

ALTERNATIVE EDUCATION
ALVA INDEPENDENT SCHOOL DISTRICT #001
2004-2005

Adopted: April 03, 1995

Revised: December 07, 1998
Reviewed June 07, 2004

Legal Reference:

Cross Reference:

ALTERNATIVE EDUCATION FOR THE ALVA INDEPENDENT SCHOOLS

The Board of Education recognizes that all students can learn, and that this learning may occur at different levels and times. In addition, the Board of Education adheres to the necessity of order and discipline in the school environment. Because of these beliefs, the board realizes the need for an alternative school for students to fulfill educational objectives.

The alternative school shall be designed to accommodate those students who are at risk of not accomplishing their educational objectives. These at risk students require a nontraditional school setting.

Students who qualify for the alternative school may apply for or be recommended by a teacher, counselor, or administrator. A committee of core teachers, counselor, and building principal determines whether the student gains admission to the alternative school.

A written, binding contract between the school and the student outlines the educational parameters (i.e. expectations and requirements for fulfillment toward course credit). Adherence is mandatory.

In addition, students who interrupt the educational process of themselves and/or others may be mandated attendance in the alternative school and become ineligible for participation in any school activity. Students may exercise the option of returning to the traditional school setting only if the building principal, counselor, alternative-school teacher, and core teachers deem that move appropriate to the positive enhancement of the overall educational process.

Alva ISD #001 Alternative Education

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1. Overview

The Alva Independent Alternative School is a special school for special young adults with special needs. It is a school of choice, a school of need, but not a school of convenience. It is an alternative school, different from the traditional high school. It is a school designed to assist students in obtaining their high school diplomas. The work here is not easier, but it is different. This difference may make it less difficult for some students to do their work in order to earn a diploma. Students will be required to meet graduation requirements based on the entrance date of their freshmen year. After completing the required courses, students will receive their diplomas. A second track will include those students choosing to pursue a G.E.D.

Grade 6-7-8 will receive a "dropout preventative" component which will include life skills, conflict resolution, making better choices, and counseling.

2. At-Risk Identification

The Alternative School was created for the purpose of providing an alternative setting for those students in need. Students targeted for this school will include dropouts, pregnant teens, teenage parents, and students struggling in a traditional high school setting to include those academically, economically, and physically disadvantaged. Students who are chosen to attend may not return to their home school until the beginning of the next semester. Self-paced curriculum with individual education/career plans will be designed to meet established goals. Referrals will be taken from parents, counselors, and administrators of traditional schools and by inter-agency employees. The entire district operates under the following mandates:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794: "No other wise qualified handicapped individual... shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title VI of the Civil Rights Act of 1964, 45 U.S.C. 200D through 200D-4: "No person in the U.S. shall, on the basis of race, color or national origin be excluded from the participation in, be denied the benefits, of or be subjected to discrimination under an educational program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681-1682: "No person in the U.S. shall, on the basis of sex, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

3. Intake and Screening

A student profile and at-risk identification sheet will be filled out for each student referred. An interview will be conducted with the student and parent as to their willingness to participate in the program.

After the information is gathered, the committee, consisting of the administrator, a counselor, the alternative teacher, and core teachers will make a determination as the eligibility of the student.

4. Goals and Objectives

Our goals and objectives are as follows: (1) Reduce the number of dropouts by 50%; (2) reduce disciplinary referrals by reducing suspensions by 50%; (3) Reduce absenteeism by 50%; (4) Improve composite achievement test scores with a target of reducing the number of scores in the bottom quartile by 50%; and (5) Reduce the number of students with GPA's BELOW 2.0 BY 50%.

5. Individualized Instruction

Individual educational plans will be written for each child. This will allow the student to work at his own pace and spend more time on concepts he doesn't understand. Computer programs will enable students to have immediate feedback about their performance. Smaller class size will also allow students to have more one-on-one attention.

Each student will be serviced according to his/her Student Educational Plan developed by an S.E.P. team, i.e. student, teacher, counselor, and parent. Teachers will receive instruction in learning styles, teaching strategies, and behavior modification in order to address the various learning styles of children.

6. Counseling and Social services

Counseling will be provided for all students. Individual, family, and career counseling will be provided as specified on S.E.P.'s. Counseling will involve behavior modification and stress management techniques for better choice making.

Adjudicated youth will receive all the above counseling and any specific request of the court.

7. Life Skills

Life skills taught by teachers include on-job communication skills, resume development, interview skills, money management skills, and self-presentation. Also included in the program are parenting skills and substance abuse and intervention strategies. These will be monitored and supplemented by on-site

counselors.

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8. Graduation

S.E.P.'s will include high school graduation requirements instituted by sending high schools.

9. Evaluation

Evaluation will be based upon student performance, specifically looking at the reduction in Arisk@ characteristics. Students will be evaluated on a pre-program/post program basis.

Performance indicators of student success are:

1. Reduced dropout rate.
2. High School program: an increase in the number of credits earned.
Middle School program: a decrease in classes failed.
3. Reduction in absences.
4. Reduction in number of suspensions.
5. Increase in GPA.
6. Increased number of students passing state mandated tests.

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(Exhibit)

ALVA INDEPENDENT SCHOOL ALTERNATIVE SCHOOL

REVIEW FORM
APPROVAL, DENIAL

Student's Name _____

Date _____

THE ALTERNATIVE EDUCATION COMMITTEE HAS REVIEWED ALL INFORMATION ON THE STUDENT LISTED ABOVE AND MAKES THE FOLLOWING RECOMMENDATION FOR THE ALTERNATIVE EDUCATION PROGRAM.

- _____ Approval to be admitted in the Alternative Education Program
- _____ Disapproval/not admitted to the Alternative Education Program
- _____ Dismissal from the Alternative Education Program
- _____ Remain in the Alternative Education

Projected length of enrollment

Reason: _____

COMMITTEE MEMBERS

PRINCIPAL

COUNSELOR

OTHER

CO-ORDINATOR

ALT.

EDUC.

PARENT/GUARDIAN

STUDENT

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