

**Park City School District
Alternative Education Plan
Grades 6-12**

Created 2005-2006 school year

**PARK CITY SCHOOL DISTRICT
ALTERNATIVE EDUCATION PLAN**

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I. Introduction to Alternative Education

A. Mission:

To create a positive educational environment and opportunities for flexible, creative and diverse learning while inspiring students to recognize and utilize their inner excellence.

B. Vision:

We envision a Park City community that acknowledges and promotes the individual talents, learning needs and success of all students.

C. Definition of Alternative Education:

Alternative education is a smaller, structured setting where students receive support to meet and /or exceed state or district standards by addressing individual learning styles.

II. Goals

1. **Learning:** *Goal: Every student will be prepared to move forward w/post-high school plans.*

The focus of alternative education will be to:

- a. maintain high standards
- b. offer a variety of elective choices
- c. provide opportunities to explore career choices
- d. offer relevant courses for student success
- e. create opportunities to get students motivated
- f. offer and utilize student input on choices & ideas
- g. enable student and staff ownership of the program
- h. forum with other alternative education programs
- i. exchange ideas between schools/departments
- j. incorporate differentiated instruction
- k. identify current barriers
- l. identify early & encourage students to remediate early
- m. explore an individual education type plan
- n. create measures for core competency for alternative education students beginning at 6th grade

2. **Teaching:** *Goal: Regardless of setting, differentiated instruction is expected and supported*

The focus in alternative education will have:

- a. teachers using research supported techniques/methods in the classroom
- b. a pilot pre-referral/referral process with referral forms, goals achievement forms for identified students and a template for success
- c. increased dialogue between alternative education teachers and general education teachers in the core content areas
- d. instructional decisions based on student performance
- e. renewed support of electives at each site – instructional support for core level classes

3. **Support:** *Goal: Appropriate district/school support contributes to student success*

The focus in alternative education will be to:

- a. review technology needs, support, hardware and software, personnel training
- b. provide appropriate staff development
- c. provide financial support for classroom resources
- d. create community support
- e. request an advocate on PCEF Board
- f. provide the research as alternative education compliments programs as a part of top ten districts

4. **Collaboration:** *Goal: Community and district work as cooperating partners in achieving success for every student*

The focus in alternative education will be to:

- a. provide clear and ongoing communication with district and community about alternative education opportunities
- b. communicate student needs and outcomes
- c. support intra-district collaboration (school to school, Gen. Ed. to Alt. Ed. scheduling, curriculum)
- d. provide time allotted for collaboration

III. Process

A. Review of Interventions

An evaluation to determine if student has been appropriately served in a general education setting by review of documented interventions and best practices.

B. Referral Process

1. Grades 6-9: Ecker Hill International School and Treasure Mountain International School students not experiencing success in the educational system will be guided through the Problem Solving Process.

- a. Forms- see Appendix C for forms packet. All forms are color coded.

Outline of Problem Solving Process for Students

[Student Problem Solving Process Referral Form](#)

[Cumulative Folder Documentation](#)

[Student Learning Information](#)

Letter from school to accompany Parent Survey

[Parent Information Survey](#)

[Parent Interview for ELL](#)

AIMS Attempted

Teacher “Best Practices” Checklist

[Student Action Plan](#)

Monitor Progress

- b. Problem Solving Process:

1. Struggling student is identified by:

- School Personnel
- Parents
- Community Agencies
- Students

2. Identify areas of concern

3. Information gathering

4. Identify, attempt and document interventions

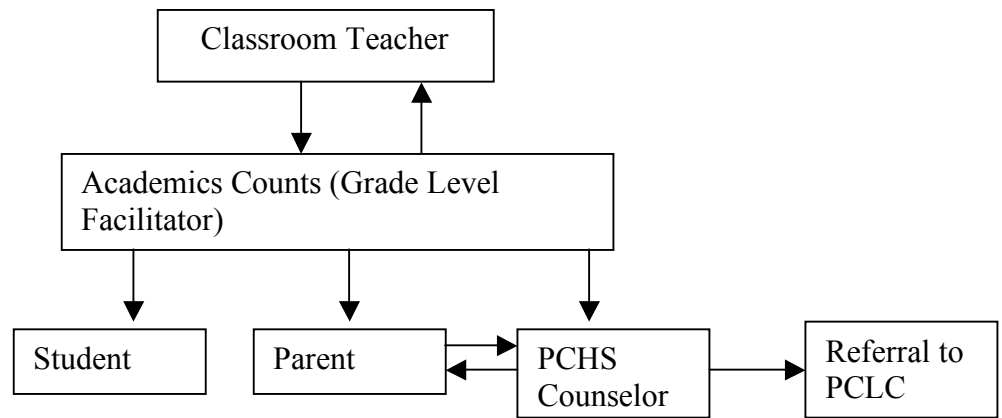
5. If interventions are unsuccessful, student is referred to SST.
6. SST reviews information and prepares student Action Plan
7. Monitor progress and adjust interventions as needed

2. Grades 10-12: Park City High School and Park City Learning Center:

- a. Forms- see Appendix C
Student Problem Solving Process Form
Process for Orientation in Alternative Education
Student Application/Remediation Credit Requirements
Orientation Checklist
PCLC Student Responsibilities
Goal Setting Worksheet/PCHS SEOP form
PCLC Disclosure Statement
Student Problem Solving Form

- b. Teacher and/ or Academics Count Facilitator Recommendations:

Teachers can refer students experiencing difficulty to the appropriate grade level facilitator (Academics Counts) who will collaborate with other teachers as well as the parent or student if needed. Grade level trackers may also identify students having academic concerns and discuss with teachers the appropriateness of a PCLC referral/application. In both scenarios the Academic Counts facilitator discusses this option with the parent and or student. If they are interested, they are told to contact their counselor for an application form. They are also encouraged to contact PCLC if they would like to come visit or tour prior to the application process.



- c. Student concerns or new referrals can be presented in one of two weekly meetings:
1. Collaboration (PCHS/PCLC) @ PCHS with counselor, administrators. Intervention Counselor facilitates.
 2. Park City Learning Center Staffing, with teaching staff, PCLC administrator, PCLC counselor and high school counselor in attendance. PCLC Administrator facilitates.

As with the previous meeting, issues are discussed, an action plan is created and follow-up provided. PCLC refers students back to PCHS if they come directly to LC to enroll – need to enroll first at the high school. If student was previously enrolled in alternative education or meets the criteria of the program, the HS counselor may contact PCLC counselor to set up a schedule and bypass the collaboration team

- d. Counselor and district officials can refer new students directly to Alt Ed when coming from other districts... (i.e., short multiple credits due to “issues” or entering from Alt Ed program from other districts.
- e. In March, tours of the Learning Center are conducted for potential students, prior to registration.
- f. Criteria for a referral to an alternative education program may consist of many variables including health issues, failure of academics, remedial skills are needed, remediation: study skills and study hall, behavior issues, “personal” issues – crowd anxiety, health, bullying, etc., illness, poor socialization or relationship skills, sports schedule

Reasons for the referral will be documented on the application. On the lower section, a counselor portion will be completed prior to submitting the application for consideration. This form will request information on student needs and previous interventions.

C. Transition Process:

1. Orientation

If placement is determined to be appropriate for alternative education, then an orientation meeting is held with PCLC Counselor and/or administrator, new student and parents. The purpose of the initial meeting is to help parents and students understand the expectations of the program, tour the facility, build an academic schedule, understand class/program expectations, understand the compulsory attendance requirement, sign all registration forms to complete the registration process, and create an SEOP and or goal setting worksheet. Provided will be full disclosure of the relevant aspects of the program, written descriptions of the required program components, and complete information regarding an academic and career and technical education assessment.

2. Development of the SEOP – Grades 10-12

The student, the parents, and the principal or counselor must meet together in developing an SEOP. Other individuals may be invited to participate as needed and as required. The SEOP will address the needs of the student based on the data collected and submitted to PCLC. Each student's plan should be clearly defined and include:

- measurable academic and career and technical education goals and objectives;
- attendance requirements;
- behavioral expectations and goals;
- personal goals that the student may desire;
- an action plan to meet the requirements for program completion and a time frame for goal achievement;
- methods of measuring success;

The student, the parents, the principal or counselor, and other appropriate individuals are required to sign the initial SEOP and any other program agreement, such as a behavior or attendance contract.

D. Goals for Students in Program

- Academic Support
- Opportunity for Success
- Personal Responsibility
- Credit Recovery
- Transition back to General Education

E. Exiting Students from Alternative Education

Students may exit the program in one of the four ways described below:

- Students can demonstrate success of identified goals and exit Instructional Support class or return to Park City High School.
- Parents may withdraw students from the program
- Students can enroll in Adult High School after their 17th birthday
- Students can be administratively placed in the After School Program
- Other placements

IV. Components of Program

A. Academic

Upon entrance into the program, students will identify four goals, one of which is academic. Assessment of student progress will be demonstrated in numerous ways including participation, testing, goal achievement (academic, behavioral, attendance and personal) and numerous other methods.

1. Grades 6-9

a. Academic Support- instruction support class taken as an elective course. Students in this course will have been identified by the Student Support Team, prior to enrollment.

b. Collaboration with general education teachers- communication with classroom instructors to determine assignments that are due, so support for this course can

take place in the above mentioned class.
Accommodations can be made at that time.

c. Organizational support to assist students with organizational skills such as agenda checks, making sure they have materials they need, laying out deadlines and identifying smaller components of a larger project.

d. Goal Setting- students will set goals, prioritize assignments, gather necessary materials, and identify areas of needs.

2. Grades 10-12 at the Park City Learning Center: Classes in the program are graded and credits are earned based on a standards based instructional model. Curriculum is aligned in all core content areas 10-12, to ensure a smooth transition with Park City High School. Instructional methodology addresses many learning styles by providing opportunities for experiential learning, project based curriculum and outdoor education

a. Core Classes taught at the Learning Center are aligned with state core curriculum for graduation requirements. Included are second and third year science classes, three levels of mathematics, English 10, 11, and 12, Government, Psychology, US History and World Civilizations.

b. Elective offerings are limited with three new courses proposed in the past two years. Presently, students have the opportunity to enroll in Study Skills, Study Hall, Peer Tutor, Teaching Assistant, Leadership and Wildlife Biology.

c. Remediation/Credit Recovery is an opportunity for all students enrolled in the Park City School District. This takes place Monday through Friday at the Learning Center from 2:30-5:00.

d. Adult Education is an opportunity that the alternative education team would like to explore for seniors who presently have 10 or more credits to earn.

e. Park City High School offers a Math Lab before school and during lunch, sheltered classes, Study Skills classes, tutorial services, Geometry H2 and has Academic Counts advisors who communicate with classroom teachers, parents and counselors.

B. Behavioral/Social/Emotional

1. Counseling components- Counselors at all grade levels attend meetings to discuss interventions and behavioral, social emotional and academic placements.
2. Advocacy- alternative education teachers advocate for students by communicating with general education teachers and establishing best practice and intervention techniques in general education classrooms. Program teachers also work closely with counseling staff in scheduling students into courses where optimum success may be achieved.
3. Individualized attention for specific behavioral concerns, which may include contracts, progress reports, and reinforcement of expected behaviors.
4. Student Input- a yearly student survey provides feedback and allows students to share ideas. Quarterly meetings provide an opportunity for students to share decision-making responsibilities. (There was a note I had here about needs assessment ??)
5. Other program components that merit further discussion, are increased opportunities for experiential learning, service learning, vocational tracking, work study, and entrepreneurship.

C. Service Learning

This is part of the International Baccalaureate plan in grades 6-9 and is presently being served through participation in clubs and other leadership responsibilities.

- D. Support Services**
Many resources are available in the community.
- E. Parental Involvement**
Parent involvement is encouraged and supported in all of the Park City School District schools. Parent communication is crucial to the success of their children, in the alternative education program. Staff understand that parent, students and schools working together provide opportunities for the greatest student success.
- F. Staff Development**
Staff development is important in all fields of education. It is essential that staff working with at risk students remain current in their field and that a budget is established for alternative education training, aside from building level budgets.
- G. Staffing**
To be determined in the spring after budget committees report back their findings.
- H. Program Needs**
Technology and equipment continue to remain a need within the alternative education department. Technology resources pose their greatest challenge in grades 6-9 and upgrades are presently needed in grades 10-12.
- V. Discipline Placements- PCLC only at this time**
 - A. Suspension/Expulsions**
Students, 8th -12th grade, who are suspended for a period of time exceeding ten days, may have the option to attend the PCLC after school program. (see below) Entrance in to the program will take place after the hearing.
 - B. Administrative Placements**
Students can be administratively placed in to the after school program only. A specific application is available for this type of placement. If a student enters this program, PCLC staff work with the student to not only earn core

content area credits, but to transition the student back in to their home school (PCHS or TMIS) program, by working with them to meet the criteria outlined in their suspension letter.

C. After School Program(s)

This program is offered daily from 2:30-5:00 p.m. Program instruction is through a Utah State aligned curriculum entitled Advanced Learning Systems- Anywhere A+. The curriculum is updated periodically to ensure compliance with state standards and benchmarks.

***VI. Data and Accountability**

Collecting Data and Program Goal Assessment (Analyzing Data)

A. Data Collection Process

1. Quantitative and Qualitative Data

a. Collected data will be compile on an Excel spreadsheet and available at the end of each school year. Data may vary depending on program and grade level, but will primarily consist of:

- Grades and grade point averages
- Attendance
- Entry/exit dates
- Credits in grades 9-12
- Remediation
- Test scores
- Goal achievement

b. Data collection, compilation and evaluation will measure student progress and achievement, support, and effective practices, and is a crucial component for yearly program evaluation and accountability.

c. Collection, compilation and distribution of data:

PCLC: Program Administrator

TMIS: Instructional Support Teacher

EHIS: Assistant Principal, Counselor,
Instruction Support Teacher

- d. Data will be collected on an Excel spreadsheet. Graphs and/or charts may be used as a visual
- e. Data will be compiled and dispersed following each school year. Each building site will submit year end data to the Coordinator of Alternative Education, who then will compile a district report for the Board of Education.

B. Power School and Data support

- 1. Data markers?**
- 2. Icons for IEP's, 504's or Alt. Ed.? Discussed with Sue Thomas and Andrew Frink.**
- 3. Additional Test Score Fields of Entry, such as CRT and IOWA? Discussed with Sue Thomas and Andrew Frink**

VII. This plan represents the efforts of teaching, counseling and administrative staff in grades 6-12 in the Park City School District. This plan supports the ideas in a collaborative effort to address our changing student needs. It is understood that this is a fluid plan that has identified goals, needs, processes and components of effective alternative education programs. Ongoing collaborative efforts will identify continuing program components, collect and measure data, and evaluate processes that have been temporarily established. As this process is evaluated and student needs change, so will this plan to reflect current research and best practices in education .

VIII. Appendices

***Blue print represents agenda items not yet discussed or finalized.**