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| Perry County School District    **Alternative School**  **Handbook**    **2025-2026** |

**MISSION STATEMENT**

***The mission of the Perry County Alternative School is the acronym ROAR which means the following:***

***R= Respect Yourself and Others***

***O= Own Your Choices***

***A= Always Be Safe***

***R= Responsibility to School, Community and Self with My Academic and Social***

***Skills to be College and/or Career Ready***

**VISION STATEMENT**

***The vision of the Perry County Alternative School is to provide quality and dedicated staff, a positive and supportive environment, and high standards to achieve academic growth along with success to prepare students for the return to home school placements.***

**BELIEFS**

* ***All students can learn and have a right to a quality education.***
* ***Education is a shared responsibility that unites the students, home, school, and community in the decision-making and problem-solving process while creating a mutual bond of respect and trust.***
* ***Students learn best in an atmosphere where continuous communication and support exist among parents, students, teachers, and community.***
* ***Education prepares everyone for the challenges of their home school placements and is a continuous learning process.***
* ***Goals and achievable education outcomes should be clear and explicit.***

**PURPOSE**

***The purpose of the Perry County Alternative School is to accommodate the behavioral needs of elementary/middle school aged students (Grades K-8) enrolled within the elementary schools within the Perry County School District which cannot be adequately addressed in a traditional school environment. In addition, the Perry County Alternative School provides direct social, emotional, and behavior management support while providing individualized academic instruction during the school day to students who are enrolled for the scheduled time.***

**FOREWORD**

***The Perry County Alternative School Handbook was developed in a collaborative effort with valuable input and suggestions from appropriate District Staff such as,the Elementary School Administration, Perry County Alternative School Staff, District Special Education Consultant, Director of Special Education, Central Office Administration and Instructional Supervisors at Central Office.***

***The Perry County Alternative School Handbook has two sections Behavior and Resources. Within this Behavior section, the components discussed will describe the following: Focus, Enrollment, Instruction/Curriculum, Specific-Related Topic(s), and Exit/Transition. The Resource section contains forms that can be used for additional documentation if needed.***

***DISTRICT INVOLVEMENT STAFF***

|  |  |
| --- | --- |
| **Superintendent** | ***Kent Campbell*** |
| **Deputy Superintendent** | ***Johnny Wooton*** |
| **Assistant Superintendent** | ***Kristie Gorman*** |
| **Central Office Administration--Instruction** | ***Josh Baker*** |
| **Director of Special Education/Alternative Schools Program Coordinator** | ***Harvey Colwell*** |
| **District Special Education Consultant** | ***Lola Taylor*** |
| **Perry County Elementary/Middle School Administration** | ***East Perry Elementary-- (Jennifer Hickerson/Ashley Watts–Assistant Principal)***  ***West Perry Elementary-- (Emily Duke Kemper/Kyle Mullins-Assistant Principal)***  ***Viper Elementary--(Melissa Ritchie)***  ***R.W. Combs Elementary-- (Angie Back)***  ***Robinson Elementary-- (Jamie Fugate)***  ***Buckhorn School– Christie Hyden-Stamper-Principal/Mildred Blank -Assistant Principal)*** |
| **Perry County Alternative School Staff** | ***2 Perry County Alternative Teachers***  ***Perry County Alternative (Paraeducator)*** |

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| Perry County School District    **Section 1:**  **BEHAVIOR** |

**FOCUS**

**The focus of the behavioral aspect of the Perry County Alternative School is to provide specific behavioral intervention to elementary/middle school students (grades K-8) from the Perry County School District (all elementary grade schools) who may need individualized behavioral support due to multiple major disciplinary misconduct within the traditional classroom environment. By utilizing the Perry County Alternative School for behavioral intervention, disciplinary suspensions as well as expulsions should reduce due to the high number of students receiving behavioral remediation in a more individualized setting.**

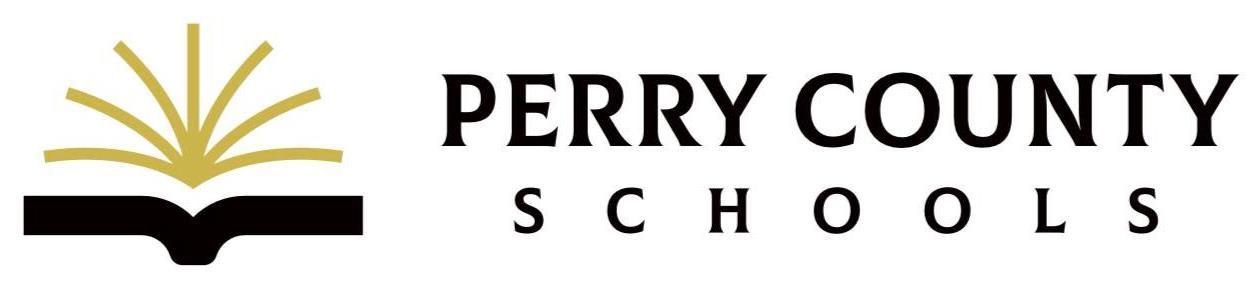
**ENROLLMENT**

**The following processes are the steps for the enrollment at the Perry County Alternative School for behavior: Note: Endangered behaviors which constitute harmful actions toward a student's self or others or any other behaviors as stated within the Perry County Schools Handbook would be clarification for being exempted from following these specific steps.**

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| **STEP 1: Behavioral Referral Form** |

**An elementary grade school student (grades K-8) may be enrolled at the Perry County Alternative School for behavior intervention after a behavioral referral request has been completed by the elementary school administration. Elementary school administration must notify the district special education consultant and send the behavioral referral request form. \*The behavioral referral request form can be seen on the next page.**

**Note: Endangered behaviors which constitute harmful actions toward a student's self or others or any other behaviors as stated within the Perry County Schools Handbook would be considered referral exempted due to circumstances. Remember long-term placements need to be reconsidered and each placement needs to be based on the individual needs as well as following the Perry County School District handbook corresponding to consequences for behavior/behavior types.**



**Alternative School Enrollment Form**

**School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Request:\_\_\_\_\_\_\_\_\_\_\_\_**

**Referring Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name** | **DOB** | **Gender** | **Grade** | **Regular Education or Special Education** | **ILPA Meeting Date**  **(if applicable)** | **ARC Meeting Date**  **(if applicable)** | **# Days of Placement** | **FBA/BIP Implementation** |
|  |  |  |  |  |  |  |  |  |

**Briefly describe the following areas below:**

|  |  |
| --- | --- |
| **Reason(s) for Placement** |  |
| **Disciplinary (ODR, Behavior Support Plan and Positive Behavior Interventions)** |  |

**HOME Enrolled SCHOOL MENTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Principal(s) Signature(s):** | **Date:** |

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| **STEP 2: ILPA Meeting (if applicable) or IEP meeting (if applicable)** |

**After the behavioral referral has been received by the District Special Education Consultant, then elementary school administration will be notified about an upcoming ILPA Meeting (if the behavioral request for enrollment in the Perry County Alternative School exceeds 10 days for students unidentified with a special needs area ) or IEP meeting (if the student has a current IEP for special education services).**

**During these meetings, behavior intervention strategies will be discussed and the number of considered placement days in the Perry County Alternative School can be requested by the Elementary School Administration in reference to the behavioral misconduct. NOTE: Each placement will be on an individual basis and dependent upon the individual need(s) of the student(s). Remember to reconsider using long-term placements; enrollment should focus on behavior remediation in an attempt to reduce suspensions and expulsions from the traditional school environment.**

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| **STEP 3: Enrollment in the Perry County Alternative School for Behavioral Intervention/Positive Supports** |

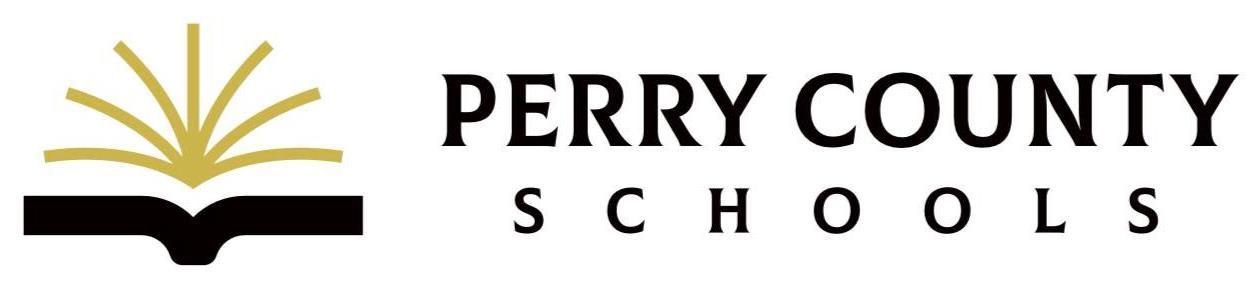
**After completing the ILPA meeting (if applicable) or an IEP meeting (if applicable), the enrollment into the Perry County Alternative School is complete. Final enrollment into the Perry County Alternative School will be reflected within IC (Infinite Campus) and a student daily schedule will be created.**

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| **STEP 4: Monitoring Student Progress with Behavior Interventions/Positive Supports/Transition** |

**Students who are enrolled in the Perry County Alternative School for behavioral intervention and positive supports will be monitored daily by a behavior matrix in which progress will be documented in order to determine improvements areas or areas needed for positive reinforcements. Daily check-outs with students prior to dismissal will provide immediate feedback on improvements and will refer to their daily behavior matrix form.**

**As students earn the privilege to be transitioned to their enrolled elementary school, their daily behavior rubric will become part of the student’s responsibility as they learn to adjust to new positive behavioral supports. Daily and/or weekly consultant check-ups (dependent upon the student’s needs) will be completed by the Perry County Alternative School Staff with the corresponding enrolled elementary school of the student in order to give behavioral support/interventions, as well as to determine current progress during this transition period. The Perry County Alternative Staff can review the teacher’s recommendations and daily/weekly consultation reports to assist in determining the overall progress of the student’s behavior.**

**\* See the Daily Behavior Rubric as well as the Daily/Weekly Behavior Transition form on the following pages.**



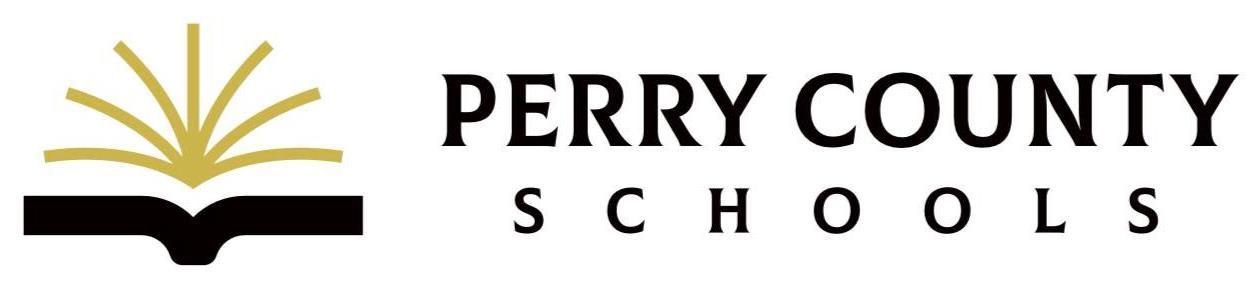
**Alternative School**

**Daily Behavior Rubric**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GOAL(S)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target Behavior** | **4** | **3** | **2** | **1** | **COMMENTS** |
| **Academic Behavior-Working Cooperatively**  **Every student is expected to work cooperatively as a classmate and as a teammate at all times.** | **The student works cooperatively without being asked.** | **The student works cooperatively when asked or cued.** | **The student works cooperatively only when required to do so.** | **The student refuses to work cooperatively.** |  |
| **Target Behavior** | **4** | **3** | **2** | **1** | **COMMENTS** |
| **Academic Behavior-Following Directions**  **Every student is expected to pay attention to the teacher or presenter when instructions are given for an assignment or activity.** | **The student follows instructions and procedures without being reminded or cued.** | **The student follows instructions and procedures when reminded or cued.** | **The student follows instructions and procedures only when required to do so.** | **The student refuses to follow instructions and procedures.** |  |
| **Target Behavior** | **4** | **3** | **2** | **1** | **COMMENTS** |
| **Social Behavior**  **Every student is expected to follow the school rules and to behave appropriately while in school and to be courteous to everyone.** | **The student consistently follows school rules and uses appropriate behaviors and social skills without being asked.** | **The student follows school rules and uses appropriate behaviors and social skills when asked.** | **The student follows school rules and uses appropriate behaviors and social skills only when required to do so.** | **The student refuses to follow school rules and use appropriate behaviors and social skills.** |  |
| **Target Behavior** | **4** | **3** | **2** | **1** | **COMMENTS** |
| **Individual Behavior Goal**  **This is a measure of the student’s performance level meeting their individual behavior goal above.** | **The student displayed target behavior for the entire class time without adult intervention.** | **The student displayed target behavior for most of the class period with minimal adult intervention.** | **The student displayed target behavior for some of the class time with some adult intervention.** | **The student displayed target behavior for little to none of the class period with several adult interventions.** |  |



**Alternative School**

**Daily/Weekly Behavior Transition Form**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Person(s) Completing Form:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions: This tool can be used on a daily or weekly basis to guide the on-going communication between the partner which is the student enrolled Elementary School within the Perry County School District and the collaborating team teacher(s) (Perry County Alternative School) in order to determine the effectiveness of positive behavioral strategies and supports provided during transitioning to the student.**

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| **AREAS ADDRESSED** | **ANSWER TO SPECIFIC AREA** | **COMMENTS** |
| **The instructional and behavior strategies being utilized are helping the student make progress in…..** | **YES NO** |  |
| **….managing his/her own behavior.** | **YES NO** |  |
| **….demonstrating appropriate social skills with adults and other students.** | **YES NO** |  |
| **...communicating his/her own needs** | **YES NO** |  |
| **...initiating and sustaining appropriate involvement in the classroom.** | **YES NO** |  |
| **..achieving a level of independence.** | **YES NO** |  |
| **...following teacher directions.** | **YES NO** |  |
| **..completing classroom tasks and assignments.** | **YES NO** |  |
| **...completing outside assignments.** | **YES NO** |  |
| **Other (specify):** |  |  |

**INSTRUCTION/CURRICULUM**

**Instructional delivery to the Perry County Alternative School students for behavioral intervention and positive support services as well as provided grade level instructional content will be provided by the Perry County Alternative School Staff. Collaboration and consistent communication with the enrolled Elementary School can be utilized to ensure that grade level content is being instructed with district required aligned pacing guides for curriculum. When enrolled students are transitioned due to improvements in behavior, the Perry County Alternative School will be a collaborative partner with the enrolled Elementary School to ensure grade level instructional content resumed as intended with behavioral progress monitoring communicated daily and/or weekly (dependent upon student need) with the enrolled Elementary School.**

**SPECIAL CIRCUMSTANCES/TOPICS**

1. **When referring students for behavioral intervention, Elementary School Administration needs to ensure that various behavioral implementations have been utilized BEFORE a referral is completed unless the misconduct is severe enough to exclude the referral process. Elementary School Administration needs to ensure that the Perry County School District’s student handbook defining specific behaviors (minor/major) as well as consequences following those behaviors have been followed.**
2. **The number of suggested days of enrollment for behavioral intervention through the Perry County Alternative School will be requested by Elementary School Administration. The ILPA or IEP committee members will discuss and review the current behavioral situation with the number of referred days as requested by Elementary School Administration. Note: Elementary School Administration will keep in mind that the final number of enrollment days need to be dependent upon the individual needs of the referred student. Long-term placements need to be reconsidered due to the focus of receiving proper behavioral remediation and interventions within intervals allowing progress to occur within the traditional school environments.**
3. **Instructional delivery for the enrolled student at the Perry County Alternative School will be provided by the Perry County Alternative School Staff and the Perry County Alternative Staff will collaborate with the enrolled Elementary School Staff to ensure transitioning with behavior supports as well as continuation of grade level instruction/curriculum. The Perry County Alternative Staff will collaborate with the enrolled Elementary School Staff to ensure that the student’s grades upon transitioning are currently and accurately documented.**
4. **If student enrollment for behavior exceeds a 10 day placement, an ILPA meeting will need to be completed. All appropriate committee members will need to attend and complete the action target behavioral plan before student enrollment.**
5. **If a student is currently identified as special needs with an active IEP plan and is referred for behavioral intervention due to misconduct, an IEP meeting must be completed. All appropriate committee members will need to attend and complete amendments to the IEP in order to reflect a change of placement for services. Reminder: Final enrollment days within the Perry County Alternative School for SPED students will be determined within an ARC (Admissions Release Committee) meeting and is dependent upon student need.**

**EXIT/TRANSITION**

**If the enrolled student makes adequate progress according to the individual behavior rubric and weekly progress monitoring forms completed by cooperating teachers as well as mainstreaming within the classrooms, the student will be exited from the Perry County Alternative School for behavioral interventions with positive support.**

**The Perry County Alternative School Staff will do follow-up checks routinely to ensure that the full time transitioning to the enrolled Elementary School is successful. A communication log sheet can be used to document any follow-up contacts with students, other teachers, and/or parents/guardians. The communication log sheet can be found within the Resource section of this handbook.**

# **STUDENTS 09.4341 AP.21**

**Alternative Education Notification**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_ Birthdate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_ Gender \_\_\_\_\_\_\_Race \_\_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address/Home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email Address/Work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Work \_\_\_\_\_\_\_\_\_\_\_

Home \_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian,

This letter is to notify you that your son/daughter has been assigned to the District Alternative Education Program. Reason(s) for the assignment include:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Your child’s team looks forward to meeting with you to discuss development or amendment of the individual learning plan addendum for your child, and other matters related to provision of alternative education program services. The meeting will take place on \_\_\_\_\_\_\_\_\_\_\_\_\_\_(**DATE**) at \_\_\_\_\_\_\_\_\_\_(**TIME**) at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**location**). If you are unable to attend, we will mail you written notification to explain the results of the meeting.

If you have questions, please contact me. Otherwise, please contact me to let me know if you will be attending this important meeting.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Signature of School Personnel Date*

Contact’s Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Administrative Note:** Changes in educational placement for students identified under the IDEA or Section 504 shall be implemented consistent with applicable legal requirements. Review/Revised:1/16/14

# STUDENTS 09.4341

**Alternative Education**

**Definition**

Alternative Education Program means 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.1

**Purpose**

The purpose of the Board’s Alternative Education Program is to provide:

* Learning activities that support innovative pathways and are aligned to college and career outcomes for all students.
* A curriculum that is aligned with the Kentucky Academic Standards and the learning goals in each student’s Individual Learning Plan (ILP).
* Successful student transition to the regular school assignment, when possible, or to post-secondary status.
* A meaningful alternative to suspension and/or expulsion of a student.

NOTE: Students do not have a right to assignment to alternative programs or services except as specifically provided by law.

As required by Kentucky Administrative Regulation:

* The District’s Alternative Education Program shall include training to build capacity of staff and administrators to deliver high-quality services and programming.
* The Board shall review this policy and accompanying procedure(s) annually.2

**Eligibility Criteria**

Alternative education placements may be utilized for students Kindergarten - eighth (K-8) grades.

Placement may be voluntary or involuntary, and the program may be offered either on-site or off-site.

An ILP shall exist for student beginning in grade six (6) as required by regulation prior to placement in a District Alternative Education Program. Criteria for involuntary assignment by District personnel in the Alternative Education Program may include one (1) or more of the following:

* The need for a different educational environment for the student that will reflect an instructional delivery style best provided in an alternative setting.
* The student has contributed to substantial and on-going disruption of the educational process.

# STUDENTS 09.4341

**Alternative Education**

**Eligibility Criteria (continued)**

* Documentation that there are specific academic and/or behavioral performance areas that require intensive assistance best provided in alternative setting.
* Confirmation that the student has significant and on-going truancy issues that are impeding academic growth.
* Documentation that the student needs intensive support in the areas of social and personal issues that are impeding academic performance and/or behavioral expectations.
* The student has been assigned for code of conduct or Board policy violations for which assignment to an alternative program is authorized under the code or policy.
* The student has been identified as being at risk of academic failure and/or dropping out of school.
* The student has previously dropped out of school, but has requested to return to school via enrollment in an alternative education setting.
* The student is assigned to an alternative school or program for other reasons as provided in the code of conduct, Board policy, or other program standards adopted by the Board.
* Other reasons related to safety concerns and educational needs of the student referenced in [704 KAR 019:002](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/019/002.htm&requesttype=kar).

A student’s parent/legal guardian may request voluntary placement in the Alternative Education Program.

**Notification**

The Principal or other designated administrator shall notify the parents by letter of their child's assignment to the Alternative Education Program. The letter shall include length and reason for assignment, expected behavior of the student, and notification that assignment may be extended or shortened depending upon the attitude and cooperation of the student.

The duration of the alternative assignment shall be as provided in applicable Board policy, code of conduct, or other alternative program standards adopted by the District or as decided by the team and approved by the Superintendent/designee.

**ILPA Team**

The Superintendent/designee shall appoint members of a team to develop an Individual Learning Plan Addendum (ILPA) for students beginning in grade six assigned to an alternative school or program. The team may consist of the lead administrator/designee of the student’s current school/program, the lead administrator/designee of the alternative school/program, counselors, teachers and other staff as appropriate.

The Superintendent/designee shall chair the team and invite the parents, and as appropriate, the student to participate.

# STUDENTS 09.4341

# **Alternative Education**

**ILPA Team (continued)**

After consideration of input of the team, the counselor or the designated administrator shall prepare or revise the ILPA to address, as appropriate, academic and behavioral needs, criteria for re-entry into the traditional program and review of student progress.

**Exceptions:**

* Such decisions for individual students with disabilities under the IDEA shall be made when required through the Admissions and Release Committee process and changes in service delivery required under the IDEA shall be made to the student’s IEP.
* Such decisions for students identified under Section 504 shall be made through the team process as required under federal law and corresponding District policies and procedures.

**Extracurricular Participation**

Students assigned to alternative schools or programs shall be eligible to access extracurricular activities including, but not limited to sports activities, as allowed under applicable Board policy, code of conduct, SBDM policy, KHSAA rules or other alternative program standards adopted by the District.

**Continuing Support**

Opportunities shall be provided for students to continue regular school work as appropriate under the supervision of Alternative Education Program staff. Students participating in an alternative program shall continue to be able to access tutoring, intervention, counseling, and other resources and services already available in the District as determined through the development of the ILPA.

**Transition**

Students may transition to a regular classroom setting in accordance with any criteria for re-entry established by the ILPA Team and in accordance with the following process:

1. The lead Alternative Education Program administrator/designee shall invite the parent/legal guardian to meet to discuss the proposed transition. If the parent/legal guardian does not attend, written notification shall be provided to explain the proposed re-entry.

For IDEA or Section 504 students, the IEP or Section 504 team shall determine placement of students as required by law.

1. Strategies shall be documented to promote successful transition to include specific staff responsibilities and how follow-up monitoring will occur.
2. Should the transition not be successful for the student, reassignment to the Alternative Education Program may be considered, and the ILPA Team may be reconvened accordingly.

# STUDENTS 09.4341

**Alternative Education**

**Collaboration with Outside Agencies**

The coordinator or lead administrator of the Alternative Education Program shall establish a process to collaborate with outside agencies involved with involuntary placements, including courts or other social service agencies to address student transitions between programs. Release of protected information about students involved in the program shall be in compliance with the Family Educational Rights and Privacy Act (FERPA).

**NOTE: THIS POLICY DOES NOT APPLY TO A TEMPORARY/SHORT-TERM INTERVENTION.**

**References:**

1[KRS 160.380](http://policy.ksba.org//DocumentManager.aspx?requestarticle=/KRS/160-00/380.pdf&requesttype=krs)

2[704 KAR 019:002](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/019/002.htm&requesttype=kar)

[707 KAR 001:320](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/707/001/320.htm&requesttype=kar)

*Student Discipline Guidelines*, Kentucky Department of Education

[OAG 77-419](http://policy.ksba.org//documentmanager.aspx?requestarticle=/civil/opinions/OAG77419.htm&requesttype=oag)

**Related Policies:**

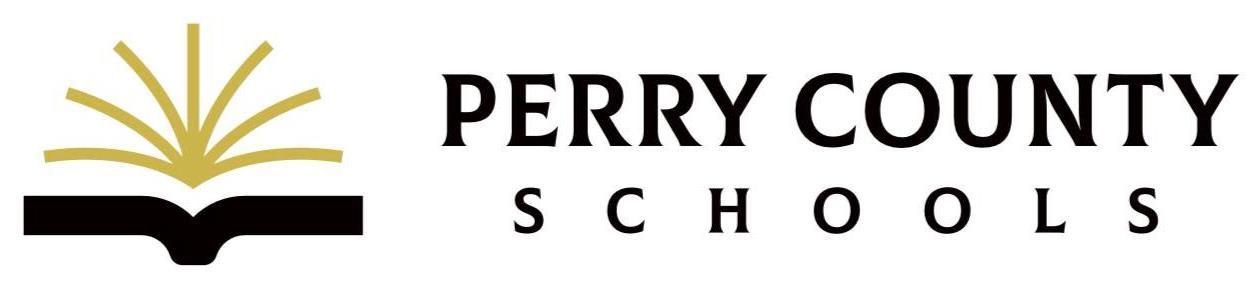
08.131, 08.141

09.123, 09.14, 09.426

Adopted/Amended: 7/26/2013

Order #: 1

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| Perry County School District  **Section 2:**  **RESOURCES** |



**Alternative School**

**Communication Log Sheet**

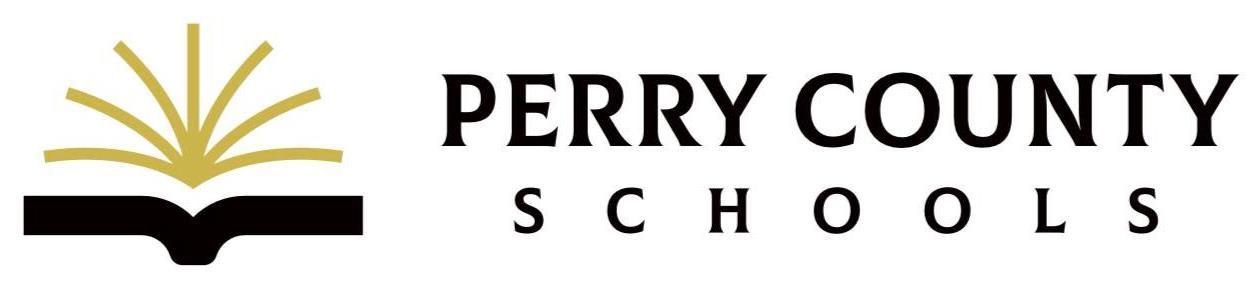
**Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Type of Contact: P=Phone L=Letter SC=Student Conference**

**TD= Teacher Discussion PC=Phone Conference**

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| --- | --- | --- | --- | --- |
| **Date** | **Student** | **Type\*** | **Reason** | **Result** |
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**\*Reminder: Please document all parent/guardian communication within IC (Infinite Campus) for each student.**



**Alternative School**

**Mid-term Student Conference Form**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

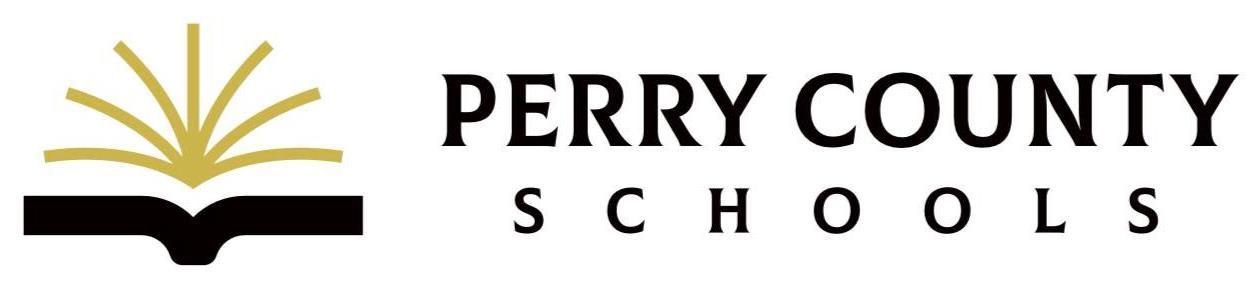
**Teacher(s) Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Conference:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Class Periods** | **Midterm Grade %** | **Current Progress**  **P=Pass F=Fail** | **Comments** |
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| **Upcoming Focus/Changes:** |

|  |  |
| --- | --- |
| **Student Signature:** | **Date:** |
| **Perry County Alternative Staff Signature:** | **Date:** |
| **Parent/Guardian Signature:** | **Date:** |
| **Other/Title Signature:** | **Date:** |



**Alternative School**

**Report Card**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher(s) Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Six Weeks: 1 2 3 4 5 6**

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| --- | --- | --- | --- |
| **Class Periods** | **Grade %** | **Current Progress**  **P=Pass F=Fail** | **Comments** |
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| **Upcoming Focus/Changes:** |

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| --- | --- |
| **Student Signature:** | **Date:** |
| **Perry County Alternative Staff Signature:** | **Date:** |
| **Parent/Guardian Signature:** | **Date:** |
| **Other/Title Signature:** | **Date:** |