A. PURPOSES
The Cleveland County Board of Education (the “Board”) is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the student behavior management plan developed at each school, in addition to numerous other strategies identified in Board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community.

Alternative learning programs or schools are provided as an option for those instances in which a student’s behavior management or academic performance needs cannot be met in the regularly assigned school. The purposes of an alternative learning program or school are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regularly assigned school.

Alternative learning programs and schools should serve the purposes described above. Such alternative education programs are expected to meet all Board policy and state requirements.

B. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS
Students generally are assigned to a school based on attendance area. However, the Superintendent or designee may assign any student to a school outside of his or her attendance area when the Superintendent or designee determines that such action is in the best interest of the student and school affected would not contravene the overall intent of the Board’s school assignment policies. The assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities. Students may be transferred to an alternative learning program or school on a voluntary or involuntary basis, or pursuant to a disciplinary suspension.

C. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS
In most instances, the goal of the alternative learning program or school is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program or school and those of the regular educational setting shall work together to help create a successful transition for the student.

For students identified as eligible under the IDEA, the student’s IEP team shall make all transition decisions that would result in a change in placement.

D. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS
1. **State Accountability**  
The Board will determine annually how each alternative school will participate in the State Alternative Schools’ Accountability Model. The Superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. **Information to be Reported to the Board of Education**  
Each year, the Board will evaluate each alternative learning program or school based upon reports provided by the Superintendent and any other information the Board wishes to consider.

Legal References:  

**Adopted:** July 23, 2018

**Replaces:** Board policy 4070, Alternative Schools