

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Sole Supervisory District of
Franklin-Essex-Hamilton Counties

ALTERNATIVE EDUCATION PROGRAM

I. Needs and Characteristics (the following are intended as general indicators and do not necessarily constitute an exclusive listing)

- Difficulty functioning within the traditional classroom setting - socially or academically.
- Low academic skills or aptitude including low grades, weak reading skills, low test scores, and academic deficiencies or a history of failure/ being held back in school.
- Low self-esteem
- Failure to establish goals regarding occupational future
- Rebellious attitude/difficulty in relating to authority
- Lack of motivation, direction, drive
- General lack of involvement in school activities
- Identified as a potential dropout despite local district interventions

II. Program Outcomes

- Successful academic achievement
- Success in local district programs or programs at the center leading to completion of requirements for high school graduation
- Increased self - esteem
- Pride in completion of quality work
- Understanding and developing employability skills and work attitudes
- Transitional phase planned before students go back to local district programs

III. Program Design

- A. Age/Grade Span - The students in the Alternative Education Program tend to be chronologically older than students in their grade prior to admission in the program. Students in this program may attend Mid-level alternative education, Grade 9 - 12 based on the home school's recommendation.
- B. Length of daily instruction – currently, this program fulfills state mandates. The total time for instruction is one half day or approximately 2 hours and 30 minutes.
- C. Major Components – there is a shift in this program to move from isolated instructional units toward integration of curriculum with more hands-on and real life experiences. Specific areas of study include:
- Science
 - English/ Language Arts
 - Mathematics
 - Social studies
 - Study Skills application
 - Positive Behavioral Interventions and Supports (P.B.I.S.)

Instruction is modified in this program to address the needs of students who have missed educational opportunities for a variety of individual reasons. Instruction is designed to meet their developmental, academic and social needs.

Class sizes are smaller than typical classes in the home district. The staff to student ratio is higher and allows more individual attention. An integral part of the program focuses on strong parent/school connections, which may include family visits/ meetings, center based student/family events and skilled phone communications. The newfound relationships assist in setting goals and reinforcements for students who are at-risk.

The school building, as a whole, focuses on all types of learners and promotes the development of responsible citizens. The building wide motto is “STEP UP”. Each letter stands for one of our core values. Students are taught and expected to be **S**afe, **T**eam Players, **E**mployable, **P**ositive, **U**nderstanding and **P**roductive regardless of their chosen course of study. The NFEC PBIS Teams, Step-Up and Targeted/Tier II Teams, work closely to monitor student achievement and positive behavior. We work cooperatively with our community to promote those skills that will help students to attain success in life and to develop citizens who recognize that they are part of a bigger community.

- D. Student Selection – Students will be recommended for consideration in the program by the participating school districts. Student applications will be reviewed by the alternative education selection committee. The committee will review student progress in the program to assess student response to intervention.

IV. Process for Evaluation and Review

- A. An Advisory Committee composed of a maximum of two (2) representatives from each participating school district and the BOCES will provide input for the program.

The following areas are components of the Alternative Education Program. Parents and students are welcome to phone and speak with the supervisor whenever they feel it is necessary.

V. Academic Component

MATHEMATICS (7th – 12th Grade)

Mid –level Math

These students will be involved in Problem solving in real life situations. The emphasis will be on producing quality work. In order to produce meaningful, quality work, the students will also improve their skills in organization, personal responsibility, collaboration, use of resources and basic computation. The mathematical focus will include fractions, decimals, percents, ratios, basic algebra, geometry, probability, and statistics. All students will work in cooperative educational groups to practice their skills before individual testing. All students will take the New York State assessment at their home school in their respective grade levels.

9th & 10th Grade

The students will be involved with one course, spread out over a two-year period. Students will build on their basic math skills and develop higher order thinking and problem solving abilities. Students will discover the practical use of these mathematical concepts and the application to real life situations. All students will work in cooperative educational groups to practice their skills before individual testing. Students will take the integrated Algebra regents examination. This is one of five regents exams that students must pass in order to graduate from high school.

Business Math

These students will be involved in solving problems in real life situations. They will learn skills to be able to manage personal finances, as well as, understand mathematics used in business setting. All students will work in cooperative educational groups to practice their skills before individual testing. All students will take a cumulative final exam upon completion of the course.

ENGLISH (7th – 12th Grade)

Mid-Level English

Students will read a variety of materials for specific purposes, including content area reading. This will involve students reading for more information, responding personally to content, as well as forming judgements about content to be shared with their classmates. A variety of literature (fiction, non-fiction, drama and poetry) will offer students opportunities for making connections between language and experience.

Developing and building upon skills in reading, writing, listening and speaking will be promoted. Outlining, note taking, skimming for information, etc., will be covered in conjunction with content area readings.

9th & 10th Grade

Utilizing group as well as individualized instruction, students will develop language skills necessary to communicate effectively with other people. Using a variety of materials and methods, students will work on improving their reading, vocabulary, listening, writing and speaking skills. The students will expand their public speaking skills. They will also increase functional reading skills through access to various magazines and newspapers.

Ninth graders will read a selection of traditional classics to build reading comprehension. The aim of instruction at this level is to begin preparation for the NYS ELA Regents Examination that is generally given at the end of the 11th grade school year.

Tenth Graders will read a selection of literary works, which focus on today's social issues. This year's instruction continues to build on the necessary skills that will be tested on the Regents Examination.

11th Grade

Students will build on skills learned in previous English classes. Students will continue to develop skills in grammar, punctuation, vocabulary, reading comprehension, etc. Students will continue to develop their writing skills, as well as, listening and reading strategies. All of these skills will help them prepare for the English Regents exam.

12th Grade

Students will continue to develop their knowledge of complex writing processes, as well as, types of writing. Students will complete several research papers and learn various techniques to properly document a research paper. Students will also continue to develop their reading strategies and study skills.

SOCIAL STUDIES (7th – 12th Grade)

Mid-Level

United States and New York State History is taught chronologically as a two-year course study. The course objectives will be taught through a social history approach. The course objective will be to make United States and New York State history real and applicable to their own life

experiences. The 8th graders will be expected to take the Intermediate Level Social Studies Exam. If the students do not meet the designated level of performance on the exam, academic intervention services will be provided to those students for the following semester.

9th & 10th Grade

This program for 9th and 10th graders is a two-year chronological study of world history. The objective of this program is to challenge students to develop analytical skills used for comparing different civilizations over time and space. Students will also learn global relationships between civilizations, differing economic and political systems, and how each civilization has contributed to change. Students will be required to pass a Regents Examination testing their Global Studies Skills and knowledge. The exam is typically given at the end of tenth grade and covers content from both ninth & tenth grade. Passing this test is a requirement for high school graduation.

11th Grade

This program for 11th graders is a one-year chronological study of U.S. History. Students will study the U.S. from pre-colonial times to the present. Students will learn about changes in the U.S. over time by focusing on politics, sociology economics and geography. Students will be required to pass a Regents Examination testing their U.S. History skills and knowledge. The exam is typically given in June. Passing the test is a requirement for high school graduation.

12th Grade

This program for 12th graders is a study of 2 social sciences relating to government and economics. Students will learn about U.S. Government and different political systems for ½ of the school year. Then they will study economic systems primarily as it pertains to capitalist free market economics such as the United States. These students will also compare capitalist systems to other economic systems found globally.

SCIENCE (7th – 12th Grade)

Middle Level

Students will become familiar with basic scientific procedures, skills and equipment. Science skills such as: taking accurate measurements, assigning correct units, choosing appropriate lab equipment, proper lab techniques, lab safety, cooperative learning, and personal responsibility are emphasized as students apply scientific principles to their lives outside of school. The curriculum will include: basic machines, forces, electricity, basic astronomy,

anatomy, ecology, and taxonomy. All students will take the New York State assessment at their home school in their respective grade levels.

9th and 10th grade Science

Two courses will be offered to science students, 9th grade Science Skills which will emphasize basic lab skills while focusing on biology and 10th grade Living Environment which is geared toward the New York State Living Environment Regents exam.

9th grade Science Skills:

This course will focus on the basic skills needed to function in a science classroom that is geared towards a basic biology curriculum. Science skills such as: lab safety, proper use of equipment, measurement techniques, creating and interpreting graphs and data tables, understanding diagrams and models, reading science texts, following lab directions and procedures, and writing a structured lab report will be addressed within a basic biology curriculum. Students will work individually as well as in small and large group settings to complete projects and reports on a variety of subjects. Topics of study will include: human anatomy and physiology, basic Mendelian and molecular genetics, cellular biology, ecology, and resource management.

10th grade Living Environment:

This more advanced course will prepare students to take the Living Environment Regents exam at the culmination of the course. Projects and labs will familiarize the students with topics such as: evolution, molecular genetics, genetic engineering, ecology, cellular biology, and physiology. Students will perform laboratory experiments associated with said topics, among others, while developing social skills (such as team work, and responsibility), and science skills (such as proper lab safety procedures, interpreting lab results, and decision making with regards to ethics and resource utilization). Upon completion of the course, students will be prepared to complete the New York State Living Environment Regents.

11th grade Environmental Science

Through lecture and laboratory experiences this course focuses on the study of major ecological principles including: population and community biology, competition and predation, physiological ecology and adaptations, ecosystems, nutrient cycles, energy flow and ecological succession. The ecological basis of contemporary environmental problems is examined and related to human activities. Quantitative and qualitative perspectives and analysis will be used throughout.

VI. Behavioral Expectations

Alternative Education students will be expected to follow the Code of Conduct approved by the F-E-H BOCES Board of Education.

The following behaviors are considered major offenses and will be referred to the main office for disciplinary action by the administrator and may include police intervention:

- Violent fighting or assaults
- Smoking or use of any tobacco products
- Drug use
- Possession of drugs and alcohol
- Destruction of school property
- Theft
- Possession of a weapon

NOTE: Students are expected to use transportation provided by the schools. Driving personal vehicles is not allowed. However, an exception may be made in case of an emergency. To do so, prior approval from the BOCES administrator and the home school administrator needs to be requested and granted.

The following behaviors are considered inappropriate and will call for disciplinary action:

- Absent from Alternative Education but attending home school
- Late for class, skipping
- Annoyance, disturbance in class
- Loitering in halls or being in halls, bathrooms or restricted areas without permission.
- Leaving school without permission
- Foul, abusive or obscene language
- Inappropriate physical contact
- Failure to comply with safety requests
- Failure to comply with safety requirements
- Lying, cheating, forgery or bribery
- Use of unauthorized electronic devices during class
- Encouraging others to break rules
- Minor destruction of school or personal property, i.e. writing on walls
- Eating or drinking without permission of instructor
- Possession of tobacco products; they will be confiscated and not returned
- Failure to comply with program dress code.

VII. ATTENDANCE

Although each individual school district has its own attendance policy – alternative education is a combined program developed by all districts. The attendance policy for alternative education applies to all students who have been afforded the privilege of attending at an additional cost to their school district:

Your child's attendance in Alternative Education will be verified with their home schools on a daily basis. Attendance is extremely important in passing, we may require any student missing more than five

(5) days in the quarter to make up time after school. We will make phone calls and send letters home if there are any attendance concerns.

NOTE: Students missing more than five (5) days per quarter will not be allowed to participate in field trips for that quarter, unless time is made up prior to the trip. See "Class Trips."

TRUANCY

Students found to be truant from any Alternative Education classes will be required to make it up and will be subject to other possible administrative actions. Their Home school principal, as well as our program supervisor, will be notified.

CLASS TRIPS

If an instructor schedules a trip as part of the course objectives, each student will be required to participate pending home school and parental permission. Students will be required to participate subject to the teacher discretion. Any student not allowed to participate in the class trip will be required to complete classroom assignments to meet the same learning objectives.

Any student who shows disrespect for chaperones, violates rules of the trip or conducts him/herself inappropriately will be subject to disciplinary action. Such students may not be allowed to participate in any other field trips for the rest of the year.

Examples of inappropriate conduct are defined in the F-E-H BOCES Code of Conduct.

PROGRAM COMPLETION

Upon successful completion of the 12th Grade curriculum, students will receive a certificate of achievement. Those students who exceed requirements will receive special recognition in the form of awards from individual teachers.

GRADING POLICY

I. Participation Grade = 25% of the total grade.

Students must attend to participate!!

Daily grades calculated as follows:

Bring materials to class	3 points
Complete & Submit assigned work	3 points
Display a positive attitude in class	<u>4 points</u>
• show respect to others	
• participate in class	
Total points daily	10

II. Assigned Work = 25% of the total grade.

All homework and class work can be graded. Much of the class work will be done in groups or with a partner.

III. Tests and quizzes = 50% of the total grade.

Students' ability to work with others will also be graded in this category as well as the material that is related to the content of the course.

HOMEWORK

The Alternative Education staff members believe that homework is very important. It benefits the learning process and helps develop responsibility. Each teacher will follow the grading policy regarding homework. Students and parents who have questions should speak to the teacher involved. Communication between the teacher and the family is strongly encouraged.