



VIRGINIA BOARD OF EDUCATION

2007 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

**GOVERNOR TIMOTHY M. KAINÉ
AND THE
VIRGINIA GENERAL ASSEMBLY**

September 26, 2007



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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October 5, 2007

The Honorable Timothy M. Kaine
Governor of Virginia
Patrick Henry Building, 3rd Floor
1111 East Broad Street
Richmond, Virginia 23219

Members of the General Assembly of Virginia
Patrick Henry Building
1111 East Broad Street
Richmond, Virginia 23219

Dear Governor Kaine and Members of the General Assembly:

I am pleased to submit the Board of Education's report on Regional Alternative Education Programs pursuant to Section 22.1-209.1:2 of the *Code of Virginia*. The *Code* requires the Board of Education to report annually on the effectiveness of the Regional Alternative Education Programs.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Diane Jay at 225-2905 or by e-mail at Diane.Jay@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Billy K. Cannaday, Jr." with a stylized flourish at the end.

Billy K. Cannaday, Jr.

BKCJr/dj
Attachment

c: The Honorable Thomas Morris, Secretary of Education
Dr. Mark Emblidge, President, Board of Education

PREFACE

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.gov.

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EXECUTIVE SUMMARY

The evaluation was conducted on Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993-1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled has increased from 217 students in four regional programs in 1993-1994 to 4,205 students in 29 programs during 2006-2007. The state funding level has increased 418 percent during this same time period. Conclusions related to the program, services, and policies for the 2006-2007 school year follow:

- A majority of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance.
- The program administrators reported decreased violence, firearms, and weapons possession incidences for students while in the program as well as a decrease in substance abuse and property offenses.
- Program administrators reported ratings of good or excellent for parental involvement, technology, staff development, resources, discipline policies, selection process, student assessments, student services, and the academic program.
- Of the 293 teachers employed, 95 percent are licensed. Student-to-teacher ratios range between 4:1 and 15:1.

- The Standards of Learning (SOL) tests in English and mathematics were taken by 1,916 alternative education students during the 2006-2007 school year. These students achieved a 48 percent pass rate on the English SOL and a 33 percent pass rate on the mathematics SOL.
- The dropout rate for these students is 4.9 percent. The expulsion or dismissal rate is 7.6 percent.
- Of the students who were not eligible to graduate in the 2006-2007 school year, approximately 70 percent remained in school at the end of the 2006-2007 school year. Of these students, 48.9 percent plan to return to their regular school beginning in 2007-2008, and 21.3 percent will remain in the alternative education program.

Overall, the regional alternative education programs appear to be achieving their program purposes. The return on the public's investment for regional alternative education programs appears favorable.

CHAPTER ONE

Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions. The evaluation examined the 29 programs in operation during the 2006-2007 school year. A total of 114 school divisions worked in collaboration to form these 29 programs; some of the divisions have multiple subprograms and sites. A listing of the programs and participating school divisions is provided in Attachment A1.

Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support;
2. Review the program administrators' perceptions of the adequacy of the programs; and
3. Evaluate the performance of the programs and students.

The goals of the 29 regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for their students. They serve students who have been assigned to the school by a local board of education because: (1) the traditional school systems are not equipped to address their needs; and (2) the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to these needs. While the general goals among programs are similar, there are also differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short-term versus long-term);
- educational approaches and priorities; and
- program resources available.

Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual information data collection instrument and supplemental information provided with these reports. In June 2006 the reports were submitted by each of the 29 programs for the 2006-2007 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.

CHAPTER TWO

Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding. No local matching funding is required; however, local school divisions sometimes use local and federal monies to augment these programs by providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and non-traditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after-school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

CHAPTER THREE

Regional Alternative Education Program Overview

This chapter provides an overview of program and student trends, program purposes, organization, innovative practices, reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies of the regional alternative education programs.

A. Characteristics of Programs and Student Population

Statistical Overview – Of the 29 regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 6-8. Eighty-six (86) percent of the programs also serve grades 7-8; and 72 percent also serve 6th grade students. Three programs also serve students in grades K-5. Additionally, 62 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 2,424 assigned slots and serving 4,205 students during the 2006-2007 school year. Since students are assigned for short periods of time in some programs (e.g., a week in some cases), multiple students can be served per slot. Attachment A2 provides a more detailed overview of the 29 programs.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. A new regional program was approved by the General Assembly in 2000-2001 bringing the number of programs to 30. In 2003-2004, one regional program dissolved, thus reducing the number of programs to 29. During this same period, state funding increased from the initial General Assembly appropriation of \$1.2 million for 1993-1994 to a total state funding level of slightly over \$6.2 million for 2006-2007. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,205 students in 29 regional programs in 2006-2007. The state funding level has increased by 418 percent during this same time period.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

Table 1.
Trends in Regional Alternative Education Programs

School Year	Number Of Programs [1]	State Funding [2]	Number of Students Served
1993-1994	4	\$1,200,000	217
1994-1995 [2]	13	\$1,200,000	849
1995-1996 [2]	19	\$1,200,000	1,550
1996-1997	29	\$4,142,000	2,297
1997-1998	29	\$3,716,652	2,350
1998-1999	29	\$4,431,089	3,255
1999-2000	29	\$4,484,123	3,494
2000-2001	30	\$5,766,626	3,347
2001-2002	30	\$5,386,590	3,895
2002-2003	30	\$5,386,590	3,509
2003-2004	29	\$5,210,891	3,534
2004-2005	29	\$5,486,348	3,903
2005-2006	29	\$5,561,410	4,155
2006-2007	29	\$6,220,518	4,205

Note [1]: Some data refer to sites and some refer to programs.

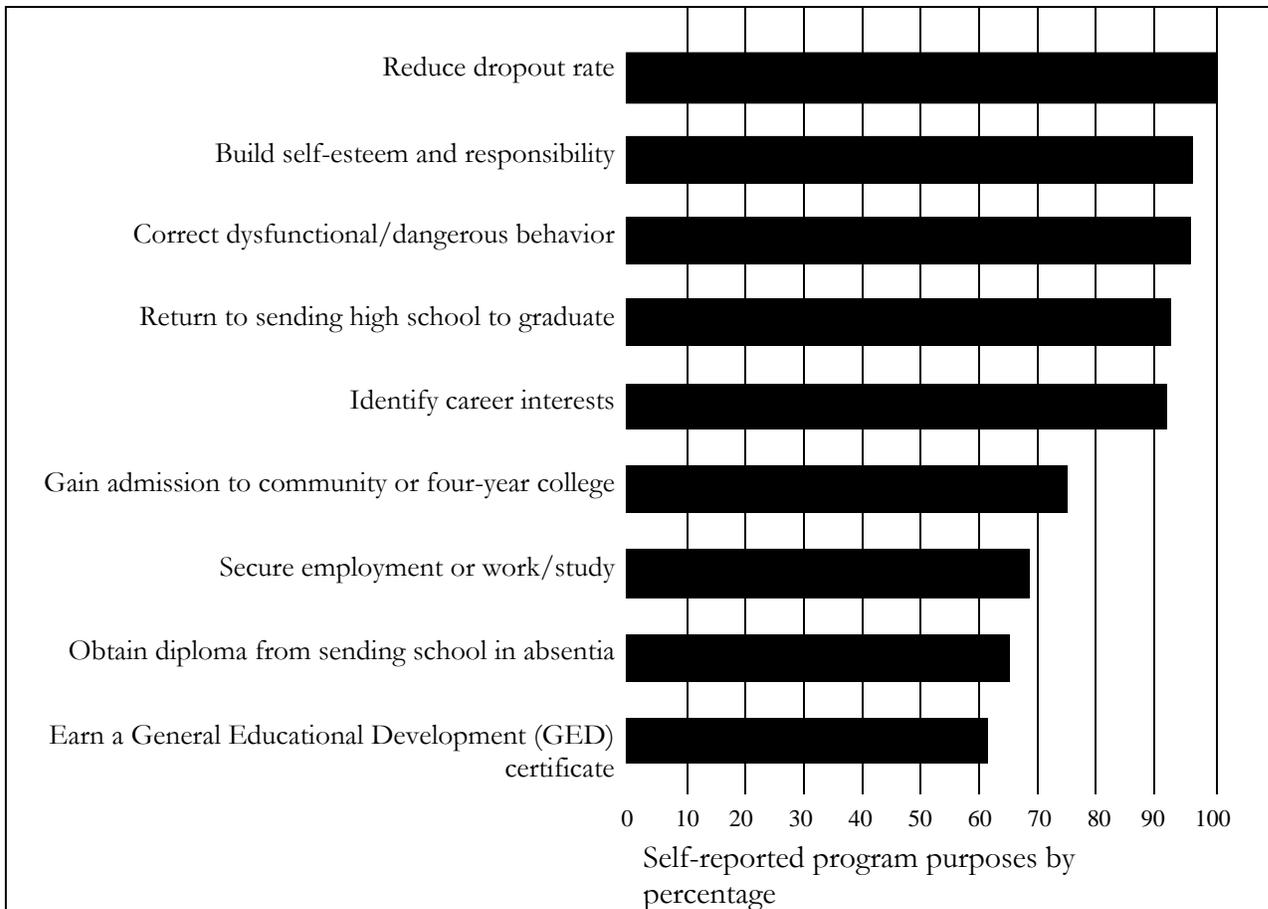
Note [2]: Federal funds were used to supplement state funds to expand the program during the 1994-1995 and 1995-1996 school years.

Program Purpose – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a different set of “program purposes,” or objectives than would be encountered in the traditional school system. As part of the 2006-2007 data collection effort for the evaluation, administrators were asked to identify the objectives most appropriate for the various sites operating within their programs. The “program purposes” reported by the majority of programs are to:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to sending high school to graduate; and
- identify career interests.

The list of program purposes, as reported by the responding program administrators, is portrayed in Figure 1.

Figure 1.
Purpose of Program



Program Organization and Innovative Practices – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 10 months a year, but the range is 9 to 12 months. Over 30 percent of the programs offer morning and evening classes. Over 80 percent organize classes by subject or course, and 50 percent organize classes by grade level. Over 80 percent of the programs report that students work independently on computer-based curricula.

Program administrators were asked to identify innovative practices they believe to have been most effective in their program. Their responses included: 1) differentiated or individualized instruction; 2) anger management counseling; 3) computer-assisted instruction; 4) small group learning; 5) small student-to-teacher ratio; 6) psychological counseling; 7) support of parents, guardians, and resource officers; and 8) service learning activities.

Reasons for Student Enrollment and Student Selection Process – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise identified by the school divisions to be best served by these programs. Consequently, these programs are structured to address the special needs of these students. Table 2 provides insight as to the primary reasons leading to student enrollments for the 2006-2007 school year.

Table 2.
Reasons for Enrollment in Regional Alternative Education Programs 2006-2007

Reasons for Enrollment	Total	Percent
Suspensions for violation of School Board Policy [2]	4,102	97.6 [1]
Chronic Disruptive Behavior	781	19.0 [3]
Drugs or alcohol	502	12.2 [3]
Intentional Injury	310	7.6 [3]
Weapons	243	5.9 [3]
Theft	36	0.9 [3]
Combination of above	502	12.2 [3]
Other [4]	2,374	57.9 [3]
Released from youth correctional centers	93	2.2 [1]
Total Suspensions and Released from Youth Correctional Centers	4,205	100

Note [1]: Percentage of 4,205 (the total number of students served).

Note [2]: Included pending violations.

Note [3]: Percentage of 4,102 (the total number of students suspended for violation of policy).

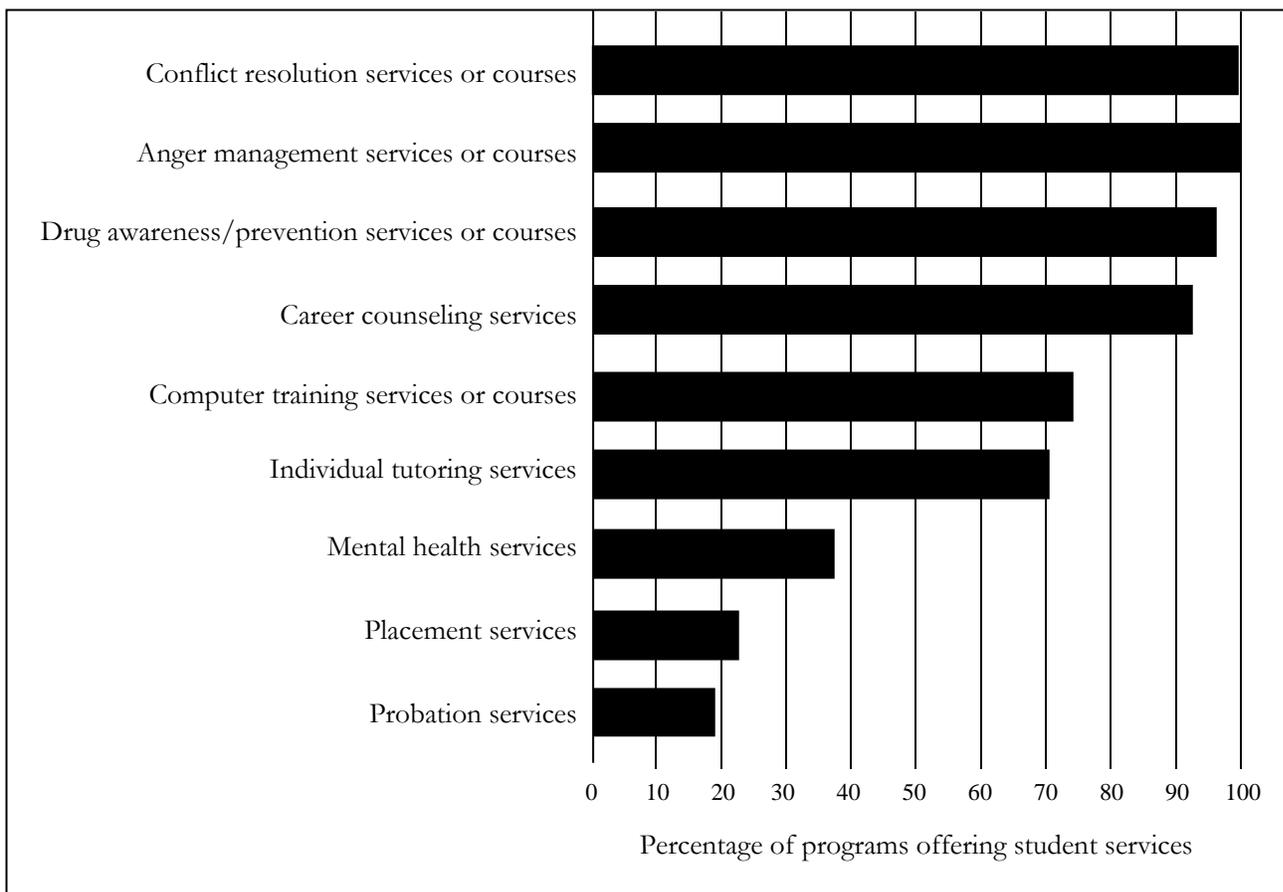
Note [4]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. The student selection process includes guidelines and criteria for admittance, and denial of admission varies from program-to-program. Most of the programs report that students were assigned to them “as a last chance option.” All of the program administrators report that parents and students are required to participate in an interview prior to an admission decision. About 83 percent of the administrators indicate that they have the option to deny admission, and almost 80 percent state that students and parents have to sign a contract (e.g., commit to the program) before admission.

Academic Offerings and Student Services – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served (e.g., K-12 grade levels, a wide variety of behavioral issues, a wide range of cognitive capabilities) and academic approaches used produce a wide spectrum of courses offered,

academic initiatives, and student services. At a general level, there are many core academic offerings and student services common to these regional alternative education programs. All 28 programs that serve high school students offer standard diploma courses. About 72 percent of these programs also offer GED preparatory courses, 55 percent offer vocational coursework, 55 percent offer independent study, and 30 percent offer work study components. Administrators indicated a need for more career and technical courses, more electives, a greater focus on literacy, and additional teachers to teach electives and assist special education students. Figure 2 provides an overview of student services offered in the regional alternative education programs.

Figure 2.
Student Services Offered



Student Assessments – Other legislative requirements for these programs include a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, over 85 percent of the programs report employing traditional assessments (e.g., an A, B, C, D, F letter grading systems, end-of-year examinations) for all students enrolled. Over 60 percent use nontraditional assessments (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, behavior) for all students. About 70 percent of the programs use combinations of traditional and nontraditional approaches to assessing their students.

General Policies – General policies vary among programs. Administrators report that the following policies are employed by their programs. Since most of these policies apply only to high schools, percentages are for programs serving grades 9-12.

- Specific criteria must be met before a student can return to a regular high school. (90 percent of programs).
- Students with an Individual Education Plan (IEP) are allowed to enroll in the alternative programs (90 percent of the programs).
- Students are limited to a certain number of academic credits earned while attending the alternative program (52 percent of programs).
- Students are allowed to take needed courses at a regular high school that cannot be provided by the alternative program (52 percent of programs).
- Students are required to return to their sending high school if they want to graduate with a standard diploma (35 percent of programs).

Discipline Policies – Discipline policies vary among programs.

- Eighty-six (86) percent of the programs state that students are subject to the rules of the sending high schools and/or have their own discipline system.
- Forty-eight (48) percent have a zero tolerance policy for misbehavior.
- Seventy-six (76) percent use behavioral contracts.
- Most programs report use of behavioral evaluation sheets daily or weekly.

B. Staff

Program Staffing – Administrators of the 29 programs reported a total of 293 teachers (in full-time equivalents). Of that number, 95 percent are licensed. Additionally, programs reported 85.5 counselors and 51.25 school psychologists. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2006-2007, the programs reported student-to-teacher ratios between 4:1 and 15:1.

Professional Development – A current program of staff development and training is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary concern of program administrators. These needs include a broad spectrum of professional development related to content areas, use of technology, programmatic and administrative issues, as well as an even broader spectrum of areas that relate to the behavioral problems common to the students served. Table 3 provides information regarding the extent to which the needs for staff professional development in the regional alternative education programs were addressed during the 2006-2007 school year.

**Table 3.
Professional Development**

Staff Development Programs	Percentage of Teachers in Program
Technology	97.6
Content work	94.5
Discipline	91.4
Alternative education practices	87.1
Conflict management	80.0
Alcohol and drug abuse	78.7
Violence	77.1
Counseling	62.6

C. Program Resources and Support

General Resources – The regional alternative education programs report that their program resources are generally satisfactory. Approximately 80 percent of all responses from the program administrators, across all categories, indicate that they perceived their program resources as either “excellent” or “good” and only three percent of the responses reflect a “poor” ranking.

External Program Support – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support, and the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide excellent support. Over 80 percent of the responses regarding these sources indicate “excellent” or “good” support.

D. Parental and Community Involvement

A procedure for obtaining the participation and support from parents is a legislative requirement of the regional alternative education program. Each program reports initiatives addressing these objectives. Of the responding administrators, 24.1 percent report that parental involvement in their program is “excellent”; 62.1 percent report “good” parental involvement; 13.8 percent report “fair” parental involvement; and zero percent reported that the parental involvement in their program was “poor.”

Perceptions regarding community involvement in the regional alternative education programs are mixed. Of the responding administrators, 6.9 percent report that community involvement in their program is “excellent”; 58.6 percent report “good” community involvement; 31 percent report “fair” community involvement; and 3.5 percent reported that the community involvement in their program was “poor.”

CHAPTER FOUR

Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

The student populations in the regional alternative education programs present challenges because the assigned students often have histories of behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option. Almost 97 percent of programs report that students are placed or assigned to their program as “a last chance option.”

The student body of any given program has less continuity from year-to-year (often from month-to-month) than a traditional school. Programs are generally small and address an array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches. They also dictate a different approach to evaluating both program and student performance. One approach for assessing program and student performance is the programs’ self-reported “program purposes” as presented in Figure 1. These include:

- reduce the dropout rate;
- build self-esteem and responsibility;
- correct dysfunctional and/or dangerous behavior;
- return students to high school to graduate;
- identify career interests;
- gain admission to an institution of higher education;
- secure employment or work/study;
- obtain diploma from sending school in absentia; and
- earn a General Educational Development (GED) certificate through an Individual Student Alternative Education Plan (ISAEP).

B. Measures of Achievement

It is difficult to consider standard measurements such as Standards of Learning (SOL) tests, attendance, and dropout rates in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

Standards of Learning – The ability to report SOL test results for students that were served in a regional alternative education program was available for the first time in the 2005-2006 school year. The figures for 2005-2006 and 2006-2007 are reported in Table 4. There were 1,916 alternative education students who took the Standards of Learning tests in English and mathematics in 2006-2007. These students achieved a 48 percent pass rate on the English SOL, and a 33 percent pass rate on the mathematics SOL for 2006-2007, however the data below do not represent cohort data because students move in and out of these programs. It is difficult to know if these same students would have performed better or worse in their home schools.

Table 4.
Standards of Learning Assessment Results in English and Mathematics [1]

Year	Students Taking SOL Tests	English Pass Rate Percentage	Mathematics Pass Rate Percentage
2005-2006	1,762	32	19
2006-2007	1,916	48	33

Note [1]: These assessment results reflect students who were in the regional alternative program during test administration.

Dropout/Dismissal Rates –The total 2006-2007 dropouts reported by the program administrators for this evaluation was 4.9 percent (i.e., 207 dropouts). The state average for dropouts for traditional schools was 1.88 percent. Most regional alternative education students are considered dropout risks prior to being assigned to these programs. The dismissal/expulsion rate for 2006-2007 was 7.6 percent, and 321 students were dismissed or expelled from the alternative programs.

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students’ academic performance. The administrators perceive somewhat or substantial improvement in approximately 80 percent of students served.

Table 5.
Reported Perceptions of Change in Academic Performance

Reported Change During Assignment to Alternative Education	Substantially Improved	Somewhat Improved	Somewhat Decreased	Substantially Decreased	No Apparent Change	Total Responses
Middle Grades – Mathematics	11.5%	53.8%	3.8%	0.0%	30.8%	26
Middle Grades – English	15.4%	61.5%	0.0%	0.0%	23.1%	26
High School – Mathematics	25.0%	60.7%	0.0%	0.0%	14.3%	28
High School – English	25.0%	71.4%	0.0%	0.0%	3.6%	28

Perceptions of Changes in Student Disciplinary Incidences – Correcting behavior is a primary goal of regional alternative education programs. Over 70 percent of the administrators reported decreases in physical violence. Slightly over 60 percent reported decreases in firearms violations. Over 70 percent reported decreases in possession of other weapons. Decreases in substance abuse use were reported by 62 percent, and 24 percent reported no change in substance abuse use. Sixty-two (62) percent reported decreases in offenses against property, while 31 percent reported no change in offenses against property.

End-of-Year Status of 2006-2007 Students – Data discussed previously in this report suggest that many of the students that the programs served in 2006-2007 were assigned as a final alternative. Most of these students were at-risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the violations that led to their enrollment in the alternative education program (see Table 2) suggest many others were candidates for future incarceration. Table A3 in Attachment A3 summarizes the status of the 2006-2007 students served by the regional alternative education programs based on data provided by the programs as of June 2007. Based on these data, approximately 70 percent of students served in the 2006-2007 regional alternative education programs remain in school, either returning to the regional alternative program for 2007-2008 (21.3 percent), or returning to their sending school for 2007-2008 (48.9 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

ATTACHMENTS

Attachment A1

Listing of Regional Alternative Education Programs – 2006-2007

Table A1.

Regional Alternative Education Programs – 2006-2007

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Bristol City Public Schools	Washington County Public Schools	Crossroads Alternative Education Program
Brunswick County Public Schools	Greensville and Mecklenburg County Public Schools	Southside LINK
Carroll County Public Schools	Galax City Public Schools	Carroll-Galax Regional Alternative Education Program (The RAE Center)
Fairfax County Public Schools	Alexandria City Public Schools	Transition Support Resource Center
Fauquier County Public Schools	Rappahannock County Public Schools	The Regional Continuum of Alternative Education Services
Fluvanna County Public Schools	Alleghany, Bath, Botetourt, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools, Radford City Public Schools	Project RETURN
Henry County Public Schools	Martinsville City and Patrick County Public Schools	Breaking Barriers
King William County Public Schools	Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools, Town of West Point Public Schools	Middle Peninsula Regional Alternative Education Program
Lynchburg City Public Schools	Appomattox, Amherst, Bedford, and Nelson County Public Schools	Regional Alternative Education Project

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youths
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools, Isle of Wight and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie, Prince George, and Sussex County Public Schools, Colonial Heights and Hopewell City Public Schools	Bermuda Run Educational Center Regional Alternative Program
Pittsylvania County Public Schools	Danville City Public Schools	Pittsylvania County/Danville City Regional Alternative School
Powhatan County Public Schools	Goochland and Louisa County Public Schools	Project Return Regional Alternative Education Program
Prince William County Public Schools	Manassas and Manassas Park City Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover and Henrico County Public Schools	Metro-Richmond Alternative Education Program
Roanoke City Public Schools	Salem City Public Schools	Roanoke/Salem Regional
Roanoke County Public Schools	Bedford County Public Schools	R. E. Cook Regional Alternative School

School Division-Fiscal Agent	Other Participating Divisions	Program Name
Russell County Public Schools	Tazewell County Public Schools	Project BRIDGE
Scott County Public Schools	Lee County Public Schools	Renaissance Program
Stafford County Public Schools	Caroline, King George, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools	Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg and Waynesboro City Public Schools, and Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Northumberland and Richmond County Public Schools	Northern Neck Regional Alternative Education Program
Wise County Public Schools	Dickenson County Public Schools and Norton City Public Schools	Regional Learning Academy
Wythe County Public Schools	Bland County Public Schools	Wythe/Bland Alternative Education Program
York County Public Schools	Poquoson City and Williamsburg-James City County Public Schools	Three Rivers Project-Enterprise Academy

Attachment A2

Profile of Regional Alternative Education Programs – 2006-2007

Table A2.

Profile of Available Slots, Students Served, and Grades Served – 2006-2007

School Division Fiscal Agent	Grades Served by Each of the Regional Alternative Education Programs												Number of Students Served*	Number of State Slots Available*	Number of Grades Served	
	K	1	2	3	4	5	6	7	8	9	10	11				12
Bristol City										x	x	x	x	59	26	4
Brunswick County							x	x	x	x	x	x	x	83	87	7
Carroll County								x	x	x	x	x	x	59	32	6
Fairfax County								x	x	x	x	x	x	63	44	6
Fauquier County								x	x	x	x	x	x	119	65	6
Fluvanna County	X	x	x	x	x	x	x	x	x	x	x	x	x	578	63	13
Henry County							x	x	x	x	x	x	x	44	31	7
King William County							x	x	x	x	x	x	x	185	110	7
Lynchburg City							x	x	x	x	x	x	x	85	67	7
Montgomery County							x	x	x	x	x	x	x	405	61	7
Newport News City							x	x	x	x	x	x	x	474	166	7
Norfolk City							x	x	x	x	x	x	x	433	116	7
Northampton County										x	x	x	x	65	22	4
Nottoway County							x	x	x	x	x	x	x	90	77	7
Petersburg City							x	x	x	x	x	x	x	54	28	7
Pittsylvania County							x	x	x	x	x	x	x	55	36	7
Powhatan County							x	x	x	x	x	x	x	55	55	7
Prince William County							x	x	x					176	64	3
Richmond City							x	x	x	x	x	x	x	57	41	7
Roanoke City							x	x	x	x	x	x	x	224	54	7
Roanoke County				x	x	x	x	x	x	x	x	x	x	47	26	10
Russell County	X	x	x	x	x	x	x	x	x	x	x	x	x	252	162	13
Scott County							x	x	x	x	x	x	x	78	61	7
Stafford County										x	x	x	x	165	55	4
Staunton City							x	x	x	x	x	x	x	107	99	7
Westmoreland County							x	x	x	x	x	x	x	71	41	7
Wise County										x	x	x	x	54	59	4
Wythe County									x	x	x	x	x	20	25	5
York County							x	x	x	x	x	x	x	48	46	7
Totals =	2	2	2	3	3	3	21	24	25	28	28	28	28	4,205	1,819	

*Since students are assigned for short periods of time in some programs, multiple students can be served per slot.

Attachment A3

Profile of Regional Alternative Education Program Student Status
End of School Year – 2006-2007

Table A3.

Status of Students at the End of the 2006-2007 School Year [1]

School Division Fiscal Agent	Number of Students Served	Total Number of Students Who...			
		Remain in the Program for 2007-2008 [2]	Returned to Sending School for 2007-2008 [2]	Dropped out in 2006-2007 [2]	Were Expelled/Dismissed in 2006-2007 [2]
Bristol City Public Schools	59	15 (25.4%)	13 (22.0%)	5 (8.4%)	4 (6.8%)
Brunswick County Public Schools	83	47 (56.6%)	6 (7.2%)	1 (1.2%)	16 (19.3%)
Carroll County Public Schools	59	17 (28.8%)	5 (8.5%)	3 (5.1%)	2 (3.4%)
Fairfax County Public Schools	63	8 (12.7%)	40 (63.5%)	1 (1.6%)	1 (1.6%)
Fauquier County Public Schools	119	55 (46.2%)	29 (24.4%)	2 (1.7%)	0 (0.0%)
Fluvanna County Public Schools	578	68 (11.8%)	200 (34.6%)	20 (3.5%)	36 (6.2%)
Henry County Public Schools	44	8 (18.2%)	16 (36.4%)	8 (18.1%)	6 (13.6%)
King William County Public Schools	185	24 (13.0%)	113 (61.2%)	2 (1.1%)	8 (4.3%)
Lynchburg City Public Schools	85	20 (23.5%)	40 (47.1%)	0 (0.0%)	2 (2.4%)
Montgomery County Public Schools	405	36 (8.9%)	368 (90.9%)	2 (0.5%)	38 (9.4%)
Newport News City Public Schools	474	57 (12.0%)	417 (88.0%)	15 (3.2%)	79 (16.7%)
Norfolk City Public Schools	433	136 (31.4%)	151 (34.9%)	66 (15.2%)	8 (1.8%)
Northampton County Public Schools	65	25 (38.5%)	4 (6.2%)	1 (1.5%)	0 (0.0%)
Nottoway County Public Schools	90	0 (0.0%)	90 (100.0%)	5 (5.6%)	7 (7.8%)
Petersburg City Public Schools	54	2 (3.7%)	22 (40.7%)	4 (7.4%)	27 (50.0%)
Pittsylvania County Public Schools	55	2 (3.6%)	27 (49.1%)	0 (0.0%)	13 (23.6%)
Powhatan County Public Schools	55	10 (18.2%)	30 (54.6%)	2 (3.6%)	1 (1.8%)
Prince William County Public Schools	176	89 (50.6%)	52 (29.6%)	7 (4.0%)	28 (15.9%)
Richmond City Public Schools	57	3 (5.3%)	53 (93.0%)	0 (0.0%)	1 (1.8%)
Roanoke City Public Schools	224	89 (39.7%)	76 (33.9%)	17 (7.6%)	1 (0.4%)
Roanoke County Public Schools	47	16 (34.0%)	10 (21.3%)	0 (0.0%)	6 (12.8%)
Russell County Public Schools	252	60 (23.8%)	62 (24.6%)	24 (9.5%)	2 (0.8%)
Scott County Public Schools	78	19 (24.4%)	23 (29.5%)	7 (9.0%)	0 (0.0%)
Stafford County Public Schools	165	11 (6.7%)	133 (80.6%)	8 (4.8%)	13 (7.9%)
Staunton City Public Schools	107	50 (46.7%)	6 (5.6%)	2 (1.9%)	10 (9.3%)
Westmoreland County Public Schools	71	7 (9.9%)	30 (42.3%)	0 (0.0%)	1 (1.4%)
Wise County Public Schools	54	15 (27.8%)	12 (22.2%)	5 (9.3%)	0 (0.0%)
Wythe County Public Schools	20	4 (20.0%)	3 (15.0%)	0 (0.0%)	1 (5.0%)
York County Public Schools	48	2 (4.2%)	27 (56.3%)	0 (0.0%)	10 (20.8%)
Totals =	4,205	895 (21.3%)	2,058 (48.9%)	207 (4.9%)	321 (7.6%)

Note [1]: Data collection regarding the number of graduates or GED recipients and students who otherwise left the program was incomplete at the time of this report and those numbers are not reflected in this chart; therefore, percentages do not total 100 percent.

Note [2]: Estimates based on data reported by the programs and follow-up communications.

Attachment A4***Code of Virginia Citation for Alternative Education Programs for Certain Students***

§ 22.1-209.1:2. Alternative education programs for certain students.

A. With such funds as may be appropriated for this purpose, the Board of Education shall establish a program consisting of alternative education options for elementary, middle, and high school students in compliance with subdivision D 6 of § 22.1-253.13:1 who (i) have committed an offense in violation of school board policies relating to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such acts or school board charges alleging such policy violations are pending; (ii) have been expelled from school attendance or have received one suspension for an entire semester, or have received two or more long-term suspensions within one school year; or (iii) have been released from a juvenile correctional center and have been identified by the Superintendent of the Department of Correctional Education and the relevant division superintendent as requiring an alternative education program. However, no child shall be assigned to any alternative education program described in this section for more than one school year without an annual assessment of the placement to determine the appropriateness of transitioning the child into the school division's regular program. On and after July 1, 1994, the program shall consist of up to 10 regional pilot projects; any additional pilot projects shall be located in regions throughout the state to provide greater geographical distribution of such projects. All such projects shall be awarded on a competitive basis to applicants responding to requests for proposals, giving priority in awarding any new sites, to the extent practicable, to applicants in areas with high student suspension and expulsion rates that meet the requirements in subsection B of this section. The Board of Education shall promulgate regulations for the implementation of the program.

B. Upon the appropriation of funds for the purposes of this section, the Department of Education shall issue a request for proposals for regional projects to pilot selected alternative education options by July 1, 1993. The first such grants shall be awarded by August 20, 1993.

In the 2001 fiscal year, and upon the appropriation of funds for these purposes, the Department of Education shall issue a request for proposals for regional pilot projects for selected alternative education options for elementary school students. The first such grants shall be awarded by September 1, 2001.

Applications for grants shall include the following components:

1. An agreement executed by two or more school divisions and approval of their respective governing bodies to pilot an alternative education option as provided in subsection A, and a plan for the apportionment of responsibilities for the administration, management, and support of the program, including, but not limited to, the facilities and location for the program, daily operation and oversight, staffing, instructional materials and resources, transportation, funding and in-kind services, and the program of instruction.

2. A procedure for obtaining the participation in or support for the program, as may be determined, of the parents, guardian or other person having charge or control of a child placed in the program.
 3. An interagency agreement for cooperation executed by the local departments of health and social services or welfare; the juvenile and domestic relations district court; law-enforcement agencies; institutions of higher education and other postsecondary training programs; professional and community organizations; the business and religious communities; dropout prevention and substance abuse prevention programs; community services boards located in the applicants' respective jurisdictions; and the Department of Correctional Education.
 4. A curriculum developed for intensive, accelerated instruction designed to establish high standards and academic achievement for participating students.
 5. An emphasis on building self-esteem and the promotion of personal and social responsibility.
 6. A low pupil teacher ratio to promote a high level of interaction between the students and the teacher.
 7. An extended day program, where appropriate, to facilitate remediation; tutoring; counseling; organized, age-appropriate, developmental education for elementary and middle school children; and opportunities that enhance acculturation and permit students to improve their social and interpersonal relationship skills.
 8. Community outreach to build strong school, business, and community partnerships, and to promote parental involvement in the educational process of participating children.
 9. Specific, measurable goals and objectives and an evaluation component to determine the program's effectiveness in reducing acts of crime and violence by students, the dropout rate, the number of youth committed to juvenile correctional centers, and recidivism; and in increasing the academic achievement levels and rehabilitative success of participating students, admission to institutions of higher education and other postsecondary education and training programs, and improving staff retention rates.
 10. The number of children who may be assigned to the regional pilot alternative education program during the school year.
 11. A plan for transitioning the enrolled students into the relevant school division's regular program.
 12. A current program of staff development and training.
- C. Beginning with the first year of program implementation, the Department of Education shall be entitled to deduct annually from the locality's share for the education of its students a sum equal to the actual local expenditure per pupil for the support of those students placed by the relevant school division in any such pilot program. The amount of the actual transfers shall be based on data accumulated during the prior school year.

D. A school board shall require written notification to the pupil's parent, guardian, or other person having charge or control, when a pupil commits an offense in violation of school board policies, which school officials determine was committed without the willful intent to violate such policies, or when the offense did not endanger the health and safety of the individual or other persons, of the nature of the offense no later than two school days following its occurrence. A school board shall require the principal of the school where the child is in attendance or other appropriate school personnel to develop appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

E. The Board shall require submission of interim evaluation reports of each pilot program biannually and shall compile these reports and other program materials and report the status of such programs on a periodic basis, as may be established, during the 1993 legislative interim to the Special Joint Subcommittee on School Crime and Violence. The Board shall report the effectiveness of such programs and their components annually to the Governor and the General Assembly beginning by December 1, 1994.

F. For the purposes of this section, "regional pilot program" means a program supported and implemented by two or more school divisions which are either geographically contiguous or have a community of interest.

G. For the purposes of this section, "one school year" means no more than 180 teaching days.

(1993, cc. 819, 856; 1994, c. 762; 1995, c. 533; 1996, cc. 755, 914; 2000, c. 739; 2004, cc. 939, 955.)