

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**



**North Franklin Educational Center
Alternative Education Program
2017-18 School Year**



**Participating Districts:
Brushton-Moira Central School
Chateaugay Central School
Malone Central School
St. Regis Falls Central School
Salmon River Central School**

Revised August 2017

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Dear Parents:

Your child has been chosen for our Alternative Education Program by your local school district and the Alternative Education selection committee. Your child will spend half of each day or possibly the whole day with us. Our goals for this year are to help students feel good about themselves and their ability to do well in school, complete mid-level alternative education and 9th through 12th grade credits. We want to provide our students with a rewarding, supportive, and enjoyable educational experience. The materials in this booklet are developed to assist you in understanding our program and to provide you with information about the program. It is important that the last two pages of this handbook are signed and returned to your school counselor to be forwarded to the North Franklin Educational Center as soon as possible.

It is a pleasure to welcome your child to the Franklin-Essex-Hamilton BOCES North Franklin Educational Center for this school year.

Sincerely,

Mary Jo Dickerson, Principal
Barbara Hart, English
Kevin Sigourney, Science
April Stemmer, Math
Christopher Kormanyos, Social Studies
Tracy Edwards Government/Economics
Andrew Bombard, Physical Education
Rachel Lawrence, Teaching Assistant
Brian Battistoni, School Counselor
Michelle Pearlman, Music

ADMINISTRATION

Stephen Shafer	District Superintendent
Cheryl Felt	Deputy Superintendent
Mary Jo Dickerson	CTE/Alternative Education Principal
Denise Luka	Special Education/Itinerant Programs Principal

FACULTY AND STAFF MEMBERS

Andrew Bombard	Physical Education
Tracy Edwards	Government/Economics
Brian Battistoni	Counselor
Barbara Hart	English
Christopher Kormanyos	Social Studies
Kevin Sigourney	Science
April Stemmer	Math
Michelle Pearlman	Music
Rachelle Lawrence	Teaching Assistant

North Franklin Educational Center
23 Huskie Lane
Malone, New York 12953
(518) 483-5230
<http://www.fehb.org/NFEC/NFECPrograms.htm>

Alternative Education Mission Statement

The Alternative Education Program's ultimate mission is to successfully have students' progress toward becoming career and college ready upon graduation from home school districts. Our mission is to help students feel good about themselves and their ability to excel in school and complete their course work with a rewarding and supportive educational experience.

This booklet was developed to assist in understanding the program and to provide information about services. The last page of this handbook needs to be signed and returned to your school counselor prior to enrollment.

Notice of Compliance Statement pursuant to Title IX/504/Civil Rights/Age Discrimination Policy (Revised 12/17/09)

The Franklin-Essex-Hamilton BOCES advises students, parents, employees and the general public that it offers employment and educational opportunities without regard to race, creed, color, national origin, age, marital status, disability or sex.

Inquiries or complaints alleging discrimination based on race, creed, color, national origin, age, marital status, disability or sex should be directed to:

Cheryl A. Felt, Compliance Officer
PO Box 28, 23 Huskie Lane
Malone, NY 12953
Phone: (518) 483-6420

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SOLE SUPERVISORY DISTRICT
FRANKLIN-ESSEX-HAMILTON COUNTIES**

ALTERNATIVE EDUCATION PROGRAM

I. 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
- Develop employability and work skills
- Transitional phase planned before students go back to local district programs

II. Program Design

- A. Age/Grade Span: Students may attend instruction in grades 7-12 based on their home school's recommendation.
- B. Length of daily instruction: The Alternative Education program is delivered in two sessions. The morning session is from 8:00 a.m. to 11:10 a.m. The afternoon session is from 12:00 p.m. to 2:40 p.m. The program strives to meet individual student needs. Student may attend either morning, afternoon or both instructional sessions.
- C. Major Components - Specific areas of study may include:
- Science
 - English/Language Arts
 - Mathematics
 - Social Studies
 - Study Skills application
 - Health
 - Music
 - Technology
 - Physical Education
 - Resource Room
 - Independent On-Line Credit Recovery

Instruction is based on NYS Learning Standards and the new Common Core Learning Standards. The standards are modified to address the needs of students who have missed educational opportunities for a variety reasons. Instruction is designed to meet each student’s developmental, academic and social needs.

The program focuses on communication with parents, district schools and outside support agencies. Class sizes are typically smaller than in the home district allowing more individual attention.

As a whole, the school focuses on all types of learners and promotes the development of responsible productive citizens. Staff members work cooperatively with our community to promote skills that will help students attain success in life and to develop as citizens who recognize they are part of a larger community.

- D. Student Selection - Students are recommended for consideration by the participating school districts with parent approval. Applications are reviewed by the Alternative Education committee. The committee looks at each student’s academic progress as well as possible management needs. Individual student needs and progress will be addressed by coordination with the home school.

III. Academics Component

Courses Offered Include:

<p><u>Music</u> 7th – 12th grade</p> <p><u>Math:</u> Mid-Level 7th & 8th Algebra 1 Yr. 1 Algebra 1 Yr. 2 Business Math</p> <p><u>English:</u> English Language Arts 7-12</p>	<p><u>Physical Education:</u> 7th – 12th grade</p> <p><u>Social Studies:</u> Mid-Level 7th & 8th Global 9 & 10 U.S. History Government & Economics</p> <p><u>Science:</u> Mid-Level 7th & 8th Living Environment Environmental Science Earth Science</p>
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IV. Behavioral Expectations

Alternative Education students will be expected to follow the Code of Conduct approved by the Franklin-Essex-Hamilton BOCES Board of Education.

As referenced in the Code of Conduct, certain behaviors are considered major offenses and will be referred to the main office for disciplinary action by the administrator and/or counseling needs.

NOTE: Students are expected to use transportation provided by the schools. Driving a personal vehicle is not allowed. However, an exception may be made only in the case of an emergency; and to do so, requires prior approval that has been requested and granted from the BOCES administrator and the home school administrator.

The following behaviors are considered inappropriate and will call for counseling/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

Examples of inappropriate conduct are defined within the Franklin-Essex-Hamilton BOCES Code of Conduct. An electronic copy can be found at the following URL:

<http://www.fehb.org/Plans/Conduct/FEHCodeofConductRevised 2017>

V. **Attendance**

Although each individual school district has its own attendance policy - Alternative Education is a combined program developed by all districts. Attendance is extremely important and one of the key factors is student's overall success. Each child's attendance in Alternative Education will be verified with their home schools on a daily basis. Administration and/or faculty will make phone calls and send letters home regarding any attendance concerns.

Truancy

Students found to be truant from Alternative Education classes will be required to make up instructional time and are subject to other possible administrative actions. Home school principals, as well as the program supervisor, will be notified.

Class Trips will be planned to enrich the learning and provide real life experiences.

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

Any student who shows disrespect for chaperones, violates rules of the trip or conducts him/herself inappropriately will be subject to disciplinary action.

VI. **Process for Program Evaluation and Review**

An Advisory Committee composed of a maximum of two (2) representatives from each participating school district and the Franklin-Essex-Hamilton BOCES administration and faculty will provide input for the program components.

Parents are welcome to phone and speak with the principal whenever they feel it is necessary with regard to the policies and protocol of the Alternative Education program.

VII: Alternative Education Program's Grading Policy

Participation Grade = 25% of the total grade.

Students must attend class in order to participate!

Daily grades calculated as follows:

Bring materials to class

Complete & submit all assigned work

Display a positive attitude in class

- shows respect to others
- participates in class

Assigned Work = 25% of the total grade.

All homework and assigned class work will be provided with individual feedback. Much of the assigned class work will be completed collaboratively with another student or in groups of students.

Students' ability to complete assigned class work and work with others will be included in this category as well as the material that is related to the content of the course.

Combined tests, quizzes, projects and labs = 50% of the total grade.

Homework

The Alternative Education staff members believe homework is extremely important in student's overall academic success. Completing assignments along with collaborative opportunities benefits the learning process and helps develop student responsibility as well as accountability. Success in academics provides a sense of pride and accomplishment for students as well. Each teacher will follow the grading policy regarding homework and class work. Students and parents who have questions should speak to the teacher involved. Communication between teacher and family is strongly encouraged within the Alternative Education program.

Progress

Students will receive a certificate of achievement upon successful completion of the 12th Grade curriculum. Students who exceed requirements receive special recognition in the form of awards from individual teachers each year.

VIII. Academics Component - Core Course Descriptions

Mathematics: Math classes are taught with an emphasis on NYS Common Core Learning Standards. Students will work in cooperative educational groups to practice skills before individual testing.

Mid-level Grades 7 & 8 Mathematics: Students will be involved with problem solving in real life situations emphasizing quality work while improving their skills in organization, personal responsibility, collaboration, use of resources and basic computation. The mathematical focus includes fractions, decimals, percent's, ratios, basic algebra, geometry, probability and statistics. Students will take the New York state assessment at their home school in their respective grade levels, as well as a cumulative final exam.

Grades 9 & 10 Mathematics (Algebra): Students will be involved with one course spread out over a two-year period, building upon their basic math skills and developing higher order thinking as well as problem solving abilities. Students will discover the practical use of mathematical concepts and their application to real life situations. Students will be required to take the New York State Regents Exam in Algebra I (Common Core), as well as a cumulative final exam.

Grades 11 or 12 Business Mathematics: Students will be involved with solving problems in real life situations. Students will learn skills regarding how to be able to manage personal finances, as well as understand mathematics used in business settings. Students will take a cumulative final exam upon completion of the course.

Social Studies: Social Studies classes are taught with an emphasis on NYS Social Studies Frameworks and NYS Common Core Learning Standards.

Mid-level Grades 7 & 8 United States and New York State History: Students will participate in a chronological two-year course study taking a social history approach, in order to make the United States and New York State history real and applicable to their life experiences.

Grade 9 & 10 Global Studies: Students will participate in a chronological two-year study of world history, developing analytical skills used when comparing different civilizations over time and space. Students will also learn global relationships between civilizations, differing economic/political systems, and how each civilization contributed to change. Students will be required to pass the New York State Global Studies Regents Examination given at the end of tenth grade, covering content from both grade levels. Passing this test meets the requirement for high school graduation.

Grade 11 – U.S. History: Students participate in a one-year chronological study of U.S. History 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 the New York State US History Regents Examination typically given in June of Grade 11. Passing the test meets the requirement for high school graduation.

Grade 12 – Economics and Government: Students participate in a study of government and economics divided into two semesters. Students learn about the U.S. Government and different political systems. Students will study economic systems primarily as it pertains to capitalist free market economics such as in the United States. Students will also compare capitalist systems to other economic systems found globally.

Science: Science courses are taught with an emphasis on the New York State Learning Standards

Mid-Level Grades 7 & 8 Science: 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: introduction to matter, forces, basic astronomy, anatomy, ecology and taxonomy. All students will take the New York State assessment at their home school in their respective grade levels.

Living Environment: Projects and labs will familiarize students with topics such as: evolution, genetics, ecology, cellular biology and physiology. Students will perform laboratory experiments associated with said topics while developing science skills such as: proper lab safety procedures, interpreting lab results, and decision making with regards to ethics/resource utilization. Students will be prepared to complete the New York State Living Environment Regents Exam upon completion of the course.

Environmental Science: Through lectures and laboratory experiences students will focus on the study of major ecological principles including: population/community biology, competition and predation, physiological ecology/adaptations, ecosystems, nutrient cycles, energy flow and ecological succession. Students will also examine the ecological basis of contemporary environmental problems and how they are related to human activities. Quantitative as well as qualitative perspectives and analysis will be used throughout the course.

Earth Science: This course is designed to introduce students to the dynamic earth upon which they live. Through hands-on, interactive labs, lectures, presentations and demonstrations we will study earth's place in the universe and its geologic systems. Throughout this course, students will become familiar with the physical world around them and learn how to think and correlate scientific concepts into their everyday lives. Curriculum will include earth processes, minerals & rocks, plate tectonics, historical geology, meteorology, climate and astronomy. The concepts presented in this course will increase student knowledge of the physical world they live in. Students must make an effort to observe the world around them throughout the year. Being observant outside the classroom as well as inside the classroom will help students understand the

concepts we will be studying. Upon successful completion of this course, students will be prepared to complete the New York State Earth Science Regents Exam.

English/Language Arts: English Language Arts classes are taught with an emphasis on the NYS Common Core Learning Standards. Students will read a variety of materials for specific purposes including content area reading from different perspectives. This will involve students reading more information text, responding personally and forming judgments about the content while sharing their ideas with classmates.

Mid-level Grade 7 & 8 English Language Arts: A variety of literature such as fiction, non-fiction, drama and poetry will offer students opportunities for making connections between language and experiences. Developing and building upon skills in reading, writing, listening and speaking will be promoted throughout the course. Students will learn skills such as: outlining, note taking, skimming for information, etc., will be covered in conjunction with content area readings.

Grades 9 – 12 English Language Arts: 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 public speaking skills. Students will also increase functional reading skills through access to various magazines and newspapers.

Grade 9 – English:

Students will work through the NYS modules. The aim of instruction is to begin preparation for the Common Core English Language Arts Regents Examination that is generally given at the end of the 11th grade school year.

Grade 10 – English:

Students will read a selection of literary works which focus on current events and social issues. Instruction continues to build on the necessary skills that will be tested on the Common Core English Language Arts Regents Examination.

Grade 11 – English:

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. These skills continue to prepare students for the Common Core English Language Arts Regents Examination.

Grade 12 – English:

Students will continue to develop their knowledge of complex writing processes as well as different 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 necessary for college and career readiness.

Physical Education: Students meet every other day. Students will be working on fundamentals of previously learned skills and newly learned skills. Students will also need to work with other students to accomplish different goals. Students will be graded on participation, attitude and proper techniques of certain skills. Students will also respect the equipment and facility that they will be participating in. Along with a variety of different sporting activities, students will participate in physical fitness. They will learn different aspects of fitness and proper technique with different skills.

Music: Students will be learning about music from a multicultural perspective through movement, listening, performing and creating.

Counseling: As part of the Instructional Team, the School Counselor supports student's academic and personal well-being. The Counselor works with Instructional Personnel, Families and Human Service Agencies to ensure that the goals and objectives support the educational and personal needs of the students. The Counselor meets individually with students or in small groups to discuss topics such as:

- Anger Management
- Decision Making
- Coping Skills
- Career Exploration
- Organizational Skills
- Problem Solving

STATEMENT OF AGREEMENT

I acknowledge that my child's involvement in the North Franklin Educational Center's Alternative Education program has been reviewed with me and the opportunity to ask questions concerning attendance, classes and discipline procedures have been provided. I agree and support these procedures and will contact the Alternative Education staff if problems should arise.

Date: _____

Parent/Guardian Name (*Print*)

Parent/Guardian Name (*Signature*)

Student Name (*Print*)

Student Name (*Signature*)

Home School Counselor (*Signature*)

Personal Information:

Mailing Address:	
Home Phone Number:	
Work Phone Number:	
Cell Phone Number:	
Emergency Contact Name:	
Emergency Contact Phone Number:	
Emergency Contact Relationship:	

Extra Community Support Information:

Agency (Please Print or Type)	Contact Name (Please Print or Type)	Phone number (Extension if Needed)

Alternative Education: Grades 7-12
Individual Student Profile

Student Name:	Grade:
Home School:	
Person Filling Out the Form:	Person's Title:

Management Needs:

Academic Levels:

Physical/Medical Needs:

Social Needs:

Community Support:

Areas in which the student shows particular interest:

**North Franklin Educational Center
Alternative Education Courses**

Name: _____ District: _____

Grade: _____ Guidance Counselor: _____

Bus #: _____ Student does not ride a bus from NFEC _____

Please check the courses below for instruction in alternative Education:

English

- ___ Mid-Level English (Grades 7 & 8)
- ___ Grade 9
- ___ Grade 10
- ___ Grade 11
- ___ Grade 12

Science

- ___ Mid-Level Science (Grades 7 & 8)
- ___ Living Environment (Grade 9)
- ___ Environmental Science (Grades 11 or 12)
- ___ Earth Science (Grade 10)

Math

- ___ Mid-Level Math (Grades 7 & 8)
- ___ Algebra 9
- ___ Algebra 10
- ___ Business Math (Grade 11 or 12)

Social Studies

- ___ Mid-Level Social Studies (Grades 7 & 8)
- ___ Global 9
- ___ Global 10
- ___ US History (Grade 11)
- ___ Government (Grade 12)
- ___ Economics (Grade 12)

Physical Education

- Upon successful completion of mid-level course work students will move to Grade 8
- Upon successful completion of mid-level course work students will move to Grade 9

Academic History:

Previous Course Credits:

- No other Course Credit
- Earth Science
- Biology
- Other science _____
- Integrated Algebra yr. 1
- Integrated Algebra yr. 2
- Geometry
- Other Math _____
- Global Studies 9
- Global Studies 10
- US History
- Government
- Economics
- Other Social Studies _____
- English 9
- English 10
- English 11
- English 12
- Other English _____

Regents Exams:

- No Regents exam credit
- Earth Science
- Living Environment
- Integrated Algebra
- Global Studies
- English
- US History