

**POLICIES AND PROCEDURES**

**FOR**

**ALTERNATIVE LEARNING**

**PROGRAMS AND SCHOOLS**

**GRADES K-12**

**Adopted September 2003**

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# TABLE OF CONTENTS

Alternative Learning Programs.....	1
I.    Legislation.....	1
II.   Mission and Vision .....	1
III.  Alternative Program Parameters .....	2-4
Establishing Alternative Learning Programs .....	5
I.    Legislation.....	5
II.   Responsibilities of State Board and Department of Public Instruction .....	5
III.  Responsibilities of Local Education Agency .....	5
IV.   The Local Plan for Alternative Programs .....	6
V.    Program Standards .....	6-7
VI.   Characteristics of More Effective Programs.....	8
VII.  Characteristics of Less Effective Programs .....	8
VIII. Alternative Education Program Evaluation .....	9
IX.   Process for Waiver.....	9
Procedures for Assignment of Students.....	10
I.    Legislation.....	10
II.   Definition of Student At Risk .....	10
III.  Referring Students .....	10-11
Responsibility of the Entity that Makes Assignment Decisions.....	12
I.    Multi-Disciplinary or Student Assistance Team.....	12
II.   Parent Involvement .....	12
III.  Data Sources .....	13
IV.   Assignment of Students with a Suspected Disability .....	13-14
V.    Long Term Suspended and Expelled Students .....	14
VI.   Students Assignments by Local Boards of Education .....	14
Responsibilities of the Alternative Learning Programs Staff .....	15
I.    Enrolling/Exiting the Alternative Program.....	15
II.   Community, Faith and State Based Support.....	16

Curriculum and Instruction .....	17
I.    Legislation.....	17
II.   Curriculum and Instruction Guidelines.....	17
Staff Requirements for Alternative Learning Programs .....	18
I.    Legislation.....	18
II.   The Administrative and Teaching Staff.....	18
III.  Additional Certified and Classified Staff.....	18
IV.   Staff Development .....	18
References.....	19
Appendices (Governing Policies) .....	20
Appendix I: Legislation Governing Alternative Programs.....	21-26
Appendix II: Strengthen Alternative Learning Programs/Schools .....	27-28
Appendix III: Waivers of State Laws, Rules and Policies.....	29-30
Appendix IV: Personalized Education Plan.....	31
Appendix V: Policy Defining “Course For Credit” .....	32
Appendix VI: Policy Defining “Instructional Time” .....	33
Appendix VII: Policy Defining “Graduation Requirements” .....	34-37
Appendix VIII: Policy Defining “Testing Requirements and Opportunities” .....	38
Appendix IX: Policy Defining “ABCs Accountability For Alternative Schools”.....	39
I.    Two Components Based of State Testing.....	39
II.   The Performance Composite shall be reported when .....	40
III.  Menu of Local Options .....	40-41
IV.   Awards and Recognition Criteria.....	41
V.    Additional Reporting .....	42
Appendix X: State Public School Funding.....	43
I.    Program Report Code 068 .....	43-45
II.   Program Report Code 069 .....	46-49
Appendix XI: Contact Information.....	50

# ALTERNATIVE LEARNING PROGRAMS

## I. Legislation

North Carolina has been very visionary in its mission to serve all students thereby providing avenues for students who may experience greater success in non-traditional educational environment.

### § 115C-12 Powers and Duties of the State Board

**“(24) Duty to Develop Policies and Guidelines for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs** - The State Board of Education shall adopt guidelines for assigning students to alternative learning programs. These guidelines 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 guidelines 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 for alternative learning programs.

## II. Mission and Vision

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 charge of developing policies and guidelines associated with the establishment and maintenance of effective alternative learning programs (ALPS) in each local educational agency (LEA).

This document is the first revision to the existing manual for ALPS. The revisions in this updated version 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 Guidelines for Alternative Learning Programs.

This revision reinforces the need to have effective policies and procedures in effect for placing and removing students in and out of alternative learning programs. It identifies minimal standards of implementation and operational procedures for alternative learning sites. Such procedures strengthen programs, and enhance the opportunity for increased student achievement and success. Additionally, this manual does the following:

- a. provides operational guidance for alternative learning programs,
- b. provides clear procedures and guidelines for transferring students from traditional schools to alternative programs,
- c. provides clear procedures and guidelines for transitioning students from alternative programs to traditional schools or other services,
- d. increases and strengthens services provided by alternative learning programs,
- e. strengthens the articulation and coordination of services for students assigned to ALPS,
- f. identifies program standards, and
- g. identifies elements of effective programs.

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 State Board of Education regulations and policies.

### **III. Alternative Programs Parameters**

Alternative learning programs are programs and schools that are designed to meet the needs of students placed at risk as a result of various factors. There are many types of alternative educational settings. However, this document only address the two types of alternative learning programs that are described in General Statutes and administrative policies. The first category of the alternative education setting is an alternative learning program. An alternative program 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. The second type of alternative education setting is an alternative school. An alternative school has a separate, independent, official school number. An official school number is the primary factor that distinguishes an alternative school from an alternative program. In this document, alternative program and alternative education refer to both alternative programs and alternative schools.

Each school [including ALPS] in the state of North Carolina is required to develop a school improvement plan that includes a safe school plan (G.S. 115C-105.27). Additionally, programs that are established in accord with G.S. 115C-105.27 or operate as quasi-independent entities should also have school improvement and safety plans.

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

- a. describe the mission and goals of the program,
- b. describe the services to be provided by the program,
- c. describe the criteria for assignment to the program,
- d. describe the process for ensuring that the assignment is appropriate for the student,
- e. describe the process for the input and participation of parents in the and exit/transition decision,
- f. describe the process for ensuring a rigorous and high quality program,
- g. serve students at any grade level,
- h. serve students who demonstrate behaviors (i.e. academic, conduct, drop-out, suspension, etc.) that put them at significant risk of school failure,
- i. serve students selected by established procedures,
- j. provide the primary instruction for students during the enrollment period,
- k. offer course and class credit for attendance and grades in each assigned course,
- l. assist students in meeting the requirements for grade promotion,
- m. assist students in meeting the requirements for graduation,
- n. participate in the State Accountability and Testing program as prescribed by law
- o. require attendance,
- p. employ highly qualified instructors and
- q. serve students 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.**)

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 need 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 standards,
- 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.

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.

## **ESTABLISHING 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.

### **I. Legislation**

The General Assembly finds that all schools [including ALPS]

- a. shall 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).

### **II. 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

- a. establishing policies and procedures for alternative learning programs,
- b. evaluating the operations and effectiveness of alternative learning programs,
- c. providing technical assistance and staff development,
- d. reviewing district level policies and plans for alternative learning programs,
- e. providing feedback to the school districts about their ALPS plan and program/s,
- f. monitoring the implementation and effectiveness of the programs and
- g. assessing programs funded through and the use of funds for at-risk and alternative programs.

### **III. Responsibilities of the Local Education Agency/LEA**

The responsibility of each local education agency shall minimally include

- a. establishing at least one alternative learning program for students who are at-risk of school failure due to academic or behavior needs,
- b. establishing a fair and equitable process for assignment of students to ALPS that are free of capricious and arbitrary features,
- c. a written policy and plan approved by the local board of education for assigning students to an alternative learning program,
- d. developing a plan in conjunction with the state policies and procedures,
- e. making the plan, process, and procedures available to parents as needed and
- f. distributing the plan throughout the school district.

#### **IV. The Local Plan for Alternative Programs**

The policy and plan must describe

- a. the program's mission, goals and expected outcomes,
- b. the target population,
- c. the process for assigning and enrolling students into the alternative program,
- d. who participates in the decision to refer a student in addition to the parent or guardian,
- e. the documentation used to establish the need for the assignment,
- 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-, , transition, and exit decisions,
- l. the faculty and staff assigned to the alternative program,
- m. the resources needed to effectively implement the *North Carolina Standard Course of Study*; and
- n. procedures to ensure the on-going effectiveness of the program and success of the students and evaluation of the program.

#### **V. Program Standards**

Standards create the expectation of a certain level of effectiveness of the program. The goal statements identified as standards for alternative learning programs and schools are based on a review of the research, the historical implementation and operation, and observation of alternative programs and schools.

1. ALPS will have established program's mission, goals and expected outcomes.
2. ALPS will identify the target populations.
3. ALPS will have a process for assigning and enrolling students into the alternative program.
4. ALPS will have access to the documentation used to establish the need for the assignment.
5. ALPS will provide the steps in the appeals process to parents.
6. ALPS will identify the documents to be transferred to the alternative program.
7. ALPS will indicate how students are transported to the program.
8. ALPS will describe the curricular, instructional day and courses to be offered.
9. ALPS will have safe, orderly, caring, and inviting learning environments.
10. ALPS will primarily provide choice in enrollment.
11. ALPS will provide for active parent/guardian participation in the assignment decision.
12. ALPS will have at least one representative to participate in the assignment decision for enrollment.
13. ALPS will have access to and utilize information from the referring entity that identifies previous interventions, strategies, or actions taken.
14. ALPS will have access to student information data prior to the arrival of the student.
15. ALPS will implement effective preparation and plans to increase positive student outcomes.
16. ALPS will have effective in-take procedures that address the preparation and plans for the student.

17. ALPS will have effective transition procedures that address the preparation and plans for the student.
18. ALPS will parent the participation in the enrollment and transition phases.
19. ALPS will have highly qualified and effective faculty and staff.
20. ALPS will have sufficient faculty and staff to carry-out the mission of the program.
21. ALPS will have a small student to teacher ratio, 10:1 or smaller, but not more than 15:1.
22. ALPS will have percent of exceptional children at a rate not higher than that for the district.
23. ALPS will ensure that special education and related services for students with disabilities are provided according to the student's individualized education program.
24. ALPS are encouraged to have teacher assistants in classes with more than ten students.
25. ALPS are encouraged to have teacher assistants assigned to all courses that have EOGs/EOCs, or other competency-based tests that are required by the State for promotion or graduation.
26. ALPS will use the *North Carolina Standard Course of Study* as the primary framework for instruction.
27. ALPS will have flexibility in implementing strategies and methods that positively impact the delivery of curriculum and instruction, and student growth and development.
28. ALPS will supplement the curriculum and instruction with life skills, character education, conflict management, and career preparation.
29. ALPS will have positive and effective whole school systems for student management.
30. ALPS will have learning environments that promote high expectations and encourages learning.
31. ALPS will have access to continuous growth and development opportunities for faculty and staff.
32. ALPS will provide staff, parents, and students with copies of the handbook that includes the policies, procedures, and standards of the school or program.
33. ALPS will cultivate a collaborative and supportive relationship with referring agencies and encourage them to maintain a demonstrated investment in the success of the students and the program.
34. ALPS will cultivate a collaborative and supportive relationship with parents that enhance the success of the students and the program.
35. ALPS will cultivate a collaborative and supportive relationship with the community that enhances the success of the students and the program.
36. ALPS will evaluate their programs and procedures to ensure the on-going effectiveness of the program and success of the students.
37. ALPS will evaluate the effectiveness of their programs based on:
  1. the mission and goals of the program,
  2. school/program improvement plan,
  3. school/program safety/crisis plan,
  4. needs assessment,
  5. parent, student, staff surveys,
  6. assessment of student outcomes,
  7. assessment of program outcomes and
  8. ABCs Accountability Model for Alternative Schools.

## **VI. Characteristics of More 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.

## **VII. Characteristics of Less Effective 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 typically not a factor in the assignment of students,
- d. “choice” is typically 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 are punitive by the deprivation of and/or lack of access to needed resources,
- h. rigid implementation and application of existing policies, rules, regulations and procedures,
- i. programs are not 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 assignment decision are often inconsistent and inequitable and
- o. policies, procedures, and practices are often viewed as unfair, inequitable, arbitrary and capricious.

### **VIII. Alternative Education Program Evaluation**

“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” G.S.-12 (24).

### **IX. Process for Waiver**

Effective July 1, 2000, each LEA is required to have at least one alternative learning program effective July 1, 2000 (G.S. 115C-105.47(32a)). The LEA may request a waiver of this requirement, or components of the Basic Education Plan. Permission to waive a requirement is not implied in the submission of the request for a waiver. Permission to waive either of the requirements can only be granted by the State Board of Education.

# PROCEDURES FOR OF STUDENTS

## I. Legislation

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

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive and disorderly,
- b. provide reasons for referring the student to an alternative school or program,
- c. provide written notification to the parent about the student's difficulties,
- d. encourage the parent to participate in all aspects and levels of decision being made for the student and
- e. provide to the alternative program all relevant student records, including anecdotal information. (G.S. 115C-105.48)

## II. Definition of Student At Risk<sup>1</sup>

A student at risk is a young person who, because of a wide range of individual, personal, financial, familial, social, behavior or academic circumstances, may experience school failure or other unwanted outcomes unless intervention occurs to reduce the risk factors. Circumstances which often place students at risk include

- a. not meeting state/local/ proficiency standards,
- b. grade retention,
- c. unidentified or inadequately addressed learning needs,
- d. alienation from school,
- e. unchallenging curricula and/or instruction,
- f. tardiness and/or poor school attendance,
- g. negative peer influence,
- h. unmanageable behavior
- i. substance abuse and other health risk behaviors,
- j. abuse and neglect,
- k. inadequate parental, family, community and/or school support,
- l. limited English proficiency *or*
- m. *other risk factors*

## III. Referring Students Placed At-risk to the School Based Committee (Student Assistance Team)

A student who is demonstrating significant academic, social, and/or behavioral difficulties which also put him/her at risk of school failure may be referred by the parent, guardian, teacher, or school administrator to the student assistance team. The Student Assistance Team will

- a. review the evidentiary information to support the reasons for the referral,
- b. document the individuals involved in the decision,

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<sup>1</sup> Definition approved by NCSBE in January 2000 and modified in September 2003.

- c. document parental participation, or the lack thereof,
- d. develop, expand or revise the intervention/action/PEP plan,
- e. document the recommended prevention/intervention strategies, resources, or services,
- f. evaluate and document the effectiveness of interventions,
- g. review interventions and student progress, the student may be referred to the entity that makes the decisions for ALPS for consideration,
- h. make available all evidentiary information to the entity that makes the decision for ALPS,
- i. provide written information to the parents or guardians of the student's concerning due process rights and the appeals process,
- j. facilitate the transfer of students for a successful transition into the alternative program and
- k. send to the alternative school or program all relevant student records, including anecdotal information.
- l. participate in the transition of students back to the regular school.

## **RESPONSIBILITY OF THE ENTITY THAT MAKES ASSIGNMENT DECISIONS**

### **I. Multi-disciplinary Team**

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 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. Therefore, this entity will

- 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 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.

### **II. Parent Involvement**

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

- a. informed of their child's progress and the lack thereof;
- b. invited to participate in making decisions that affect the of their child;
- c. informed in writing of the decision/lack of decision to assign their child in an alternative program or school.

## V. Data Sources

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

- 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 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.

## IV. Assignment of Students with a Suspected Disability or Individualized Education Programs (IEPs) to Alternative Programs<sup>1</sup>

Students who participate in the Exceptional Children's Program are provided with specific requirements that must be met. These requirements are stated below:

- a. If the student has an active IEP or is suspected of having a disability, the procedures outlined in the "*Procedures Governing Policies and Services for Children with Disabilities*" must be followed.
- b. The IEP should be review to ensure that the ALPS is able to provide the services that the student needs.
- c. The IEP Team must review, develop, or revise the IEP with all procedural safeguards and due process afforded parents, guardians, or surrogate parents. (If the student is age 18, all rights transfer to the student, the parents unless guardianship has been transferred to parent. Parents retain right of notice.)
- d. The IEP is based on student needs rather than resources available through the ALP.
- e. The IEP Team makes all decisions regarding change of placement and delivery of services for students with disabilities.
- f. IEP decisions should occur before, not after, the student is assigned to the ALP.
- g. When the ALPS Assignment Committee and the IEP Team agree that the ALPS is the appropriate school or program for the student, the LEA is also responsible for providing the resources needed to implement the IEP. This includes ensuring that a free appropriate public education (FAPE) is available by providing special education and related services, accommodations and modifications, and supplementary aids and services as outlined in the IEP.

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<sup>1</sup> Advised by the North Carolina Department of Public Instruction/Exceptional Children/ Policy Monitoring and Audit Section

- h. The LEA is also responsible for providing FAPE to students with disabilities who as a result of disciplinary suspension are assigned by school personnel to ALPS as an interim alternative educational setting (IAES) when there is a violation for drugs or weapons, and when ordered to an IAES by a hearing officer as a result of an expedited due process hearing for dangerousness.
- i. A student who has not been determined eligible for special education is eligible for protections and the procedural safeguards apply if it is determined that the LEA had knowledge that the student was a child with a disability.
- j. Transportation as a related service is a supportive service that is required to assist a student with disabilities to benefit from special education. If assignment to the ALPS presents a barrier that prevents the student's attendance due to the lack of transportation, then the transportation and related services must be provided.

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

Although G. S. 115C-366 (a5) provides for the suspension and expulsion of students in accordance with G.S. 115C-391, research and empirical observation indicate that removals from school place students at a higher risk for school failure. Local educational agencies are encouraged to provide alternative settings for students who are placed at-risk through suspension and expulsion from school. Students who are suspended or expelled from alternative programs and schools should be assisted in locating community-based alternatives through other service provider if alternative 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).”

**VI. Student Assignments by Local Boards of Education**

The local board of education or its designee has the authority to make student assignments. The local board of education's decision regarding assignment of students to public schools is final and complete<sup>4</sup>. 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.

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<sup>4</sup> G.S. 115C-366 (b)

## **RESPONSIBILITIES OF THE ALTERNATIVE PROGRAM STAFF**

The success of students in alternative programs is dependent upon a coordinated effort of everyone supporting the process and following through on critical points. Crucial aspects for consideration are the in-take process and the plan that is developed or expanded for the student. The ALP staff has the primary responsibility of making sure that this happens effectively. When a student is placed in an alternative program, the appropriate staff of the alternative program shall meet to review the records forwarded by the referring school [or committee] 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 in accordance with (G.S. 115C-105.48). Therefore, decisions should be made in conjunction with the support of the parent/guardian, and the receiving school or receiving agency. Alternative programs shall

- a. ensure that the school-based committee or the student assistance team meets to review all of the records forwarded from the referring school and/or the ALPS Committee,
- b. identify strengths and areas of need based on all available data,
- c. amend or develop the intervention/action/PEP plan which includes the target date of the exit/transition, the criteria used in determining growth, intervention strategies, resources, and services,
- d. provide a written copy of the plan to parents/guardian,
- e. ensure that IEPs are implemented for students with disabilities,
- f. encourage the participation of the parents or guardians during the student's period of enrollment and
- g. identify additional intervention strategies that include, but are not limited to,
  1. a revision of the plan,
  2. referral to another program,
  3. acquisition of community-based support and
  4. reassignment to a traditional school.

### **I. Enrolling/Exiting the Alternative Learning Program**

Services should be available to facilitate student's successful transition(s) to and from their regular school, alternative learning programs, or other state or community-based programs. The focus of the transition or exit should ensure that

- a. the exit from one to another is mutually agreed upon by the ALP, parents and receiving school/agency/program,
- b. the receiving school/agency/program is aware of, and prepared for the entrance of the student,
- c. the receiving school/agency/program is currently the most appropriate educational setting based on available data,
- d. that appropriate assessments are continued,
- e. that counseling or other support services are available,
- f. that interventions and support strategies are available to facilitate students' success,
- g. that open communication among parents, students and agencies are maintained and
- h. that the student has transportation to the new assignment.

## **II. Community, Faith, and State Based Support**

When an ALPS cannot meet a student's needs, and another type of /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

## I. 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. The strategies may include requests for waivers of State laws, rules, or policies for that school.

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 as stated in (G.S. 115C-47 (32a) and amended by SB 1099, Alternative Education Legislation, 1999 Session of NC General Assembly, effective July 1, 1999.

## II. Curriculum and Instruction Guidelines

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

- a. Use the *North Carolina Standard Course of Study*.
- b. Integrate character education and life skills throughout the curriculum.
- c. Integrate whole school systems of positive student management, discipline, peer mediation and conflict resolution across all curriculum or instruction areas.
- d. Courses should assist students in meeting graduation requirements.
- e. Award course credit to each assigned class or course.
- f. Provide instruction based on grade level(s) of students and student need.
- g. Recognize and reward achievement and growth.
- h. Assist students with transitions in relationships, change, and from one program to another.
- i. Use community services for mentoring, peer helpers, tutoring and volunteers.
- j. Provide culturally enriched opportunities.
- k. Use innovative and developmentally appropriate instructional strategies.
- l. Use portfolios, hands-on demonstrations and real-life experiences.
- m. Establish and enforce standards and rules for behavior.
- n. Identify learning styles.
- o. Use differentiated strategies in instructional presentations and student assignments.
- p. Provide necessary attention and one-to-one interaction with students.
- q. Utilize Personalized Education Plans (PEPs).
- r. Use technology to enhance instruction.
- s. Provide flexible scheduling.
- t. Assess and monitor student outcomes for success.
- u. Use instructional support delivery systems (i.e. NC Learn, on-line courses, etc.).

## **STAFF REQUIREMENTS FOR ALTERNATIVE LEARNING PROGRAMS**

### **I. Legislation**

Local boards of education shall assess on a regular basis whether ALP/S are staffed with professional employees who are well-trained and provided with appropriate staff development. Local boards should not assign to ALP/S any professional employee who has received a “below standards” performance rating within the last three years (G.S. 115C-47(32a). Additionally, G.S.-12(24) requires that “The State Board of Education shall also adopt guidelines 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.”

### **II. The Administration and Teaching Staff**

Alternative learning programs should recruit and maintain teachers that are committed to creating and maintaining safe, orderly, caring and inviting learning environments. Additionally, educators should be highly-qualified, knowledgeable about, and effectively use aspects of the following:

- a. individualized instruction and instruction modification,
- b. management of student behavior,
- c. conflict management and resolution;
- d. differentiated learning and learning styles,
- e. principles of child development,
- f. diversity and cultural literacy and fluency,
- g. character education,
- h. effective oral and written communication skills, and
- i. *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.

### **III. Additional Certified and Classified Staff**

The following should be considered minimal instructional support and auxiliary service providers for alternative programs:

- a. certified staff - assistant principal or lead teacher, school social worker, school or career counselor, school psychologist, school nurse, special education teacher (if needed), and
- b. classified staff - secretary, custodian, teacher assistance, etc.

### **IV. Staff Development**

Local boards shall provide appropriate staff development and continuous growth opportunities to all staff as they relate to the mission of the program (G.S. 115-47 (32a).

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# APPENDICES

**(GOVERNING POLICIES)**

## **APPENDIX I: LEGISLATION GOVERNING 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:

Section 1 G.S. 115C-105.27 reads as rewritten:

“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. 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 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 and shall include a plan to address school safety and discipline concerns in accordance with the safe school plan developed under Article 8C of the Chapter. The strategies may include a decision to use State funds in accordance with G.S. 115C-105.25.

The strategies for improving student performance 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 school. The strategies may also 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 that 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 and 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.”

Section 2. Article 8C of Chapter 115C of the General Statutes reads as rewritten:

#### 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.

“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-105.57.
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 qualify as an at-risk student.

"115C-105.47. Local safe school plans.

- Each local board of education shall develop a local school administrative unit safe school plan, which is designed to provide every school in the local school administrative unit with a safe, secure, and orderly climate of respect. It will also provide that appropriate personal conduct must be a priority for all students and 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.
- 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 thirteen 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 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 alternatives 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 on going 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
- 14) 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:
- 15) Maintaining safe and orderly schools; and addressing the needs of students who are at risk of academic failure or who are disruptive or both.

A clear and detailed statement of the planned use of federal, State, and local funds allocated for at-risk students, alternative schools, and alternative learning programs.

Any other information the local board considers necessary or appropriate to implement this Article.

A local board may develop its plan under this section 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 and 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. "115C-105.48 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 shall:

1. Documents 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.

Section 3. G.S. 115C-12(24), as amended by Section 8.25(d) of S.L. 1119-237 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 visited in the State Board of Education. The State Board of Education shall establish policy for the system 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 Guidelines for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. The State Board of Education shall adopt guidelines for assigning students to alternative learning programs. These guidelines 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 students' 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 adopt guidelines 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 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 programs. As part of its evaluation of the effectiveness of these 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.”

Section 4 G.S. 115C-47(32a) is amended by adding the following at the end:

“Local boards shall assess on a regular basis whether the unit’s alternative schools and alternative learning programs 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 5(a) During the 199-2000 school year, school improvement teams shall review and revise their school improvement plans to incorporate the provisions of Section 1 of this act.

Section 5(b) Local boards of education shall review and revise their existing safe school plans to incorporate the provisions of Section 2 of this act. Local boards shall submit their revised plans to the State Board of Education by July 1, 2000. The State Board shall review the plans and may make recommendations regarding their implementation. Local boards of education are encouraged to consider these recommendations prior to implementing their revised safe school plans.

## **APPENDIX II: STRENGTHEN ALTERNATIVE LEARNING PROGRAMS/SCHOOLS**

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 Guidelines. Each local board of education shall establish at least one alternative learning program or school, and shall adopt guidelines for assigning students to alternative learning programs. These guidelines 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 guidelines, local boards shall consider the State Board’s policies and guidelines developed under G.S. 115C-12(24). Upon adoption of policies and guidelines 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 Guidelines for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs. The State Board of Education shall adopt guidelines for assigning students to alternative learning programs. These guidelines 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 guidelines 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

### APPENDIX III: WAIVERS OF STATE LAWS, RULES, OR POLICIES

*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 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 Incentives for Principals**

Local boards of education may submit waiver requests related to the 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.

## **APPENDIX IV: PERSONALIZED EDUCATION PLAN**

### Recommended 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.

## APPENDIX V: 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 guidelines in the North Carolina Standard Course Of Study, locally developed curriculum guides, Advanced 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.

## APPENDIX VI: 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.

## APPENDIX VII: POLICY DEFINING “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.

**APPENDIX VIII: POLICY DEFINING “TESTING REQUIRMENTS 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.

# APPENDIX IX: 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:

#### \*\*\* Begin Policy \*\*\* (Do not tamper with this line)

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.

1. 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 8<sup>th</sup> grade to the end of 10<sup>th</sup> grade).
  - B. Combination of High School and Lower Grades:
    1. End of Course Test(s) results and End of Grade Test(s) results; and
    2. Change in Competency passing rate (from the end of 8<sup>th</sup> grade to the end of 10<sup>th</sup> 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/ 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

- a. 5/5 — Analogous to High Growth
- b. 3/5 or 4/5 — Analogous to Expected Growth
- c. 2/5 — Analogous to No Recognition
- d. 1/5 or below — Analogous to Low Performing

## V. Additional Reporting

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

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

### *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 school.

## APPENDIX X: 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)

I.

**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

## II. 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

## APENDIX XI: CONTACT INFORMATION

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