

This district has elected to provide special instructional courses and services to eligible at-risk youth to enable them to earn a high school diploma via an alternative secondary program. The district's alternative program will utilize course offerings, teacher/student ratios, and teaching strategies which are specially designed to serve the educational needs of at-risk youth

QUALIFICATIONS FOR PARTICIPATION IN THE ALTERNATIVE PROGRAM

A student may qualify for participation in the alternative program if he/she meets the following criteria:

1. The student is a resident of the district and eligible to attend grades seven through twelve (7-12).
2. The student meets three (3) of the following criteria:
 - a. Has repeated at least one (1) grade.
 - b. Was absent more than 10% during the preceding semester.
 - c. Has an overall grade point average that is less than 1.5 on a 4.0 scale.
 - d. Has failed one (1) or more academic subjects.
 - e. Is two (2) or more semester credits per year behind the rate required to graduate.
3. Or, the student meets one (1) of the following criteria:
 - a. Has substance abuse behavior.
 - b. Is pregnant or a parent.
 - c. Is an emancipated youth.
 - d. Is a previous dropout.
 - e. Has serious personal, emotional, or medical problems.
 - f. Is referred to the alternative program by a court or other governmental agency.
 - g. Meets the criteria for a disruptive student.

DEFINITION OF DISRUPTIVE STUDENT

A disruptive student is a student whose behavior:

1. Poses a threat to the physical or emotional safety of the student, other students, or school personnel; or

- 2. Is consistently disruptive or inappropriate in the regular school environment; or
- 3. Has a history of multiple suspensions and/or expulsion.

PLACEMENT TEAM

Disruptive students may be placed in this district’s alternative school upon determination that such placement is in the best interest of the student. The evaluation and determination to place the disruptive student in the alternative school will be made by a placement team appointed by the principal. The principal will convene a placement team within thirty (30) days after the principal determines the student may meet the definition of a disruptive student. The placement team will consist of appropriate school personnel knowledgeable of the student’s behavior and educational performance as well as alternative school personnel including:

- 1. An administrator;
- 2. A counselor, if appropriate;
- 3. Teacher(s);
- 4. Designee from the alternative school;
- 5. Professionals that may be working with the student; and
- 6. The student and his or her parent/guardian.

In addition to the student’s behavior, the placement team will consider the student’s academic progress, his or her student learning plan, personal and social development, treatment plans, and other appropriate issues. If the placement team determines that placement at the alternative school is appropriate, such placement will occur at a time determined to be in the best interest of the student.

SPECIAL INSTRUCTION AND SERVICES

The district’s alternative program will meet or exceed the state’s minimum academic standards. Additional instruction in the following components will be provided: personal and career counseling, physical fitness/personal health; state division approved vocational-technical; and child care with emphasis on parenting skills.

Graduation credit may be earned in the following areas: academic subjects, electives and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides, do not qualify for credit unless they are approved work-based learning experiences.

The district will provide special services, where appropriate, including a qualified day care center for parents who are students and direct social services.



LEGAL REFERENCE:

Idaho Code Sections
33-1002 33-1002C 33-1002F IDAPA 08.02.03.110.

ADOPTED: May 11, 2004

AMENDED: