

ALTERNATIVE EDUCATION PLAN REGULATION

The Amber-Pocasset Board of Education has adopted a plan for alternative education for any student within the system who would meet requirements for placement, which would revolve around the district's needs assessment. At the time the plan was adopted, the needs assessment verified that the Amber-Pocasset Public Schools had no current dropout rate.

Considering that no current or past problems were identified by the school needs assessment, a plan for alternative education has been developed for use if the need arises.

1. Appropriate local agencies will be notified to work in cooperation with the Amber-Pocasset school system to serve any student identified. Additionally, the district's special education teachers will be instrumental in working to help identify needs of those students and the appropriate agencies to be contacted based upon the specific situation.
2. A statement of alternatives to public education has been adopted and is available to parents of students in need.
3. Forms for the withdrawal for private and home schooling have been developed for the parents of students seeking alternative education.
4. The superintendent of schools will be the contact person for the alternative education program.

A needs assessment will be conducted by the school district. Through this needs assessment monitoring for dropout/high-risk students, intervention may begin at the earliest possible time during which correction of a problem may be easier to accomplish.

Each alternative education plan will be reviewed and amended as necessary to meet the changing needs of the students, especially those at risk of not completing school. The plan will be submitted as an inclusive part of the Amber-Pocasset Comprehensive Local Education Plan.

The superintendent will monitor attendance and consult with special education and other classroom teachers, and will be open to referrals for potentially high-risk students. These high risk students may be referred by the superintendent, the parents, special education teachers, or any combination thereof, for any or all of the following, but not limited to:

- Counseling
- Various forms of psychological testing
- Academic testing
- Intelligence testing
- Other forms of testing deemed necessary

The Amber-Pocasset school district will work closely with available Amber-Pocasset County Cooperative resource personnel.

The alternative education plan will be placed on file at the superintendent's office and will be made available to the public upon request.

The alternative education program of Amber-Pocasset School District shall:

ALTERNATIVE EDUCATION PLAN, REGULATION (Cont.)

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 curricula 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 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 through 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.