which includes a safe school plan (G.S. 115C-105.27).

The General Assembly finds that all schools should be safe, secure and orderly. All schools must have plans, policies, and procedures for dealing with disorderly and disruptive behavior. All schools and LEAs must have effective measures for assisting students who are at risk of academic failure or of engaging in disruptive and disorderly behavior (G.S. 115C-105.45).

Guidelines for the Development of Safe, Orderly and Caring Alternative Programs

Assess the safety, orderliness, and climate of the school (see State Board of Education's *Guidelines for Developing Local Unit Plans for Alternative Schools/Alternative Learning Programs, and Maintaining Safe, Orderly and Caring Schools*).

Develop a comprehensive Safe School Plan including a Crisis Management Plan (G. S. 115C-105.27, *Guidelines for Rewarding School Administrators for Improving School Safety and School Climate*)

Develop comprehensive plans, policies and procedures for dealing with and assisting students who exhibit disorderly and disruptive behavior or who are at-risk of academic failure (U.S. 115C-105.45).

Best Practices

The Safe School Plan should include the following:

- developed by a team consisting of students (when appropriate), staff, teachers, and parents
- be based upon needs identified from the Needs Assessment
- include goals and objectives that measure the effectiveness of the plan
- include appropriate staff development
- reviewed and updated on a regular basis

The Crisis Management Plan should include the following:

- developed by a team consisting of parents, staff, teachers, and community agencies, including law enforcement
- procedures that are site specific for a variety of crisis situations including but not exclusive of intruders on campus, bomb threats, bus accidents, medical emergencies, fire, death of a staff member or student, toxic waste spill, and severe weather
- include appropriate staff development
- include post-crisis strategies
- include plans to conduct crisis drills

When conducting a needs assessment the following should be considered:

- student health records
- discipline referrals
- Annual School Crime and Violence Reports
- personnel files
- completion of the Safe, Orderly and Caring Assessment Inventory
- conduct a background check on all employees
- conduct school climate surveys with all publics including students, parents and staff
- interview students, parents and staff

When developing plans, policies and procedures, the following should be considered:

- develop plans, policies and procedures with input from all stakeholders
- communicate the adopted plans, policies and procedures to students, teachers, parents and the community
- consistently and equitably enforce consequences for inappropriate student behavior
- clearly communicate high expectations for student behavior
- include in the plans, policies and procedures, incentives for appropriate student behavior
- provide intensive instruction to students in the areas of life and social skills, anger management, conflict management, and character education
- provide intensive and consistent physical and psychological intervention for students who are exhibiting disorderly and/or disruptive behavior
- provide intensive remediation and acceleration guided by the N. C. Standard Course of Study.

DATA COLLECTION FOR THE ALTERNATIVE LEARNING PROGRAMS AND SCHOOLS

Introduction

The State Board of Education is required by law to produce two reports each year involving disciplinary data: The Annual Report on School Violence and the Annual Study of Suspensions and Expulsions. Collection of student demographic data in Alternative Learning Schools and Programs (ALP Student Data Roster) is included in the Suspensions and Expulsions Report. The process for collecting and reporting this data is the Uniform System of Discipline Data Collection.

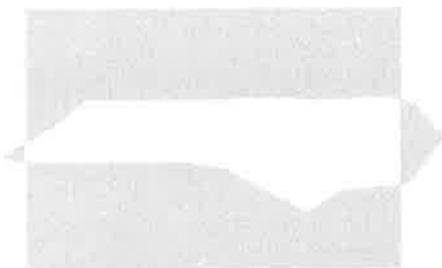
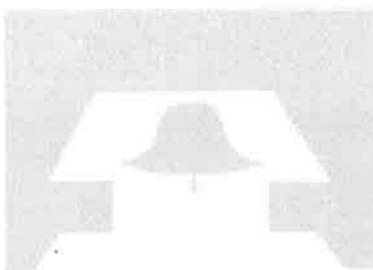
Legislation

Reporting Dropout Rates, Suspensions, Expulsions, and Alternative Placements – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school. 115C-12(27)

Guidelines for Collecting and Reporting Data for the Student Roster:

Refer to the following online web-based manual: <https://usddc.ncpublicschools.org>

Appendix



LEA: _____

***ALP Proposal Checklist
for Establishing Alternative Learning Programs and Schools***

(Address each requirement in narrative form)

<i>Requirement</i>	<i>Check</i>	<i>Comments</i>
Education and behavior goals for students assigned to the program or school.		
The policies and procedures for the operation of the program or school (based on the State Board's standards) addressing the assignment of students to the program or school.		
Identified strategies that will be used to improve student achievement and behavior.		
Documentation that similar programs and schools in or out of the State, or both, have demonstrated success in improving the academic achievement and behavior of students assigned to them.		
Estimated actual cost of operating the program or school.		
Staff the program or school with teachers who have at least four years' teaching experience and who have received an overall rating of at least above standard on a formal evaluation and are certified in the areas and grade levels being taught		
Provide optimum learning environments, resources and materials, and high quality, ongoing professional development that will ensure students who are placed in the program or school are provided enhanced educational opportunities in order to achieve their full potential		
Provide support personnel, including school counselors, psychiatrists, clinical psychologists, social workers, nurses, and other professionals to help students and their families work out complex issues and problems		
Maintain safe and orderly learning environments		
Provide transitional supports for students exiting the program or school and reentering the referring school		
Documented support of school personnel and the community for the implementation of the program or school		

This signature assures the Department of Public Instruction that all of the information provided was locally approved and submitted according to the ALP Standards and Governing Policy/Legislation.

Superintendent

Date _____

Monitoring Instrument
Seven Alternative Learning Program Standards
Quality Indicators

<i>Standard</i>	<i>Indicator</i>	<i>Practice Present</i>	<i>Goal (if practice is not present)</i>
Mission:			
1	Staff advocates the shared vision that all students can learn at high levels with appropriate support		
2	Mission, goals and expected outcomes are documented, published and clearly visible to and embraced by staff, students and parents		
3	Student success is central to all management of learning		
4	Mission is consistent with district goals and state standards		
5	The whole student (personal, social, intellectual, life skills, safety and security) is of concern		
5	Total Indicators Present		
Leadership: (Ensures)			
1	Shared vision communicated through the school's mission, beliefs and goals		
2	Collaborative process involving staff, students, home and community for determining school or program decisions that foster an effective learning environment		
3	Decisions are made regarding program operation according to state legislation and local policies and procedures including Transportation, Food Services and Health Support		
4	Staffing of instructional personnel – highly qualified teachers; small student teacher ratio		
5	Staffing of support personnel essential to program – social worker, guidance counselor, psychologist, teacher assistants		
6	Establishment of clear articulated procedures and guidelines for staff and students		
7	Awareness of all stakeholder needs		
8	A safe, caring and orderly learning environment based on state and local policies, procedures and legislation		
9	Use of data to guide instructional practices and student performance		
10	Sufficient and appropriate resources (equipment, supplies and materials) are available to include technology		
11	Effective evaluation of teacher and staff performance		
11	Total Indicators Present		
Climate/ Culture:			
1	Student performance is the basis of school accountability		
2	School's purpose is based on academic and non-academic needs		

3	Rules exist which are written, clearly understood and accepted by staff, students, and parents and are applied consistently to guide student behavior, monitor progress, and manage the learning experience		
4	Each student participates in reviewing and shaping the learning environment and activities of the school and feels he/she belongs		
5	Short and long term goals address the needs of the student, staff, parent and community		
6	Program objectives are measurable and used to evaluate the school program		
7	Program effectiveness evaluations include student performance outcomes for core content, non core content areas, and non academic variables		
8	Cultural and learning differences are accommodated and understood in order to meet student, home and school needs		
9	Communication of high expectations for student academics, behavior and teacher performance with opportunities for student success demonstrated on a regular basis		
9	Total Indicators Present		
Professional Development:			
1	Specific long-term growth needs are identified for continuous learning opportunities to ensure effectiveness of program		
2	Surveys of program content, support and staff needs are recommended to establish long-term professional development plans		
3	Each staff member develops a plan to facilitate personal and professional growth		
4	Professional Development reflects use of internal and external resources		
5	Sufficient resources, such as time, substitutes and incentives, allow all staff to participate in workshops, conferences, seminars and on-going formal professional development		
6	Technology is a vital component of professional development		
7	Opportunities are given to foster ownership and reinforcement of Professional Development		
7	Total Indicators Present		
Parent/Community			

Involvement:			
1	Leadership assures effective communication and interaction between parents and school personnel		
2	Parents are involved in the decision for student placement in the ALPS		
3	Parents are involved in making decisions and supporting the personalized education plan		
4	Parents receive personal contacts and training regarding how to support their child to achieve maximum learning and personal success		
7	Parents are involved in the decision making processes of the school		
8	Parents are involved with evaluating the effectiveness of the program and providing suggestions to improve conditions for students		
9	Parents are afforded opportunities to become involved in their child's education		
10	Parents are continuously appraised of their student's and provide support services to benefit the student		
11	School planning incorporates community and other support services		
12	Leadership involves the community in school through partnerships		
13	Partnerships are designed to support and enrich the school learning environment by including the community as an educational resource		
14	Partnerships exist with community service organizations, agencies, cultural groups, faith-based representatives, industry and businesses		
15	Support staff collaborates with the teachers and community agencies to facilitate services		
15	Total Indicators Present		
Curriculum/ Instruction:			
1	All students have access to the academic core curriculum		
2	Teachers use the North Carolina Standard Course of Study to facilitate instruction		
3	Teachers are high qualified in content area based on NCLB		
4	All students have opportunities to learn and/or participate in arts, health and physical education, life skills, character education and other non-core content areas		
5	Teachers collaborate, plan and review curriculum in order to eliminate and close learning gaps		
6	Curriculum options are available to students that assist in		

	meeting graduation requirements and are linked to school-to-work opportunities		
7	Technology is part of the curriculum delivery process		
8	Differentiated Instruction is provided to accommodate student learning styles, multiple intelligence, and emotional intelligence		
9	Instruction offers opportunities for individual and group delivery systems in addition to direct and indirect methods of instruction		
10	Teachers have identified and considers personal/social and other life skills for personalized planning, instructional delivery and support services for all students along with utilization of the student's PEP		
10	Total Indicators Present		
Monitoring/ Assessment:			
1	The purpose of assessments is clearly defined and communicated to the student, staff and home		
2	Teachers use multiple evaluation and assessment strategies that are frequent, rigorous, and aligned with curriculum and instruction		
3	Teachers use assessments to analyze student work and identify achievement gaps		
4	Teachers use traditional and non-traditional methods of assessment to track student performance and progress		
5	Assessment, curriculum and instruction are directly linked to planning for accommodation of varied learning styles and multiple intelligence		
6	A variety of scoring devices are used to measure and specify performance expectations		
7	Multiple assessment measures are aligned with district-wide measures to identify student progress as prescribed by the state		
8	Results of assessments are used to inform the student and parent(s) of progress, guide instruction, modify curriculum, progress and their support of the student and services		
65	TOTAL FOR ALL INDICATORS PRESENT		
	PERCENTAGE FOR ALL INDICATORS PRESENT (At least 80% of indicators should be present to reflect program effectiveness)		

Scoring Scale: **80% = Effective** **(At Least 52 Indicators Present)**
 90% = Commendable **(At Least 58 Indicators Present)**
 Below 80% = Improvement Needed

Recommended Best Practices for the Seven Alternative Learning Program Standards

Clear Mission:

Teambuilding
Peer Coaching

Leadership:

<i>Facilitative Leadership</i>	<i>Faculty Meetings, Memos</i>
<i>Shared-Decision Making – Grade Level, Departmental</i>	
<i>Teams, Student Support Teams</i>	
<i>Teacher and Student Handbooks</i>	<i>Instructional Leadership</i>

Culture and Climate:

<i>Character Education</i>	<i>Climate Surveys</i>
<i>TESA- Teacher Expectations for</i>	<i>Multicultural Recognition</i>
<i>Student Achievement</i>	<i>PEPs</i>
<i>Framework of Poverty</i>	<i>Teaming</i>
<i>Student Code of Conduct</i>	<i>Mentoring</i>
<i>High Expectations – Awards Ceremonies,</i>	
<i>Staff and Student Incentives</i>	

Professional Development:

Staff Development Plans
Individual Growth Plans
Needs Assessments

Parent/Community Involvement:

<i>PESA – Parent Expectations for</i>	<i>Parent Letters</i>
<i>Student Achievement</i>	<i>Parent Contact Logs</i>
<i>Parent Teacher Conferences</i>	<i>Curriculum Nights</i>
<i>Parent Involvement Plans</i>	<i>Parenting Workshops</i>
<i>Business Partnerships</i>	

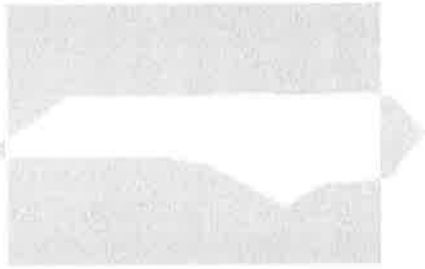
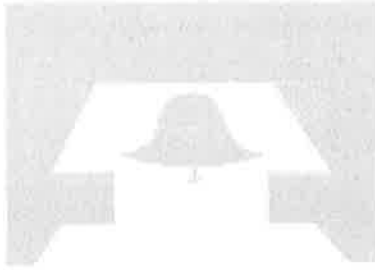
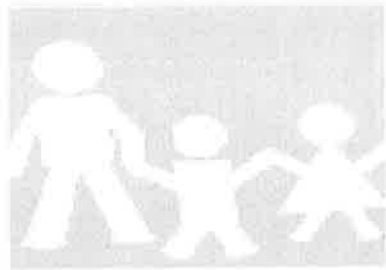
Curriculum and Instruction:

<i>Interdisciplinary Teaming</i>	<i>Multiple Intelligence Inventories</i>
<i>Mastery Learning</i>	<i>Service Learning</i>
<i>Paideia</i>	<i>Peer Coaching</i>
<i>Cooperative Learning</i>	<i>Thinking Maps</i>
<i>Differentiated Instruction</i>	<i>Technology Integration</i>
<i>Learning Styles Inventories</i>	
<i>21st Century Community Learning Centers</i>	

Monitoring and Assessment:

<i>Benchmark Testing</i>	<i>Rubrics</i>
<i>Portfolios</i>	<i>Frequent Monitoring</i>

Governing Policies



Policy Defining “Instructional Time” **Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Basic Education Plan

Policy ID Number: HSP-G-001

Policy Title: Policy establishing the instructional time provision of the Basic Education Program

Current Policy Date: 12/03/1985

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

Policy Establishing the Instructional Time Provision of the Basic Education Program

INSTRUCTIONAL TIME

School systems throughout North Carolina will require a minimum of 5.5 hours of instructional time per student, per day. Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals as stated in the North Carolina Standard Course of Study and local guides. The North Carolina State Board of Education requires that the minimum instructional day for each child shall be 5.5 hours, except in those situations where a local board of education deems such an instructional day inappropriate for a child. Local boards of education may also deviate from this standard in providing education for kindergartners and for handicapped children.

Though definitely parts of school life, some activities, such as the following, are not considered part of instructional time: changing classes, homeroom, lunch, pep rallies, and school dances. Local boards of education will decide which other activities are instructional, and therefore part of the instructional day, in accordance with the second and third sentences of the first paragraph of this section. Although the instructional day will last a minimum of 5.5 hours throughout the state, the length of the school day, which includes additional activities, can be expected to vary from school district to school district, from school to school, and even from student to student.

Policy defining "Course for Credit"
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Course For Credit

Policy ID Number: HSP-M-001

Policy Title: Policy defining "Course for Credit"

Current Policy Date: 02/07/2002

Other Historical Information: Previous board dates: 05/05/1988, 08/02/2001

Statutory Reference: GS 115C-81

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0101

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- Must consist of 150 clock hours of instruction in a traditional schedule or
- Must consist of a minimum of 135 clock hours of instruction in a block schedule; follow content standards in the North Carolina Standard Course Of Study, locally developed curriculum guides, Advanced Placement syllabi, or approved classes in a community college or college/university in which high school students are enrolled; and
- Must be directed by a teacher.
- Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

This policy will become effective with the 2002-03 school year.

Accountability Standards/Graduation Requirements **Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-004

Policy Title: 16 NCAC 6D .0503 State graduation requirements

Current Policy Date: 07/11/2002

Other Historical Information: Previous board date: 12/01/1999, 05/04/2000, 06/01/2000, 07/12/2001, 10/04/2001, 03/07/2002, 05/02/2002

Statutory Reference: GS 115C-12(9b); GS 115C-81(b)(4); NC Constitution, Article IX, Section 5

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0503

.0503 STATE GRADUATION REQUIREMENTS

(a) In order to graduate and receive a high school diploma, public school students shall meet the requirements of paragraph (b) and shall attain passing scores on competency tests adopted by the SBE and administered by the LEA.

Students who satisfy all state and local graduation requirements but who fail the competency tests shall receive a certificate of achievement and transcript and shall be allowed by the LEA to participate in graduation exercises. The passing score for the competency test, which is the same as grade-level proficiency as set forth in Rule .0502 of this Subchapter, shall be level III or higher.

Special education students other than students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma. Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age.

Special education students who are following the occupational course of study in paragraph (b)(1)(D) of this Rule shall not be required to pass the competency test or the exit exam referred to in 16 NCAC 6D .0502(d)(2) in order to graduate and receive a diploma.

(b) In addition to the requirements of Paragraph (a), students must successfully complete 20 course units in grades 9-12 as specified below.

(1) Effective with the class entering ninth grade for the first time in the 2000-2001 school year, students shall select one of the following four courses of study:

NOTE: All students are encouraged, but not required, to include at least one elective course in arts education. Unless included as career/technical education credits in the career preparation course of study, courses in R.O.T.C. qualify for credit as electives in any of the courses of study.

(A) Career preparation, which shall include:

- i. Four credits in English language arts, which shall be English II, III, IV; and I
- ii. Three credits in mathematics, one of which shall be algebra I (except as limited by G.S. 115C-81(b));
- iii. Three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. Three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. One credit in health and physical education;
- vi. Four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course; or four credits in one of the four disciplines in arts education: theatre, music, visual arts, or dance; or four credits in R.O.T.C.;
- vii. Two elective credits; and
- viii. Other credits designated by the LEA.

(B) College technical preparation, which shall include:

- i. Four credits in English language arts, which shall be English II, III, IV; and I
- ii. Three credits in mathematics, which shall be either algebra I, geometry, and algebra II; or algebra I, technical mathematics I, and technical mathematics II; or integrated mathematics I, II, and III;
- iii. Three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. Three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. One credit in health and physical education;
- vi. Four credits in career/technical education, which shall be in a career concentration or pathway that leads to a specific career field and which shall include a second-level (advanced) course;
- vii. Two elective credits; and
- viii. Other credits designated by the LEA.

NOTE: A student who is pursuing this course of study may also meet the requirements of a college/university course of study by completing one additional mathematics course for which

Algebra II is a prerequisite and, effective with the class entering the ninth grade for the first time in the 2002-03 school year, two credits in the same second language.

(C) College/university preparation, which shall include:

- i. Four credits in English language arts, which shall be English II, III, IV; and I
- ii. Three credits in mathematics, which shall be algebra I, algebra II, and geometry or a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, and III; however, effective with the class entering the ninth grade for the first time in the 2002-03 school year, this requirement shall become four credits in mathematics, which shall be algebra I, algebra II, geometry, and a higher level course for which algebra II is a prerequisite; or integrated mathematics I, II, III, and one course beyond integrated mathematics III;
- iii. Three credits in science, which shall include biology, a physical science, and earth/environmental science;
- iv. Three credits in social studies, which shall be Civics and Economics; U.S. history; and world history;
- v. One credit in health and physical education;
- vi. Two credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA;
- vii. Four elective credits, except that effective with the class entering the ninth grade for the first time in the 2002-03 school year, this shall be reduced to three elective credits; and
- viii. Other credits designated by the LEA.

(D) Occupational, which shall include:

- i. Four credits in English language arts, which shall be Occupational English II, III, IV; and I
- ii. Three credits in mathematics, which shall be Occupational Mathematics II, III; and I
- iii. Two credits in science, which shall be Life Skills Science II; and I
- iv. Two credits in social studies, which shall be Government/U.S. History and Self-Advocacy/Problem Solving;
- v. One credit in health and physical education;
- vi. Six credits in occupational preparation education, which shall be Occupational Preparation I, II, III, IV, 240 hours of community-based training, and 360 hours of paid employment;
- vii. Four vocational education elective credits;
- viii. Computer proficiency as specified in the student's IEP;
- ix. A career portfolio; and
- x. Completion of the student's IEP objectives.

- 1) LEAs may count successful completion of course work in the ninth grade at a school system which does not award course units in the ninth grade toward the requirements of this Rule.
- 2) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirements of this Rule.
- 3) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the locally-designated electives requirements of this Rule. 23 NCAC 2C .0305 shall govern enrollment in community college institutions.

(c) Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple-choice test and 49 on the performance test. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.

(d) Special needs students as defined by G.S. 115C-109, excluding gifted and pregnant, who do not meet the requirements for a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:

- 1) Successful completion of 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (b). These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States history,
- 2) Completion of all IEP requirements.

History Note: Authority G.S. 115C-12(9b); 115C-81(b)(4); N.C. Constitution, Article IX, Sec. 5; Eff. December 1, 1999;

Amended Eff. September 1, 2002; December 1, 2001; December 1, 2000.

Policy Defining “Testing Requirements and Opportunities
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Testing

Policy ID Number: HSP-A-000

Policy Title: 16 NCAC 6D.0301 Policy governing testing requirements and opportunities

Current Policy Date: 05/06/1999

Other Historical Information: Previous board dates: 10/16/1977, 03/14/1996, 01/01/1998, 11/05/1998

Statutory Reference: GS 115C-12(9)c

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D.0301 .0301 TESTING REQUIREMENTS AND OPPORTUNITIES

(a) All public school students enrolled in the grades for which the SBE adopts a test, including every child with disabilities, shall participate in the testing program unless excluded from testing as provided by 16 NCC 6G .0305(g).

(b) All public students enrolled in the 10th, 11th and 12th grade shall have at least one opportunity each school year to take the competency tests. LEAs shall administer the tests so that any student who does not pass the tests shall have an opportunity to receive remediation. A student, who attains a passing score, as defined in 16 NCAC 6D .0103(a)(1), on a portion of the competency test does not need to retake the test. The LEA shall develop plans to provide remedial services to students who fail any of the competency tests, or who are identified as having a high risk of failing. The LEA shall design the plan to meet the needs of individual students.

History Note: Statutory Authority G.S. 115C-12(9)c.;

Eff. July 1, 1986;

Amended Eff. August 1, 1999; January 1, 1998; June 1, 1996.

Policy Defining "ABCs Accountability for Alternative Schools"

Policy Manual

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-013

Policy Title: Policy for incorporating alternative and special schools in the ABCs

Current Policy Date: 09/11/2003

Other Historical Information: Previous board dates: 04/02/1998, 06/03/1999, 05/04/2000, 10/05/2000, 9/13/2001

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

For the 1998-99 school year Alternative Schools, special schools, and special education schools will participate in the ABCs accountability following the same rules and procedures as 1997-98.

Starting with the 1999-2000 school year, Alternative Schools (those schools officially listed by NCDPI as Alternative Schools with LEA school code numbers) and "special schools" (any non-alternative schools with LEA school code numbers that have service relationships with others schools in the district) will participate in the ABCs accountability as follows:

Alternative Schools

The accountability model for Alternative Schools will be based on achievement and the degree of success that the school has in meeting certain objectives contained in its school improvement plan. The plan must contain elements listed below and the local superintendent and board of education must approve the plan. The plan must be approved before November 15 of the current school year.

I. Two Components Based on State Testing.

A. High School Only:

1. End of Course Test(s) Results; and
2. Change in Competency passing rate (from the end of 8th grade to the end of 10th grade).

B. Combination of High School and Lower Grades:

- i. End of Course Test(s) results and End of Grade Test(s) results; and
- ii. Change in Competency passing rate (from the end of 8th grade to the end of 10th grade).

C. Grade 8 or Lower:

- 1.& 2. End of Grade Test(s) and End of Course Test(s) results (shall count twice).

II. *The Performance Composite shall be reported when applicable.*

III. *Menu of Local Options*

The local accountability options are numbered one through eight (1-8). An Alternative School will select three different local options, one of which must be number four (4) or number (5).

Menu of Local Options

1. Attendance

Goal: The attendance rate was _____ and will increase to _____

(Factors to consider when addressing this goal:

- Absences
- Unexcused absences
- Violation of LEA attendance policies)

2. Dropouts

Goal: The dropout rate was _____ and will decrease to _____

(Factors to consider when addressing this goal:

- Students who were counted as dropouts returning to school
- Students making successful transitions to traditional schools or other positive settings)

3. School Safety/Student Conduct

Goal: The percentage of students receiving discipline referral was _____ and will decrease to _____.

(Factors to consider when addressing this goal:

- Reportable criminal offenses
- Students receiving long and/or short term suspensions
- Acceptable inspection reports)

4. Higher Expectations for Student Achievement

Goal: The percentage of students making better grades and/or enrolled in higher level course(s) was _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Students enrolled in higher level courses
- Students whose GPA for the year improved by at least one letter grade
- Students promoted at the end of the regular school year)

5. Student Progress and Proficiency

Goal: The percentage of students making measurable progress was _____ and will increase to _____.

(Factors to be considered when addressing this goal:

- Students moving up to the next EOG or EOC achievement level
- Students scoring at proficiency on EOGs and/or EOCs

- Students passing other required tests)

6. Parent Involvement

Goal: The percentage of parents actively involved now is _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Parents participating in referral/placement decisions
- Parents participating during the exit/transition process
- Parents participating in student/school activities)

7. Community Involvement

Goal: The number of community members involved in the school is _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Students completing community-based activities
- Students actively engaged with mentors and/or tutors
- Volunteer contact hours)

8. Customer Satisfaction

Goal: Percentage of students, parents and staff expressing satisfaction with the school was _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Responses to an annual climate survey
- Parents and students expressing satisfaction
- Staff expressing satisfaction

IV. *Award and Recognition Criteria*

- 5/5 — Analogous to High Growth
- 3/5 or 4/5 — Analogous to Expected Growth
- 2/5 — Analogous to No Recognition
- 1/5 or below — Analogous to Low Performing

V. *Additional Reporting*

Alternative Schools also must report the following to their local boards of education.

- Number and percentage of students referred to the Alternative School by each sending school (calculated by month)
- Demographic information of students referred to the Alternative School by each sending school (calculated by month)
- Number and percentage of students who return to their home school (calculated by month)
- Demographic information of students who return to their home school (calculated by month)
- Any other information that the local board of education deems necessary and pertinent to assess the success of students placed at risk.

VI. *Special Schools*

Career Centers, Vocational Schools, and Hospital Schools

These schools will receive incentive awards based on the feeder patterns for the schools. The feeder pattern allows special schools that do not have sufficient data to be included in the ABCs to receive incentive awards based on the performance of students in the schools they serve. The awards for special schools will be based on the percentages of sending schools that receive awards. For example, a special school that serves six schools would receive 1/6 of its eligible amount for every sending school that makes expected or high growth. Special schools will not receive an ABCs status or recognition and be eligible for identification as low-performing schools.

Special Education Schools (Schools exclusively serving students with disabilities who are following the *North Carolina Standard Course of Study* and take state tests or who follow extensions of the North Carolina Standard Course of Study and take only alternate assessments)

These schools will receive incentive awards based on the feeder patterns for the schools and their performance composite will be based on state tests and alternate assessments. Special education schools will not receive an ABCs status or recognition or be eligible for identification as low-performing schools.

STATE PUBLIC SCHOOL FUND

[Section 8.25. (c) G.S. 115C-105.25(b)(9) is amended by adding a new subdivision to read: “(9) Funds allocated in the Alternative Schools/At-Risk Student allotment shall be spent only for alternative learning programs, at-risk students, and school safety programs.”]

PROGRAM REPORT CODE:

068 (Effective Date: 7/02)

PROGRAM TITLE:

Alternative Programs and Schools

ACCOUNT CODE	OBJECT CODE	DESCRIPTION
5200 - 068 - 121		Salary - Teacher
5200 - 068 - 123		Salary - ROTC Teacher
5200 - 068 - 124		Salary - Self-contained Speech-Pathology
5200 - 068 - 127		Salary - Interim Teacher – Non-certified
5200 - 068 - 128		Salary - Retired Teacher - Not Subject to the Earnings Cap
5200 - 068 - 129		Salary - Other Professional Educator Assignment
5200 - 068 - 142		Salary - Teacher Assistant
5200 - 068 - 143		Salary - Tutor
5200 - 068 - 146		Salary - Teacher Assistant Salary When Substituting
5200 - 068 - 149		Salary - Brailist/Education Specialist
5200 - 068 - 180		Overtime Pay
5200 - 068 - 182		Substitute Pay
5200 - 068 - 184		Fulltime Substitute
5200 - 068 - 199		Salary - Curriculum Development
5200 - 068 - 311		Contracted Services
5200 - 068 - 327		Rentals/Leases
5200 - 068 - 332		Travel - Itinerant Teacher
5200 - 068 - 339		Other Transportation Services
5200 - 068 - 342		Postage
5200 - 068 - 361		Printing and Binding Fees
5200 - 068 - 362		Reproduction Costs
5200 - 068 - 391		Field Trips
5200 - 068 - 399		Other Purchased Services
5200 - 068 - 411		Instructional Supplies and Materials
5200 - 068 - 416		Repair Parts, Materials, and Related Labor
5200 - 068 - 418		Computer Software and Supplies
5200 - 068 - 422		Textbooks - Other
5200 - 068 - 431		Library Books (Reference)
5200 - 068 - 432		Periodicals
5200 - 068 - 433		Audiovisual Supplies and Materials
5200 - 068 - 435		On-line Materials/Subscriptions
5200 - 068 - 461		Lease/Purchase of Non-Capitalized Equipment
5200 - 068 - 462		Lease/Purchase of Non-Capitalized Computer Hardware
5200 - 068 - 541		Purchase of Equipment
5200 - 068 - 542		Purchase of Computer Hardware
5500 - 068 - 121		Salary - Teacher - Remediation
5500 - 068 - 127		Salary - Interim Teacher – Non-certified
5500 - 068 - 128		Salary - Retired Teacher - Not Subject to the Earnings Cap
5500 - 068 - 129		Salary - Other Prof Educ Assign - Remediation
5500 - 068 - 142		Salary - Teacher Assistant
5500 - 068 - 143		Salary - Tutor

5500 - 068 - 146	Salary - Teacher Assistant Salary When Substituting
5500 - 068 - 180	Overtime Pay
5500 - 068 - 182	Substitute Pay
5500 - 068 - 184	Fulltime Substitute
5500 - 068 - 199	Salary - Curriculum Development
5500 - 068 - 311	Contracted Services
5500 - 068 - 327	Rentals/Leases
5500 - 068 - 332	Travel - Itinerant Teacher
5500 - 068 - 342	Postage
5500 - 068 - 361	Printing and Binding Fees
5500 - 068 - 362	Reproduction Costs
5500 - 068 - 399	Other Purchased Services
5500 - 068 - 411	Instructional Supplies and Materials
5500 - 068 - 416	Repair Parts, Materials, and Related Labor
5500 - 068 - 418	Computer Software and Supplies
5500 - 068 - 422	Textbooks - Other
5500 - 068 - 431	Library Books (Reference)
5500 - 068 - 432	Periodicals
5500 - 068 - 433	Audiovisual Supplies and Materials
5500 - 068 - 435	On-line Materials/Subscriptions
5500 - 068 - 461	Lease/Purchase of Non-Capitalized Equipment
5500 - 068 - 462	Lease/Purchase of Non-Capitalized Computer Hardware
5500 - 068 - 541	Purchase of Equipment
5500 - 068 - 542	Purchase of Computer Hardware
5810 - 068 - 121	Salary - Library/Media Specialist
5810 - 068 - 182	Substitute Pay
5810 - 068 - 311	Contracted Services
5820 - 068 - 139	Salary - Attendance/Social Work Services
5820 - 068 - 332	Travel
5820 - 068 - 418	Computer Software and Supplies
5830 - 068 - 121	Salary - Guidance Services
5830 - 068 - 332	Travel
5840 - 068 - 139	Salary - Health Services
5840 - 068 - 145	Salary - Physical Therapist
5840 - 068 - 148	Salary - Other Professional Assignments - Non-Certified
5840 - 068 - 180	Overtime Pay
5840 - 068 - 311	Contracted Health Services
5840 - 068 - 332	Travel
5850 - 068 - 139	Salary - Psychological Services
5850 - 068 - 311	Contracted Psychological Services
5850 - 068 - 332	Travel
5860 - 068 - 124	Salary - Speech and Language Services
5860 - 068 - 139	Salary - Audiologist
5860 - 068 - 148	Salary - Other Professional Assignments - Non-Certified
5860 - 068 - 182	Substitute Pay
5860 - 068 - 311	Contracted Services
5890 - 068 - 139	Salary - Other Pupil Support Professional Services
5890 - 068 - 145	Salary - Occupational Therapist
5890 - 068 - 149	Salary - Family Therapist/Parent Workers
5890 - 068 - 180	Overtime Pay
5890 - 068 - 182	Substitute Pay
5890 - 068 - 311	Contracted Services (Includes "Boot Camp")
5890 - 068 - 319	Child Care Services
5890 - 068 - 327	Rentals/Leases
5890 - 068 - 332	Travel
5890 - 068 - 339	Other Transportation Services

5890 - 068 - 341	Telephone
5890 - 068 - 342	Postage
5890 - 068 - 351	Advertising Fees
5890 - 068 - 361	Printing and Binding Fees
5890 - 068 - 422	Textbooks - Other
5890 - 068 - 431	Library Books
5890 - 068 - 432	Periodicals
5890 - 068 - 433	Audiovisual Supplies and Materials
5890 - 068 - 435	On-line Materials/Subscriptions
5890 - 068 - 461	Lease/Purchase of Non-Capitalized Equipment
5890 - 068 - 541	Purchase of Equipment
5890 - 068 - 629	Other Insurance Judgments
5910 - 068 - 211	Employer's Social Security Cost
5910 - 068 - 221	Employer's Retirement Cost
5910 - 068 - 231	Employer's Hospitalization Insurance Cost
5930 - 068 - 146	Salary - Teacher Assistant Salary When Substituting (Workshops)
5930 - 068 - 182	Substitute Pay (Workshops)
5930 - 068 - 184	Fulltime Substitute
5930 - 068 - 186	Salary - Workshop Participant
5930 - 068 - 199	Salary - Workshop Instructor
5930 - 068 - 311	Contracted Services
5930 - 068 - 312	Workshop Expenses
5990 - 068 - 696	Sales and Use Tax Expense
6190 - 068 - 151	Salary - Office Personnel
6190 - 068 - 180	Overtime Pay
6410 - 068 - 116	Salary - Assistant Principal (Non-Teaching)
6410 - 068 - 119	Salary - Assistant Principal Intern
6420 - 068 - 199	Salary - Uniformed School Resource Officer
6420 - 068 - 311	Contracted Services - Uniformed School Resource Officer
6420 - 068 - 332	Travel
6420 - 068 - 412	Supplies and Materials - Uniformed School Resource Officer
6420 - 068 - 461	Lease/Purchase of Non-Capitalized Equipment - Uniformed School Resource Officer
6420 - 068 - 541	Purchase of Equipment - Uniformed School Resource Officer
6540 - 068 - 173	Salary - Custodian
6540 - 068 - 180	Overtime Pay
6550 - 068 - 171	Salary - Driver
6550 - 068 - 172	Substitute Driver
6550 - 068 - 180	Overtime Pay
6550 - 068 - 199	Salary - Transportation Safety Assistant
6550 - 068 - 331	Contracted Transportation
6550 - 068 - 412	Supplies and Materials
6550 - 068 - 414	Oil
6550 - 068 - 415	Tires and Tubes
6550 - 068 - 416	Vehicle Repair Parts, Grease, and Anti-freeze
6550 - 068 - 417	Gas/Diesel Fuel
6580 - 068 - 177	Salary - Work Study Student
6620 - 068 - 199	Salary - Other Assignments (Testing)
6620 - 068 - 311	Contracted Services
6620 - 068 - 412	Supplies and Materials
6910 - 068 - 211	Employer's Social Security Cost
6910 - 068 - 221	Employer's Retirement Cost

PROGRAM REPORT CODE:
069

PROGRAM TITLE:
At-Risk Student Services

ACCOUNT CODE OBJECT CODE DESCRIPTION

5200 - 069 - 121 Salary - Teacher
5200 - 069 - 123 Salary - Summer School Lead Teacher
5200 - 069 - 124 Salary - self-contained Speech-Pathology
5200 - 069 - 127 Salary - Interim Teacher – Non-certified
5200 - 069 - 128 Salary - Retired Teacher - Not Subject to the Earnings Cap
5200 - 069 - 129 Salary - Other Professional Educator Assignment
5200 - 069 - 142 Salary - Teacher Assistant
5200 - 069 - 143 Salary - Tutor
5200 - 069 - 146 Salary - Teacher Assistant Salary When Substituting
5200 - 069 - 149 Salary - Brailist/Education Specialist
5200 - 069 - 180 Overtime Pay
5200 - 069 - 182 Substitute Pay
5200 - 069 - 184 Full-time Substitute
5200 - 069 - 199 Salary - Curriculum Development
5200 - 069 - 311 Contracted Services
5200 - 069 - 327 Rentals/Leases
5200 - 069 - 332 Travel - Itinerant Teacher
5200 - 069 - 339 Other Transportation Services
5200 - 069 - 342 Postage
5200 - 069 - 361 Printing and Binding Fees
5200 - 069 - 362 Reproduction Costs
5200 - 069 - 391 Field Trips
5200 - 069 - 399 Other Purchased Services
5200 - 069 - 411 Instructional Supplies and Materials
5200 - 069 - 418 Computer Software and Supplies
5200 - 069 - 422 Textbooks - Other
5200 - 069 - 431 Library Books (Reference)
5200 - 069 - 432 Periodicals
5200 - 069 - 433 Audiovisual Supplies and Materials
5200 - 069 - 435 On-line Materials/Subscriptions
5200 - 069 - 461 Lease/Purchase of Non-Capitalized Equipment
5200 - 069 - 462 Lease/Purchase of Non-Capitalized Computer Hardware
5200 - 069 - 541 Purchase of Equipment
5200 - 069 - 542 Purchase of Computer Hardware
5500 - 069 - 121 Salary - Teacher
5500 - 069 - 123 Salary - Summer School Lead Teacher
5500 - 069 - 127 Salary - Interim Teacher – Non-certified
5500 - 069 - 128 Salary - Retired Teacher - Not Subject to the Earnings Cap
5500 - 069 - 129 Salary - Other Prof Educ Assign - Remediation
5500 - 069 - 142 Salary - Teacher Assistant
5500 - 069 - 143 Salary - Tutor
5500 - 069 - 146 Salary - Teacher Assistant Salary When Substituting
5500 - 069 - 180 Overtime Pay
5500 - 069 - 182 Substitute Pay
5500 - 069 - 184 Fulltime Substitute
5500 - 069 - 199 Salary - Curriculum Development
5500 - 069 - 311 Contracted Services

5500 - 069 - 327 Rentals/Leases
 5500 - 069 - 332 Travel - Itinerant Teacher
 5500 - 069 - 342 Postage
 5500 - 069 - 361 Printing and Binding Fees
 5500 - 069 - 362 Reproduction Costs
 5500 - 069 - 399 Other Purchased Services
 5500 - 069 - 411 Instructional Supplies and Materials
 5500 - 069 - 418 Computer Software and Supplies
 5500 - 069 - 422 Textbooks - Other
 5500 - 069 - 431 Library Books (Reference)
 5500 - 069 - 432 Periodicals
 5500 - 069 - 433 Audiovisual Supplies and Materials
 5500 - 069 - 435 On-line Materials/Subscriptions
 5500 - 069 - 461 Lease/Purchase of Non-Capitalized Equipment
 5500 - 069 - 462 Lease/Purchase of Non-Capitalized Computer Hardware
 5500 - 069 - 541 Purchase of Equipment
 5500 - 069 - 542 Purchase of Computer Hardware
 5810 - 069 - 121 Salary - Library/Media Specialist
 5810 - 069 - 182 Substitute Pay
 5810 - 069 - 311 Contracted Services
 5820 - 069 - 139 Salary - Attendance/Social Work Services
 5820 - 069 - 332 Travel
 5820 - 069 - 418 Computer Software and Supplies
 5830 - 069 - 121 Salary - Guidance Services
 5830 - 069 - 332 Travel
 5840 - 069 - 139 Salary - Health Services
 5840 - 069 - 145 Salary - Physical Therapist
 5840 - 069 - 148 Salary - Other Professional Assignments - Non-Certified
 5840 - 069 - 180 Overtime Pay
 5840 - 069 - 311 Contracted Health Services
 5840 - 069 - 332 Travel
 5850 - 069 - 139 Salary - Psychological Services
 5850 - 069 - 311 Contracted Psychological Services
 5850 - 069 - 332 Travel
 5860 - 069 - 124 Salary - Speech and Language Services
 5860 - 069 - 139 Salary - Audiologist
 5860 - 069 - 148 Salary - Other Professional Assignments - Non-Certified
 5860 - 069 - 182 Substitute Pay
 5860 - 069 - 311 Contracted Services
 5890 - 069 - 139 Salary - Other Pupil Support Professional Services
 5890 - 069 - 145 Salary - Occupational Therapist
 5890 - 069 - 149 Salary - Family Therapist/Parent Workers
 5890 - 069 - 180 Overtime Pay
 5890 - 069 - 182 Substitute Pay
 5890 - 069 - 311 Contracted Services (Includes "Boot Camp")
 5890 - 069 - 319 Child Care Services
 5890 - 069 - 327 Rentals/Leases
 5890 - 069 - 332 Travel
 5890 - 069 - 339 Other Transportation Services
 5890 - 069 - 341 Telephone
 5890 - 069 - 342 Postage
 5890 - 069 - 351 Advertising Fees
 5890 - 069 - 361 Printing and Binding Fees
 5890 - 069 - 362 Reproduction Costs
 5890 - 069 - 391 Field Trips
 5890 - 069 - 411 Instructional Supplies and Materials

5890 - 069 - 412 Supplies and Materials
 5890 - 069 - 418 Computer Software and Supplies
 5890 - 069 - 419 Other Supplies
 5890 - 069 - 422 Textbooks - Other
 5890 - 069 - 431 Library Books
 5890 - 069 - 432 Periodicals
 5890 - 069 - 433 Audiovisual Supplies and Materials
 5890 - 069 - 435 On-line Materials/Subscriptions
 5890 - 069 - 459 Other Food Purchases (Snacks)
 5890 - 069 - 461 Lease/Purchase of Non-Capitalized Equipment
 5890 - 069 - 541 Purchase of Equipment
 5890 - 069 - 629 Other Insurance Judgments
 5910 - 069 - 211 Employer's Social Security Cost
 5910 - 069 - 221 Employer's Retirement Cost
 5910 - 069 - 231 Employer's Hospitalization Insurance Cost
 5930 - 069 - 146 Salary - Teacher Assistant Salary When Substituting (Workshops)
 5930 - 069 - 182 Substitute Pay (Workshops)
 5930 - 069 - 184 Fulltime Substitute
 5930 - 069 - 186 Salary - Workshop Participant
 5930 - 069 - 199 Salary - Workshop Instructor
 5930 - 069 - 311 Contracted Services
 5930 - 069 - 312 Workshop Expenses
 5990 - 069 - 696 Sales and Use Tax Expense
 6190 - 069 - 151 Salary - Office Personnel
 6190 - 069 - 180 Overtime Pay
 6210 - 069 - 151 Salary - Office Personnel
 6210 - 069 - 180 Overtime Pay
 6210 - 069 - 332 Travel - Supervisor
 6210 - 069 - 341 Telephone
 6210 - 069 - 342 Postage
 6210 - 069 - 351 Advertising Fees
 6210 - 069 - 361 Printing and Binding Fees
 6210 - 069 - 412 Supplies and Materials
 6330 - 069 - 151 Salary - Office Personnel
 6330 - 069 - 180 Overtime Pay
 6330 - 069 - 341 Telephone
 6410 - 069 - 116 Salary - Assistant Principal (Non-Teaching)
 6410 - 069 - 119 Salary - Assistant Principal Intern
 6410 - 069 - 151 Salary - Office Personnel
 6410 - 069 - 180 Overtime Pay
 6410 - 069 - 182 Substitute Pay
 6410 - 069 - 311 Contracted Services
 6410 - 069 - 332 Travel
 6420 - 069 - 199 Salary - Uniformed School Resource Officer
 6420 - 069 - 311 Contracted Services - Uniformed School Resource Officer
 6420 - 069 - 332 Travel
 6420 - 069 - 412 Supplies and Materials - Uniformed School Resource Officer
 6420 - 069 - 461 Lease/Purchase of Non-Capitalized Equipment - Uniformed School Resource Officer
 6420 - 069 - 541 Purchase of Equipment - Uniformed School Resource Officer
 6420 - 069 - 542 Purchase of Computer Equipment
 6540 - 069 - 173 Salary - Custodian
 6540 - 069 - 180 Overtime Pay
 6540 - 069 - 321 Public Utilities - Electric Services (Schools)
 6540 - 069 - 328 Energy Cost (Schools)
 6550 - 069 - 171 Salary - Driver
 6550 - 069 - 172 Substitute Driver

6550 - 069 - 180 Overtime Pay
6550 - 069 - 199 Salary - Transportation Safety Assistant
6550 - 069 - 331 Contracted Transportation
6550 - 069 - 412 Supplies and Materials
6550 - 069 - 414 Oil
6550 - 069 - 415 Tires and Tubes
6550 - 069 - 416 Vehicle Repair Parts, Grease, and Anti-freeze
6550 - 069 - 417 Gas/Diesel Fuel
6560 - 069 - 174 Salary - Food Service Employee
6560 - 069 - 180 Overtime Pay
6580 - 069 - 177 Salary - Work Study Student
6620 - 069 - 199 Salary - Other Assignments (Testing)
6620 - 069 - 311 Contracted Services
6620 - 069 - 412 Supplies and Materials
6910 - 069 - 211 Employer's Social Security Cost
6910 - 069 - 221 Employer's Retirement Cost
6910 - 069 - 231 Employer's Hospitalization Insurance Cost
6930 - 069 - 186 Salary - Workshop Participant
6930 - 069 - 199 Salary - Workshop Instructor
6930 - 069 - 312 Workshop Expenses
6990 - 069 - 696 Sales and Use Tax Expense

REFERENCES

1. Barr, R.D. & Parrett, W. H. Hope at Last for At risk Youth. Massachusetts: Simon & Schuster. 1995.
2. Bempechat, J. Against the Odds: How At Risk Students Exceed Expectations. San Francisco, CA: Jossey-Bass Publishers.
3. California Center for Effective Schools: Connections for Success
<http://effectiveschools.education.ucsb.edu/correlates.html>
4. Chaskin, R & Rauner, D. Youth and Caring. Phi Delta Kappan. 76 (9) 667-674.
5. Coleman, D. Emotional Intelligence. New York: Bantam books. 1995.
6. Conrath, J. Changing the Odds for Young People: Next Steps for Alternative Education. Phi Delta Kappa. 82 (8) 585-587.
7. DeRidder, L. How Suspension and Expulsion Contribute to Dropping Out. Education Digest. Feb 1991: 44-47.
8. Donmeyer, R. At-Risk Students: Portraits, Policies, Program, and Procedures. Albany, NY: State University of New York Press. 1993.
9. International Association for Learning Alternatives.
www.learningalternatives.net/html/alternatives.html
10. Kraemer, J. & Ruzzi, B. B. Alternative Education Cannot Be Left Behind. Education Week. October 2001. 42-43.
11. Lezotte, Lawrence W. Correlates of Effective Schools: The First and Second Generation. Effective Schools Products, Ltd., Okemos, MI, 1991.
12. Lezotte, Lawrence W. Effective Schools Research Abstracts. 18 (2). Effective Schools Products, Ltd., Okemos, MI, 2003-2004.
13. Lezotte, Lawrence W. Effective Schools Research Abstracts. 18 (6). Effective Schools Products, Ltd., Okemos, MI, 2004-2005.
14. Morris, R. Using What We Know About At risk Youth. Lancaster, PA: Techmonic Publishing Co. 1994.
15. Morley, Raymond E. Alternative Education. Des Moines, IA: Iowa Department of Education. Published by National Dropout Prevention Center. 1991

16. North Carolina Department of Public Instruction, Clarification Standards for Alternative Learning Programs. May 2000
17. Pennsylvania Department of Education: Alternative Education for Disruptive Youth
www.pde.state.pa.us
18. Raywid, M. A. Alternative Schools: The State of Art. Educational Leadership. 52: 26-31.
19. Raywid, M. A. What to do with Students who are not succeeding. Phi Delta Kappan 82 (8) 582-584.
20. Saylor, R. At Risk Students: Reaching and Teaching Them. Swampscott, MA: Watersun Publishing Co. 1993.
21. Slavin, R. Effective Programs for Students At Risk. Boston, MA: Allen and Bacon. 1989.
22. Smith, G. Gregory, T & Pugh, R. Meeting Student Needs: Evidence of Superiority of Alternative Schools. Phi Delta Kappan. 62 (8) 561-564.
23. Swarts, Leon. Alternative Education Accountability: Kentucky's Approach. Impact. 16 (3) 20-21.
24. Swarts, Leon. Phase I Report: A Preliminary Investigation of Alternative Education Programs in Kentucky. August 2002. 1-9.
25. Lezotte, Lawrence W. Correlates of Effective Schools: The First and Second Generation. Effective Schools Products, Ltd., Okemos, MI, 1991.
26. Lezotte, Lawrence W. Effective Schools Research Abstracts. 18 (2). Effective Schools Products, Ltd., Okemos, MI, 2003-2004.
27. Lezotte, Lawrence W. Effective Schools Research Abstracts. 18 (6). Effective Schools Products, Ltd., Okemos, MI, 2004-2005.

***DIVISION OF MIDDLE GRADES EDUCATION
SCHOOL SAFETY AND CLIMATE SECTION
CONTACT INFORMATION***

CURRICULUM AND SCHOOL REFORM SERVICES

Elsie Leak, Ed.D, Associate Superintendent
919.807.3759.1 eleak@dpi.state.nc.us

Rick Klein, Executive Assistant
919.807.3761 rklein@dpi.state.nc.us

DIVISION OF MIDDLE GRADES EDUCATION

Marvin Pittman, Director
919.807.3911 mpittman@dpi.state.nc.us

Linda Jones, Administrative Secretary
919.807.3914 sthomas@dpi.state.nc.us

SCHOOL SAFETY AND CLIMATE SECTION

Marguerite Peebles, Section Chief
919.807.3940 mpeebles@dpi.state.nc.us

Ed Bell, 21st Century Community Learning Centers Education Consultant
919.807.3926 ebell@dpi.state.nc.us

Jackie Gill, Program Assistant
919.807.3943 jgill@dpi.state.nc.us

Valoria Ingram, Alternative Learning Programs Education Consultant
919.807-3644 vingram@dpi.state.nc.us

Antonia Johnson, Safe and Drug Free Schools Education Consultant
919.807.3944 ajohnson@dpi.state.nc.us

Faye McDaniel, Safe and Drug Free Schools Education Consultant
919.807.3945 fmcdaniel@dpi.state.nc.us

Crystal Reardon, Character Education Consultant
919.807.3854 creardon@dpi.state.nc.us

Becky Scott, 21st Century Community Learning Center Education Consultant
919.807.4011 bscott@dpi.state.nc.us

**FOR INFORMATION CONTACT THE SCHOOL SAFETY AND CLIMATE SECTION
PHONE: 919.807.3955 FAX: 919.807.3322**

ACKNOWLEDGEMENTS

The North Carolina Department of Public Instruction/Curriculum and School Reform Services, Division of Middle Grades Education, School Safety and Climate Section acknowledges the input and feedback from many individuals. Specifically, we thank the North Carolina Association of Alternative Educators, The Alternative Learning Program Advisory Committee, all stakeholders who contributed to this document and each of you who gave of your time to participate in the focus sessions.

We believe this document reflects our commitment, efforts and concerns.



North Carolina General Assembly
Dee Atkinson
Research Division
Room 545
(919) 733-2578

early in
2006

Note for file

According to Rebecca Garland,
Howard Lee said SBE does not
need to report. Currently, do
not need to make any changes.

Shirley Jorio inquired about this report
in March 2007. Attached is what
was given to her.

DA
3/30/07

Alternative Learning Programs and Schools Contact List

DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
Alamance-Burlington	10	James Peques	james_peques@abss.k12.nc.us	612 Apple Street Burlington 27217	336-570-6130 336-570-6208	S	Sellars Gunn (378)
	10	James Peques	james_peques@abss.k12.nc.us	612 Apple Street Burlington 27217	336-570-6130 336-570-6208	P	Apple Street Learning Center
	10	James Peques	james_peques@abss.k12.nc.us	612 Apple Street Burlington 27217	336-570-6130 336-570-6208	P	Alternatives to Suspension
	10	James Peques	james_peques@abss.k12.nc.us	612 Apple Street Burlington 27217	336-570-6130 336-570-6208	P	Evening Academy
	01A	Suni Schultze	suni_schultze@elionhomes.org	201 A. O'Kelly Avenue Elion 27244	336-584-0091 ext 209	S	Lakeside School (01A)
Alexander	20	Craig Leviner	deviner@alexander.k12.nc.us	6125 NC Hwy 16 S Taylorsville, 28681	828-632-5101 336-372-4345	P	Alternative Learning Center (ALC)
Alleghany	30	Judson Staring	staringj@alleghany.k12.nc.us	404 Trojan Ave Sparta, 28675	336-372-4554	P	Alternative Learning Center
		Susan Murphy	murphys@alleghany.k12.nc.us	450 N. Main Street Sparta 28675	336-372-8546 336-372-8732	P	Sparta School (Assisting Children to Succeed) (320)
Anson	40	Preston Waddell	waddell.preston@anson.k12.nc.us	HWY 742 South, Wadesboro 28170	704-694-9301 704-694-4570	S	Anson Challenge Academy (306)
Asthe	50	Michael Benigno, Director	mibenigno@ashe.k12.nc.us	PO Box 604, Jefferson, 28640	336-846-1382 336-846-1383	P	Ashe Academy
		Michael Tasso, Lead Teacher	mtasso@ashe.k12.nc.us	184 Campus Drive West Jefferson 28693	336-246-2400	P	Ashe Co High Freshman Seminar
Avery	60	Mark Garrett		401 High School Road Newland 28657	828-733-0151	P	Avery Co Alternative at Avery Co High
		Kim Davis		6230 N Highway 19 E Elk Park 28622	828-733-2932	P	Avery Co Alternative at Cranberry Middle
		Jennifer Moore		02 Montezuma Road Newland 28616	828-733-0145	P	Avery Co Alternative at Avery Middle
	06B	Marlon Krege	mkrege@crossnoreschool.org	Crossnore, 28616-0249 PO Box 2260 Banner Elk	828-733-5241	S	Crossnore Academy Charter (06B)
	06A	Doug Herman	school@grandfatherhome.org	28604	828-898-3868	S	Grandfather Academy (06A)
Beaufort	70-310	Victoria Mallison	vmallison@beaufort.k12.nc.us	511 Harvey St Washington 27889	252-946-5382 225-946-7964	S	Beaufort Co Ed tech Center
Bertie	80-350	Elaire White	whiteern.sas@bertieschools.com	17 County Farm Rd Windsor 2798	252-794-5660 910-872-5590	S	Serendipity Alternative School
Bladen	90	Margaret Moore	mlmoore@bladen.k12.nc.us	Martin Luther King Drive Elizabethtown 28337	910-872-5517	S	School of Ext. Hope
Brunswick	100-308	George Leach	gleach@bcswn.net	705 N Lord St. Southport 28461 235 Old US 70 Swannanoa 28788	910-457-0777 828-686-7734	S	Brunswick Learning Center
Buncombe	110	Felton Stephens	felton.stephens@bcsenail.org		828-686-7834	S	Buncombe Community East (303)
		Meg Turner		340 Victoria Road Asheville 28801	828-232-4123	S	Buncombe Co Early College (322)
Asheville City	111	Gordon Grant	gordon.grant@asheville.k12.nc.us	90 Montford Avenue Asheville 28801	828-350-6900 828-255-5235	S	Randolph Learning Center (301)
Burke	120	Robert Murray	rmurray@burke.k12.nc.us	510 College Street Morganton 28655	828-433-1321 828-437-3981	S	Burke Alternative School (306) LEAP Academy
Cabarrus	130	Austin Obasohan	aobasoha@cabarrus.k12.nc.us	The Glenn Ctr 120 Marsh Avenue NW Concord 28025	704-793-1736 704-793-1740	S	School for Environmental Studies (334)
		Austin Obasohan	aobasoha@cabarrus.k12.nc.us	The Glenn Ctr 120 Marsh Avenue NW Concord 28025	704-793-1736 704-793-1740	S	Cabarrus Co Opportunity School (317)
Kannapolis City	132-330						No ALPS
Caldwell	140-306	Bob Henson	bhenson@caa.k12.nc.us	1889 Dudley Schools Rd. Granite Falls 28630	828-396-8373 828-396-7960	S	Caldwell Co Gateway School (306)
		Nancy Dowdy	ndowdy@caa.k12.nc.us	143 Cedar Valley Road Hudson 28639	828-726-5282 828-726-5283	S	Horizon Elem (307)
		Lynn Smith	lsmith@caa.k12.nc.us	3210 Gamewell School Rd. Lenoir 28645	828-754-6204 828-754-6278	P	Gamewell Middle (332)
		Brian Sudreth	bsudreth@caa.k12.nc.us	90 N Main Street Granite Falls 28630	828-396-2341 828-396-7072	P	Granite Falls Middle (336)

Alternative Learning Programs and Schools Contact List

DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
		Jeff Church	jeffchurch@caa.k12.nc.us	251 Pine Min Road Hudson 28638	828-728-4281 828-726-8157	P	Hudson Middle (355)
		Pete Yount	pyount@caa.k12.nc.us	332 Greenhaven Dr NW Lenoir 28645	828-758-2500 828-758-1570	P	William Lenoir Middle (368)
Camden	150	Vallerie Jacobs	vjacobs@camden.k12.nc.us	Camden Co High 103 US 158 W. Camden 27921	252-338-0114	P	Camden Co Schools ALP
Carret	160	Vicky Fritz	vfritz@co.carret.k12.nc.us	1108 Bridges Street Morehead City 28557	252-808-3040	S	Bridges Middle School (312)
Caswell	170	Ophelia Willis	owillis@caswell.k12.nc.us	PO Box 160 Yanceyville 27379 409 8th Avenue NE, Hickory	336-694-4797 828-328-6738	P	Alternative Learning Program
Catawba	180	Randy Steele	steelera@hickory.k12.nc.us	28601-3943	828-328-8539	S	Catawba Valley High (318)
Hickory City	181	Randy Steele	steelera@hickory.k12.nc.us	409 8th Avenue NE, Hickory 28601-3943	828-328-6738 828-328-8539	S	Catawba Valley High (318)
Newton-Conover City	182	Randy Steele	steelera@hickory.k12.nc.us	409 8th Avenue NE, Hickory 28601-3943	828-328-6738 828-328-8539	S	Catawba Valley High (318)
Chatham	190-310	Ingrid Binbo	ibinbo@chatham.k12.nc.us	439 Martin Luther King Jr Blvd. Siler City 27344	919-663-5899 919-663-3827	S	Sage Academy (310)
Cherokee	200	William Gaitner	william.gaitner@cherokee.k12.nc.us	4533 Martins Crk Rd Murphy, 28906	828-837-6775	S	Mountain Youth School (322)
Chowan/Edenton	210	Willie Koonce, Princ Cathy Terranova, Lead Teach	wkoonce@ecps.k12.nc.us cterranova@ecps.k12.nc.us	2845 Virginia Road Tyner 27980 125 Sandy Ridge Road Edenton 27932	252-221-4131 252-221-4151 252-221-4386	P	Chowan Middle Alternative Center Chowan Middle (304) D. F. Walker Alternative Center D. F. Walker Elementary (306)
		Shella Evans	sevars@ecps.k12.nc.us	600 Woodard Street Edenton 27932	252-482-8426 252-482-2010	P	John A. Holmes Alternative Center John A. Holmes High (312)
Clay	220	Mickey Noe	mnoe@hayesvillems.org	135 School Drive Hayesville 28904	828-389-3437	P	Hayesville Middle, High
Cleveland	230	Bobby Grigg	borrig@clevelandcountyschools.org	500 W Parker Street Kings Mountain 28086	704-734-5677 704-734-5605	S	Davidson School
		Mark Pritchett	mpritchett@clevelandcountyschools.org	910 S. Post Road Shelby 28152	704-487-6128	P	C-Stop Program
		Mark Pritchett	mpritchett@clevelandcountyschools.org	910 S. Post Road Shelby 28152	704-487-6128	P	Phoenix Alternative Program
Columbus	240	Jeffrey Russell	jwrsell@columbus.k12.nc.us	9822 Seven Creeks Hwy Nakina 28472	910-642-8301 910-642-6097	S	Nakina Alternative
Whiteville City	241	Bonnie Parks	bparks@whiteville.k12.nc.us	2322 James B White Hwy N Whiteville 28472	910-914-4164	S	N Whiteville Academy
Craven	250	Renee Franklin	reneefranklin@craven.k12.nc.us	2000 ML King Jr Boulevard New Bern	252-514-6438 252-514-6443	P	Grover C Fields Middle Gateways
		Karen Burrow	karen.burrow@craven.k12.nc.us	3127 Elizabeth Avenue New Bern 28562	252-514-6450 252-514-6456	P	H.L. MacDonald Middle
		Jeffrey Murphy		101 Webb Boulevard Havelock 28532	252-444-5112 252-444-5119	P	Havelock High
		Wanda Simmons		102 High School Drive Havelock 28532	252-444-5125 252-444-5129	P	Havelock Middle
		Danny Tripp		200 Sermons Boulevard Havelock 28532	252-444-7200 252-444-7206	P	Tucker Creek Middle
		Terence Fuhrman		4200 Academic Drive New Bern 28562	252-514-6400 252-514-6411	P	New Bern High
		Donald R Hughes		2600 Streets Ferry Road Vanceboro 28586	252-244-3200 252-244-3207	P	West Craven High
		Joan Blork		515 NW Craven Mid School Rd New Bern 28562	252-514-6488 252-514-6491	P	West Craven Middle
Cumberland	260	Roger McKoy	rogermckoy@ccs.k12.nc.us	117 Quincy Street Fayetteville 28311	910-437-5829	S	Ramsey Street School (409)
		David Edwards	davidedwards@ccs.k12.nc.us	117 Quincy Street Fayetteville 28311	910-437-5829	S	Ramsey Street School (413)

Alternative Learning Programs and Schools Contact List

DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
Currituck	270	Gary Stemple	garvstemple@ccs.k12.nc.us	1624 Ireland Drive Fayetteville 28304	910-484-8121	S	Cumberland Evening Academy (346)
Dare	280	Monique Wilkins	mwilkins@currituck.k12.nc.us	4203 Carotoke Hwy Barco 27917	252-453-0014 252-473-3141	P	Currituck Co High (306)
Davidson	290	Walter McWhirt	wharris@currituck.k12.nc.us	N Hwy 64264 Manteo 27954 2065 E Holly Grove Rd Lexington 27292	252-473-3141 252-473-4503 336-242-1459	S	Dare Co Alternative High (306)
Lexington City	291	Vanessa Harris	vharris@currituck.k12.nc.us	100 W Hensstead Street Lexington 27292	336-242-1465	S (3 programs)	Davidson Co Extended Day (314) Lexington Middle (332) Alternative Education
Thomasville City	292	Ray Horton	rhorton@lexco.org	111 Cornelia Street Lexington 27292	336-242-5167	P	Jacket Academy
Davie	300	Jessica Bryant	jbryant@lexco.org	201 Idle Street Thomasville 27360	336-474-2883	P	Alternative Learning Center SAVE Program
		Cathy Miserhiemer	cmiserhiemer@lexco.org	497 Farmington Road Mocksville 27028	336-998-5555 336-998-7233	P	North Davie Middle (325)
		Terrell Scott	scott@tcs.k12.nc.us	1200 Salisbury Road Mocksville 27028	336-751-5905	P	Eagle Academy at Davie Co High
		Candace Poplin	poplinc@davie.k12.nc.us	220 Cherry Street Mocksville 27028	336-751-5921	P	Central Davie Academy
		Dwaine Phifer	phiferd@davie.k12.nc.us	738 W College Street Hwy 24 Warsaw 28398	910-293-2068	P	The Renaissance Center Warsaw Middle (396)
Duplin	310	Gene Yarbrough	weatherman@baldwin.k12.nc.us	3507 Dearborn Drive Durham 27704	919-560-2520 919-560-2140	S	Lakeview School (341)
Durham	320	Elton O'Neal	elton.o'neal@dpssc.net	152 NC 97 West Tarboro 27886	252-641-6838 252-823-2356	S	Center for Ed Achievement (310)
Edgecombe	330	Delores Porter	dporter@ecps.us	1401 W Clemmons Road Winston-Salem 27127	336-771-4580 336-771-4597	S	Griffith High School (385) Middle School Academy Griffith High School (385)
Forsyth/Winston-Salem	340	Curtiss Little	clittle@wstfs.k12.nc.us	1401 W Clemmons Road Winston-Salem 27127	336-771-4598 336-771-4598	P	Kennedy Learning Center (488) - LEAP, GAP, Newcomers Ctr.
		Gwen Johnson	gjohnson2@wstfs.k12.nc.us	1000 N Highland Avenue Winston-Salem 27101	336-727-8559	S	Creative Ed Center
		Bertha Caldwell	BEcaldwell@wstfs.k12.nc.us	340 B S Bicket Blvd Louisville 27549	919-496-1681 704-824-3012	P	Warlick School (372)
Franklin	350	Dale Byrns	dalebyrns@fcschools.net	1318 Spencer Mountain Road Gastonia 28054	704-824-0918	S	Open Gates Alternative School Youth Development Center Alternative School
Gaston	360	Jim Ware	jware@gaston.k12.nc.us	101 NC 32 N PO Box 180 Sunbury 27979	252-485-8015	P	Alternative Learning Program
Gates	370	Sallie Ryan	ryansj@gatescountyschools.net	52 Moose Branch Road Robbinsville 28771	828-479-6692	P	Greene Co ALP
Graham	380	Ginger Cody		606 Douglas Dr Creedmoor 27522	919-528-9628	P	Project Rescue
Granville	390			602 W Harper St Snow Hill 28580 116 Pisgan Church Road Greensboro 27455	336-545-2031	S	Scale School (534)
Greene	400				252-563-5111 ext 226	P	Virtual Visions
Guilford	410	Jamal Woods	jwoods@gcsnc.com	PO Box 468 Halifax 27839 536 Hamilton Street Roanoke 27870	252-519-7300	P	Akers Alternative Program
Halifax	420	Robert Moore	moorer@halifax.k12.nc.us			P	Andrew School of Commerce
Roanoke Rapids	421	Ann Moore				P	STAR Academy (345)
Weldon City	422	Ron Avery	raveryjr@harnett.k12.nc.us	900 11th Street Lillington 27546	910-893-4972	S	Central Haywood High (326)
Harnett	430			8437 Carolina Blvd Clyde 28721 2529 Asheville Hwy Hendersonville 28791	828-627-8308	S	Balfour Ed Center (343)
Haywood	440	Phi Pressley	ppressley@haywood.k12.nc.us			S	
Henderson	450	Beth Ferris	bferris@balhenderson.k12.nc.us			S	

Alternative Learning Programs and Schools Contact List DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
Hertford	460	Nora Artis	artisn@hertford.k12.nc.us	102 CSB Drive Winton 27986 116 W Prospect Ave Raleigh 28376	252-358-2852 910-875-3012	P	CS Brown Student Developmental Center
Hyde	470	James McLaughlin	lmclaughlin@hcs.k12.nc.us			S	J W Turlington School (342)
Iredell/Statesville	480	Ben Aird		410 Garfield Street Statesville 28677	704-873-7481	P	Mattamuskeet ALP
Mooresville City	490	Aron Gabriel	agabriel@iss.k12.nc.us	PO Box 1 Barium Springs, 28010	704-873-1011	S	Springs Academy (361)
Jackson	491	Randy Bolton	rbolton@mqsd.k12.nc.us	NF Woods Advance Technology 3766 Skyland Drive Sylva 28779		P	My Way Jackson County School of Alternatives (324)
Johnston	500	Jay Grissom		521 Martin Luther King Jr Dr, Smithfield 27577	828-586-4328 919-934-6481	S	South Campus Comm High (380)
	510-380	Ersaleen Creech, Jr	juniorcreech@johnston.k12.nc.us	425 S Collier Street Smithfield 27577	919-934-6481	S	South Campus Comm Middle (381)
	510-381	Kenneth Bennett	kennethbennett@johnston.k12.nc.us		252-448-3956 252-448-1044	P	The Learning Center
Jones	520	Anna Lessiter	alassiter@jonesnc.net			S	Bragg Street Academy (306)
Lee	530	Stella Farrow	sfarrow.bragg@lee.k12.nc.us	PO Box 5437 Sanford 27331-5437	919-775-2686 919-775-7800	S	Provisions Academy Charter (53A)
Lenoir	540	Sadie Jordan	jordans@provisionsacademy.org	2557 Cedar Dell Lane Kinston 28504	252-527-4432	S	Kennedy Home (313)
	540	Joe Hodges	jhodges@lenoir.k12.nc.us	606 Tower Hill Road Kinston 28501	252-527-4264	S	Sampson School (318)
	540	Brian Yarbrough	byarbrough@lenoir.k12.nc.us	221 Salem Church Road Lincolnton 28092	704-736-4766	S	Asbury (308)
Lincoln	550	Wanda James	wjames@lincoln.k12.nc.us			P	Union Learning Center
Macon	560	Paula Ledford	paula.ledford@msk-12.org	5738 US Hwy 25-70 Marshall 28753	828-524-3314	P	Madison Co Alternative
Madison	570	Joe Bell	jbelle@madison.k12.nc.us	Hwy 125 PO Box 220 Oak City 27857	828-778-4551 252-798-3031	P	West Martin - Project Success
Martin	580	Lafayette Robinson	lrobinson@martin.k12.nc.us	81 S Main Street Marian 28752 1817 Central Ave Charlotte 28205-5109	252-798-3031	P	Excelerated Learning Center
McDowell	590	Glenda Dean		2300 Sugar Creek Road Charlotte 28262-7306	980-343-6011	S	Midwood High/Taps (386)
Charlotte-Mecklenburg	600	Sue Johnson		5500 N Tryon Street Charlotte 28213-7918	980-343-5231	S	Derita Alternative (439)
		Peter Brown	kenneth.simmons@crossroadscharter.org	1717 Sharon Road W Charlotte 28210	704-597-5100 704-688-2939 ext 579	S	Crossroads Charter (60H)
		Ken Simmons	siacyn.rose@elonhomes.org	4161 Ledger School Rd Bakersville, 28705		S	Kennedy School Charter (60C)
		Stacy Rose		204 Lambert Road Briscoe 27209	828-688-2101	P	Mitchell High ALP
Mitchell	610	Jack Brooks	jbrooks@mcsnc.org	160 Pinckney Road Carthage 28327	910-428-4010	S	The Anchor (310)
Montgomery	620	Allen Parker	aparker@ac.net	323 East 6th Street Nashville 27866	910-947-2342	S	Pinckney Academy (330)
Moore	630	Michael Meicalf	mmeicalf@mcs.k12.nc.us	530 N Old Carriage Road Rocky Mount 27804	252-459-5300	S	WL Greene Alternative (340)
Nash-Rocky Mount	640	Danny Braxton		1805 S 13th St Wilmington 28401	252-451-2890	S	N-RMS Middle College High (347)
		Fay Agar			910-251-6022	S	Lakeside High (354)
New Hanover	650-354	Jerry Oates	joates@nhcs.k12.nc.us	6410 Carolina Beach Road Wilmington 28412		S	Lake Forest Academy
		Kristin Jackson	kjackson@nhcs.k12.nc.us	308 Bagley Drive Jackson 27845	910-254-4304	S	Northampton Co Learning Ctr
Northampton	660	James Tillery	jtillery@northampton.k12.nc.us		252-534-1371	P	Onslow Co Alternative
Onslow	670	Judy Yeager	judy.yeager@onslow.k12.nc.us			P	

Alternative Learning Programs and Schools Contact List

DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
Orange	680-335	Paige Kimball	paige.kimball@orange.k12.nc.us	229 W Tryon St. Hillsborough 27278	919-732-1721	S	Partnership Academy Alt. School (335)
		Wilma Wallmark	wilma.wallmark@orange.k12.nc.us	500 Orange High Road Hillsborough 27278	919-732-6133	P	Another Choice in Education (ACE) at Orange High
Chapel Hill-Carboro	681	Burmadaene George	boeorne@chccs.k12.nc.us	750 S Merritt Mill Road Chapel Hill 27514	919-967-8211	P	Phoenix Academy
Pamlico	690	Mickey Edwards	medwards@mail.pamlico.k12.nc.us	507 Anderson Drive Bayboro 28515	252-745-4688	P	Pamlico Alternative Learning Ctr
Pasquotank/Elizabeth City	700-310	Ainslie Jones	ajones@ecaps.k12.nc.us	1004 Parkview Dr. Elizabeth City 27909	252-337-6740	S	HL Tngg Community School (310)
Pender	710	Alayna Gray	alayna.gray@pender.k12.nc.us	798 US Hwy 117 S Burgaw 28425 305 Edenton Road Street Hertford 27944	910-259-0156	S	Pender Co Alternative (325)
Perquimans	720-316	Melvin Hawkins	mhawkins@ocs.k12.nc.us		252-426-1663	P	Perquimans County High School
		Jamie Liverman	jliverman@ocs.k12.nc.us	312 W Main St. Winfall 27985 305 Edenton Rd St Hertford 27944	252-426-1424	P	Perquimans County Middle School
		Doris Price	dorice@ocs.k12.nc.us		252-426-1663	P	Genesis
Person	730	Benjamin Roberson	robersonb@person.k12.nc.us	295 Helena Manah Timberlake 27583	336-364-2191	P	Person Co Learning Academy
Pitt	740	Billy Wallis	taylorb@pitt.k12.nc.us		252-355-0657	P	Transition Center
Polk	750	Kristen Bell	kbell@polk.k12.nc.us	1881 East NC 108 Hwy Columbus 4396 Tigers Den Road Randelman 27317	828-894-2525	P	Polk Co High Academic Recovery Center
Randolph	760	Rick Dawes		1641 Hopewell Friends Road Asheboro 27205	336-498-2682	P	Randleman High Evening Academy Southwestern Randolph High Evening Academy
		Chris Vecchione		5746 Trinity High School Road Trinity 27370	336-381-7747	P	
Asheboro City	761	Daryl Barnes	pallen@randolph.k12.nc.us	PO Box 1103 Asheboro 27204	336-861-8613	P	Trinity High Evening Academy
Richmond	770	Daryl Mason		1004 Leak Street Rockingham 28379	336-625-3520	P	The Learning Center
					910-997-9800	S	Leak Street (342)
						S	School 350
Robeson	780						
Rockingham	790-392	Rose Rolan	rolan@rock.k12.nc.us	401 Moss St. Reidsville 27320 1215 N Main Street Salisbury 28144	336-634-3260	S	SCORE Center (392)
Rowan-Salisbury	800	Robert Pulliam	pulliam@rss.k12.nc.us		704-639-3103	S	Henderson Independent High (308)
Rutherford	810	Lewis Freeman	lewis@rutherford.k12.nc.us	PO Box 758 Ellenboro 28040	828-453-1480	S	Rutherford Opportunity Center (386)
Sampson	820	George Williams	gwilliam@sampson.k12.nc.us	1801 Sunset Avenue Clinton 28328	910-592-1210	P	Sampson Co Alternative Program
Clinton City	821	Terrace Miller		505 Sunset Avenue Clinton 28328	910-592-9927	P	Sampson Middle School ALP
Scotland County	830	John Teal	jteal@scsnc.org	Hwy 74 E Laurinburg 28352	910-277-4316	S	East Laurinburg (316)
		Cynthia McDuffie	jcsmcduffie@yahoo.com	PO Box 1575 Laurinburg 28353	910-276-6635	S	Laurinburg Charter (83A)
		Annie Cureton	highlands@carolina.net	PO Box 929 Laurinburg 28353	910-277-8010	S	The Laurinburg Homework Center Charter (83B)
Stanly County	840	Curtis Parker	curtis.parker@ocs.k12.nc.us	141 College Dr. Albemarle 28001	704-991-0255	P	Stanly Academy
Stokes	850	Donna Horton	dhorton@stokes.k12.nc.us	1350 North Stokes School Road Danbury 27016	336-985-3224	S	Meadowbrook School (324)
Surry	860	Tony Hall		801 W Main Street Pilot Mountain 27041	336-368-2251	P	East Surry High ALP
		Tom Hemmings		1915 W Pine Street Mount Airy 27030	336-786-4156	P	J Sam Gentry Middle ALP

Alternative Learning Programs and Schools Contact List DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
		Angela Carson		1282 McKinney Road Mount Airy, 27030	336-789-0276	P	Meadowview Middle ALP
		Bill Goins		2440 W Pine Street Mount Airy, 27030-8793	336-789-5055	P	North Surry High ALP
		Dennis Lawson		202 Friends Street Pilot Mountain, 27041	336-368-2641	P	Pilot Mountain ALP
		Jill Reinhardt		716 South Main Street Dobson, 27017	336-386-8842	P	Surry Central High
Elkin City	861						No ALPS
Mount Airy City	862	Sandy George		1011 N South Street Mount Airy, 27030-2851	336-789-5147	P	Mt Airy High ALP
Swain	870	Bob Marr	bob.marr@swaincountyschools.org	PO Box 2340 Bryson City, 28713	828-488-3129	P	Swain High ALP
Transylvania	880			1000 Ecusta Rd Brevard 28712	828-884-3567	S	Davidson River School (320)
Tyrell County	890	Jana Pawls, Principal	jrawls@tyccomail.net	902 Main Street, Columbia, 27925 500 South Providence Street Waxhaw 28173	252-796-1121	P	Tyrell Co ALP
Union	900	Dana Crosson	dana.crosson@ucps.k12.nc.us	2785 Poplar Creek Road Henderson, 27537-0000	704-843-5771	S	South Providence (365)
Vance	910	Eric Pierce	epierce@mail.vcs.k12.nc.us	1923 Milburnie Road, Raleigh 27610	252-438-8407	S	Western Vance High (368)
Wake	920	Fred McNary	fmcnary@wccps.net	5418 Chapel Hill Road, Raleigh 27607	919-856-7710	S	Mary Phillips High School (528)
		James E. Hargett	jharrett@wccps.net	4700 New Bern Ave, Raleigh 27610	919-233-4313	S	Mount Vernon (508)
		Suzanne Warren	swarren@wccps.net	PO Box 2415, Raleigh 27602- 2415	919-231-5600	S	River Oaks Middle (438)
		Mari Wilson	jbichigh@bellsouth.net	427 W Franklin St, Warrington 27589	919-856-5929	S	John H Baker Charter (92C)
Warren	930	Clara Thompson	ctompson@wccsk12.com	802 Washington Street Plymouth 27962	252-257-7120 252-257-1266	P	Warren Co Alternative Learning Ctr Second Chance ALP
Washington	940	Joey Womble	jwomble@washington.k12.nc.us		252-793-2611	P	Renaissance ALP
Watauga	950	Mike Dreisbaugh		400 High School Dr Boone, 28607	828-386-8211	P	Watauga High Ext Day Program
Wayne	960	Theresa Cox	theresacox@wccps.org	3100 US 17 N, Goldsboro 27530 612 Breazeale Street Mount Olive 28365	919-705-6009	S	Belfast Academy (310)
		Dexter Evans	dexter.evans@wccps.org	613 Cherry Street N Wikesboro 28659	919-688-7335	S	Southern Academy (378)
Wikes	970	Dave Sidden	siddend@wikes.k12.nc.us	723 Elvie Street, Wilson 27893- 7900	336-667-1121	P	Alternative High School at the Career Education Center
Wilson	980	Donna Simms		733 East Main Street Yadkinville 27055	252-399-7900	S	Milton M Daniels Learning Ctr (306)
Yadkin	990	Kaky Berry	kaky.berry@yadkin.k12.nc.us	333 Min Heritage HS Rd Burnsville 28714	336-679-4888	S	Yadkin Success Academy (340)
Yancey	995	Randall Roundtree	rrroundtree@yancey.nc.net		828-682-6103	P	Yancey Evening School
SPECIAL SCHOOLS Special Schools							
	997	Hank Widmer		PO Box 2768 Wilson 27894-2768	252-237-2450		Eastern NC School for the Deaf
	997	Cyndie Bennett		301 Ashe Avenue Raleigh 27606	919-733-6382		Governor Morehead School
	997	Linda Lindsey		517 West Fleming Drive Morganton 28655	828-432-4044		NC School for Deaf Morganton
	997	Ann Carter		Butner 27509	919-575-3166	YDC	CA Dillon School

Alternative Learning Programs and Schools Contact List DRAFT

LEA/COUNTY NAME	CODE	PRINCIPAL/DIRECTOR	EMAIL	ADDRESS	PHONE FAX	SCHOOL OR PROGRAM	TITLE
	997	Anita Sykes		Kinston 28504	252-522-0511	YDC	Dobbs School
	997	Noami Johnson		Eagle Springs 27242	919-673-3756	YDC	Swannanoa Valley Youth Dev Ctr
	997						Samarkand Manor School