



FALLS HIGH SCHOOL
ALTERNATIVE LEARNING PROGRAM
STUDENT HANDBOOK
2026-2027

Learning Beyond the Traditional Classroom

BE RESPONSIBLE. EARN INDEPENDENCE. BUILD YOUR FUTURE.

HANDBOOK PURPOSE

This handbook explains the expectations, supports, opportunities, and procedures specific to students enrolled in the Falls High School Alternative Learning Center (ALC). It should be used together with the ISD 361 district policies and the Falls High School Student Handbook.

Welcome to the Falls High School ALC

The Falls High School Alternative Learning Center provides a personalized pathway to graduation while helping students build the attendance, academic, career, and independent-living habits needed after high school. Our program combines structure, relationships, flexible learning, and increasing independence. Every student begins with a clear plan and receives ongoing progress reviews and support.

Our shared goal is simple: every Bronco attends, works, achieves, and graduates prepared for the next step.

THE BRONCO WAY

Focused • Safe • Kind • Accountable • Together

Quick Reference

TOPIC	EXPECTATION
	8:00 a.m.-12:30 p.m., Monday-Friday for Level 1; Daily In-Person Instruction
Program day	Level 2 follows the approved blended schedule.(M/W/F) In-Person (T/TH) Virtual
	Level 3: Independent Online Learning
Course load	Up to 5 courses per trimester and 15 courses per school year.
Graduation participation	Students must maintain at least part-time enrollment (3 courses) in each trimester, unless an exception is approved by the building administrator.
Leaving campus	Students may leave only with permission. A student who leaves without permission may not return that day and will be marked truant.
Primary contacts	ALP teacher/mentor, school counselor, and building administrator.

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1. Program Purpose and Student Eligibility

Falls High School ALP serves students who benefit from a smaller, more flexible, and individualized learning environment. Placement is determined by the school team based on student need, graduation progress, attendance, academic history, and other relevant factors.

ALP enrollment is not simply an easier or less structured option. Students are expected to participate consistently, complete assigned work, communicate with staff, and demonstrate increasing responsibility.

Program Priorities

Recover credits and complete graduation requirements.

Improve attendance and engagement.

Develop organization, time-management, communication, and independent work habits.

Connect coursework to career and postsecondary goals.

Build positive relationships and responsible citizenship.

Enrollment Review

Enrollment and continued placement may be reviewed when a student is not attending, is not making academic progress, is not communicating with staff, or requires a different level of support. The school team may adjust the student's schedule, level, supervision, or placement to support success.

2. Enrollment, Course Load, and Credit

Standard Course Load

ALP students are primarily enrolled in credit-recovery coursework. A student may be assigned up to five courses per trimester, for a maximum of fifteen courses during a standard school year. Course placement is based on the student's credit deficit, graduation plan, readiness, and the sequence needed to satisfy graduation requirements.

ADDITIONAL COURSES OR CREDIT

Any course or credit beyond the standard annual limit requires prior approval from the building administrator. Approval will be considered only when the additional course or credit is necessary to address a documented credit deficit or graduation requirement. Additional coursework is not automatic and may not create duplicate or unearned credit.

Course Changes

Students may not independently add, drop, replace, or rearrange courses after a trimester begins.

Course changes require review by the ALC teacher, and building administrator. A course is not complete until all required activities, assessments, teacher reviews, and final grading requirements are satisfied.

Failure to complete a course within the assigned term may result in no credit, an incomplete when permitted, reassignment, or a requirement to repeat the course.

Credit Recovery

Credit-recovery courses are assigned to replace or recover a course or graduation requirement that the student previously attempted but did not successfully complete. The district determines the course match, credit value, and how the credit applies to graduation requirements.

3. Individual CLP and Graduation Plan

Upon enrollment, each student will complete an individual Continual Learning Plan (CLP) and graduation plan with school staff. These documents serve as the student's roadmap through the program and will be reviewed and updated regularly.

The plan will include:

- Credits earned and credits still needed.
- Required courses and recommended course sequence.
- Expected graduation date and trimester-by-trimester enrollment plan.
- Attendance and academic goals.
- Career, military, college, technical education, or workforce goals.
- Work-based learning or internship goals, when appropriate.
- Supports, accommodations, interventions, and responsible staff members.

STUDENT RESPONSIBILITY

Students are expected to understand their plan, participate in reviews, ask questions, and complete the courses and actions identified in the plan. The CLP and graduation plan guide decisions, but do not waive district or state graduation requirements.

4. Levels of Independence

Greater independence is earned through demonstrated responsibility. All students begin at Level 1 unless the ALP team approves a different initial placement. Progress is reviewed regularly, and students may advance, remain at their current level, or return to a more structured level when additional support is needed.

LEVEL 1 - ON-CAMPUS LEARNING

Monday-Friday, 8:00 a.m.-12:30 p.m. Daily in-person instruction, support, progress monitoring, and relationship building. Students attend daily, complete assigned coursework, build attendance habits, meet regularly with staff, and use the Bronco Success Tracker.

LEVEL 2 - BLENDED LEARNING

In-person Monday, Wednesday, and Friday from 8:00 a.m.-12:30 p.m.; approved virtual learning from home Tuesday and Thursday. Virtual days are regular school days and count toward attendance. Students log in, complete daily assignments, communicate with teachers, and remain on pace.

LEVEL 3 - INDEPENDENT LEARNING

Primarily independent online learning. Students report to school at least one day each week for a scheduled conference and complete required check-ins, assessments, meetings, or support sessions. Eligible juniors and seniors may also participate in work-based learning, employment, internships, or career exploration.

Typical Readiness Indicators

For Level 2: Approximately 90% or higher attendance; passing or making satisfactory progress; approximately 90% of assignments completed; positive behavior and responsible work habits; ALC team recommendation.

For Level 3: Approximately 95% or higher attendance; passing all courses and on pace for graduation; approximately 95% of assignments completed; strong independent work habits; positive citizenship and responsibility; ALC team recommendation.

5. Attendance, Truancy, and Campus Expectations

Attendance is based on meaningful participation, not simply logging in. The school may use time on task, assignment completion, pacing, communication, required meetings, and in-person attendance to determine whether a student is present and engaged.

Daily Expectations

Arrive on time and remain for the full scheduled program day.
Work in every assigned course according to the pacing plan.
Attend required conferences, testing, interventions, and support sessions.
Communicate with staff when absent or when help is needed.
Follow all district attendance procedures for excused absences.

LEAVING CAMPUS WITHOUT PERMISSION

Students may leave campus only with staff or administrative permission and must follow school checkout procedures. A student who leaves the building or school grounds without permission may not return to campus that day and will be marked truant for the applicable time. Additional consequences or a re-entry conference may be required.

Approved Locations

Students must remain in the ALC classroom or another location specifically assigned or approved by staff. Students may not remain in hallways, teacher classrooms, the cafeteria, parking areas, or other unsupervised spaces during scheduled learning time. Visits to another classroom require the teacher's invitation and must not interfere with instruction.

Transportation and Return to Campus

Students released from campus are responsible for transportation and for arriving on time for any later course, meeting, activity, work-based learning placement, assessment, or appointment. Students may not return during the same day unless the return is part of an approved schedule or staff has granted permission.

6. Graduation Participation

MINIMUM ENROLLMENT REQUIREMENT

To remain eligible to participate in the Falls High School graduation ceremony, a student must maintain at least part-time enrollment during each trimester. For this purpose, part-time enrollment means enrollment in at least three courses during each trimester.

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A reduced schedule below three courses requires prior approval from the building administrator. An exception may be considered when the student has fewer than three courses remaining for graduation, has a documented individualized need, or has another circumstance approved by administration. Approval of a reduced schedule does not automatically guarantee graduation-ceremony participation; students must also satisfy all district graduation and participation requirements.

Students must also:

Remain actively enrolled through the end of the school year unless all requirements are completed and an approved plan is in place.

Complete required credits and other graduation obligations.

Maintain appropriate attendance, conduct, and communication.

Follow senior deadlines and ceremony expectations published by Falls High School.

7. Work-Based Learning and Career Opportunities

Work-based learning helps students connect academic progress to future employment, training, and career goals. Opportunities may include paid employment, internships, job shadowing, service learning, career exploration, or other approved placements.

Eligibility

Juniors and seniors may be considered for work-based learning.

Sophomores may participate only with prior building-administrator approval.

Students must be in good standing in coursework, attendance, and behavior.

Participation must support the student's CLP, graduation plan, and career goals.

Students must complete all required paperwork, safety training, time records, evaluations, and check-ins.

WORK-BASED LEARNING IS EARNED

A placement may be delayed, reduced, suspended, or ended when a student falls behind in coursework, has attendance concerns, demonstrates unsafe or inappropriate behavior, fails to communicate, or does not meet employer or school expectations.

Student Responsibilities at a Placement

Arrive on time, dress appropriately, and follow workplace rules.

Use respectful communication and protect confidential information.

Notify both the employer and school when absent.

Complete required school assignments and maintain progress in all courses.

Represent Falls High School and the Broncos in a responsible manner.

8. Academic Progress and Course Completion

Regular Progress Reviews

The ALC team will review each student's progress regularly. Reviews may include attendance, assignment completion, grades, pace, behavior, graduation status, career planning, and personal goals. Students may advance to a higher level, remain at the current level while building skills, or return to a more structured level.

Interventions

A student who is inactive, significantly behind pace, failing to communicate, or not completing required work may be assigned additional supervised work time, tutoring, progress meetings, parent/guardian conferences, an academic intervention plan, a reduced course load, or a different learning setting.

Support Available

ALC teacher and mentor support.

Virtual instructor feedback and communication.

School counselor and graduation planning.

Tutoring or reteaching when available.

Special education, Section 504, English learner, health, and other services required by the student's plan.

Career and postsecondary planning.

9. Academic Integrity, Technology, and Cell Phones

Academic Integrity

Students must complete coursework, quizzes, tests, projects, and written assignments honestly and independently unless collaboration is expressly authorized. The school may require in-person or proctored assessments, oral checks, identity verification, or teacher review to confirm learning.

Copying another student's work or sharing answers.

Using answer websites, unauthorized notes, or another person's assistance.

Submitting artificial-intelligence-generated work when the teacher has not approved its use.

Misrepresenting time, attendance, identity, or completion.

Academic dishonesty may result in loss of credit for the work, reassessment, parent/guardian contact, a behavior or academic plan, loss of independence privileges, or other consequences under district policy.

Technology Use

Use district devices, accounts, and networks for educational purposes.

Protect passwords and never use another person's account.

Do not bypass filters, monitoring, security settings, or device-management tools.

Report lost, damaged, or malfunctioning equipment immediately.

Understand that district devices, accounts, networks, and online activity may be monitored or reviewed for educational, safety, security, and compliance purposes.

Cell Phones and Personal Devices

ALC students follow the Falls High School cell phone and electronic-device procedures for their grade level and any additional expectations established by the ALP teacher. During scheduled instructional or supervised work time, phones must be placed in the designated phone holder or stored as directed. Use is permitted only when specifically approved for instruction, medical monitoring, an emergency, or another authorized need.

10. Behavior, Safety, and Student Support

Students are expected to follow the Falls High School Student Handbook, district policies, staff directions, and the Bronco Way. A flexible setting requires a high level of trust. Behavior that disrupts learning, creates safety concerns, or interferes with another person's rights may result in a loss of privileges, increased supervision, removal from campus for the day, or other disciplinary action.

ALC Expectations

Use respectful language and behavior.

Follow staff directions and remain in approved areas.

Protect the physical and emotional safety of others.

Do not possess or use alcohol, nicotine, vaping products, controlled substances, weapons, or prohibited items.

Do not record or post images, audio, or video of others without permission.

Care for school property and maintain a clean learning space.

Restorative and Supportive Responses

Whenever appropriate, staff will use problem solving, reteaching, restorative conversations, family communication, behavior plans, and other supports to help students repair harm and return successfully. Serious or repeated misconduct will be addressed under district discipline policies.

11. Family Partnership and Communication

Families are important partners in student success. Parents/guardians are encouraged to review progress, support a consistent work routine, respond to school communication, attend conferences, and help the student follow the CLP and graduation plan.

Communication Expectations

Students should check school email and course messages each school day.

Students and families must keep phone numbers, email addresses, and emergency contacts current.

The school may contact families about attendance, pace, grades, behavior, level changes, work-based learning, or graduation status.

Students age 18 or older remain responsible for school expectations; the school will follow applicable law and district procedures regarding parent/guardian access and communication.

12. Student Rights, Accommodations, and Administration

Individualized Needs

Students with an Individualized Education Program, Section 504 plan, health plan, English learner plan, or other documented need will receive services and accommodations consistent with applicable plans and law. ALC placement does not replace required services or team decision-making.

Nondiscrimination and Harassment

Falls High School is committed to a safe, respectful, and inclusive environment. Discrimination, harassment, bullying, retaliation, and hazing are prohibited and should be reported promptly to a staff member or administrator. District reporting and investigation procedures apply.

Administrative Authority and Exceptions

The building principal or designee administers this handbook and may approve reasonable exceptions when necessary to meet legal requirements or address documented student circumstances. Exceptions must preserve the integrity of graduation requirements and may not be used to create duplicate, excessive, or unearned credit. When this handbook conflicts with law, school board policy, or the district Student Handbook, the controlling law or district policy will apply.

13. Student and Parent/Guardian Agreement

Enrollment in the Falls High School Alternative Learning Center is a shared commitment. By signing below, the student and parent/guardian acknowledge that they have received and reviewed this handbook and understand the program expectations.

- ☐ I understand that I may be enrolled in up to five courses per trimester and fifteen courses per school year, and that additional courses or credit require administrative approval and must address a documented credit deficit.
- ☐ I understand that my CLP and graduation plan will guide course enrollment, progress reviews, and graduation planning.
- ☐ I understand that greater independence is earned and may be reduced when attendance, academic progress, communication, or behavior does not meet expectations.
- ☐ I understand that I must maintain enrollment in at least three courses each trimester to remain eligible for graduation participation unless the building administrator approves an exception.
- ☐ I understand that leaving campus without permission may result in truancy, loss of the ability to return that day, and additional consequences.
- ☐ I understand that work-based learning is a privilege based on good standing in coursework, attendance, and behavior.
- ☐ I agree to follow the Falls High School Student Handbook, district policies, technology expectations, cell phone procedures, and staff directions.

Student Name (print): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

ALP Staff Signature: _____ Date: _____

CONTACT

Falls High School Alternative Learning Center • International Falls School District 361 • Building Principal or Designee