



Alternative Education Advisory Committee

AGENDA

September 18, 2017 10:00 am – 12:00 pm
OSDE Conference Room 215

Welcome

Superintendent Hofmeister

Introductions

Jennifer Wilkinson

Director of Alternative Education

Goals of Advisory Committee

1. Review current alternative education law and make recommendations addressing opportunities and challenges in meeting the needs of at-risk learners.
2. Review current evaluation method and make recommendations of possible meaningful approaches in setting and accomplishing district goals.
3. Discuss possible accountability paths for non-traditional settings including alternative education.

Discussion Items

- Alternative Education Overview (**Goal #1**)
 - What opportunities and challenges exist in developing alternative education programs that meet the needs of a unique student population?
- Evaluation (**Goal #2**)
 - Discuss the evaluation plan for FY18

Closing

Next meeting - October 10, 2017 at OSDE 9:00 am – 11:00 am

"The future depends on what you do today." - Gandhi

Alternative Education Advisory Council

Name		Email
Julia Stiles	Dept. of Human Services	Julia.Sterr@okdhs.org
Melissa White	Office of Juvenile Affairs	Melissa.White@oja.ok.gov
Kent Roof	Dept. of Career Tech Edu	Kent.Roof@careertech.ok.gov
Jennifer Barron	Oklahoma Arts Council	Jennifer.Barron@arts.ok.gov
Jessica Hawkins	Dept. of Mental Health/Sub Abuse	jhawkins@odmhsas.org
Jackie Shipp	Dept. of Mental Health/Sub Abuse	JShipp@admhsas.org
Debra Stuart	Regents for Higher Education	dstuart@osrhe.edu
Debbie Blanke	Regents for Higher Education	dblank@osrhe.edu
Barbara Smith	Dept. of Health	BarbaraDS@health.ok.gov
Denise Riley	National Alternative Edu Assoc.	etceducation@sbcglobal.net
Ryan Abernathy	Regional Food Bank	rabernathy@regionalfoodbank.org
Ray Owens	Metropolitan Baptist Church	rayowens@metropolitanbc.org
Ray Douglas	Greater Mount Olive Baptist Church	Ray.douglas@gmochurch.org
Major Jemison	St. John Missionary Baptist Church	mljemison@stjohnokc.org
Dennis Casey	House of Representatives	dennis.casey@okhouse.gov
Tammy West	House of Representatives	tammy.west@okhouse.gov
Dewayne Pemberton	Senate	pemberton@oksenate.gov
Justin Fite	Choctaw Nation Interlocal	jfite@choctawnation.com
Kathy Knox	Project Connect – CV Tech	kknox@cvtech.edu
Martin Vinyard	Tulsa Public Schools	vinyama@tulsaschools.org
Lori McGinnis	Street School	McginLo@tulsaschools.org
Sheryl Tatum	Insight School of Oklahoma	statum@k12.com
Jody Pendleton	Yukon Public Schools	Jody.pendleton@yukonps.com
Elizabeth Ressel	Comanche Public Schools	eressel@comanche.k12.ok.us
Terry Davidson	Comanche Public Schools	tdavidson@comanche.k12.ok.us
Garland Delk	El Reno Public Schools	gdelk@elrenops.org
Jimmy Acevedo	Guymon Public Schools	Jimmy.acevedo@guymontigers.com
Amie Hardy	Jenks Public Schools	Amie.Hardy@jenksps.org
Cindy Allen	Altus Public Schools	callen@altusps.com
Don Raleigh	Pryor Public Schools	raleighd@pryorschools.org
Paul Tryggstad	Norman Public Schools	tryggstad@norman.k12.ok.us
Doug Stafford	Enid Public Schools	Dcstafford@enidk12.org
Lori Bell	Ardmore Public Schools	lbell@ardmoreschools.org
Christy Province	Claremore Public Schools	cprovince@claremore.k12.ok.us
Jack Pugh	Broken Arrow Public Schools	jepugh@baschools.org
Mildred Burkhalter	Checotah Public Schools	mburkhalter@checotah.k12.ok.us
Debra Watson	Shawnee Public Schools	dwatson@shawnee.k12.ok.us
Chris McAdoo	Santa Fe South	cmcadoo@santafesouth.org

What is Alternative Education?

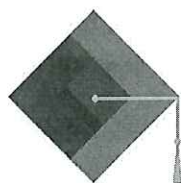
Alternative Education programs, both public school-based and community-based, offer students who are struggling or who have left school an opportunity to achieve in a new setting and use creative, individualized learning methods. While there are many different kinds of alternative education schools and programs, they are often characterized by their flexible schedules, smaller student-teacher ratios, relevant and career-oriented themes, and innovative curricula.

Programs should provide:

- Reengagement of at-risk students
- Student supports
- Structured and individualized pathways for success

Multiple pathways to support at-risk students:

- Alternative education academies or programs
- Credit recovery
- Virtual schools
- School to work programs like Jobs for America's Graduates
- Internships/mentorships programs
- Career tech programs
- Concurrent enrollment
- Charter schools
- Hybrid of options



Alternative Education Summary Student Data

2016-2017 School Year

	Number	Percentage
Number of Programs	280	
Total Students Served	11,412	
Credit Recovery Students	1,825	15.99%
Seniors Served	3,057	26.79%
Seniors that Graduated	2,870	93.88%
Non-Seniors that Graduated	1,013	33.13%
Total Graduates	3,883	34.03%
Total Dropouts	1,033	9.05%
Adjusted Dropouts (Less than 3 Weeks)	261	2.3%
Students in Grades 9-12	10,869	95.24%
On Track to Graduate in 4 Years	5,158	47.46%
On Track to Graduate by 21 years old	6,132	56.41%
Excessive Absences (More than 10 per sem)	2,364	20.72%
Number of Students Suspended	1,032	9.04%

Section 12. School Day - Six Hours - Exceptions.

A. Except as otherwise provided for by law, a school day shall consist of not less than six (6) hours devoted to school activities. A district board of education may elect to extend the length of one (1) or more school days to more than six (6) hours and reduce the number of school days as long as the total amount of classroom instruction time is not less than one thousand eighty (1,080) hours per year as required pursuant to Section 1-109 of this title.

B. A school day for nursery, early childhood education, kindergarten, and alternative education programs shall be as otherwise defined by law or as defined by the State Board of Education. Not more than one (1) school day shall be counted for attendance purposes in any twenty-four-hour period.

C. Students absent from school in which they are regularly enrolled may be considered as being in attendance if the reason for such absence is to participate in scheduled school activities under the direction and supervision of a regular member of the faculty or to participate in an online course approved by the district board of education. The State Board of Education shall adopt rules to provide for the implementation of supplemental online courses which shall include, but not be limited to, provisions addressing the following:

1. Criteria for student admissions eligibility;
2. A student admission process administered through the district of residence, which provides the ability for the student to enroll in individual courses;
3. An electronic student transfer system which does not require the student desiring to transfer to another district for enrollment in an online course to personally appear in the district to which the transfer is sought;
4. A process by which students are not denied the opportunity to enroll in educationally appropriate courses by school districts;
5. Creation of a system which provides ongoing enrollment access for students throughout the school year;
6. A grace period of fifteen (15) calendar days from the first day of an online course for student withdrawal from an online course without academic penalty;
7. Mastery of competencies for course completion rather than Carnegie units;
8. Student participation in extracurricular activities in accordance with school district eligibility rules and policies and any rules and policies of a private organization or association which provides the coordination, supervision, and regulation of the interscholastic activities and contests of schools;
9. Parent authorization for release of state test results to online course providers, on a form developed by the State Department of Education;
10. A review process to identify and certify online course providers and a uniform payment processing system.

D. Each district board of education shall adopt policies and procedures that conform to rules for online courses as adopted by the State Board. Such policies shall include criteria for approval of the course, the appropriateness of the course for a particular student, authorization for full-time students to enroll in online courses, and establishing fees or charges. No district shall be liable for payment of any fees or charges for any online course for a student who has not complied with the district's policies and procedures. School districts shall not deny students the opportunity to enroll in educationally appropriate courses and shall provide an admissions process which includes input from the student, the parent or guardian of the student, and school faculty.

E. Districts shall require students enrolled in online courses to participate in the Oklahoma School Testing Program Act. Students participating in online courses from a remote site will be responsible for providing their own equipment and Internet access, unless the district chooses to provide the equipment. Credit may not be granted for such courses except upon approval of the State Board of Education and the district board of education.

F. The school day for kindergarten may consist of six (6) hours devoted to school activities. **(70-1-111)**

Note: Amended by SB 280, Sec. 1 of the 2011 Reg. Sess. Effective July 1, 2011.

A day devoted to parent-teacher conferences is counted as a school day even though pupils are not in attendance.

August 10, 1983 (AG Op. No. 83-152).

Section 31. Application and Filing of Four-Year Improvement Plans For Accreditation.

A. As part of the requirements for receiving accreditation by the State Board of Education, each school district board of education shall adopt a Comprehensive Local Education Plan once every six (6) years. The plan at a minimum shall contain the following:

1. A school improvement plan as provided for in Section 5-117.4 of this title;
2. A capital improvement plan as provided for in Section 18-153 of this title;
3. An alternative education plan, as provided for in subsection B of Section 1210.566 of this title; and
4. A reading sufficiency plan as provided for in Section 1210.508C of this title.

B. The State Board of Education shall promulgate rules for monitoring compliance with the provisions of this section by school districts. The State Department of Education shall provide training for regional accreditation officers in alternative education program compliance. **(70-3-104.2)**

Section 911. Alternative Education Programs.

A. Contingent upon the provision of appropriated funds designated for Alternative Education Academies pilot programs, the State Board of Education is authorized to award one or more competitive grants for alternative education programs to school districts, nonprofit organizations, or entities formed by interlocal cooperative agreements pursuant to Section 5-117b of this title. The grant awards shall be made to school districts located in counties with a high number of dropouts as reported by the Office of Accountability for the school year preceding the year for which the grant is being sought and a high number of referrals to the juvenile justice system or, if the grant award is to a nonprofit organization or entity formed by an interlocal cooperative agreement, the program to be funded shall serve students in school districts located in counties with a high number of dropouts and a high number of referrals to the juvenile justice system. Programs eligible for funding shall include but not be limited to programs provided:

1. Directly by a school district;
2. Pursuant to an interlocal cooperative agreement with another school district or districts or a technology center school district; or
3. Pursuant to contract with a nonprofit organization.

B. In order to be eligible for an Alternative Education Academy Grant, a program shall:

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the curricular standards adopted by the State Board of Education and remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each child in the program;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation; and
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title.

C. Grant recipients shall have priority, if recommended by the Alternative Education Academy Grants Technical Assistance Center as provided for in subsection F of this section, and if funds are available, for annual renewal of grants by the State Board of Education in amounts and on conditions as provided in this section. If a district receives grants for an Alternative Education Academy program for three (3) consecutive school years and if the program upon evaluation by the Technical Assistance Center meets the criteria set forth in subsection B of this section, funding shall be as follows:

1. Funding for the fourth consecutive school year shall be in an amount of fifty percent (50%) of the average amount of grants awarded for the program pursuant to this section for the first three (3) consecutive school years;
2. Funding for the fifth consecutive school year shall be awarded only if the program has been state-validated and replicated by another district; if funding is awarded, it shall be in the amount of twenty-five percent (25%) of the average amount of grants awarded to the program pursuant to this section for the first three (3) consecutive school years;
3. All grants for the fourth and fifth school years as provided above shall be matched with local funds or in-kind contributions. Programs which received grants continuously for five (5) consecutive school years shall not thereafter be eligible for grants pursuant to this section.

D. School districts that receive Alternative Education Academy Grants shall not use the grant funds to supplant budgeted district expenditures for existing alternative education programs. Provided, programs that have been funded in prior years by Alternative Approaches grants pursuant to Section 1210.561 of this title may be funded through Alternative Education Academy Grants if included in the grant request and approved.

E. By September 15 of each school year, all revenue received and expended for students participating in alternative education academies created in subsection A of this section shall be reported to the State Department for Education by major object codes and by program classifications pursuant to the Oklahoma Cost Accounting System as adopted by the State Board of Education pursuant to Section 5-135 of this title.

F. Recipients of Alternative Education Academy Grants shall be subject to statutes and rules applicable to alternative education, including any exemptions from statutory or regulatory requirements authorized by statutes or rule.

G. 1. From funds appropriated for Alternative Education Academy Grants, the State Board of Education shall contract for technical assistance for operation of an Alternative Education Academy Grants Technical Assistance Center. The technical assistance provider shall be an entity located in Oklahoma that is officially recognized by the United States Department of Education to assess and facilitate dissemination of validated educational programs in Oklahoma. The technical assistance provider shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the contract.

2. The duties of the technical assistance provider shall include, but shall not be limited to:

a. recommending programs to the State Board of Education for Alternative Education Academy Grants,

b. providing initial and ongoing training of personnel who will educate at-risk populations through programs funded pursuant to this section,

c. providing technical assistance to districts identified by the State Department of Education as eligible for initial grants pursuant to subsection A of this section,

d. providing technical assistance to grant recipients to enhance probability of success of grant-funded programs,

e. evaluating grant-funded programs for possible state validation as defined in Section 1210.561 of this title,

f. reporting to the State Board of Education the name and description of any program which receives state validation, and

g. providing in-depth program analysis and evaluation of grant-funded programs to the State Board of Education and the Legislature no later than November 1 following the end of the school year in which one or more grant-funded programs were implemented.

H. The State Board of Education shall promulgate rules as necessary to administer the Alternative Education Academy Grants and the process by which the grant funding shall be allocated.

I. Any school district which does not participate in the Alternative Education Academy Grants created in this section may provide an alternative education program pursuant to the provisions of this section. (70-1210.563)

Section 912. Alternative Education Academy Grants.

No later than August 1, 1994, the State Department of Education shall identify eight school districts eligible to receive Alternative Education Academy Grants based on the criteria set out in subsection A of Section 62 of this act. The Department shall notify the eligible districts and require the districts to submit plans for Alternative Education Academy programs no later than November 1, 1994. The initial programs shall be implemented no later than the beginning of the second semester of the 1994-95 school year. The technical assistance provider shall provide assistance

to the identified districts in assessing needs and designing programs. Two or more of the identified districts may submit one program plan if the plan will serve students in the cooperating districts. Identified districts that do not submit plans for and implement effective programs as determined by the technical assistance provider shall be penalized in an amount equal to five percent (5%) of the amount of State Aid the district received for the 1994-95 school year. The penalty shall be enforced by reducing State Aid to the district during the following school year. The State Board of Education shall promulgate rules establishing an appeal process to the Board for districts which have been assessed a penalty.

(70-1210.564)

Section 913. Alternative Education Pay Incentives - School Counselor Certificates Not Required.

A. A certified teacher in a program funded by an Alternative Education Academy Grant shall be paid a five percent (5%) increment above the designated step for that teacher within the adopted salary schedule of the district.

B. Persons providing counseling or social services in a program funded by an Alternative Education Academy Grant shall not be required to be certified as school counselors by the State Board of Education. (70-1210.565)

Section 914. Implementation Requirements for State Board of Education and Local District.

A. Each year by December 1, every school district that serves middle school, junior high and secondary school

students shall conduct and report to the State Department of Education a needs assessment to identify those students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title, including students under the age of nineteen (19) who reside in the district and have dropped out of school or are or have been suspended from school. Districts shall utilize data and information from juvenile justice agencies and the Office of Accountability in conducting the needs assessments. The results of the needs assessments shall be reported to the State Department of Education in a format specified by the Department.

B. By May 1, 1994, every school district as specified in subsection A of this section shall develop and submit to the State Department of Education a proposed plan approved by the district board of education, for meeting the needs of the students at risk of not completing a high school education as identified through the needs assessment required in subsection B of this section by establishing, continuing or expanding alternative education programs. The district shall include parents, students, teachers, law enforcement representatives, judicial system representatives, social service representatives, technology center school district representatives, and others deemed appropriate by the board of education in the development of the proposed plan. If the school district overlaps technology center school district or districts, the plan shall be coordinated with the board of education of each overlapped technology center school district.

C. The proposed plan shall be placed on file at the office of the school district superintendent where it shall be made available to the public on request.

D. By September 1, 1994, the State Board of Education shall prepare and submit to the Legislature and the Governor a proposed statewide plan, including a statement of needed funding, for the provision of alternative education to students in grades six through twelve who have been identified by school districts in their needs assessments as being at risk of not completing a high school education for a reason other than that identified in Section 13-101 of Title 70 of the Oklahoma Statutes. The plan should include provisions for cooperative agreements to provide services for students in alternative education programs and coordination with the State Board of Vocational and Technical Education. (70-1210.566)

Section 915. Alternative Education Programs - Statewide System.

A. Beginning with the first semester of the 1996-1997 school year, the State Board of Education shall implement a statewide system of alternative education programs which shall be phased-in within seven (7) years. The statewide system shall include but not be limited to Alternative Approaches grant programs, funded pursuant to Section 1210.561 of this title, and alternative academies or alternative programs implemented pursuant to this section.

B. Beginning with the first semester of the 2002-2003 school year, all school districts of this state shall provide alternative education programs that conform to the requirements of statutes and rules applicable to alternative education. A program shall:

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each student in the program which will allow the student to participate in graduation exercises for the school district after meeting the requirements of the school district as specified in the individual graduation plan for that student; provided, for students who enter the ninth grade in or prior to the 2007-08 school year, the plan shall specifically address whether the student is required to meet the graduation requirements established in Section 11-103.6 of this title;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title; and

17. Allow students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

C. The alternative education program of a school district shall be operational and serving students by September 15 of each school year.

D. Each alternative education program of a school district shall receive funding based on the combined number of dropouts and students within the district who have been referred to a county juvenile service unit, a county juvenile bureau or who have been committed to the custody of the Office of Juvenile Affairs. Each alternative education program shall receive incentive funding as follows:

1. For the first year of operation, One Thousand Dollars (\$1,000.00) per student;

2. For the second year of operation, Seven Hundred Fifty Dollars (\$750.00) per student; and

3. For the third year of operation and each year thereafter, Seven Hundred Dollars (\$700.00) per student.

Statewide alternative education funding shall not be used to supplant existing school district resources or to support programs that do not meet all the criteria for the statewide alternative education system. No alternative education program shall receive less than a total of Ten Thousand Dollars (\$10,000.00) per school year.

E. By September 15 of each school year, all statewide alternative education funds received and expended for students participating in an alternative education program shall be reported to the State Department of Education by major object codes and by program classifications pursuant to the Oklahoma Cost Accounting System as adopted by the State Board of Education pursuant to Section 5-135 of this title.

F. Elementary school districts, as defined in Section 5-103 of this title, may request a waiver from the State Board of Education from the requirements of this section to implement and provide an alternative education program. Any elementary school district that has not received funding pursuant to the provisions of subsection D of this section shall be automatically granted a waiver. If a school district is granted a waiver, no statewide alternative education funding shall be allocated to the district.

G. 1. The State Board of Education shall contract for technical assistance for operation of an Alternative Education Technical Assistance Center. The technical assistance provider shall be an entity located in Oklahoma that has been officially recognized by the United States Department of Education to assess and facilitate dissemination of validated educational programs in Oklahoma. The technical assistance provider shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the contract.

2. The duties of the technical assistance provider shall include, but shall not be limited to:

a. providing initial and ongoing training of personnel who will educate at-risk populations through alternative education programs,

b. providing technical assistance to school districts to enhance the probability of success of their alternative education programs,

c. evaluating state-funded alternative education programs,

d. reporting to the State Board of Education the evaluation results of state-funded alternative education programs, and

e. providing in-depth program analysis and evaluation of state-funded alternative education programs.

3. The State Board of Education shall not provide funding to an alternative education program that does not receive a recommendation for continued funding in the evaluation provided for in this subsection. Provided, any school district not receiving such a recommendation for continued funding may request a hearing before the Board with a review of the evaluation prior to the Board's final determination.

H. All alternative education programs shall be subject to statutes and rules applicable to alternative education, including any exemptions from statutory or regulatory requirements authorized by statutes or rule.

I. An alternative education program may be offered by an individual school district or may be offered jointly by school districts that have formed interlocal cooperative agreements pursuant to Section 5-117b of this title. Any school district submitting a plan for an alternative education program serving fewer than ten students shall enter into a cooperative agreement with another school district to jointly provide the program unless the program has been granted a waiver from this requirement by the State Board of Education.

J. Any materials or equipment purchased by a school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by

the district or any subsequent alternative education program offered to students enrolled in that district. Such materials and equipment shall be made available exclusively to alternative education students during the hours that the alternative education program is operating; provided, the material or equipment may be used for other purposes when the alternative education program is not operating.

K. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon the provision of appropriated funds designated for such purpose, all school districts in the state providing alternative education programs as required in subsection B of this section shall expand the programs to include middle-schoolgrade students. The program shall conform to the requirements of subsection B of this section.

L. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon

the provision of appropriated funds designated for such purpose, each urban school district identified by the State Department of Education as having a high population of elementary grade students who are at-risk and in need of alternative education shall provide elementary level alternative education programs. The State Department of Education shall establish requirements for the programs. For purposes of this section, "urban school district" means a school district with an average daily membership of thirty thousand (30,000) or more.

M. Implementation of subsections K and L of this section shall be delayed until the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for the 1998-99 school year or any school year thereafter for Oklahoma, as reported by the National Center for Education Statistics annually in the Digest of Education Statistics, reaches at least ninety percent (90%) of the regional average expenditure for that same year, and funds are provided. For purposes of this subsection, the regional average expenditure shall consist of the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for each of the following states: Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas, averaged together. By January 1 of each year, the State Board of Education shall report whether or not the ninety-percent expenditure level has been reached based on information reported annually in the Digest of Education Statistics by the National Center for Education Statistics. Subsections K and L of this section shall be implemented on July 1 after the first January 1 report verifies that the ninety-percent expenditure level has been reached and funds have been provided for the specific purposes of this section. (70-1210.568)

Section 916. Submission of Student Needs Assessment and Alternative Education Plan.

A. Each school district shall be required to update and submit on an annual basis the student needs assessment and alternative education plan outlined in Section 1210.566 of this title. The alternative education plan of each school district shall provide for specific professional development programs for the teachers teaching in or working with an alternative education program. The annual needs assessment data shall be incorporated by the State Board of Education into an annual report which shall be submitted to the Speaker of the House of Representatives, the President Pro Tempore of the Senate and the Governor. The report shall include a listing by school district of the number of students funded and the reported number of students served in an alternative education program.

B. By July 1 of each year, each school district shall submit an expenditure report to the State Department of Education listing all of the expenditures made by the school district for the alternative education program for the previous year.

C. Upon implementation of this subsection as provided for in subsections D and E of this section, each urban school district as defined in Section 1210.568 of this title and as identified by the State Department of Education as having a high population of elementary grade students who are at-risk and in need of alternative education shall expand the annual student needs assessment and alternative education plan as required in subsection A of this section to include a needs assessment and education plan for elementary students who are at-risk and in need of alternative education.

D. Implementation of subsection C of this section shall be contingent upon the appropriation by the Legislature of state funds for the specific purpose of implementing subsection C of this section. Nothing in this section shall prevent the State Board of Education or a school district board of education from utilizing private, local, or federal funds to implement subsection C of this section.

E. Implementation of subsection C of this section shall be delayed until the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for the 1998-99 school year

or any school year thereafter for Oklahoma, as reported by the National Center for Education Statistics annually in the Digest of Education Statistics, reaches at least ninety percent (90%) of the regional average expenditure for that same year, and funds are provided. For purposes of this subsection, the regional average expenditure shall consist of the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for each of the following states: Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas, averaged together. By January 1 of each year, the State Board of Education shall report whether or not the ninetypercent expenditure level has been reached based on information reported annually in the Digest of Education Statistics by the National Center for Education Statistics. Subsection C of this section shall be implemented on July 1 after the first January 1 report verifies that the ninety-percent expenditure level has been reached and funds have been provided for the specific purposes of the section. (70-1210.569)

Section 917. Abbreviated School Day and Certification Requirements for Alternative Schools.

A. Upon application of a district board of education, the State Board of Education shall authorize an abbreviated day schedule for an alternative school or alternative education program that is or will be administered by the district pursuant to the provisions of this act or for the education provided for students in a residential or treatment

facility located within the district. A student assigned to the alternative school, an alternative education program or receiving educational services in a residential or treatment facility within the district who attends for a full abbreviated day shall be counted in attendance for purposes of computing average daily attendance and average daily membership for the district.

B. A district board of education may authorize enrollment on a part-time basis utilizing Internet-based courses for students who have dropped out of school or are or have been suspended from school. State Aid shall be calculated for such students based upon the percentage of the total school day in which the student is enrolled multiplied by the appropriate grade level weight pursuant to Section 18-201.1 of this title, provided such student was enrolled at any time in a public school in this state during the previous three (3) school years.

C. A district board of education shall hire only licensed or certified teachers to teach in an alternative education program or alternative education school offered by the district or to teach students who are in a residential or treatment facility.

D. No later than August 1, 1994, the State Board of Education in consultation with the Oklahoma Commission for Teacher Preparation shall promulgate rules by which a certified teacher who is qualified to teach in an alternative education program or alternative school as determined by the district board of education offering the alternative education program or alternative school or who teaches students in a residential or treatment facility may be certified to teach subjects in which the teacher does not hold certification. The rules shall provide:

1. The certification may be granted only upon application of a district board of education offering an alternative education program or alternative school pursuant to the provisions of this act or upon application of a district board of education offering a residential or treatment facility; and

2. The teacher's certification in subjects in which the teacher does not otherwise hold certification pursuant to the provisions of this section shall be valid only for purposes of teaching in the alternative education program or alternative school offered by the district board or in a residential or treatment facility located within the district making application. (70-1210.567)

Section 918. Alternative Approaches Grants.

A. Contingent upon the provision of appropriated funds designated for Alternative Approaches grants, the State Board of Education is authorized to award one or more such competitive grants to local education agencies, nonprofit organizations, or entities formed by interlocal cooperative agreements pursuant to Section 5-117b of this title. The grant awards shall be made to school districts located in counties with a high number of dropouts for the school year preceding the year for which the grant is being sought, and a high number of referrals to the juvenile justice system. If the grant award is to a nonprofit organization or entity formed by an interlocal cooperative agreement, the program shall serve students in school districts located in counties with a high number of dropouts and a high number of referrals to the juvenile justice system. The funds shall be awarded to programs specifically providing targeted services to high challenge children. High challenge children are those at risk of failing to complete a satisfactory education. Alternative

Approaches grants shall include high challenge grants for programs serving elementary and middle grade students and grants for middle grade level and other specified alternative education programs. Competitive grants shall be of statewide significance and shall be replicable across the state. Beginning July 1, 1993, at least twenty percent (20%) of the total dollar amount of Alternative Approaches grants shall be awarded to districts replicating state-validated programs. State validation is a process carried out by the Alternative Approaches Programs Technical Assistance Center by which grant-funded programs are evaluated for effectiveness in reaching the targeted population, local and state significance, and replicability. The Technical Assistance Center shall report to the State Department of Education the name and description of any program which receives state validation.

B. To be eligible for a High Challenge grant, a program shall meet research-based criteria set by the State Department of Education. The Alternative Approaches Technical Assistance Center shall provide the Department with research and recommendations on effective programming for high challenge children.

C. The State Board of Education is further authorized to award one competitive grant for operation of an Alternative Approaches Programs Technical Assistance Center. Said programs shall not supplant programs or activities funded by the United States Government pursuant to Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended. The Alternative Approaches Technical Assistance Center grant recipient shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the grant.

D. Service program grant recipients shall have priority, if recommended by the Technical Assistance Center and if funds are available, for annual renewal of grants by the State Board of Education in amounts and on conditions as provided in this section. If a district has received grants for an at risk or high challenge program for three consecutive school years and if the program upon evaluation by the Technical Assistance Center meets the criteria set forth in subsection A of this section and satisfies criteria set forth in rules adopted by the State Board of Education pursuant to subsection E of this section, funding shall be as follows:

1. Funding for the fourth consecutive school year shall be in the amount of fifty percent (50%) of the average amount of grants awarded for the program pursuant to this section for the first three (3) consecutive school years; and

2. Except as otherwise provided, funding for the fifth consecutive school year shall be awarded only if the program has been state-validated and replicated by another district; for programs that have received funding for three (3) years prior to July 1, 1992, funding will be awarded only if the program is state-validated and the grantee documents attempts to have the program replicated; if funding is awarded, it shall be in the amount of twenty-five percent (25%) of the average amount of grants awarded to the program pursuant to this section for the first three (3) consecutive school years.

All grants for the fourth and fifth school years as provided above shall be matched with local funds or in-kind contributions. Programs which received grants continuously for five (5) consecutive school years shall not thereafter be eligible for grants pursuant to this section.

E. Rules adopted by the State Board of Education shall incorporate or provide for, but not necessarily be limited to:

1. Definition of the children deemed high challenge for whom services are sought; provided the definition shall be consistent with the description of high challenge children set forth in subsection A of this section;

2. The possibility of awards for one or more of a variety of program proposals targeted for services to limited portions of the high challenge population according to such distinctions as age groupings, rural or urban settings, other cultural characteristics, or innovative service delivery strategies;

3. Requirements that service program grant recipients have clear and measurable goals and objectives; show evidence of having given reasonable consideration to coordination with other community agencies and resources, where appropriate, in the development of their proposals; and agree to comply with all requirements of the Technical Assistance Center regarding use of assessment instruments, provision of data, and provision of information necessary for program evaluation;

4. Requirements that the recipient of the Technical Assistance Center grant show command of relevant research and demonstrate capability for: Providing technical assistance, including operation of clearinghouse functions; coordinating with agencies such as the Oklahoma Arts Council; performing assessment of high challenge children; evaluating programs for effectiveness; making program cost assessments; promoting replication of successful programs; and capability for assisting program providers in attaining national validation of their programs and qualifying for federal funding;

5. Utilization of a selection committee to review applications for program and Technical Assistance Center grants and make recommendations to the State Board of Education, said selection committee to include, to the greatest extent feasible under constraints of time and funding, nationally recognized experts in the education of high challenge children ;and

6. Revocation of any high challenge or at risk grant awarded to, and ineligibility for award of any future high challenge grant pursuant to this act to, any grant recipient who has employed prior to May 24, 1991, any person who served as a volunteer assisting with the initial preparation of proposed rules for high challenge (formerly designated as at risk) grant programs or any person serving as a member of a selection committee during or within two (2) years following such person's service pursuant to paragraph 5 of this subsection. (70-1210.561)

Section 919. Criteria for Alternative Education Grants.

Alternative Approaches grants for alternative education shall be limited to middle grade level alternative schools provided by a school district and to secondary grade level programs provided pursuant to a contract with a nonprofit organization. Notwithstanding self-identification of a program as an alternative education program, a program shall not receive state-funded grants to provide alternative education administered through the State Department of Education unless the program meets the criteria for Statewide Alternative Education programs as specified in Section 1210.568 of this title. (70-1210.562)

210:35-29-2.Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"**Alternative Education**" means an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning with students who have not utilized their capacity to do so within traditional educational settings. Alternative education programs must meet all requirements listed at 70 O.S. § 1210.568 and at section 210:35-29-7 of this title.

"**Abbreviated school day**" means, for purposes of an alternative education program approved by the State Board of Education:

- (A) A school day which consists of not less than four (4) hours and twelve (12) minutes per day devoted to academic instruction for the locally approved 180 day school calendar; or
- (B) A school day which may consist of less than four (4) hours and twelve (12) minutes per day devoted to academic instruction, provided that students in alternative education programs receive at least seven hundred fifty-six (756) hours of academic instruction per school year. A school district that chooses the total instructional hours scheduling approach for its alternative education program must notify the State Board of Education by September 15 of each applicable school year.

"**Academic instruction**" means, for purposes of an alternative education program approved by the State Board of Education:

- (A) Instruction in any subject offered by the school district for core or elective credit, whether part of the standard educational program or offered specifically to students in the alternative education program;
- (B) Instruction in any subject offered for credit through a technology center or through concurrent enrollment at a college or university; and
- (C) Participation in programs and activities that are part of the school district or interlocal cooperative's approved Alternative Education Implementation Plan and are intended to fulfill the requirements for alternative education programs, including counseling, life skills instruction, concurrent enrollment, work study, and other content approved by the State Board of Education.

"**At-risk student**" means a student whose present or expected status indicates they might fail to complete their secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, juvenile justice involvement, or other such factors, not including disability status.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 19, eff 10-7-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 32 Ok Reg 933, eff 8-27-15]

210:35-29-6: Personnel: certification, criminal record searches

Special rules that pertain to alternative education academies, programs and schools are:

- (1) Teachers must be certified teachers but are not restricted to grade-specific or subject-specific areas. Assignment out of regular subject area(s) or grade level(s) certification requires State Department of Education approval. (70 O.S., Supp. 1994, Section 1210.567)
- (2) Administrators must be certified school administrators but are not restricted to specific grade levels. Assignment out of grade levels certification requires State Department of Education approval.
- (3) A criminal record search must be conducted on all personnel currently employed or to be employed in alternative education academies, programs, and schools.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95]

210:35-29-7: Abbreviated day schedule

Abbreviated day schedules may be adopted by alternative education schools and alternative education programs, pursuant to 70 O.S. § 1210.567. Students attending approved abbreviated day alternative education schools and alternative education programs for the full abbreviated day shall be counted in attendance for purposes of computing average daily attendance and average daily membership for the district. Abbreviated day schedules for alternative education schools and programs must conform to one of the definitions of "abbreviated school day" listed at 210:35-29-2.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Amended at 32 Ok Reg 933, eff 8-27-15]

210:35-29-8: Requirements for alternative education programs

(a) **General requirements.** To qualify as an approved alternative education program, a school district's alternative school or alternative education program must meet all requirements listed at 70 O.S. § 1210.568, including:

- (1) Student-teacher ratios conducive to effective learning for at-risk students;
- (2) Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction;
- (3) An intake and screening process to determine eligibility of students;
- (4) Appropriately certified teaching faculty;
- (5) Teaching faculty with experiences or personal traits that qualify them for successful work with at-risk students;
- (6) Collaboration with state and local agencies;
- (7) Courses that meet the curricular standards adopted by the State Board of Education and additional remedial courses;
- (8) Individualized instruction;
- (9) Clear and measurable program goals and objectives;
- (10) Counseling and social service components;
- (11) Graduation plan for each student;
- (12) Life skills instruction;
- (13) Opportunities for arts education;
- (14) A proposed annual budget;
- (15) An evaluation component that includes an annual written self-evaluation;
- (16) Service to students in grades six (6) through twelve (12) who are most at risk of not completing high school for reasons other than disability; and
- (17) Opportunities for student participation in vocational programs and extra-curricular activities such as athletics, band, and clubs.

(b) **Submission of alternative education plan.** Each school district shall submit and certify an Alternative Education Implementation Plan to the State Department of Education by September 15 of each year. This plan shall outline how the district will meet the criteria listed in subsection (a) to serve its at-risk students. The plan must be submitted and certified by school districts providing their own alternative education programs, as well as districts which offer alternative education through interlocal cooperative arrangements, and districts which have no alternative education program and receive no alternative education funding.

(c) **Deregulation not necessary for conforming alternative education programs.** A school district need not apply to the State Board of Education for a deregulation in order to implement an alternative education program that meets all requirements listed in this subchapter and at 70 O.S. § 1210.566 through 70 O.S. § 1210.568.

[Source: Added at 32 Ok Reg 933, eff 8-27-15]



Alternative Education Evaluation Rubric

Program Name: _____
Date of Visit: _____
District (LEA): _____ Sending Schools: _____

Total Points: ____ out of 123 points

Rating: _____

(Noncompliant: 0-12 points, Minimally Complaint: 13-36 points, Effective: 37-84 points, Highly Effective: 85-123 points)

Criteria Rated as Met or Not Met Rating is 2 points for yes or zero points for no:

All Classes are Conducted by Certified Teachers	YES	NO
Courses Meet Curricular Standards	YES	NO
Clear and Measurable Goals and Objectives	YES	NO
Effective Student/Teacher Ratio	YES	NO
Budget	YES	NO
Student Participation	YES	NO

Appropriate Program Design to Serve At-Risk Students

Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
The program failed to meet the required minimum daily instructional time of 4 hours 12 minutes/5 days a week or 756 hours in a 180 day school calendar.	The program served relatively low-risk students even though the district dropout rate continued to be high.	The intervention was appropriately designed to serve the students who were at greatest risk of not completing high school for reasons other than a disability.	Students at high-risk of dropping out and whose needs were not met by other district services were served (overage/underserved students).
Alternative education students were not provided with standard services (ex. library access, school nutrition, transportation).	Too many or too few students were served.	The program served an appropriate number of students.	Students, including re-engaged students (former dropouts), were actively recruited for participation in the program.
The program was used in place of special education.	The program was limited to credit recovery or remediation.	The duration of the intervention was typically one or more semesters for the majority of students served.	Facilities, instructional materials, and staffing levels supported program quality and demonstrated a reasonable contribution of local funds beyond the state allocation.
The program design did not meet the needs of those most highly at-risk, as evidenced by high program dropout rate or a high district dropout rate.	Special education students were over-represented or excluded in the program.	The program was designed to provide differentiated services to students with a variety of needs and relates to the vision and mission of the program.	Student success is central to the vision and mission of the program, which includes the development of effective and affective skills, social competencies, and career readiness skills.
Fits the description of a virtual education program rather than an alternative education program.	The program design did not meet the needs of those most highly at-risk, as evidenced by a high program dropout rate or a high district dropout rate	The program was designed to ensure substantial daily, personal interaction with teacher(s).	Program promotes a safe and secure environment while developing the emotional and physical wellness of all students.
	Program resources were inadequate to implement the program as designed.		

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-6 points, Effective: 7-10 points, Highly Effective: 11-15 points)

Notes:

Faculty Selection Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
Faculty were assigned to the program because of availability or administrative convenience.	Teachers were selected based on curriculum certification rather than on proven success with students at-risk of school failure.	Faculty were selected on the basis of a record of successful work with at-risk students or personal and education factors that qualify them for work with at-risk students.	Meets all criteria for Effective; in addition, staff worked to improve their understanding of the philosophy of alternative education programming, required criteria, and instructional approaches.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1 point, Effective: 2 points, Highly Effective: 3 points)

Notes:

Intake and Screening

Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
There was no clearly targeted population identified for services.	The targeted population is at little risk of dropping out or school failure.	The targeted population is at significant risk of dropping out or school failure.	The program recruited students at very high-risk of dropping out or school failure.
No formal intake and screening process is in place.	An appropriate intake and screening process is written, but it is often circumvented.	Both traditional and alternative educators are included in the intake and screening process.	Committee and individual intake and screenings were conducted.
Students were placed on short-term basis for disciplinary reasons.	Student intake is permitted only at the beginning of grading periods.	Students may be asked to demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting, etc.).	All students demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting, etc.).
Most students have no real choice about attending the program.	All referrals automatically accepted.	A review of the students' records is part of the intake and screening process.	The program ensures that all records are complete prior to enrollment in the program.
Students screened out because they are not likely to be a success in the program.	The high proportion of special education students placed in the program requires review.	Most students voluntarily enrolled in the program (legal assignments excluded).	The program is accurately described as a "school of choice".
A change of placement meeting was not conducted for those special education students referred to the program.		Students are screened out only when the program is not the best fit for the student.	

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-5 points, Effective: 6-12 points, Highly Effective: 13-15 points)

Notes:

State and Local Collaboration

Rating: _____

Noncompliant – 0 points each No collaboration with community agencies.	Minimally Compliant – 1 point each Due to the location and/or time of the program, limited community partnerships were formed.	Effective – 2 points each Coordinates services across multiple organizations to meet student needs.	Highly Effective – 3 points each Community services were considered integral to the success of the alternative program.
No outreach to local or regional organizations.	Limited effort to actively engage the students with community agencies, organizations, or individuals.	Students engage in activities that provide benefit to the community.	An active, community-based advisory group participates in the development, implementation and improvement of the program.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-4 points, Highly Effective: 5-6 points)***Notes:**

Graduation Plan

Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
There was no evidence that individual graduation plans were written.	Graduation plans were limited to graduation checklists.	Upon admission to the program, a graduation plan was designed with each student.	Options for career tech, jobs, and/or concurrent enrollment were included in students' graduation plans.
Graduation plans were not regularly updated.	The graduation rate of seniors is low, indicating that plan implementation was ineffective.	Plan was updated throughout the year and reviewed with the student when each course was completed.	Goals for behavior factors that impeded students' success (ex. absences, drug issues, suspensions) were included in the plans or separate documents.
Too few students make adequate progress toward graduation.	A graduation plan was completed, then reviewed quarterly; however, it was limited to little more than a required graduation checklist.	Students and teachers were engaged in the development, review, and revision of graduation plans and were cognizant of student status and progress toward graduation.	Graduation plans extended beyond high school graduation and assisted students with successful transitions.
	The program did not afford students the opportunity to earn credits at an appropriate rate.	Students made adequate progress toward graduation.	Students made exceptional progress toward graduation.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)***Notes:**

Individualized Instruction

Rating: _____

Noncompliant – 0 points each There was no differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.	Minimally Compliant – 1 point each There was little differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.	Effective – 2 points each Instruction is differentiated utilizing a variety of methods.	Highly Effective – 3 points each Individualized instruction includes learning activities and techniques that actively engage students. Approaches may include textbooks, packaged courses, computer-assisted instruction, teacher-designed curriculum, hands-on activities, and project-based learning.
	No provisions were made for students who were able to earn credits at an accelerated rate.	Students actively engaged in learning and making adequate progress toward graduation.	Extends approaches to encompass a broad range of instructional options (experiential learning, extended technology, fine arts).
	Progress inadequately monitored and/or teacher rarely intervenes to increase productivity.	Interactive (cooperative) learning opportunities are incorporated in the program.	The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of the students.
	Opportunities for interactive (cooperative) learning among the students was limited.	The program shows an understanding to academic, behavioral, cultural, developmental, gender, and societal needs of the students.	The program actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)

Notes:

Effective Instruction Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
The pace of credit acquisition at such a level as to bring the curricular rigor into question.	The program lacks adequate rigor; this may be indicated by student scores on state assessments.	The curriculum has the appropriate rigor and is matched to the needs of learners.	Students demonstrated exceptional academic progress and/or exceptional improvement on key variables (GPA, attendance, suspensions, test scores, courses completed).
Students demonstrated inadequate academic progress and/or improvement on key variables.	Students demonstrated marginal academic progress and/or improvement on key variables.	Students demonstrated satisfactory academic progress and/or exceptional improvement on key variables.	Teachers and other program staff made exceptional efforts to maximize academic success.
No teacher available during a significant portion of instructional time.	Although teacher(s) were available to answer questions, students were expected to learn on their own.	Teachers and other program staff worked to ensure academic success.	Increasing teacher and staff capacity through training to ensure the use of research-based strategies that align with the needs of the program student population is used strategically in the program.
There is little difference in the instructional approaches used in the alternative and traditional programs.	Teacher(s) lack the content knowledge to provide effective instruction in one or more areas.	A variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement are used in the program.	Community partners are utilized when integrating life skills, soft skills, college and career readiness, and service learning into the program.
	The instructional approach is different than that used in the traditional school, but students do not respond to it positively.		

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-5 points, Effective: 6-8 points, Highly Effective: 9-12 points)

Notes:

Counseling and Social Services

Rating: _____

Noncompliant – 0 points each No counseling services provided.	Minimally Compliant – 1 point each Counseling services not available to all students equally.	Effective – 2 points each Group and/or individual counseling sessions were readily available to all students every 2 weeks and include discussion on possible next steps after graduation.	Highly Effective – 3 points each A broad range of weekly group and individual counseling services were provided that encompass academic, career, and social/emotional well-being.
Counseling services provided on an “as needed” basis.	Counseling services too infrequent to be effective.	Certified/licensed counselors routinely scheduled sessions that encompass academic, career, and social/emotional well-being.	Additional counseling and social services features were evident (ex. home visits, parental trainings, wide range of topics addressed).
	The program lacked resources to provide counseling services, but regular guidance sessions were provided to students.	Social services were arranged to meet students’ academic, mental, health, and/or family needs.	Students understand the relationship between success in school and transition to their next steps.
	The program had contracted for counseling service but contract was not fulfilled.	Referral to other service agencies was made when deemed appropriate.	An environment for academic preparation that promotes a wide range of post-secondary options including career tech, the armed services, and college is created at the program.

*(Rating – Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)***Notes:**

Life Skills Instruction Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No life skills instruction was provided.	Life skills instruction was limited in time allotted for instruction and/or scope.	A comprehensive life skills curriculum was implemented that was age appropriate and aligned to student interest.	Opportunities outside the classroom which put relevant life skills into practice were evident.
	A life skills curriculum was implemented but it was not appropriate for the ages or interests of the students in the program.	Life skills instruction was used to make the learning of core content more relevant for at-risk youth.	The instructor incorporated life skills instruction and activities into regular course content.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-4 points, Highly Effective: 5-6 points)

Notes:

Arts Education

Rating: _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No art or music instruction was offered as a part of the program.	The program staff ensured that students met the arts graduation requirements.	Fine arts education was infused into the curriculum.	Arts education incorporated artists or musicians (ex. artists-in-residences, local artists or crafters).
		Arts education included activity-based approaches through a broad spectrum of offerings (fine, performing, and literary arts).	Arts-related instructional strategies were used throughout the year to expand and to enrich the curriculum.
			Students were provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet).

(Rating - Noncompliant: 0 points, Minimally Compliant: 1 point, Effective: 2-4 points, Highly Effective: 5-9 points)

Notes:

Self-Evaluation **Rating:** _____

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
Inadequate student records are maintained.	Adequate student records are maintained but are not used to inform instruction, programming, and updated vision/mission.	The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation.	The program prepares its own routine, annual evaluation report to determine program success and plans for continued program improvement.
The program has a high dropout rate.	The program rarely makes changes in response to feedback, especially feedback related to student outcomes.	Student progress is monitored weekly (or more often).	The program routinely reports its progress to stakeholders (advisory board, local board of education, parents, students).
The program lost a high number of students shortly after enrollment (within 1 st 3 weeks).		Student data summaries are provided as requested by SDE.	Program staff use evaluative feedback, including student outcome data, for program improvement.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-6 points, Highly Effective: 7-9 points)

Notes:

Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

SCHOOL SITE COMPLIANCE REPORT: ALTERNATIVE EDUCATION

	County		District	Site
	YES	NO		
	<input type="checkbox"/>	<input type="checkbox"/>	1.	Are you participating in an Alternative Education Academy Co-op? If yes, what district serves as the LEA? _____
	<input type="checkbox"/>	<input type="checkbox"/>	2.	Do you have a deregulation to serve less than 10 students?
302	<input type="checkbox"/>	<input type="checkbox"/>	3.	Is the alternative program available to serve students for a minimum of 4 hours, 12 minutes 5 days a week or 756 hours in a 180 school calendar of instruction? OAC 210:35-29-2
307	<input type="checkbox"/>	<input type="checkbox"/>	4.	Has the appropriate deregulation (less than 4 hours, 12 minutes/5 days a week or 756 hours in a 180 school calendar) or statutory waiver (program will serve less than 10 students) been turned in to the Accreditation office?
303	<input type="checkbox"/>	<input type="checkbox"/>	5.	Has the annual Alternative Education Implementation plan been submitted, including the budget or authorization to pay form to the Alternative Education office? 70 O.S. § 1210.568-569
304	<input type="checkbox"/>	<input type="checkbox"/>	6.	Are all teachers and administrators properly certified?
305	<input type="checkbox"/>	<input type="checkbox"/>	7.	Is each certified teacher in the program(s) paid a 5 percent (5%) increment above the designated step for that teacher within the adopted salary schedule of the district? 70 O.S. § 1210-565
306	<input type="checkbox"/>	<input type="checkbox"/>	8.	Has a criminal record search been conducted on all personnel currently employed? OAC 210:35-29-6
308	<input type="checkbox"/>	<input type="checkbox"/>	9.	Do the alternative education students have access to food services consistent with services in the traditional school in terms of quality and quantity?
306	<input type="checkbox"/>	<input type="checkbox"/>	10.	Do the alternative education students have access to transportation consistent with services in the traditional school?
310	<input type="checkbox"/>	<input type="checkbox"/>	11.	Is the alternative education classroom space adequate and appropriate for the number, the range of ages, and the individual needs of the students?
311	<input type="checkbox"/>	<input type="checkbox"/>	12.	Is the classroom/building offer appropriate technology (including internet accessibility) consistent with the technology available in the traditional school?

In addition to meeting the statutory and standards requirements for accreditation cited above, state-funded alternative education programs must also meet evaluation criteria. These include compliance with the 17 criteria for alternative education programs and an analysis of the program's results. Information about the program's compliance with these evaluation criteria is provided to the State Board of Education and the State Legislature by the technical assistance provider.

Date

Regional Accreditation Officer

Date

Principal

**Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599**

RESIDENTIAL TREATMENT OR DAY TREATMENT EDUCATIONAL REPORT

	County		District	Site	
	Yes	No			
201	_____	_____			1. Has a local education plan for educational services been developed and properly implemented?
202	_____	_____			2. Is there an executed contract between the treatment facility and the school district that provides educational services? (A copy must be available for examination) OAC 210:35-31-3 (c); OAC 210:10-1-13, (a), (b), (d)(3)(D)
203	_____	_____			3. Is the treatment facility licensed by the appropriate state agency? OAC 210:35-31-2, (a), (b); OAC 210:10-1-13, (b)
204	_____	_____			4. Has each student's educational plan been reviewed by an appropriate team within five days after the student has been admitted? OAC 210:35-31-3, (a), (b), (d), (e); OAC 210:10-1-13, (e)
205	_____	_____			5. Are student education plans implemented within required timeline of admission to the facility? (10-day Day Treatment, 5-day Residential) OAC 210:35-31-7, (d); OAC 210:10-1-13, (e), (i)
206	_____	_____			6. Is a teacher or an appropriately qualified educator representative of the serving school district a member of each professional team that reviews a student's education plan? OAC 210:35-31-7, (b); OAC 210:10-1-13, (e)(2)
207	_____	_____			7. Is each student's education plan based on the student's current grade level and/or ability? OAC 210:35-31-7, (c)(f); OAC 210:10-1-13, (e)(3)
208	_____	_____			8. Are procedural safeguards in place to address the needs of handicapped students with IEPs? OAC 210:35-31-3, (d)(3); OAC 210:10-1-13, (e)(8)
209	_____	_____			9. Are all teachers and administrators properly certified? (May use Alternative Education guidelines) Number of teachers _____ OAC 210:35-31-4, (a); OAC 210:10-1-13, (e)(9)
210	_____	_____			10. Is the instructional day of sufficient length for all students? OAC 210: 35-31-5, (a)(b); OAC 210:10-1-13, (e)(4), (f)(6)
211	_____	_____			11. Is student attendance reported daily and in accordance with State Board of Education regulations?
212	_____	_____			12. Are procedures in place for the facility staff to provide supervision of students if requested by the education personnel? OAC 210:10-1-13, (f)(5)



End-of-Year Program Data Report for FY18

1. District Name
2. Program Name
3. County/District Code (ex.75/I113 or 12/C054)
4. Coop districts included (if applicable)
5. Number of students served in 2017-2018
6. Number of students served in grades 6-8
7. Number of students served in grades 9-12
8. Number who were credit recovery only (Students enrolled in the traditional school and who are/were only in your program to pick up 1 or 2 credits.)
9. Number of students that attended Career Tech
10. Number of students that attended concurrent enrollment
11. Number of students that attended an internship
12. Number of students that received work study credit
13. Number of students that received service learning credit
14. Number of students who are re-engaged students (Students also known as former dropouts)
15. Number of students who were absent 10 or more days in the most recent full semester they were in the Alternative Education program(s) (Absent is any day that the student is not present at school, unless s/he is in a school-sponsored activity. If a student is suspended, those days do not count as absences. They count as suspension. If you permit students to make up absences, count only the days they did not make up.)
16. Number of students who were suspended out of school this year (All students who were suspended from school for at least one day. Do not include ISS.)
17. Number of students classified as seniors (on the basis of credits earned) at the beginning of the school year (Everyone in the program, no matter when they joined, who had enough credits in August to be classified as a senior.)
18. Number of seniors who graduated this year
19. Number of other students who graduated
20. Number of seniors who passed the GED exam
21. Number of non-seniors who passed the GED exam
22. Number of students who left the Alternative Education program(s) to enroll in a GED program but who have not yet passed the GED or graduated (If a student left the program and he/she has evidence he/she enrolled in a GED program, count him/her here.)
23. Number of students who left the Alternative Education program(s) because they left the school district (Include students who moved or died. Students who were incarcerated are counted as having moved.)

24. Number of students who left the Alternative Education program(s) to be homeschooled
25. Number of students who left the Alternative Education program(s) because they dropped out of school – include those who left for an unknown reason
26. Number of students that left your program and returned to their traditional school site
27. Number of students in question 24 above that (the students who dropped out) left before completing 3 weeks in the Alternative Education program(s)
28. Number of students who left the Alternative Education program(s) because they were suspended or expelled (This is different from the suspension question above. That one asked about any students who were suspended for any length of time during the year. What we are after here is the number of program exits due to suspension. The easiest way to ask about this is, "If they were suspended on the last day you saw them, count them here.")
29. At the end of the year, number of students who were on track to earn enough credits to graduate in 4 years of high school (This means they are on track to graduate with their class, or they have graduated early. If they will be sophomores, they have enough credits to be classified as sophomores, etc.)
30. At the end of the year, number of students who were on track to earn enough credits to graduate by the time they are 21 years old (This includes students counted for the previous question, 5th-year seniors, students who graduated this year but had been in high school more than 4 years, and other students who have earned enough credits to be on track to graduate by 21.)
5 year graduation cohort total numbers _____
6 year graduation cohort total numbers _____
7 year graduation cohort total numbers _____
31. Tell us anything you think is important for us to know about your student data information (This field is included to permit program directors to explain their data.)