

**Belle Chasse Academy  
Alternative Education Policy**

**Belle Chasse Academy Policy:  
Provision of Alternative Educational Services**

**Mission and Purpose**

The primary purpose of the program is to provide uninterrupted educational opportunity for the student excluded from the regular education program. A secondary purpose is the successful reintroduction and reintegration of the student into regular student life to promote future positive social interaction and academic success.

**Learning Environments**

Every effort will first be made to enroll the excluded student in an approved alternative program in the parish in which the student resides, i.e., one of the six parishes from which Belle Chasse Academy routinely enrolls its students (Plaquemines, Jefferson, St. Bernard, Orleans, St. Tammany, and St. Charles). Upon acceptance, the student will be withdrawn from Belle Chasse Academy. The Louisiana Department of Education regulations on school accountability and MFP funding will apply, and appropriate legally-binding documents will be executed. Unless the parent/guardian presents a reasonable objection to this placement, the student will receive all education services at this alternative site during the period of exclusion.

If a cooperative endeavor with the resident school district proves unsuccessful, school Leadership will implement a collaborative decision-making process that includes parent/guardian partnership, student input, highly-qualified teachers, and community resource partnerships when applicable. In such instances, leadership will ensure commitment to delivery of high quality educational and student support services and high expectations of student performance. Instruction may be accomplished through deployment of certified, highly-qualified teachers to the home of the student (in the presence of a parent/guardian), or through an on-line, virtual school format.

Due to the provisions of IDEA relative to the discipline of students with disabilities, it is unlikely that a student requiring supplemental services, such as occupational or speech therapy, will be expelled or suspended. However, if a student requires these supports, these sessions will be scheduled at the school, outside of regular school hours. Administrative presence and supervision of the school facility will be provided during the delivery of these services.

Students and families receiving counseling services through LSU Health Services prior to exclusion from the regular school environment will be permitted to attend these counseling sessions on the Academy campus. However, sessions will be scheduled so as to preclude excessive interaction with the regularly enrolled student body.

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**Staffing**

The Alternative Education program will be staffed with effective, innovative, qualified, and compassionate educators who provide appropriate rigor in their instruction and demand student effort and excellence.

Teachers instructing core courses will be certified. Belle Chasse Academy employs full-time substitutes who are certified first through eighth grade. Additionally, Belle Chasse Academy employs at least one teacher holding the additional certification endorsement of "On-line Instructor." This person may facilitate delivery of instruction in a virtual environment in the event parental/guardian supervision can not be arranged, or a highly-qualified subject area teacher is not available for face-to-face instruction.

A school guidance counselor will be made available to conduct periodic guidance sessions with the student to provide support for the student's social and emotional development during the enforced absence from the school setting, and to facilitate a smooth reintegration into the traditional school environment at the end of the period of exclusion. In the event the student will be transitioning to another educational environment, this counselor will also provide appropriate support.

**Individualized Student Learning Plan**

In cooperation with the parent/guardian of the excluded student an individualized plan of instruction and services will be developed in order to minimize the disruption of the student's formal education and to facilitate successful completion of the grade-level courses in which the student was enrolled prior to the suspension or expulsion.

Appropriate supplemental student services (based on the provision of services prior to exclusion and current factors) will be provided as agreed upon in the Individualized Student Learning Plan.

**Timeline**

Formulation of this individualized plan will be initiated as soon as possible after a decision to expel or suspend, and subsequent denial of alternative services by the resident school district. Initiation of services will occur as soon after the plan is formulated as possible, but in no case later than five school days after the expulsion/suspension is enacted.

Members of the Student Learning Plan Team will include at a minimum the student, a parent/guardian, a member of the school Leadership team, the student's traditional teacher(s), a Guidance Counselor, the student's alternative setting teacher(s), and any providers of supplemental services. The parent/guardian may

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request the presence of advocate. Other attendees may be reasonably included as necessitated by the educational needs of the student.

The plan may be modified as necessary throughout the duration of the disciplinary exclusion, upon the recommendation of the Student Learning Plan Team. Any material changes to the plan must be documented by an official modification.

**Staff and Parent/Guardian Partnership**

Alternative education will necessitate an active partnership between the school and the parent/guardian of the excluded student. The Individualized Student Learning Plan will include a Memorandum of Agreement signed by the parent and the school, memorializing the responsibilities of each party during the provision of alternative education services. Any necessary deviation from the plan, such as conversion to a virtual environment from personal instruction or cessation of specific services, will be memorialized by amended agreement signed by both parties.

**Collaboration with Community Resources**

The school will collaborate with the Fleet and Family Readiness Center when appropriate to promote the life skills of the students and the strength of the family unit. The specific form of this collaboration and the required participation of the excluded student and/or the parent/guardian will vary according to circumstance. However, the plan of action will be incorporated into the Memorandum of Agreement between the school and the parent/guardian.

**Progress Monitoring**

Students participating in a Belle Chasse Academy facilitated alternative education process will:

- participate in the same scheduled universal screens (reading, mathematics, and behavioral emotional) as their regular-education counterparts;
- be subject to the same grading standards as their regularly enrolled grade-level peers; and,
- fulfill all state-mandated testing requirements.

**Program Evaluation**

Belle Chasse Academy will notify the Louisiana Department of Education in the event of activation of a school-based alternative program.

Belle Chasse Academy will comply with all unique Student Information System (SIS) data reporting requirements and all other alternative education reporting requirements.

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The program will be evaluated using the monitoring tool for continuous improvement as suggested in the Louisiana Alternative Education Handbook. Data triangulation will be employed to analyze program appropriateness and effectiveness. Data collection will include three different sources of data: program implementation ratings, student outcome data, and surveys of all participating stakeholders.

Upon a student's reentry to the Belle Chasse Academy regular education environment, school Leadership and guidance staff will closely monitor that student's social and academic progress for a minimum of one school-quarter or the end of the school year, whichever occurs first.

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