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# **Annual Alternative Education Report**

(2015–16 School Year)

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*Governor's Advisory Council for Alternative Education*

*March 2017*

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# Alternative Education Annual Report

## School Year 2015–16

### *Introduction*

T.C.A. § 49-6-3402 requires that at least one alternative school or program be established for districts serving students in grades 7–12 who have been suspended or expelled from the regular school program and also allows districts to create alternative schools or programs for grades 1–6. T.C.A. § 49-6-3404 mandates the establishment of an advisory council that shall advise, assist, and consult on alternative education. The advisory council is required to make an annual report to the Governor, the General Assembly, the Commissioner of Education, and the State Board of Education on the status of alternative education in Tennessee. The report presented herewith meets the legislative requirement set forth.

To obtain the needed data, the Governor’s Advisory Council for Alternative Education, in conjunction with the department of education, developed the 2015–16 Annual Alternative Education Survey. A copy of the survey has been included as **Appendix A**. When reporting on alternative education, districts used the definition supplied by the Governor’s Advisory Council for Alternative Education which states that it consists of “a nontraditional academic program or school designed to meet the student’s educational, behavioral, and social needs.” Operating under this definition, districts reported on various aspects of their alternative education programming. Information presented in this report summarizes surveys provided by Tennessee districts.

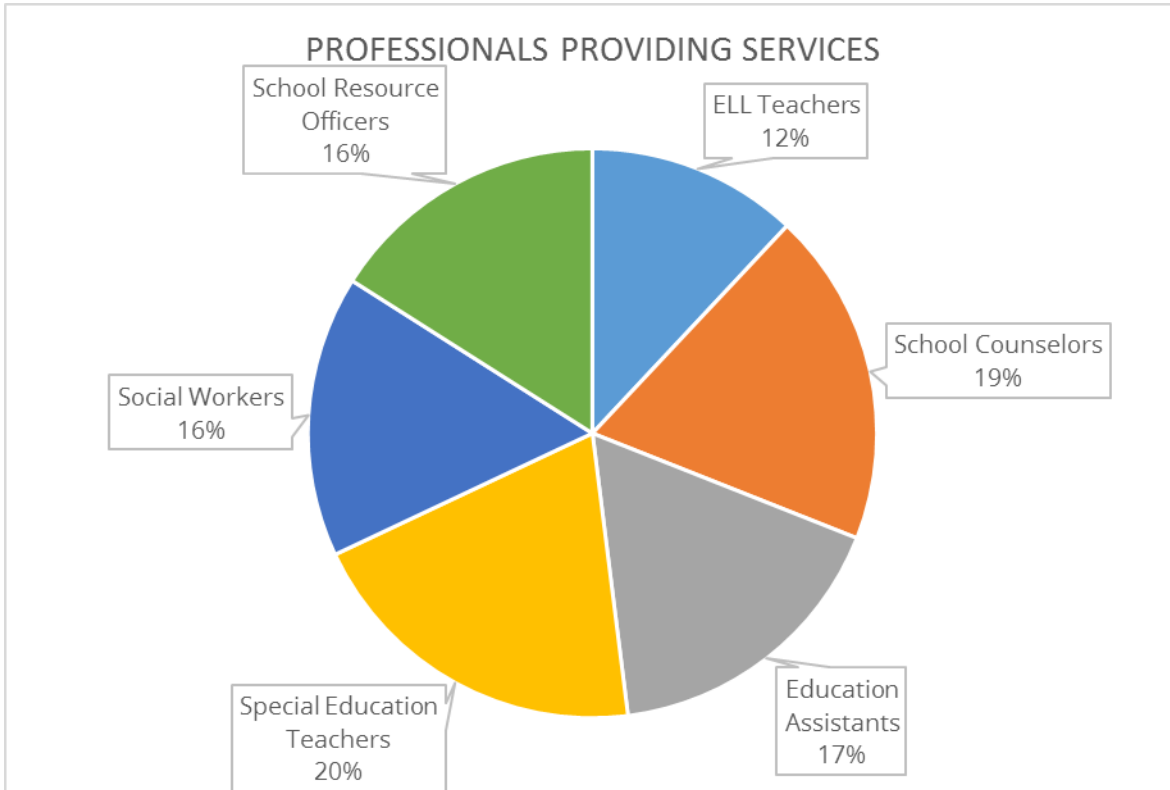
In addition to collecting data on current programming at the local level, districts were also asked a series of questions related to their current needs in the field. Those major findings have also been included in this report. The report also provides a historical background of alternative education in Tennessee, current trends in the field, and stories of success.

Questions regarding this report may be directed to Pat Conner at (615) 253-0018 or via email at [Pat.Conner@tn.gov](mailto:Pat.Conner@tn.gov).

## ***Survey Results & Findings***

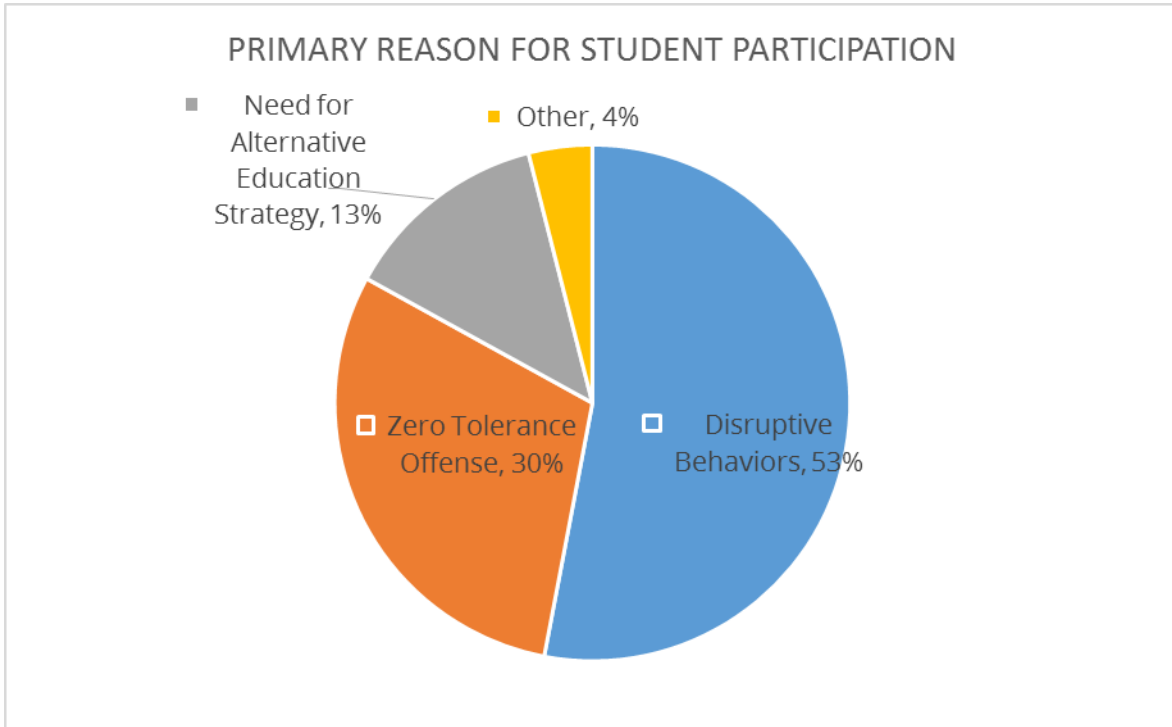
The annual alternative education survey required each district to identify an alternative education coordinator, thereby providing a framework for networking, collaboration, training, and technical assistance. The designee for every district may be found in **Appendix B**. Based upon the responses from districts, findings indicate that there are **181** alternative schools and/or programs. This translates to **506** classrooms dedicated to providing alternative education services. The total number served in an alternative setting last school year was **13,320** students. Districts have **20,503** seats in an alternative school or program, indicating that some placements are less than one school year.

Districts were asked to distinguish between the various types of professionals providing services to students in the alternative school or program. Statewide, there were **442** certified teachers serving students. Of those certified teachers, **64** were certified special education teachers, and **37** were certified English language learner teachers. A total of **59** school counselors are also working with alternative education students. Other groups providing alternative education services include **209** non-certified staff in which **53** were education assistants, **50** were school resource officers (SROs), and **50** were social workers. Please see Table 1 below.

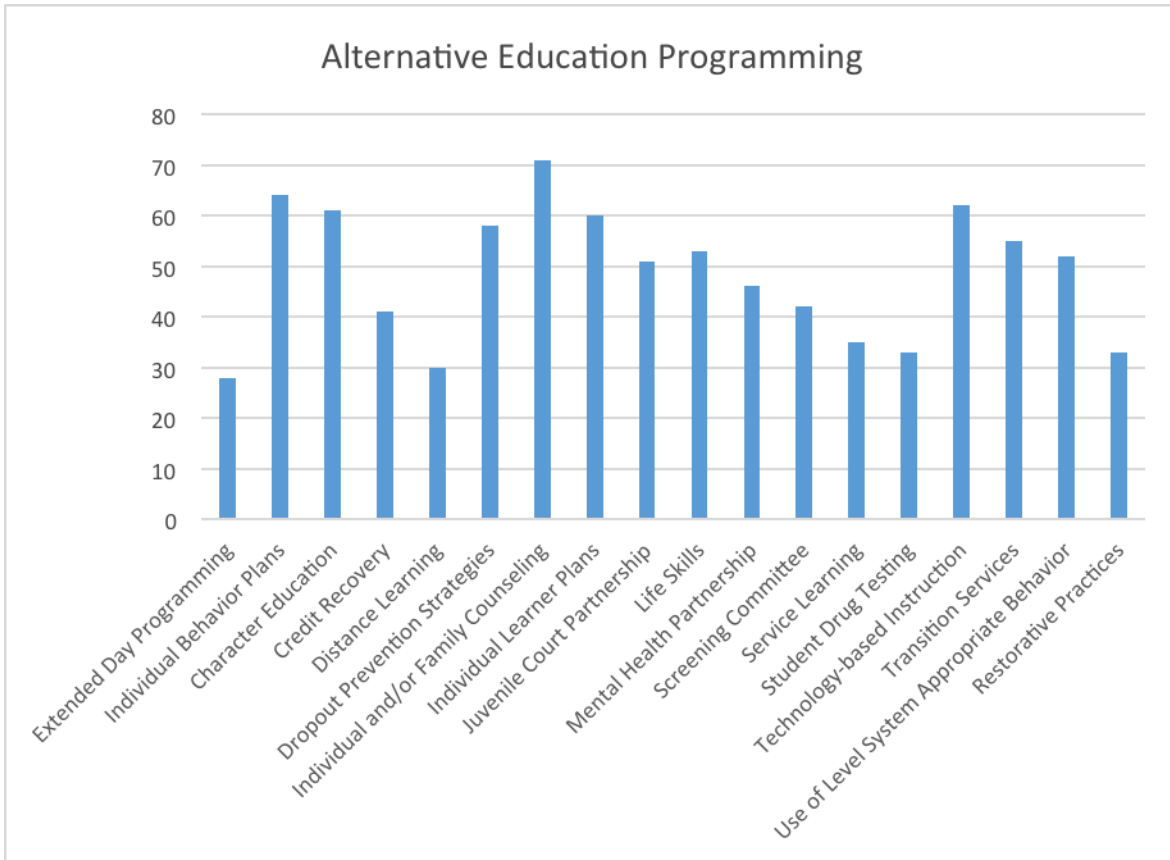


Districts were asked to rate the primary reason for student participation in the alternative school or program. The number one reason for attendance was for *disruptive behavior*, (**53 percent**) thus supporting the data that **83 percent** of discipline infractions in Tennessee are for non-violent offenses. The second most cited reason was committing a *zero tolerance offense* (**30 percent**). The third reason was *need for alternative education strategy* (**13 percent**). Finally, districts noted *other circumstances warranting participation* (**4 percent**). Table 2 below summarizes those findings.

Districts were asked to indicate the type of services offered in the alternative school or program. The most prevalent programming/services include the following: individual behavior plans and transition services (**64 reporting**), technology-based instruction (**62 reporting**), dropout prevention strategies (**58 reporting**), character education (**61 reporting**), individual and/or family counseling (**71 reporting**), individual learner plans (**60 reporting**), use of level system appropriate behavior (**52 reporting**), juvenile court partnerships (**51 reporting**), life skills (**53 reporting**), and transition services (**55 reporting**).



Less frequently cited/offered programming/services include the following: student drug testing (**33 reporting**), service learning (**35 reporting**), distance learning (**30 reporting**), screening committee (**42 reporting**), mental health partnership (**46 reporting**), extended day programming (**28 reporting**), credit recovery (**41 reporting**), and restorative practices (**33 reporting**). Table 3 below summarizes those findings:



According to the survey, alternative education programs may be housed in a designated, separate, alternative school building that may or may not have a school number. Districts also report that alternative education programs may be self-contained within a traditional school. Alternative services may be geared toward students who have been suspended or expelled, as well as students that have dropped out of school and are re-entering the education system. Some alternative schools and programs have a mixture of the above elements making them a hybrid school serving various alternative programming purposes.

Districts were asked if they had established an alternative education advisory committee and 45 districts reported having an advisory committee. Districts were also asked the average length of placement (stay) in the alternative setting. The reported average was 100 school days.

The survey gave districts an opportunity to discuss the general needs of their program(s) and/or school(s). Sample comments from districts may be found in **Appendix C**. Comments shed light on the vast needs of alternative education programs. The one need most commonly reported was a need for additional funding designated specifically for alternative education. Many districts recommended that the current BEP funding be changed to designate specific funding for alternative education. A history of alternative education in Tennessee is included as **Appendix D**.

### ***Alternative School Spotlight—White Plains Academy***

White Plains Academy is an alternative school in Putnam County, Tennessee, serving K–12 students with drug violations, behavior issues, truancy, or credit recovery problems.

Alternative education in Putnam County has a decades-long history. It began in the late 1970s with a handful of Putnam County students who met in the basement of the county courthouse, moving the next year to the T.J. Farr education building at Tennessee Tech University. By the fall of 1980, the need for a more formal environment for alternative education was realized, and Dry Valley School, originally an elementary school, was established. By 1980, its students had been consolidated in other areas and the building was being used for storage. Two teachers and a few students founded Dry Valley Alternative School, and in 2009 the school was renamed White Plains Academy and moved to its present location in Cookeville. Today, White Plains Academy serves over 100 students annually with a full-time principal, secretarial staff, nine teachers, three teaching assistants, and a school counselor.

As discipline in the educational world has evolved, so has discipline at White Plains. Far from being a “holding tank” for unruly students, White Plains Academy calls itself a “school of second chances.” Positive Behavior Supports (PBS) is implemented schoolwide. PBS is a discipline program involving rewards and consequences, stressing rewards for positive behavior rather than focusing on negative reinforcement. While there are consequences for negative behavior, White Plains Eagles are encouraged to “SOARR” (practice Safety, Organization, Attendance, Respect, and Responsibility).

White Plains offers all core classes in the K–12 curriculum along with several choices of electives. They are proud of their extensive technology programs



for a majority of core subjects that allow students, who are often behind academically, the opportunity to catch up. It also gives teachers the ability to differentiate instruction to accommodate different levels and styles of learning. The use of technology and small class size offers students the one-on-one assistance many of them lack in a traditional school.

Although academic instruction is important, White Plains finds that students are missing the basics that most young people receive in stable homes. They focus on teaching young people how to "be" in the world, to have self-confidence, to be responsible and self-disciplined, to make good choices, and to interact with others using well-developed social skills.

Learning to have a growth mindset is one of the foundations of the philosophy of White Plains as well as an emphasis on grit and resilience. They believe that every student and faculty member wants to be acknowledged, loved, and respected, no matter what age or background. To this end, each week the administration, faculty, and staff strive to make both academic and personal connections with each student. One strategy utilized to achieve this goal is through Flight School, held each week at a specific time. In Flight School, students learn about making wise choices to prepare themselves to "SOARR" at school and in life.

One of White Plains's goals has been to try to find what best suits the emotional needs of their student population, many of whom have learning disabilities and mental health problems rooted in lives of poverty and abuse. Several times throughout each year school staff participate in professional development and training on mental health and poverty issues in order to better understand the needs of their unique population.

The students at White Plains Academy have many champions throughout the community. Their original adopters, the Rotary Club of Cookeville Breakfast, continue to support them, along with Rotary Club of Cookeville Noonday, Back to Health Chiropractic, Advanced Cleaning, several local churches, as well as many other interested and generous individuals. White Plains welcomes and encourages this much needed support from the community.

**Annual Alternative Education Report  
2015-16 School Year**

**APPENDICES**

# Appendix A: Annual Alternative Education Survey

## Annual Alternative Education Survey

As Required by T.C.A. § 49-6-3404



**Alternative Education as defined by the Advisory Council for Alternative Education:**

*“A nontraditional academic program designed to meet the student’s educational, behavioral and social needs.”*

T.C.A. 49-6-3402 mandates “at least one (1) alternative school shall be established and available for students in grades seven through twelve (7-12) who have been suspended or expelled.” T.C.A. 49-6-3404 also requires that the Department of Education submit a report annually on the status of alternative education in Tennessee. In order to gain a better perspective, the following survey was developed. The information provided to the Department will be reported to the Governor, both education committees of the General Assembly, and the State Board of Education. Please complete the following survey and return it to the address listed below.

<b>School System:</b>	<b>Date:</b>
<b>District Alternative Education Coordinator:</b>	<b>Email Address:</b>
<b>Phone Number:</b> (       )       -	<b>Fax:</b> (       )       -
<b>Address:</b>	<b>City and Zip Code:</b>
<b>Person Completing Report (if different from above):</b>	<b>Phone Number:</b> (       )       -

**ALTERNATIVE SCHOOL(S) OR PROGRAM(S) THAT OPERATED DURING THE SCHOOL YEAR:**

*(For each alternative school/program, please identify the principal or program coordinator and provide an email address and phone number for each. Please do not include ISS.)*

Alternative School/Program Name	Principal/ Program Coordinator	Email Address of Principal/ Program Coordinator	Phone Number for School/ Program
			(       )       -
			(       )       -
			(       )       -
			(       )       -
			(       )       -
			(       )       -

**PARTICIPATION (TOTAL FOR ALL SCHOOL(S)/PROGRAM(S) IN YOUR DISTRICT):**

Number of <b>alternative school(s)*:</b>	
Number of <b>alternative education program(s)**:</b>	
Total number of classroom(s) serving alternative education students:	
Total number of students served:	
District’s total capacity (seats):	
Average length of placement (stay) in an alternative setting (number in days):	
Number of certificated staff working in an alternative school/program:	
Number of non-certificated staff assigned to an alternative education setting:	
Has an alternative education advisory committee been established at the district level?	

\* **A facility dedicated solely to alternative education**

\*\* **An alternative education program or class within a school**

**PRIMARY REASON FOR STUDENT ASSIGNMENT (RANK 1, 2, 3, OR 4)**

Need for alternative education strategy	
Other (please describe in space given)	

**SCHOOL/ PROGRAM ELEMENTS PRESENT IN YOUR DISTRICT (CHECK ALL THAT APPLY):**

Afterschool or other extended day programming	<input type="checkbox"/>
Individual behavior plans	<input type="checkbox"/>
Character education	<input type="checkbox"/>
Credit recovery	<input type="checkbox"/>
Distance learning	<input type="checkbox"/>
Dropout prevention strategies	<input type="checkbox"/>
Individual and/or family counseling	<input type="checkbox"/>
Individual learner plans	<input type="checkbox"/>
Juvenile court partnership	<input type="checkbox"/>
Life skills	<input type="checkbox"/>
Mental health partnership	<input type="checkbox"/>
Screening committee (for alternative education placements)	<input type="checkbox"/>
Service learning	<input type="checkbox"/>
Student drug testing	<input type="checkbox"/>
Technology-based instruction	<input type="checkbox"/>
Transition services (a formal plan)*	<input type="checkbox"/>
Use of level system or similar behavior support mechanism that encourages appropriate behavior	<input type="checkbox"/>
Other (please describe in space given)	

**\*Mandated requirement under T.C.A. 49-6-3402**

**SPECIAL GROUPS SERVING THE ALTERNATIVE SCHOOL/PROGRAM (CHECK ALL THAT APPLY)**

ELL Teachers	<input type="checkbox"/>
School counselors	<input type="checkbox"/>
Special education teachers	<input type="checkbox"/>
Social workers	<input type="checkbox"/>
School resource officers	<input type="checkbox"/>
Teaching assistants	<input type="checkbox"/>
Other (please describe in space given)	

1. What models or curriculum are you currently implementing in your alternative education classroom(s)?
2. What technical assistance opportunities would help you as an alternative educator?
3. What is the greatest challenge facing your alternative education school(s)/programs(s)?
4. Additional comments/feedback that would be appropriate for the alternative education report to the General Assembly?
5. Of the students served, how many went on to graduate with a regular high school diploma during the current school year?
6. Do you see a growing need for alternatives at the elementary level?      Yes <input type="checkbox"/> No <input type="checkbox"/>

Please return all forms no later than **June 30** to [Artina.Fossett@tn.gov](mailto:Artina.Fossett@tn.gov)

## Appendix B: District Alternative Education Coordinators

School System	Coordinator	E-mail	Phone
Achievement School District	Jennifer Williams	<a href="mailto:jennifer.williams@tn-asd.org">jennifer.williams@tn-asd.org</a>	(901) 488-1298
Alamo City	Not Required		
Alcoa City	Dr. Keri Prigmore	<a href="mailto:kprigmore@alcoaschools.net">kprigmore@alcoaschools.net</a>	(865) 238-1080
Alvin C. York Institute	Kaye Copley O'Brien	<a href="mailto:k.obrien@fentressboe.net">k.obrien@fentressboe.net</a>	(931) 879-5082
Anderson County	Kim Towe	<a href="mailto:ktowe@acs.ac">ktowe@acs.ac</a>	865-463-2800 Ext 2814
Arlington Municipal	Felicia Turner	<a href="mailto:felicia.turner@acsk-12.org">felicia.turner@acsk-12.org</a>	(901) 389-2497
Athens City	Robert Owens	<a href="mailto:rowens@athensk8.net">rowens@athensk8.net</a>	(423) 745-1516
Bartlett Municipal	Zoe Anne Bozeman	<a href="mailto:zbozeman@bartlettschools.org">zbozeman@bartlettschools.org</a>	(901) 202-0855
Bedford County	Barry Bennett	<a href="mailto:bennettb@bedfordk12tn.net">bennettb@bedfordk12tn.net</a>	(931) 684-3284
Bells City	Pre-K:None Required		
Benton County	Dr. Randy Shannon	<a href="mailto:randy.shannon@tennk12.net">randy.shannon@tennk12.net</a>	(731) 584-4492
Bledsoe County	Jack Roberson	<a href="mailto:robersonj@bledsoecountyschools.org">robersonj@bledsoecountyschools.org</a>	(423) 447-2914
Blount County	Jane Morton	<a href="mailto:jane.morton@blountk12.org">jane.morton@blountk12.org</a>	(865) 984-1212
Bradford SSD	Shane Paschall	<a href="mailto:paschalls2@bradfordspecial.com">paschalls2@bradfordspecial.com</a>	(731) 742-3152
Bradley County	Dan Glasscock	<a href="mailto:dglasscock@bradleyschools.org">dglasscock@bradleyschools.org</a>	(423) 473-8473
Bristol City	Dr. Dixie Bowen	<a href="mailto:bowend@btcs.org">bowend@btcs.org</a>	(423) 652-9225
Campbell County	Larry Nidiffer	<a href="mailto:nidifferl@k12tn.net">nidifferl@k12tn.net</a>	(423) 562-8377
Cannon County	Pamela Parker	<a href="mailto:pamela.parker@ccstn.net">pamela.parker@ccstn.net</a>	615-563-5752
Carroll County	David Stone	<a href="mailto:dstone@carrollschools.com">dstone@carrollschools.com</a>	(731) 986-8908
Carter County	No Program		(423) 547-4050
Cheatham County	Jo Jones	<a href="mailto:jo.jones@ccstn.org">jo.jones@ccstn.org</a>	(615) 746-1424
Chester County	Bobby Helton	<a href="mailto:heltonb2@120cc.org">heltonb2@120cc.org</a>	(731) 989-8144
Claiborne County	Connie B. Holdway	<a href="mailto:connie.holdway@claibornecsd.org">connie.holdway@claibornecsd.org</a>	(423) 626-3543
Clarksville - Montgomery County	Dr. Kim Sigears	<a href="mailto:kim.sigears@cmcss.net">kim.sigears@cmcss.net</a>	(931) 542-5056
Clay County	Diana Monroe	<a href="mailto:dmonroe@clayedu.com">dmonroe@clayedu.com</a>	(931) 243-5510
Clinton City	No Program		
Cleveland City	Jeff Elliott	<a href="mailto:jelliott@clevelandschools.org">jelliott@clevelandschools.org</a>	(423) 472-9571
Cocke County	Bryan Douglas	<a href="mailto:douglasb@cc-boe.net">douglasb@cc-boe.net</a>	(423) 625-9768
Coffee County	Major Shelton	<a href="mailto:sheltonm@k12coffee.net">sheltonm@k12coffee.net</a>	(931) 723-5189
Collierville Municipal	Nancy Kelley	<a href="mailto:nkelley@colliervilleschools.org">nkelley@colliervilleschools.org</a>	(901) 286-6396
Crockett County	P.A. Pratt	<a href="mailto:phillip.pratt@crockettschools.net">phillip.pratt@crockettschools.net</a>	(731) 696-2604
Cumberland County	Vicki Presson	<a href="mailto:pressonvicki@ccschools.k12tn.net">pressonvicki@ccschools.k12tn.net</a>	(931) 456-1228
Dayton City	Chris Tallent	<a href="mailto:tallentch@daytoncity.net">tallentch@daytoncity.net</a>	(423) 775-8414
Decatur County	Jeff Melton	<a href="mailto:jeff.melton@tennk12.net">jeff.melton@tennk12.net</a>	(731) 847-6437
DeKalb County	Marshall Ferrell	<a href="mailto:ferrellm@k12tn.net">ferrellm@k12tn.net</a>	(615) 597-4059

Dickson County	Karen I. Willey	<a href="mailto:kwilley@dcbe.org">kwilley@dcbe.org</a>	(615) 740-6070
Dyer County	See Dyersburg City		
Dyersburg City	Lyn Taylor	<a href="mailto:ltaylor@dyersburgcityschools.org">ltaylor@dyersburgcityschools.org</a>	(731) 286-3611
Elizabethton City	Brian Jenkins	<a href="mailto:brian.jenkins@ecschoools.net">brian.jenkins@ecschoools.net</a>	423-547-8015 ext 1532
Etowah City	No Program		
Fayette County	Terry Williams	<a href="mailto:terry.williams@k12tn.net">terry.williams@k12tn.net</a>	(901) 465-5260
Fayetteville City	Ron Perrin	<a href="mailto:perrinr@fcsboe.org">perrinr@fcsboe.org</a>	(931) 433-5542
Fentress County	Diana Hannahan	<a href="mailto:diana.hannahan@fentressboe.com">diana.hannahan@fentressboe.com</a>	(931) 879-5082
Franklin County	Diana Spaulding	<a href="mailto:diana.spaulding@fcstn.net">diana.spaulding@fcstn.net</a>	(931) 967-0626
Franklin SSD	Beth Herren	<a href="mailto:herrenbet@fssd.org">herrenbet@fssd.org</a>	(615) 794-6624
Germantown Municipal	Chauncey Bland	<a href="mailto:chauncey.bland@gmsdk12.org">chauncey.bland@gmsdk12.org</a>	(901) 752-7889
Giles County	Cindy Young	<a href="mailto:cyoung@giles.k12.tn.us">cyoung@giles.k12.tn.us</a>	(931) 363-4558
Grainger County	Keith Lamb	<a href="mailto:klamb1@k12tn.net">klamb1@k12tn.net</a>	(865) 828-3611
Greene County	Daniel Thompson	<a href="mailto:thompsond3@greenek12.org">thompsond3@greenek12.org</a>	(423) 798-2646
Greeneville City	Jeff Townsley	<a href="mailto:townsleyj@gcschoools.net">townsleyj@gcschoools.net</a>	(423) 787-8009
Grundy County	Judy Fults	<a href="mailto:jafalts@blomand.net">jafalts@blomand.net</a>	(931) 692-5427
Hamblen County	Calvin Decker	<a href="mailto:cdecker@hcboe.net">cdecker@hcboe.net</a>	(423) 585-3785
Hamilton County	Margaret Abernathy	<a href="mailto:abernathy_margaret@hcde.org">abernathy_margaret@hcde.org</a>	423-209-8453
Hancock County	Tony Seal	<a href="mailto:tseal2@k12tn.net">tseal2@k12tn.net</a>	(423) 733-4848
Hardeman County	Steve Gibson	<a href="mailto:gibsons4@k12tn.net">gibsons4@k12tn.net</a>	(731) 658-2510
Hardin County	Charles Patton	<a href="mailto:chuck.patton@hctnschools.com">chuck.patton@hctnschools.com</a>	731-925-2303
Hawkins County	Sharon Lindsey	<a href="mailto:sharon.lindsey@hck12.net">sharon.lindsey@hck12.net</a>	423-272-6655
Haywood County	Art Garrett	<a href="mailto:garretta2@k12tn.net">garretta2@k12tn.net</a>	(731) 772-9613 Ext 2240
Henderson County	David N. Weatherford	<a href="mailto:weatherford@k12tn.net">weatherford@k12tn.net</a>	(731) 967-9527
Henry County	Michael N. Poteete	<a href="mailto:poteetem@henryk12.net">poteetem@henryk12.net</a>	(731) 642-7500
Hickman County	Greg McCord	<a href="mailto:greg.mccord@hickmank12.org">greg.mccord@hickmank12.org</a>	(931) 729-3391 Ext 2251
Hollow Rock-Bruceton	See Carroll Co.		
Houston County	Cathy Harvey	<a href="mailto:harveyc@k12tn.net">harveyc@k12tn.net</a>	(931) 289-4148
Humboldt City	John Bond	<a href="mailto:john.bond@hcsvikings.org">john.bond@hcsvikings.org</a>	
Humphreys County	Emily Ballard	<a href="mailto:ballarde@hcss.org">ballarde@hcss.org</a>	(931) 296-2568 ext. 2243
Huntingdon SSD	Dr. Steve Peery	<a href="mailto:speery@huntingdonschools.net">speery@huntingdonschools.net</a>	(731) 986-2222
Jackson County	Johnny McLerran	<a href="mailto:mclerranj1@k12tn.net">mclerranj1@k12tn.net</a>	(931) 268-6762
Jackson-Madison County	Dr. Tina Williams	<a href="mailto:trwilliams@jmcass.org">trwilliams@jmcass.org</a>	(731) 664-2534
Jefferson County	Mandy Schneitman	<a href="mailto:schneitmanm@k12tn.net">schneitmanm@k12tn.net</a>	(865) 397-3194
Johnson City	Dr. Janie H. Snyder	<a href="mailto:snyderj@jcschools.org">snyderj@jcschools.org</a>	(423) 434-5585
Johnson County	Dr. Mischelle Simcox	<a href="mailto:msimcox@joced.net">msimcox@joced.net</a>	(423) 727-2620
Kingsport City	Shanna Hensley	<a href="mailto:shensley@k12k.com">shensley@k12k.com</a>	(423) 378-2138
Knox County	Brian Hartsell	<a href="mailto:brian.hartsell@knoxschools.org">brian.hartsell@knoxschools.org</a>	(865) 594-1506
Lake County	Bret Johnson	<a href="mailto:bret@lcfalcons.net">bret@lcfalcons.net</a>	(731) 253-6601

Lauderdale County	Shirley Robinson	<a href="mailto:srobinson@lced.net">srobinson@lced.net</a>	(731) 635-4856
Lawrence County	Mickey Dunn	<a href="mailto:mdunn@lcss.us">mdunn@lcss.us</a>	(931) 762-3581
Lebanon SSD	Geoffrey Atchley	<a href="mailto:geoff.atchley@lssd.org">geoff.atchley@lssd.org</a>	(615) 453-2694
Lenoir City	Laura Dunn	<a href="mailto:ldunn@lenoircityschools.net">ldunn@lenoircityschools.net</a>	(865) 986-2072
Lewis County	Allen Trull	<a href="mailto:allen.trull@tennk12.net">allen.trull@tennk12.net</a>	(931) 796-3264
Lexington City	Jamie McAdams	<a href="mailto:mcadamsj3@caywood.org">mcadamsj3@caywood.org</a>	(731) 967-5591
Lincoln County	Linda G. Tallman	<a href="mailto:ltallman@lcdoe.org">ltallman@lcdoe.org</a>	(931) 433-3565
Loudon County	Tom Hankinson	<a href="mailto:hankinsont@loudoncounty.org">hankinsont@loudoncounty.org</a>	(865) 986-2036 Ext 4606
Macon County	Brenda Eller	<a href="mailto:ellerb@k12tn.net">ellerb@k12tn.net</a>	(615) 666-2125
Manchester City	Deborah Williams	<a href="mailto:dwilliams@k12mcs.net">dwilliams@k12mcs.net</a>	(931) 728-2316
Marion County	Jennifer Rector	<a href="mailto:jrector@mctns.net">jrector@mctns.net</a>	(423) 298-5218
Marshall County	No Program		
Maryville City	Rick Wilson	<a href="mailto:rick.wilson@maryville-schools.org">rick.wilson@maryville-schools.org</a>	(865) 982-7121
Mauzy County	Robert Busch	<a href="mailto:buschr@mauryk12.org">buschr@mauryk12.org</a>	(931) 381-1474
McKenzie SSD	See Carroll Co.		
McMinn County	Gary Bowman	<a href="mailto:bowmang@k12tn.net">bowmang@k12tn.net</a>	(423)746-4589
McNairy County	Stephanie Brown	<a href="mailto:browns@mcnairy.org">browns@mcnairy.org</a>	(731) 645-9366
Meigs County	G. David Brown	<a href="mailto:david@meigsboe.net">david@meigsboe.net</a>	(423) 334-5793
Memphis City	Dr. Joris M. Ray	<a href="mailto:rayj@mcsk12.net">rayj@mcsk12.net</a>	(901) 416-2200
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Milan SSD	Marilyn Goodman	<a href="mailto:goodmanm@milanssd.org">goodmanm@milanssd.org</a>	(731) 686-0844 ext 2020
Millington Municipal	Jill Church	<a href="mailto:jchurch@millingtonschools.org">jchurch@millingtonschools.org</a>	(901) 873-5680
Monroe County	Charlie Lee	<a href="mailto:leec1@monroe.k12.tn.us">leec1@monroe.k12.tn.us</a>	(423) 442-5208
Moore County	Mark Montoye	<a href="mailto:mark.montoye@moorecountyschools.net">mark.montoye@moorecountyschools.net</a>	(931) 759-7303
Morgan County	Bill Hunter	<a href="mailto:hunterb@mcsed.net">hunterb@mcsed.net</a>	(423) 346-6214
Murfreesboro City	No Program		
Newport City	None Required		
Oak Ridge City	Dr. Larrissa Henderson	<a href="mailto:lhenderson@ortn.edu">lhenderson@ortn.edu</a>	(865) 425-9002
Obion County	Cynthia Rainey	<a href="mailto:raineyc@k12tn.net">raineyc@k12tn.net</a>	(731) 885-8466
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Richard City SSD	No Program		
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Scott County	Bill Hall	<a href="mailto:bill.hall@scottcounty.net">bill.hall@scottcounty.net</a>	(423) 663-2159
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Sevier County	Dr. John Enloe	<a href="mailto:johnenloe@sevier.org">johnenloe@sevier.org</a>	865-453-4671
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South Carroll SSD	See Carroll Co.		
Stewart County	Betty Boren	<a href="mailto:bettyboren@stewartcountyschools.org">bettyboren@stewartcountyschools.org</a>	(931) 232-3109
Sullivan County	Andrew D. Hare	<a href="mailto:andy.hare@sullivank12.net">andy.hare@sullivank12.net</a>	(423) 354-1000
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Trousdale County	Toby Woodmore	<a href="mailto:tobywoodmore@tcschools.org">tobywoodmore@tcschools.org</a>	(615)374-2201
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Union City	Donnie Cox	<a href="mailto:coxd@k12tn.net">coxd@k12tn.net</a>	(731) 885-2373
Union County	Susan Oaks	<a href="mailto:oakss@ucps.org">oakss@ucps.org</a>	(865)992-5466 ext. 114
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## **Appendix C: Sample Comments from LEAs (SY 2015–16)**

Local education agencies (LEAs) were asked to name the **greatest challenge** facing their alternative education school/program for the Tennessee General Assembly. Below are just a few sample comments from districts. The responses shed light on the challenges these schools/programs face in meeting the needs of students in an alternative setting. The primary need is related to lack of funding.

- **Achievement School District:** Decreased funding for national, state, and local education
- **Alcoa City:** District network outages and technology resources.
- **Anderson County:** Transitions from the alternative school back to the home school.
- **Bartlett Municipal:** Funding for alternative school expansion.
- **Bedford County:** Students have achievement gaps that span multiple years' worth of instruction and student apathy.
- **Bristol City:** Funding to implement an "off-campus site"
- **Chester County:** Large number of student placements
- **Claiborne County:** Lack of funding for updated textbooks and materials
- **Clarksville-Montgomery County:** Reaching students with disabilities with regards to behavior and interventions to improve behavior.
- **Coffee County:** Funding and more drug education in earlier grades.
- **Collierville Municipal:** Meeting each student and his/her learning levels and taking them where they need to go in order to master content and graduate.
- **Dyersburg City:** Space—we are growing and need more classrooms and staff.
- **Fayetteville City:** The continuation of disruptive behavior.
- **Franklin County:** Additional access to school counselors, social workers, and student support teams.
- **Franklin SSD:** Lack of sufficient and/or trained and willing staff.
- **Greene County:** Lack of full-time school counselor and school resource officer.
- **Greeneville City:** Motivating students to complete their work and take advantage of the opportunities presented to them.
- **Hardin County:** Lack of school counselors, more programs to get them involved, resources through juvenile court, and family counseling.
- **Hickman County:** Funding, adequate space, varied student grade levels, and truancy.
- **Jackson County:** Students assigned to foreign language classes that our teachers can't teach.
- **Jackson-Madison County:** Staffing to be able to meet the needs of students.
- **Jefferson County:** Substance abuse issues with students and their families, court-involved students, and mental health issues.
- **Johnson City:** Apathy of students and parents, unrealistic and unfunded mandates.
- **Knox County:** Funding to meet the needs of students.
- **Lake County:** Funding and staffing.

- **Lawrence County:** Funding and the need for primary grade-trained faculty.
- **Lenoir City:** Lack of family support, substance abuse, and dropout rates.
- **Loudon County:** Motivating students to think beyond graduation.
- **Maryville City:** Providing enough emotional, behavioral, and mental health support while continuing to meet the academic needs of students.
- **Metro-Nashville:** Serving exceptional education students and implementing individual education plans, a number of students over aged, and academically unsuccessful students.
- **Millington Municipal:** Additional space.
- **Milan SSD:** The one-room alternative class serving a wide age range of students is challenging.
- **Oak Ridge City:** Funding for mental health programs and the need for a district-level social worker.
- **Perry County:** Lack of funding for technology.
- **Robertson County:** Funding for service learning projects to teach students how to give back to the community.
- **Rutherford County:** Space limitations, counseling, parent/student engagement, bus behavior, and expedited court consequences.
- **Scott County:** Funding
- **Sevier County:** Growing number of students moving into our district from impoverished backgrounds, dysfunctional family environments, significant behavioral, emotional, and academic problems.
- **Sullivan County:** Transportation.
- **Sumner County:** Getting and retaining quality teaching assistants.
- **Van Buren:** Communication with regular classroom teachers and the diversity of age and abilities of the students.
- **Wayne County:** Having both middle and high school students in the same location.
- **Williamson County:** Lack of sufficient and/or trained and willing staff.
- **Wilson County:** Trying to meet all of the demands the state and federal government have implemented with all of the different courses we must try to instruct.

## ***Appendix D: History of Alternative Education in Tennessee***

According to the Comptroller's report on alternative education titled *Tennessee's Alternative Schools*, one of the first alternative schools in our state originated in Dickson County in the late seventies (2005, p. 2). Former Juvenile Judge William D. Field, Sr. identified a true need for alternatives to student expulsion or suspension from school (Comptroller of the Treasury, 2005, p. 2). In 1984, the General Assembly passed a bill authorizing the establishment of alternative schools for those who were continually having disciplinary problems in their traditional school environment (Comptroller of the Treasury, 2005, p. 8). The legislature soon amended that bill in 1986 to *require* an alternative school for students in grades 7–12 (Comptroller of the Treasury, 2005, p. 8).

The Education Improvement Act (EIA) was passed by the Tennessee General Assembly in 1992. This mandated that any school district serving students in grades 7–12 have at least one alternative education program (Comptroller of the Treasury, 2005 p. 3). The state legislature later authorized districts to create alternative programs for grades 1–6. The General Assembly also passed legislation that prevented students from graduating from an alternative school (Comptroller of the Treasury, 2005, p. 8).

In 1996, the General Assembly authorized the Tennessee Department of Education to establish a pilot alternative school program, one in each grand division (Comptroller of the Treasury, 2005, p. 8). The state legislature also mandated that the State Board of Education provide a curriculum for alternative schools focused on reforming students. In response, the Board released *Alternative School Program Standards* in 2000 (Comptroller of the Treasury, 2005, p. 8-9). In 2004, the Senate passed Joint Resolution 746 that required the Office of Education Accountability of the Comptroller's Office to conduct a study of alternative schools in Tennessee. That report was released in April of 2005.

More recently (2006), the General Assembly amended T.C.A. § 49-6-3404 to require the establishment of an advisory council, referred to as the Governor's Advisory Council for Alternative Education. The advisory council is charged with the following responsibilities:

1. Consider any issue, problem, or matter related to alternative education presented to it by the governor, the commissioner, or the State Board of Education, and give advice thereon.
2. Study proposed plans for alternative education programs or curricula to determine if the plans or curricula should be adopted.
3. Study alternative education programs or curricula implemented in Tennessee school systems to determine the effectiveness of the programs or curricula, and alternative education programs or curricula implemented in other states to determine if the programs or curricula should be adopted in Tennessee schools.

4. Consider rules of governance of alternative schools, and make recommendations concerning rules of governance.
5. Make an annual report to the Governor, the education committees of the Senate and the House of Representatives, the Commissioner of Education and the State Board of Education on the status of alternative education in Tennessee.

In 2007, Public Chapter Number 517 mandated a transition plan for students entering and leaving an alternative education setting and establishes greater accountability measures to include monitoring academic and behavioral progress of students. Public Chapter Number 211 required that the Advisory Council for Alternative Education study issues relating to the establishment of pilot alternative school programs. Finally, Bill Public Chapter Number 455 required the Tennessee Department of Education to create a pilot project for the 2007-2008 school year in Davidson County.

With the release of the first annual Alternative Education Report in January of 2008, the council acknowledged the need to examine the following question, "What do we really mean by alternative education?" Due to the complexity of alternative education in our state, the council proposed that the State Board of Education adopt a much broader definition that encompassed all alternative education programs in Tennessee. The council recommended that the board adopt a new, more contemporary definition of alternative education. The council proposed that the following definition of alternative education be adopted: ***"A nontraditional academic program designed to meet the student's educational, behavioral, and social needs."***

In August of 2008, the Governor's Advisory Council for Alternative Education in conjunction with the State Board of Education released *Alternative Education Program Standards*. The model standards address the following broad categories: mission and environment, governance, transitional planning, support services, parent and community engagement, staffing and professional development, individualized learner plans, life skills, curriculum and instruction, student assessment, and monitoring and program assessment. The standards replaced the previously adopted *Alternative School Program Standards* from 2000.

In February of 2009, the advisory council released *A Feasibility Study Related to the Establishment of Alternative Programs in Tennessee* with specific recommendations on how to drive quality by enriching funds for alternative education. Additionally, in February of 2009, the council hosted the first annual Student Discipline and Alternative Education Institute. Over three hundred educators attended the first institute.

In October of 2009, the council joined with the National Alternative Education Association (NAEA) on the first ever southeastern regional summit on alternative education. At this

conference, the council explored best practice, national trends, and allowed alternative educators an opportunity to collaborate with other practitioners outside of the state. The first summit was held in Rogers, Arkansas.

The council also published (February 2010) an executive brief entitled *Promoting High Quality Alternative Education: An Update from the Advisory Council*. In the brief, the council set forth several legislative recommendations/priorities which include the following: redefine alternative education, establish an *Exemplary Practices in Alternative Education Award*, investigate ways to enrich funding, and create a state-level position to support alternative teachers, students, and parents.