

Kentucky Department of Education

Guidance for Alternative Education Programs

(704 KAR 19:002)

Introduction

Historically, alternative education programs have often been associated only with at-risk students. While those students often find a home in an alternative education program, the population can also include those with special needs¹, gifted and talented², adjudicated, abused and neglected, differently abled, and other students who can benefit from a non-traditional learning environment.

In Kentucky, there are four kinds of alternative programs serving a wide array of student and district needs:

- 1) District-operated programs in a classroom or wing within a regular school (on-site);
- 2) District-operated programs in a separate facility and range in program type such as gifted/talented, disciplinary/behavior, teen pregnancy, virtual/digital, specialized programming for immigrant and refugee students, etc. (A5);
- 3) Programs for State Agency Children³ in various types of facilities such as juvenile detention centers, treatment facilities, residential group homes, etc. (A6); and
- 4) Blended A5/A6 programs.

Alternative education programs in Kentucky exist to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.⁴ Alternative education programs in Kentucky provide educational services to best address those students' individual needs. These programs serve a variety of grades with varying enrollment sizes and lengths of enrollment. Diversity among learners also requires a diversity among programs. Some alternative education programs serve students for a short period of time (e.g. less than 10 days). Others provide an environment that can support a learner for many years until graduation. Students are able to apply to some programs while others are institutions students are sent to involuntarily for a variety of reasons.

¹ Refer to definition found in [704 KAR 19:002](#)

² Refer to definition found in [704 KAR 19:002](#)

³ Refer to definition found in [KRS 158.135\(1\)\(a\)](#)

⁴ Refer to [KRS 160.380 \(1\)\(a\)](#)

Below is list of a few alternative programs throughout Kentucky that represent the diverse offerings that can exist in alternative programs. They are listed here merely as examples of how programs can be structured to fit local needs, and nothing more.

- Program A (A5)
Program A exists to meet the diverse needs of the students and families it serves, regardless of where they live or their schedules. Program A offers expanded core courses, Advanced Placement courses, Dual Credit courses, foreign languages, along with advising from a school counselor.
- Program B (A5)
The goal of Program B is to provide a welcoming and respectful environment to meet the needs of sixth through tenth grade English Learners (ELs) who have experienced interrupted schooling prior to enrollment in the school district.
- Program C (blended A5/A6)
The students in the district where Program C is located who have behavioral issues or who may have been suspended from school attend Program C. The district also offers services for students who have been expelled from school.
- Program D (A6)
The mission of Program D is to build relationships by acknowledging and encouraging positive social, emotional, and academic changes to create successful futures. This program involves the successful completion of a three-phase process communicated at the time of placement and includes behavioral, social and academic goals for students between the ages of 12-18.
- Program E (A6)
Program E is a collaborative effort between multiple local school districts that have recognized a need for this type of educational setting as a way to maximize student success. It serves students in grades K-12. The unique part about Program E is that it is currently the only alternative program that is operated through an educational cooperative in Kentucky, which includes several small districts that would otherwise struggle to provide these services using their own resources. It offers three specialized programs, one to support students who have moderate and severe disabilities and two to provide education opportunities to students who have exhibited academic, social or behavioral barriers to learning in a “traditional” classroom and school setting. Students in one of these encounter barriers such as truancy, behavior, credit deficiencies, or others, while students in the third program have individual learning needs that must be addressed to reach their maximum potential and success.
- Program F (A5)
Program F is a voluntary program that provides flexible scheduling in a supportive learning environment for students who can benefit from independent credit achievement via blended learning options.

- Program G (A5)
Program G is a voluntary alternative program for pregnant and parenting teens in grades 6-12. This program’s success is accomplished through excellent academic programming and exceptional support services that include a medical clinic, childcare center, family programs, and National Science and Mathematics Access to Retain Talent (S.M.A.R.T) grant services.
- Program H (A5)
Program H is a voluntary online/virtual program to provide students with alternative and expanded online learning opportunities. This programs can be designed for full-time (1) and/or part-time (2) experiences. Teachers and students are geographically apart from one another with all of the instruction facilitated online by a content certified teacher and through a learning management system.

Alternative Education Regulation

Pursuant to [KRS 160.380 \(1\)\(a\)](#), an “alternative education program” is defined as “a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.”

Additionally, [KRS 156.070 \(1\)\(a\)](#) grants the Kentucky Board of Education the authority over the management and control of programs operated in the common schools. [KRS 156.160](#) grants the Kentucky Board of Education the specific authority to provide administrative regulations that establish standards that alternative education programs must meet, which are outlined in 704 KAR 19:002 for all alternative education programs. This document provides guidelines for schools and districts in Kentucky to assist with the implementation of this regulation. Alternative education programs that receive funding through the Kentucky Education Collaborative for State Agency Children (KECSAC) must comply with additional regulations specific to A6 programs outlined in [505 KAR 1:080](#) and [KRS 158.135](#), which are not covered in this document

Section 1: Definitions

The following definitions are included in [704 KAR 19:002](#) or have been defined for the purposes of this guidance document.

Alternative education program - A program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Reference [704 KAR 19:002](#) and [KRS 160.380](#).

A5 alternative program - An alternative program that is a district operated and district controlled facility with no definable attendance boundaries. It is designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. The composition and characteristics of participants may change frequently and these are controlled by the local school district student assignment practices and policies.

A6 alternative program - An alternative program funded by Kentucky Education Collaborative for State Agency Children (KECSAC) serving state agency children. These students may be involved with The Department of Juvenile Justice, Department of Community Based Services (foster care), or Department for Behavioral Health Developmental and Intellectual Disabilities.

Blended learning - Blended learning classrooms mix face-to-face, online/virtual instruction, and competency based credit learning opportunities. Blended learning classrooms may adopt best practices from online learning as well as traditional classroom instruction and support for students.

Child with a disability – A child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definition in 707 KAR 1:002 for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child’s educational performance and who, as a result, needs special education and related services.

Competency-based credit – Students earn credits based on proof of mastered competencies—the skills, abilities, and knowledge required in an area of study.

Credit recovery programs – Programs that aim to help schools graduate more students by giving students who have fallen behind the chance to “recover” credits through a variety of different strategies, often online. Credit Recovery is an authentic learning opportunity with rigor and relevance, where academic progress is measured and assessed by the assigned classroom teacher.

Digital learning – Digital learning involves the use of instructional technology in the learning environment to increase student engagement, achievement, and differentiation. Instructional technology may include digital tools and content such as: computers, tablets, eReaders, interactive white boards, clicker systems, hand held devices, cell phones, graphing calculators, digital media tools, online courses, online tutorial software, and online media resources.

FAIR team – Family Accountability, Intervention, and Response team that develops enhanced case management plans and opportunities for services for children referred to the team. FAIR teams were established as part of the juvenile justice reforms passed in 2014 through [Senate Bill 200](#) and can make referrals to alternative education programs.

Individual Education Program or “IEP” – A written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#). (See also [704 KAR 19:002](#))

Individual Learning Plan or “ILP” – A comprehensive framework required for all students enrolled in public school in grades six (6) through twelve (12) for engaging in coursework and activities that will best prepare them to realize college and career success and to become contributing members of their communities and is defined in [704 KAR 3:390](#). (See also [704 KAR 3:305](#) and [704 KAR 19:002](#))

Individual Learning Plan Addendum or “ILPA” – A written action plan required for all students enrolled in an alternative program that addresses the changed educational needs of a student based upon entry into or exit from an alternative education program that includes, as appropriate, academic and behavioral needs of the student, criteria for the student’s re-entry into the traditional program, and provisions for regular review of the student’s progress throughout the school year while in an alternative education program. (Reference [704 KAR 19:002](#))

Innovative path - A new or creative alternative to existing instructional practices intended to address the unique needs of student learning and student performance of all students.

Involuntary placement - A placement not made at the request of the parent or emancipated student. The purpose of involuntary placement of a student in an alternative education program by local district school personnel or a state agency referral (e.g. Department of Juvenile Justice, Family Accountability, Intervention and Response (FAIR) team, Department for Community Based Services, and Department for Behavioral Health, Developmental and Intellectual Disabilities) is to ensure the safety of the individual student, the student body, or staff; to meet the educational needs of the student; to transition the student to a placement as a state agency child pursuant to [KRS 158.135](#) and [505 KAR 1:080](#); or for disciplinary purposes. (Reference [704 KAR 19:002](#))

Off-site program - An alternative education program located in a separate and dedicated program facility not located within the student’s assigned school. Off-site programs are assigned an A5 or A6 program code in the student information system, as appropriate. (Reference [704 KAR 19:002](#))

On-site program - An alternative education program is located within the student's assigned school. On-site programs must be designated as such in the student information system. (Reference [704 KAR 19:002](#))

Virtual classes – Courses consisting of standards-based content and skills digitally delivered in a virtual setting taught by a qualified instructor in an off-site or different location.

School/location code - A number assigned to a school or program by the state for identification and data entry/collection within the student information system.

Technical Education Database System (TEDS) – The authoritative source for all career readiness data, which provides helpful tools and resources to verify and correct career readiness data.

Voluntary placement – The placement of a student in an alternative education program at the request of the parent or emancipated student and with the agreement of school personnel to better address the educational needs of a student. (Reference [704 KAR 19:002](#))

Section 2: General Requirements for Alternative Programs (704 KAR 19:002)

[704 KAR 19:002](#) outlines a number of requirements for the operation of alternative education programs and the Kentucky Department of Education (KDE) is providing some additional guidance on best practices for meeting those requirements. Text that comes directly from the regulation is noted in italics.

A district shall ensure that each alternative education program:

- *Aligns with college and career readiness outcomes.*

Alternative education programs should have written procedure for continuous monitoring of student's progress toward Kentucky Academic standards in [704 KAR 3:303](#).

- *Is not limited in scope or design.*

Students attending should have comparable educational opportunities as those in traditional schools. Access to a comprehensive array of coursework can be achieved through virtual classes, career and technical instruction, and partnerships with local area technology centers (ATCs) and/or community and technical colleges.

- *Includes training to build capacity of staff and administrators to deliver high-quality services and programming that conform to best practices and guide all students to college and career readiness.*

- Districts must ensure that alternative programs include best practices training for all staff and administrators. This includes alternative program teachers and staff participating in district professional development opportunities.
- Staff working with students should have the appropriate background, training, and experience to work with the student population. Certified staff must be responsible for all instruction.
- Instructional staff should be trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation.
- Staff members should engage in a professional learning community (PLC) that encourages an attitude of continuous improvement.

A student enrolled in an alternative program may be eligible to participate in one (1) or more types of programs to address student learning needs that may include an alternative digital learning environment, credit recovery, or an innovative path to graduation.

Students enrolled or assigned to an alternative program must have access to the same pathways to graduation as students in a traditional learning environment, unless

specified by the local board. Innovative paths to graduation may include advanced placement, dual credit, project based learning, performance- or competency-based learning, career and technical courses leading to a workforce credential, apprenticeships, and more. If these opportunities are available to other students in the district, every effort should be made to engage alternative students as well.

☑ *Each local board of education shall adopt and annually review policies and procedures for the operation of each alternative education program within the district. Locally-adopted policies and procedures shall include the:*

- *Purpose of the program, including the ways the program supports the district's college and career readiness goals for students.*

KDE recommends the policy also identify the program's mission and vision and include a process for how the district will support and monitor ongoing continuous improvement so all students are college and career ready.

- *Eligibility criteria, as appropriate.*

Policies should describe eligibility for participation in the program, such as voluntary and/or involuntary enrollment, grade levels to be served, application procedures for voluntary enrollment, requirements for completion or exiting the program, etc.

- *Process for entering students into the program.*

KDE recommends there be a formal entry transition process including: orientation for students and guardians, assignment of adult advocate, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILPA completion, IEP review, and short-long term goal setting. It is recommended as best practice to complete the ILPA within the first ten days of a student entering an on-site or off-site program.

- *Process for transitioning students out of the program.*

KDE recommends a formal exit transition process that includes all of the following: exit assessment with students and guardians, communication with the program or school the student will be entering about the student's strengths, needs (e.g. courses needed to complete a Career and Technical Education pathway or workforce credential), and follow-up plans to ensure support.

- *Composition of the team to develop the ILPA, which shall include an invitation to the parents to participate and, as appropriate, an invitation to the student to participate.*

Additional guidance about the development of a high quality ILPA can be found at the end of this section of the guidance.

- ☑ *Procedures for collaboration with outside agencies involved with involuntary placements, including courts or other social service agencies to address student transitions between programs.*

Examples of Collaboration with Outside Agencies

Program H is an A6 program that coordinates and consults well among the family, mental health providers, and the school system in order to provide the children and their families a seamless set of services.

Program I is an A6 collaborative effort of eleven local school districts, which partners with several organizations and agencies to support successful student transitions into the community and assist students as they learn to overcome academic and personal barriers or obstacles.

Program J is an A5 program recognized for bridging high school students with a variety of resources including local businesses for employment and social services.

- ☑ *An alternative education program must be designated as either an on-site program or an off-site program.*

Both on-site and off-site alternative education programs must be designated as such in Infinite Campus. Off-site programs must contact KDE to obtain a School/Location Code in order to properly track each student’s participation in alternative education programs through the student information system. This is critical to monitor the program’s effectiveness, to maintain teacher and administrative accountability, and to effectively track students’ physical location for safety and attendance records.

Onsite programs are identified in Infinite Campus via Scheduling | Courses | Sections Tab | Special Type selection = 02: Alternative Classroom. Reference the [Alternative Education Programs \(ILPA\) Data Standards](#) for set-up instructions.

Campus Path: Scheduling | Courses | Sections Tab

A section must be set up for all content courses offered within an on-site alternative education program

Section Editor

SectionID
80863

*Section Number Teacher Display Name
1

Max Students Lunch Count Milk Count Adult Count
30 ()

Room Skinny Team Lunch Homeroom
214 Seq

Instructional Setting (Override)
(01)

*Highly Qualified
Highly Qualified

Primary Teacher

Special Type
02: Alternative Classroom

Special Type: Select from the drop list 02: Alternative Classroom

- ☑ *Alternative education program curriculum shall be aligned with the Kentucky Academic Standards established in [704 KAR 3:303](#), and the student learning goals in the ILP.*

The ILP should be reviewed annually to ensure continued alignment with college and career readiness goals.

- ☑ *Each alternative education program student shall be subject to the minimum graduation requirements established in [704 KAR 3:305](#) and any additional local district graduation requirements.*

Students attending alternative programs are subject to the same graduation requirements as students attending traditional high school. Be sure to note during intake the number of credits an incoming student has accumulated to determine whether they are on-track for graduation based on local graduation requirements. Because districts define graduation requirements locally, students in alternative programs who have attended school in other districts may have been on-track in their prior school district, but become off-track in the alternative program in the new district if the graduation requirements are different. Any discrepancies should be addressed in a student's ILPA to help ensure an on-time graduation.

Accountability

There are many ways in which the requirements for traditional schools are the same for alternative education programs. For example:

- ☑ *Alternative education programs are subject to any applicable requirements of [703 KAR 5:225](#) and Kentucky's Elementary and Secondary Education Act Flexibility Waiver, or its successor.*

Alternative education programs will be subject to requirements of Kentucky's state plan under the Every Student Succeeds Act of 2015.

- ☑ *Each student participating in an alternative education program shall be eligible to access extracurricular activities as allowed by local district and school council policies and by [702 KAR 7:065](#) or other applicable organization rules.*

Alternative programs must consider how to make extracurricular activities accessible to students at the alternative program site and as well as those that may be offered by their "home" school.

- ☑ *Each student participating in an alternative education program shall continue to be able to access resources and services already available in the district, including instructional materials, technology, district library and media specialists, tutoring, intervention, and counseling services, in furtherance of each student's educational program as determined through the development of the ILPA.*

Districts must create formal structures or mechanisms to ensure access to district resources are accessible to other students in the district, particularly for off-site alternative programs. Additional considerations may be needed for students placed in settings affiliated with the juvenile justice system to ensure equitable yet appropriate access.

ILPA

The ILPA is required for students in all alternative education programs (i.e. on-site and off-site). Ongoing support and training is provided to the districts through the [KDE Alternative Education Programs website](#). Reference the [Alternative Education Programs \(ILPA\) Data Standards](#) for set-up and detail instructions of data entry within Infinite Campus.

- ☑ All districts must develop an ILPA for each student who is removed from their traditional classroom and placed into an alternative education program with the exception of short term placement. **KDE recommends that an ILPA be developed for students within ten days of placement in the alternative setting.**
- ☑ Each alternative program must establish a team to develop and monitor progress toward completion of a student's ILPA. Per regulation, the team must include an invitation to parents to participate as well as the student, when appropriate. School personnel from both the alternative program and referring school should be included on the team. **KDE recommends the inclusion of teachers, administrators, guidance counselors and outside agencies, when appropriate.**
- ☑ As delineated in the definition, the ILPA must include, as appropriate:
 - *Academic and behavior needs of the student,*
 - *Criteria for the student's re-entry into the traditional program, and*

- *Provisions for regular review of the student's progress throughout the school year while in an alternative education program. KDE recommends reviewing the [ILPA Training PowerPoint](#) available on the [KDE's Student Information Systems-Alternative Programs and ILPA website](#).*

Ongoing monitoring and routine assessments must occur as outlined in the ILPA to ensure student needs are being met and progress is being made toward the student's goals and objectives. **KDE recommends progress monitoring according to the same timeline as progress is reported in the other schools in your district.** This may include but is not limited to:

- Formative and summative assessments
- Standardized testing (MAP, TABE, etc.)
- Behavioral assessments or other progress monitoring tools.

For students with an IEP, the IEP can be used to satisfy the ILPA requirement. However, a 504 plan does not suffice for the ILPA requirement.

Section 3: Placement of Students and Transition

District Enrollment

Districts must establish written policies and procedures for student placement and transition(s) in and out of alternative programs for voluntary and involuntary placements, as appropriate, according to the following requirements:

(1)(a) The placement of students to an alternative program by the district shall be either voluntary or involuntary.

Regardless of whether the placement is voluntary or involuntary, the transition planning process is essential to ensuring minimal interruption of educational services and learning for students, and should be detailed in the ILPA. Best practices may include the following:

- Include both the referring school and alternative program in the transition planning to facilitate high levels of collaboration and communication that address the educational needs of the student (i.e., academic, behavior, emotional, learning needs, College and Career Readiness goals) to ensure the student stays on course for high school graduation and college/career readiness.
- Planning to ensure the student’s successful and sustained re-entry into the referring school. Staff that have been working with the student in the prior setting as well as staff that will be working directly with the student moving forward should be a part of the planning process.

(b) A student entering an alternative program shall meet the eligibility requirements for entering the program established by the local board pursuant to Section 2 of this administrative regulation.

Other District Enrollment

For districts enrolling students in an alternative program in a different district:

- The alternative program (where the student is receiving services) will be responsible for tracking of the student’s records, attendance, grades, etc.
- The referring school/district will be the school of accountability.
- For the purposes of tracking within Infinite Campus, select “District of Accountability” as referring district and select “School of Accountability” as the referring school. This will ensure the home district receives the accountability results for this student.
- Reference [Alternative Programs – Out of District Data Standards](#) for specific examples and set up instructions.

Career and Technical Education Enrollment

If a student is placed in an alternative educational program and is enrolled in a Career and Technical Education program at the A1 school:

- ☑ FIRST create an enrollment at the alternative program with a start status of R02, start date as first day enrolled in alternative program.
- ☑ THEN open enrollment at the A1 school and enter an end status of W02, with an end date as the last day of attendance. (This will keep the TEDS record for the CTE program active at the student's A1 school.)
- ☑ When a student will transition out of an alternative education program that offers CTE courses, KDE recommends alternative program staff work with the receiving school to make every effort to support those students in continuing with their CTE pathway and should be included in the ILPA as part of the transition planning for exit from the alternative setting.

Other Requirements Related to Placement of Students

(c) The district shall ensure that an ILP, as required by [704 KAR 3:305](#), exists prior to placement of a student in an alternative education program.

Additional information about ILP completion is available on the [KDE's Individual Learning Plan website](#). While the ILP must be completed prior to the placement of a student in an alternative program, the ILPA is completed after the student is placed in the alternative program.

(2)(a) The placement decision for all students with an IEP shall be made through the admissions and release committee (ARC) process pursuant to [707 KAR 1:320](#).

(b) For a child with a disability, the IEP shall address the changed educational delivery needs of the student based upon entry into or exit from an alternative education program.

(c) The placement decisions for a student who has been identified under 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended, shall be made through a team process consistent with the applicable requirements outlined in 34 C.F.R. Part 104.

There are additional considerations for students who are eligible or currently receiving special education services through either an IEP or 504 plan. You can find additional information about meeting those requirements on the [KDE's Special Education Services website](#).

Section 4: Costs and Expenditures

Each district shall use the statewide financial management system and chart of accounts to track costs and expenditures associated with each alternative education program operating in the district.

Expenditures associated with alternative programs should be coded in MUNIS by utilizing the following program codes:

- Program code 451 – Alternative Education. Activities for students assigned to alternative campuses, centers, or classrooms designed to provide improved behavior modification and/or an enhanced learning experience.
- Program code 452 – At-Risk Education. Activities for students, who may, for either personal or scholastic reasons, be at risk to drop out of school.

Section 5: Data

- (1) *Each district shall utilize the student information system to enter data regarding each student enrolled in an alternative education program.*

On-site Alternative Programs (within the school building or campus)

For the purposes of tracking within Infinite Campus, on-site alternative programs will need to utilize the course sections for the content classes received in the alternative program within Infinite Campus indicating “Special Course Type = Alternative.” This may also be used for students taking only one or two courses within the on-site alternative program.

Off-site Alternative Programs (A5, A6, or blended)

For the purposes of tracking within Infinite Campus, off-site alternative programs must request a School/Location code. This is critical to monitor the program’s effectiveness, to maintain teacher and administrative accountability, and to effectively track students’ physical location for safety and attendance records.

- (2) *Data collected shall include demographic, programmatic, or other data fields contained in the student information system or required by the department to track and report student participation, educational programming, achievement, and transition to and from alternative education programs.*

- Collected data can be entered by any of the following alternative program staff: principal, assistant principal, counselor, teacher, clerk, or administrative personnel. This data can be used to track student progress to graduation, track chronic absenteeism, monitor behavior, record career interest, and to assess student needs during transitions. KDE recommends use of the Persistence to Graduation and Early Warning tools and the Chronic Absenteeism custom report, available in Infinite Campus, on a regular basis as part of the alternative program’s process for monitoring each student’s progress and to adjust interventions, as appropriate.
- It is imperative that student data remain intact during transitions in and out of alternative programs. All data must be entered in a timely fashion in order that student records remain accurate and up to date.

Section 6: Personnel

Alternative education programs teachers and administrators shall be subject to the teacher certification requirements established in [KRS 161.020](#), and shall comply with the classified and certified assignment restrictions established in [KRS 160.380\(3\)](#).

Consider the following when staffing any alternative program:

- While alternative programs are not required to have a certified school principal on staff, they must have certified staff. **KDE recommends having staff equipped with the expertise to best meet the needs of the specific student population.**
- Alternative programs are not required to have a School Based Decision Making (SBDM) council. **KDE recommends that parent and community engagement can be accomplished through advisory councils, project based learning opportunities, and volunteering (where permitted).**
- Alternative program teachers must meet all of the same general teacher certification requirements as other district teachers. Teachers who instruct courses in a subject area in which they are not certified are required to use curriculum that has been reviewed regularly by a teacher who is certified for that particular subject area.
- As required by a student's IEP, alternative programs are required to have a certified special education teacher on staff to provide specially designed instruction as set forth in the IEP. The district is also responsible for implementing any related services (e.g. physical therapy, occupational therapy, etc.) in the alternative program if provided in the IEP. A certified teacher who is not special education certified can be designated to be responsible for implementation of a student's IEP for those aspects of the IEP where a special education certified teacher is not required. Alternative program teachers are required to collaborate with the district's special education staff to ensure the IEP is being implemented.
- Districts must ensure that alternative programs include best practices training for all staff and administrators. This includes alternative program teachers and staff participating in district professional development opportunities.
- **KDE recommends superintendents or local boards create policies and incentives to encourage the most highly skilled certified and classified staff be assigned to alternative programs due to the increased needs of those students.**

Example of Personnel in an Alternative Education Program

Program K is an A6 located in a county detention center. This program has been recognized by KDE multiple times as an [Alternative Program of Distinction](#). The program is staffed with two Nationally Board Certified Teachers (special education and social studies) and a certified math teacher. This program is dedicated to continuous improvement, student engagement, parent involvement and community partnerships to ensure the best outcomes for their students. They attempt to address the needs of the whole child by offering rigorous and relevant academic instruction as well as programs to improve mental health and emotional success.