



VIRGINIA BOARD OF EDUCATION

2008-2009 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

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

October 22, 2009



COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
Richmond, Virginia 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

November 2, 2009

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
General Assembly Building
Richmond, Virginia 23218

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 request, please do not hesitate to contact Diane Jay, associate director, by telephone at 225-2905 or via e-mail at Diane.Jay@doe.virginia.gov.

Sincerely,

A handwritten signature in cursive script that reads "Patricia I. Wright".

Patricia I. Wright

PIW/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 report 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.

TABLE OF CONTENTS

SUMMARY REPORT	Page
Executive Summary	iii
Chapter One	1
Purpose	1
Objectives and Scope of Evaluation	1
Data Sources	2
Chapter Two	3
Background and Summary Information	3
Chapter Three	4
Regional Alternative Education Program Overview	4
A. Characteristics of Programs and Student Population	4
B. Staff	9
C. Program Support	10
D. Parental and Community Involvement	10
Chapter Four	11
Program and Student Performance	11
A. Considerations for Evaluating Regional Alternative Education Programs and Student Performance	11
B. Measures of Achievement	11
ATTACHMENTS	
Attachment A1: Listing of Regional Alternative Education Programs	15
Attachment A2: <i>Code of Virginia</i> Citation for Alternative Education Programs for Certain Students	18

2008-2009 ANNUAL REPORT ON REGIONAL ALTERNATIVE EDUCATION PROGRAMS

EXECUTIVE SUMMARY

The review was conducted on Virginia's 30 operational 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 4,085 students in 30 operational programs during 2008-2009. Conclusions related to the program, services, and policies for the 2008-2009 school year are as follows:

- 97 percent of the program administrators indicate that school boards, localities, and area agencies generally offer good or excellent support;
- 97 percent of program administrators reported a good or excellent rating for technology and staff development programs;
- 90 percent of program administrators reported a good or excellent rating for discipline policies, student services, and academic programs;
- 89 percent of program administrators reported a decrease or no change in violence, firearms, and weapons possession incidences for students while in the program as well as a decrease in substance abuse and property offenses;
- 73 percent of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance;
- 67 percent of program administrators reported good or excellent support from community involvement;

- 63 percent of program administrators reported a good or excellent rating for parental involvement;
- 47 percent of program administrators reported good or excellent support from the business community;
- of the 272 teachers employed, 249 (or 92 percent) are licensed;
- the average student-to-teacher ratio was 11:1;
- Standards of Learning (SOL) assessments in English and mathematics were taken by 2,543 alternative education students during the 2008-2009 school year. These students achieved a 61 percent pass rate on the English SOL and a 47 percent pass rate on the mathematics SOL;
- the dropout rate for these students is 5.83 percent. The expulsion or dismissal rate is 7.27 percent;
- of the students who were not eligible to graduate in the 2008-2009 school year and who did not dropout or were not expelled or dismissed, 72.6 percent remained in school at the end of the 2008-2009 school year; and
- of the students that were eligible to graduate from high school, 84.9 percent graduated at the end of the 2008-2009 school year.

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. There are 30 regional programs. A total of 117 school divisions worked in collaboration to form the 30 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 report 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 30 operational regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for the students they serve. They serve students who have been assigned to the school by a local board of education because the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to their 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 data collection instrument and supplemental information provided with these reports. In June 2009, the reports were submitted by each of the programs for the 2008-2009 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 nontraditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, afterschool, 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 – Twenty-four programs serve both middle and secondary students. Five programs serve only secondary students, and one program serves middle school students exclusively. Additionally, 73 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 1,822 assigned state slots and serving 4,085 students during the 2008-2009 school year. Since students are assigned for short periods of time in some programs (e.g., several weeks in some cases), multiple students can be served per slot. Several programs have expanded using local funds in order to include more students.

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 relatively 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. In 2007-2008, three school divisions withdrew from one of the regional programs to form a new regional program; however, the new regional program did not become operational until 2008-2009.

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 \$6.7 million for 2008-2009. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required. No additional state funding was required for the new program. Rather, funding was based on the number of slots already available to the three school divisions.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,085 students in the 30 operational regional programs in 2008-2009.

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 Operational Programs or Sites [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
2007-2008	29	\$6,765,069	4,002
2008-2009	30	\$6,717,848	4,085

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.

Students Served by Demographics – For 2008-2009, Table 2 summarizes the ethnicity of students.

Table 2.
Ethnicity

Ethnicity	Total	Percent
White	2,149	52.61%
African-American	1,681	41.15%
Hispanic	206	5.04%
Asian/Pacific Islander	15	0.37%
American Indian/Alaskan Native	4	0.1%
Unspecified/Other	30	0.73%
Total	4,085	100%

Students Served by Gender – Table 3 summarizes the gender of students in the regional programs for 2008-2009. The majority of students were males.

Table 3.
Gender

Gender	Total	Percent
Male	2,907	71.16%
Female	1,178	28.84%
Total	4,085	100%

Students Served by Age – For 2008-2009, Table 4 reflects the age of students at the time of placement in the alternative program. A majority of students are placed in programs between the ages of 12 and 18, with the highest number of placements for students between the ages of 14 and 17.

**Table 4.
Age at Placement**

Age	Number of Students
9	0
10	0
11	38
12	186
13	343
14	562
15	750
16	893
17	914
18	345
19	51
20	2
21	1
22	0
Total	4,085

Grade Level Placement of Students – Table 5 shows the grade level at time of placement. The greatest numbers of students are placed in the regional alternative programs between grade 8 and grade 10.

**Table 5.
Grade Level at Placement**

Grade	Number of Students
Grade 2	0
Grade 3	0
Grade 4	2
Grade 5	11
Grade 6	132
Grade 7	374
Grade 8	631
Grade 9	1,049
Grade 10	810
Grade 11	486
Grade 12	521
Ungraded	69
Total	4,085

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. 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 the sending high school to continue their education and graduate; and
- identify career interests.

Program Organization – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 12 months a year, but the average is 10 months. Full-day programs are offered in 60 percent of the programs. Morning and evening classes are offered in 37 percent of the programs. For 80 percent of the programs, classes are organized by subject or course, and 57 percent organize classes by grade level. Programs report that 57 percent of their students work independently on computer-based curricula.

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 6 provides insight as to the primary reasons leading to student enrollments for the 2008-2009 school year.

Table 6.
Reasons for Enrollment in Regional Alternative Education Programs 2008-2009

Reasons for Enrollment	Total	Percent
Suspensions for violation of School Board Policy [2]	3,094	75.74[1]
Chronic Disruptive Behavior	934	30.19 [3]
Drugs or alcohol	504	16.29[3]
Intentional Injury	263	8.5[3]
Weapons	164	5.3[3]
Theft	24	0.78[3]
Combination of above	302	9.76[3]
Other [4]	903	29.19[3]
Released from youth correctional centers	124	3.04[1]
Other(explain)	867	21.22[1]
Total Suspensions and Released from Youth Correctional Centers	4,085	100

Note [1]: Percentage of 4,085 (the total number of students served).

Note [2]: Included pending violations.

Note [3]: Percentage of 3,094 (the total number of students suspended for violation of school board 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. The denial of admission varies from program to program. Generally, the programs report that students were assigned to them “as a last chance option.” All of the program administrators report that parent orientation is offered, and 83 percent state that they offer parent-student-school contracts.

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 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. Standard diploma courses are offered in 28 programs. About 73 percent of these programs also offer GED preparatory courses; 60 percent offer vocational coursework; 60 percent offer independent study; and 33 percent offer work study components.

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, 97 percent of the programs report employing traditional evaluations (e.g., an A, B, C, D, and F letter grading system, and end-of-year examinations) for all students enrolled. Nontraditional evaluations (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, and maintaining appropriate behavior) are also used for 80 percent of students. About 77 percent of the programs use a combination of traditional and nontraditional approaches to evaluate their students.

B. Staff

Program Staffing – Administrators of the 30 programs reported a total of 272 teachers (in full-time equivalents). Of that number, 249 or 92 percent are licensed. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2008-2009, the average student-to-teacher ratio was 11:1.

Professional Development – Professional development 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 goal of program administrators. The staff development offerings include: 1) a broad spectrum of professional development related to content areas; 2) use of technology; 3) programmatic and administrative issues; and 4) a broader spectrum of behavioral problems common to the students served.

C. Program Support

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 good support. Ninety-seven (97) percent of the program administrators indicate that these sources offer “excellent” or “good” support.

D. Parental and Community Involvement

Parental and Community Involvement – A procedure for obtaining the participation and support from parents and community is a legislative requirement of the regional alternative education program. Each program reported initiatives addressing these objectives. Of the responding administrators, 13.3 percent reported that parental involvement in their program is “excellent”; 50 percent reported “good” parental involvement; 23.3 percent reported “fair” parental involvement; and 13.3 percent reported that the parental involvement in their program was “poor.” Of the responding administrators, 47 percent reported “excellent” or “good” support and 53 percent reported “fair” support from the business community. Of the responding administrators, 67 percent reported “excellent” or “good” support from community involvement, and 33 percent responded “fair” support.

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 Programs 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. Most 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 Chapter One. 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 who 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 through 2008-2009 are reported in Table 7. There were 2,543 alternative education students who took the Standards of Learning tests in English and mathematics in 2008-2009. These students achieved a 61 percent pass rate on the English SOL and a 47 percent pass rate on the mathematics SOL for 2008-2009. The data provided do not represent cohort data because students move in and out of these programs.

Table 7.
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
2007-2008	2,011	52	38
2008-2009	2,543	61	47

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

Annual Event Dropout/Dismissal Rates –The total 2008-2009 dropouts reported by the program administrators for this report was 5.83 percent. The state average event dropout rate for traditional schools in 2007-2008 was 1.89 percent. Event dropout rates for 2008-2009 will be available from the Virginia Department of Education after November 15, 2009. Most regional alternative education students are considered dropout risks prior to being assigned to these programs. The expulsion/dismissal rate for 2008-2009 was 7.27 percent. Table 8 reflects these figures.

Table 8.
Dropped Out or Expelled

Students Who Did Not Remain in School While in a Regional Alternative Education Program	Percentage
Dropped Out	5.83
Expelled or dismissed from alternative education program and did not return to another school	7.27

Perceptions of Changes in Student Academic Performance – Administrators were asked to provide their perceptions of changes in their students’ academic performance. The administrators perceived somewhat or substantial improvement in approximately 73 percent of students served.

Table 9.
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	10.0%	60.0%	10.0%	0.0%	20.0%	30
Middle Grades – English	16.7%	56.7%	0.0%	0.0%	26.7%	30
High School – Mathematics	13.3%	53.3%	13.3%	0.0%	20.0%	30
High School – English	33.3%	46.7%	0.0%	0.0%	20.7%	30

Perceptions of Changes in Student Disciplinary Incidences – Correcting behavior is a primary goal of regional alternative education programs. Table 10 reflects the administrator perceptions of changes in student disciplinary incidences while students are in the program.

Table 10.
Reported Perceptions of Change in Disciplinary Performance

Reported Change During Assignment to Alternative Education	Substantially Decreased	Somewhat Decreased	No Apparent Change	Somewhat Increased	Substantially Increased	Total Responses
Physical Violence (Serious Incidents)	26.7%	36.7%	30.0%	6.7%	0.0%	30
Other Physical Violence	26.7%	33.3%	40.0%	0.0%	0.0%	30
Firearms Related Violations	20.0%	30.0%	40.0%	10.0%	0.0%	30
Substance Abuse	6.7%	43.3%	30.0%	13.3%	6.7%	30
Offences Against Property	10.0%	33.3%	36.7%	20.0%	0.0%	30

End-of-Year Status of 2008-2009 Students – Data discussed previously in this report suggest that many of the students that the programs served in 2008-2009 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. Based on these data, approximately 72.6 percent of students served in the 2008-2009 regional alternative education programs remain in school, either returning to the regional alternative program for 2009-2010, or returning to their sending school for 2009-2010. For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs. Of the remaining students, 5.8 percent dropped out of school; 7.3 percent were expelled; and 14.3 percent listed other reasons for leaving the program which included graduating from high school, earning a GED, or transferring to another school division. Of the students that were eligible to graduate from high school, 84.9 percent graduated at the end of the 2008-2009 school year. Overall, the regional alternative education programs appear to be achieving their program purposes.

ATTACHMENTS

Attachment A1

Listing of Regional Alternative Education Programs – 2008-2009

Table A1.

Regional Alternative Education Programs – 2008-2009

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 County and Mecklenburg County Public Schools	Southside LINK
Buena Vista City Public Schools	Rockbridge County and Lexington City Public Schools	Regional Alternative Education Program
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 County, Bath County, Botetourt County, Charles City County, Clarke County, Craig County, Culpeper County, Floyd County, Franklin County, Giles County, Grayson County, Greene County, Halifax County, Highland County, Madison County, Orange County, Shenandoah County, 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 County, Mathews County, Middlesex County, Essex County, King and Queen County, and New Kent County Public Schools, Town of West Point Public Schools	Middle Peninsula Regional Alternative Education Program
Lynchburg City Public Schools	Appomattox County, Amherst County, Bedford County, and Nelson County Public Schools	Regional Alternative Education Project
Montgomery County Public Schools	Pulaski County Public Schools	Regional Program for Behaviorally Disturbed Youths



School Division-Fiscal Agent	Other Participating Divisions	Program Name
Newport News City Public Schools	Hampton City Public Schools	Enterprise Academy
Norfolk City Public Schools	Chesapeake City, Franklin City, Suffolk City, and Virginia Beach City Public Schools, Isle of Wight County and Southampton County Public Schools	Southeastern Cooperative Education Program
Northampton County Public Schools	Accomack County Public Schools	Project Renew
Nottoway County Public Schools	Amelia County, Buckingham County, Charlotte County, Cumberland County, Lunenburg County, and Prince Edward County Public Schools	Piedmont Regional Alternative School
Petersburg City Public Schools	Dinwiddie County, Prince George County, and Sussex County Public Schools, Colonial Heights City 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 County and Louisa County Public Schools	Project Return Regional Alternative Education Program
Prince William County Public Schools	Manassas City and Manassas Park City Public Schools	New Dominion Alternative School
Richmond City Public Schools	Hanover County 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
Russell County Public Schools	Tazewell County Public Schools	Project BRIDGE
Scott County Public Schools	Lee County Public Schools	Renaissance Program



School Division-Fiscal Agent	Other Participating Divisions	Program Name
Stafford County Public Schools	Caroline County, King George County, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools	Regional Alternative Education Program
Staunton City Public Schools	Harrisonburg City and Waynesboro City Public Schools, and Augusta County Public Schools	Genesis Alternative School
Westmoreland County Public Schools	Lancaster County, Northumberland County and Richmond County Public Schools, Town of Colonial Beach	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***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.)