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A Model School within a School Program for Chelan Middle School

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A MODEL SCHOOL WITHIN A SCHOOL PROGRAM

FOR CHELAN MIDDLE SCHOOL

by

Joseph B. Harris

August, 1999

The purpose of this project was to develop a model school within a school program for at-risk students enrolled in grades 6 through 8 who are currently residing in the Lake Chelan School District, Chelan, Washington. To accomplish this purpose, current research and literature focused on alternative programs/schools and at risk students was reviewed. Additionally, related information from selected schools/districts throughout the state of Washington was obtained and analyzed regarding the formation of a new alternative school program. The school within a school will be evaluated on an ongoing, annual basis by participating administration, staff, and students.

ACKNOWLEDGEMENTS

I would like to dedicate this project to my wife Alice, my daughters Kaitlyn, Jaicee, Makenzie, and my son Joe. Without their love, understanding, and support this project would not have been possible.

In addition, I would like to thank Dr. Jack McPherson for serving as the chair of my graduate committee and for the countless hours he was willing to sacrifice to assist me in this endeavor. I would also like to thank Dr. Susan Madley, and Dr. Steven Schmitz for serving on my committee.

In particular, I would like to thank Glenn Johnson, for all of the guidance, support, and educational expertise he has shared with throughout creation of this project. Having him as a mentor and role model inspired me to further my career in education and lead me to completion of this project. For this, I am truly thankful.

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CHAPTER 1

BACKGROUND OF THE STUDY

Introduction

> Michael, 13, quietly arranges and rearranges the candy
> Valentine hearts on his desk. He looks young for his
> age, but sounds weary beyond his years. "I've got
> old memories, but I try to distance myself from these
> situations, like smoking pot," he says softly. "I took a
> lot of drugs, and I'm manic depressive. I used to hang
> around with older kids. Now I fight the system not with
> my fists, but with this" - he taps his temple- "and a
> pencil". (Hiraoka, 1996, p.4)

In the above statement, Hiraoka has suggested that teachers in classrooms

throughout America work daily with students whose academic and emotional well-being

seems threatened by forces beyond the school's control. Michael's situation represents a

disappointing contrast to what generations of teachers and parents dreamed could be life

in America at the end of the twentieth century.

Despite substantial public investment in special services, social agencies, and

instructional improvement, one in four students entering elementary school will not earn a

traditional high school diploma. One million young people exit American schools each

year before graduation (Murnane, et.al, 1995).

New instructional paradigms must be developed, according to Goodlad (1984 if

caring educators are to effectively intervene in the lives of students whose futures are

threatened due to academic failure.

Said Goodlad:

> Mere refinement of educational practice is not sufficient.
> We will only begin to get evidence of the potential of
> pedagogy when we dare to risk and support markedly
> deviant classroom procedures.

Research conducted by Young (1990), emphasized the important role played by public alternative schools and the ability of these schools to serve students from a wide variety of backgrounds and ability levels, and convinced many researchers of their importance and effectiveness. Alternative schools accomplish this educational task more effectively and more inexpensively than conventional public schools. Merely changing the grouping of students without altering the curriculum and teaching methods is not likely to make a significant difference in the educational experience of at-risk students (Maker 1987). Since the introduction of alternative programs in the 1960's and 1970's, student options/choices within public education have grown dramatically. Alternative schools can no longer be considered a fad or frill. Rather, alternative schools represent an idea whose time has come and such schools are deserving of our attention and support. As stated by Young (1990):

> I have seen many alternative programs provide gifted students with
> the freedom to take risks and to challenge themselves beyond what
> a conventional school could offer. I have seen Hispanic young men
> attend an evening alternative program to learn English and obtain
> their GED after having worked all day in the fields. I have seen
> unwed teenage mothers gain the necessary academic skills and self-
> esteem to become economically and psychologically self-sufficient.

Purpose of the Project

The purpose of this project was to develop a model school within a school program for at-risk students enrolled in grades 6 through 8 who are currently residing in the Lake Chelan School District, Chelan, Washington. To accomplish this purpose, current research and literature focused on alternative programs/schools and at risk students was reviewed. Additionally, related information from selected schools/districts throughout the state of Washington was obtained and analyzed regarding the formation of a new Alternative Program. The school within a school program will be evaluated on an ongoing, basis by participating administration, staff, and students.

Limitations of the Study

For purposes of this study, it was necessary to set the following limitations:

1. Scope: The model school within a school program was designed and developed for implementation in the Lake Chelan School District, Chelan, Washington.
2. Target Population: The model school within a school program was specifically designed for students under the age of 15, in grades 6 through 8, who are either at-risk of dropping out of school or, for those who have already dropped out.
3. Research: The preponderance of research and literature reviewed for the purpose of this project was limited to the past 10 years. Additionally, related information from six selected alternative programs throughout the state of Washington was obtained and analyzed. Those alternative programs included:

   a. Hood Canal School, Shelton, Washington
   b. Sacajawea Middle School, Spokane, Washington
   c. Two Rivers Middle School, North Bend, Washington
   d. NOVA Alternative Program, Seattle, Washington
   e. Solutions Program, Foothills Middle School, Wenathcee Wash.
   f. Opportunity Program, Walla School District

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Alternative Schools/Education: Education that has student centered curriculum, varied instructional methods, a flexible environment that can respond to the needs of student and staff activities, and that provides an educational choice different from traditional education in the local community (Billings, et.al, 1994)

2. At-Risk Students: Students with potential for failure to achieve their expected success in school due to factors associated with socioeconomic status, family variables, academic deficiencies, or physical/neurological impairment (Washington Association for Learning Alternatives/ WALA, 1998).

3. Dropout: A student who leaves school before graduation due to such reason as: poor academic performance, discipline infractions, pregnancy, dislike of school, etc. (Young, 1990).

4. Learning Styles: The Patterns of behavior that are associated with how an individual receives and processes new information. A few of the identified learning styles are field dependent/independent, abstract/concrete, and visual/auditory/kinesthetic/tactile. Each of these styles has implications for how students should be taught (WALA, 1998).

5. Mastery Learning: The establishment of minimum expected levels of performance and the provision of instruction necessary to allow a learner to achieve the stated objective (WALA, 1998).

6. Service Learning: Service within the community or school that is integrated into the curriculum (WALA, 1998).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND INFORMATION
OBTAINED FROM SELECTED SCHOOLS

Introduction

The review of research and literature summarized in Chapter 2 has

been organized to address:

1. Characteristics of At-Risk Students
2. Dropouts
3. Alternative Schools
4. A Summary of Information obtained from Selected Washington State
   Alternative Middle School Programs
5. Summary

Data current primarily within the past 10 years were identified through an

Educational Resource Information Centers (ERIC) computer search, as well as an Internet

search (EBSCOhost). Additionally, the investigator obtained and analyzed related

information from several selected alternative middle school programs throughout the

Pacific Northwest. A hand-search of various other sources was also conducted.

Characteristics of At-Risk Youth

The Washington Association for Learning Alternatives (WALA) has identified at-

risk students as youth who have the potential for failure to achieve their expected success

in school due to factors associated with socioeconomic status, family variables, academic

deficiencies, or physical/neurological impairment (Billings, et al., 1994). Others, such as

Quinn (1991) have been more focused in their definition of at-risk stating that

characteristics of at-risk/dropouts can be classified into three major categories with

defined descriptors. These included:

1. Social/Family Background
   Low socioeconomic status
   Minorities
   Children from single-parent homes
   Parents with poor education
   Primary language other than English
   Unstable home life

2. Personal Problems Independent of Social/Family Background
   Health problems (mental and Physical)
   Substance abuse
   Legal problems
   Trauma from divorce or death in family
   Pregnancy
   Learning disabilities
   Low self-esteem

3. School Factors
   Grade retention
   Course failure
   Truancy
   Suspension
   Disciplinary infractions
   Low grade point average
   Feelings of alienation from school authorities
   External academic focus of control
   Ability grouping

Wehlage (1991), a prominent researcher from the National Center on Effective

Secondary Schools at the University of Wisconsin, has warned that although many

definitions of at-risk students have been offered, "Family background conditions,

personal problems, and school practices are complex issues and interact with one another

in ways not clearly understood. This web of conditions surrounding those at-risk of

dropping out makes intervention a formidable challenge."

Dropouts

Clements (1991) has defined a dropout as "a student who for any reason other than death leaves school before graduation without transferring to another school or institution." Recent studies have suggested that as many as 25% of all students who enter first grade will not graduate from a traditional high school. Bhaerman and Kopp (1988) report that "61 percent of middle school students who have been identified as "at-risk" drop out before completion of the tenth grade." The national dropout rate has averaged about 25% and for minorities, that rate is higher, with an average of 30% leaving school before they graduate (Liontos, 1991).

Young (1990) stated, "whether students are losing interest in schooling because of increased competition, inequality, dissatisfaction with their treatment by teachers and administrators, or uninteresting curricular fare, the undeniable fact remains that the public education is not meeting the needs of a great many students. Nationally, about 25% of students do not complete 12 years of schooling. In 10 states, the dropout rate exceeds 35%. In Philadelphia, Chicago, Detroit, New York, and Boston more than 40% of the students leave school before completion" (Young, 1990).

Clements reported that, state and national dropout rates have fluctuated according to method of calculation. Three methods used to compute dropout rates are:

1. Event-dropout rates figured using the proportion of students who drop out of school in a single year without completing high school, based on U. S. census data.

2. Status-dropout rate which measures the number of people who have not completed high school and were not enrolled in school at a given time, regardless of when they dropped out.

3. Cohort-dropout rates which measured whether a group of

students completed school within the expected time.

To identify tendencies that differentiate dropouts from graduates, Kronic and Hargis (1990) developed the "Danny Dropout" profile detailed below:

1. Academic: Lower IQ scores, behind in reading and math, lack of academic skills, low grades, retention, more truancies, absenteeism, and discipline referrals.

2. Personal: Age—usually older than peers due to retention, race—more minorities, sex—more males, self-esteem—usually lower.

3. Social: Lower socioeconomic status, more parents who dropped out, less participation in school activities, and peer group with more dropouts.

Quantitative research conducted by Hunter et al. (1991) surveyed student reasons for considering dropping out of school. Of students surveyed, the responses were as follows:

Reasons for Considering Dropping Out of School

Reason	Percentage of Students Citing (n=220)
Poor grades	50.5
Problems at home	47.7
Low attendance	27.2
Discipline problems	16.8
Being held back	14.1
Alcohol-related Problems	12.2
Drug-related problems	11.8
Problems with the law	11.3
Pregnancy	10.5
Job	8.6
No friends	8.2

According to Wehlage, Rutter, Lesko, and Fernandez (1989), schools have contributed to student course failure by neglecting to provide adequate or incomplete responses to students. The responses "stimulated hostility and resentment toward the institution."

Indeed, Wehlage, et al., contended

....it is also the case that some school policies and practices lead students to quit school. Some schools have been characterized by massive student course failure, frequent use of suspension, high rates of grade retention and lax attendance policies encouraging truancy and poor achievement. Each of these school conditions indicates not only ineffective practices but a lack of concern and accountability with respect to at-risk students (Wehlage, et al., 1989).

Research conducted by Kunisawa (1988) addressed the enormous costs associated with school dropouts. One estimate is that high school dropouts cost United States taxpayers approximately $75 billion dollars each year in welfare benefits and lost tax revenues. Catterall (1985) believed that each dropout costs between $26,000 and $200,000 depending on estimates of future earnings and loss projections. Furthermore, the costs were not only monetary. Dropping out also meant higher mortality rates, high suicide rates and higher rates of admission to mental health programs in hospitals (Gage, 1990). Additionally, 52% of school dropouts are receiving welfare or are unemployed and 60% of the prison population consists of high school dropouts (Kunisawa, 1988).

Alternative Schools

According to Neumann (1994), the work of John Dewey and the ideas associated with progressive education, in the 1930s, were viewed as the beginning of the alternative educational movement. Dewey predicted, "Schools of the future would be places where children are allowed freedom of choice that appealed to their interest" (quoted by Hunter, 1985).

Young (1990) concluded, Dewey's progressive educational movement died in the 1950s due to the Cold War and the successful launching of Sputnik by the Soviets in

1957. Young cites the demonstration by the Soviets once again shifted our educational focus from the individual student interest and child-centered instruction to national interest and subject-centered curriculum. The National Defense Act of 1958 provided financial support for materials in math, science, and foreign languages which were subjects deemed to be of national interest.

Raywid (1981) stated that the first national public alternative schools were "Murray Road" and "Harlem Prep," located in Massachusetts. Both schools opened their doors in 1967. However, according to Billings, et al. (1994), the first actual public alternative school was located in Spokane, Washington. In 1930, Mr. Joseph Jantsch opened a one-room option with Spokane's Lewis and Clark High School for economically disadvantaged students of the Great Depression who could not attend a full-day program.

Research conducted by Barr (1975) indicated that the number of public alternative schools from 1970-1975 grew from a few hundred programs to more than a thousand. As the 1980's began, alternative programs were firmly established in America's public education system. Research by Raywid (1981) estimated that over 10,000 public alternative schools were serving over three million students. Research from Billings, et al. (1994) indicated that the growth of Washington State alternative programs exceeded national statistics. Specifically, Washington State experienced a 60% growth rate in public alternative programs from 1981 to 1988, from 52 alternative programs in 1981 to 104 in 1988 and an estimated 300 alternative school programs throughout the state today.

Despite efforts of educators to respond to research on characteristics of at-risk youth, and the effects of the school environment on student success, the dropout rate in

our public schools has continued to be a major concern (Strother, 1986). Many

researchers believed that there needed to be choices in the educational system, to

successfully combat the dropout dilemma. Kammann's (1972) much quoted passage

reflects the needs for choices/options in the educational system:

> Imagine a town where every family is assigned arbitrarily to one local doctor by ruling of the board of health. Imagine that the board of health assigns families only on the basis of the shortest distance from the home to the doctor's office. Imagine, finally, that when a family complains that the assigned doctor is not helping one if its ailing members, the board of health replies, "Sorry, no exception to doctor assignments." If this sounds like a totalitarian nightmare, it is also a description of the way school boards assign children to schools and teacher. (Kammann, 1972)

Gadwa and Griggs (1985) supported Kammann's contention by rejecting the "best

way" approach or "one size fits all" theory and suggested that the focus should be on

student's individual needs. As educators continued to seek options, one such option is

alternative schools. The Washington Association for Learning Alternatives (WALA,

1998) defines alternative schools as:

> Schools or "schools-within-schools" that are available to students in lieu of the traditional school. They are usually schools of choice with a different structure and smaller size than the traditional school. WALA has identified the function of an alternative school as: Alternative schools provide choices for the parents and students in a community. In a country that values the development of all young minds, those choices are invaluable because everyone does not learn in the same manner. An alternative school provides an option to the local traditional school. Whether the option is chosen because of the family's value system, or because the student's learning style does not fit the instructional model of the traditional school, the alternative school is serving the needs of the community. The needs of the population in the community determine the difference between the alternative and traditional programs in that community. The programs are different from each other, but one is not better that the other; they simply serve different needs and different populations. We can say, however; that on is better than the other for a particular family or student. (Billings, et al., 1994)

Raywid (1994) identified three pure types of public alternative schools in recent research.

1. Popular Innovations—Type I. Type I alternatives virtually always reflect organizational and administrative departures from the traditional school, and programmatic innovations. They are schools of choice that resemble magnet schools. They are likely to reflect programmatic themes or emphases pertaining to content or instructional strategy.

2. Last Chance Programs—Type II. Type II alternatives are programs to which students are sentenced—usually as one last chance prior to expulsion. They include in-school suspension programs, cool-out rooms, and longer term placements for the chronically disruptive.

3. Remedial Focus—Type III. Type III alternatives are for students who are presumed to need remediation or rehabilitation—academic, social/emotional, or both.

Manning (1993) identified the seven essential elements of at-risk programs paraphrased below:

1. Effective programs should provide comprehensive approaches by addressing more than just one at-risk condition.

2. Effective programs recognize the significant relationship between self-concept and overall achievement and place a major priority on improving self-concepts.

3. Effective programs have high expectations for at-risk students, regardless of the at-risk condition.

4. Effective programs address learners' social skills by teaching the skill needed for successful social interaction.

5. Effective programs provide opportunities for teachers and learners to agree on expectations, methods, and materials.

6. Effective programs involve parents and families when determining program goals and the means of teaching these goals.

7. Effective programs focus on the line between motivation and success and place considerable responsibility on the learner.

Researchers Richardson and Griffin (1994) utilized John Goodlad's School Attitudinal Survey at OASIS Alternative School to compare student perceptions of an alternative school versus their traditional school. Results indicated the following:

1. Teachers were viewed as more concerned due to the smaller classes, lower student population, lower teacher-pupil ratio, and the specialized training of teachers, administrators, and counselors.

2. Teachers were viewed as less authoritarian due to alternative schools' non-threatening nature.

3. The implication is not that students want to make all decisions, but they want their decisions to be heard.

A Summary of Selected Washington State Alternative/School Within a School Programs

While conducting research related to alternative school programs located in the Pacific Northwest, the writer (Joseph B. Harris) contacted the Washington Association for Learning Alternatives, Olympia , Washington, and requested assistance identifying successful model middle-level programs. The writer was encouraged to contact and/or make site visits to the following schools:

1. Nova Alternative Program, Seattle, Washington

2. Multicultural Alternative Middle School Program, Shelton, Washington

3. Solutions Program, Wenatchee School District, Wenatchee, Washington

NOVA Alternative Program, Seattle Washington

The NOVA Alternative Program, Seattle, Washington, originated in 1968. The program was designed and developed as a "college-prep" alternative program, rather that targeting dropouts. Many of the students enrolled simultaneously with the Running Start in order to obtain college credit while attending NOVA. Currently, 150 students attend NOVA with a staff composed of five teachers, a librarian, and a principal. The entire school/program is based on shared decision making. A committee system of school government is established in which students are given an equal vote with staff in reaching decisions affecting the program.

Program Description

According to Elaine Packard, Principal at NOVA alternative program, the mission of the program is to:

1. Foster interest-based and lifelong learning in which the students' individual, diverse needs are met.

2. To develop students' ability to learn independently.

3. To encourage students to demonstrate effective control over their lives and education.

4. To promote an awareness of responsibility toward self and community.

NOVA places considerable emphasis on individual student needs. To meet these diverse needs, the program includes flexible scheduling, specialized curriculum, and tutorials. In additions, NOVA utilizes an "extended" campus which allows students the opportunity to use community resources for earning credits under the supervision of the NOVA staff (contract learning).

An individualized educational plan (IEP) is designed for each student. To accomplish this task and monitor student progress, the entire NOVA staff assumes some advisorship duties. Students and parents/guardians are required to participate in development of their individualized plan.

Student Selection and Entrance Requirements

To be considered for acceptance into the NOVA Alternative Program, applicants must complete seven interviews. Four of these interviews are conducted by current students, while the remaining three are conducted by staff. The purpose of these interviews is to assure that the NOVA program is appropriate and would meet the candidates' individual/academic needs as well as providing a positive learning experience.

Student Expectations and Monitoring
of Student Progress

Each students' progress is monitored regularly through student/teacher conferences. In addition, students are required to sign a learning contract which specifies their educational program, details results of their academic and general assessment, establishes goals for personal (academic/non-academic) growth, and specifies the students intended service commitment. This contract must be adhered to or the student is removed form the program.

In regards to student conflict and discipline matters, NOVA has invested a great deal of time in the areas of Peer Mediation and Conflict Resolution programs. Students are required to adhere to strict guidelines in order to continue their educational program at NOVA.

Resources and Funding

Primary support is provided by basic education funding according to RCW 28A.150.220 (b).

Multicultural Alternative Middle School
Program for At-Risk Students, Shelton, Washington

The Multicultural Alternative Middle School Program for At-Risk Students (MLC) was created in 1991 to deal with the dropout phenomenon through community-based services and a learning philosophy that allowed students to learn at their own pace. The program arose out of a concern from teachers about two aspects of the middle school program: (1) the lack of fit between the educational program and the students who were at-risk of dropping and (2) the academic difficulties experienced by special education students included in the regular education program.

Program Description

MLC operates as a school within a school for twenty sixth, seventh, and eighth grade students. The program emphasizes multicultural education and interdisciplinary studies. The schools population is 45 percent Native American, the remainder largely Caucasian. The programs four objective are as follows:

1. develop a flexible program allowing students to progress at their own pace

2. combine MLC and regular middle school program when appropriate

3. integrate services within the school, extend service delivery to the community

4. conduct staff inservice and training to improve teaching

To further accommodate at-risk students and increase their likelihood for academic success, attempts have been made to individualize their instructional program to meet the individuals learning style. The four major components of the curriculum at MLC are:

1. Read Right Program

2. Interdisciplinary thematic units, integrating reading, social studies, science, and math into one plan of study

3. Process writing, daily journal

4. Cooperative learning, emphasizing hands-on projects

<u>Student Selection and Entrance Requirements</u>

Students residing throughout the Hood Canal School District are eligible for admission to the MLC. A systematic process of identifying at-risk students begins during the spring quarter of the school year. A check list of at-risk characteristics is given to intermediate and middle school teachers to help identify the students who would benefit form the program. A written application process through which parents/guardians and students apply for enrollment in the program is also in place.

<u>Resources and Funding</u>

Primary support is provided by basic education funds according to RCW 28A.150.220(b). Additional sources of funding are provided by Chapter, LAP, and vocational revenue. Outside sources include the Private Industry Council.

Middle School Solutions Program, Wenatchee, Washington

The Middle School Solutions Program is designed to help students in grades 6-8 who have dropped out of school or are having difficulty being successful in the traditional middle school program. The program works with students to help them develop the skills and confidence to be successful. The program works with students and parents to

individualize the learning plans of each student in order to help them meet their academic and social development goals.

Program Description

The program is designed to help each child reach their own goals/Student Learning Plans using the curriculum available. The goal for students is to attain their goals and successfully transition to a middle school. Length of time in the program is for a quarter or a semester and may vary because of early transition at the end of a quarter or semester.

Student Selection and Entrance Requirements

To be considered for acceptance in the Solutions program students must not be eligible for already established services and must demonstrate a lack of academic success. Lack of attendance or prior interventions will also qualify student for the program. Students must also complete all paperwork and conference with teacher Earl Wilson, Case Manager Charlie Reynolds, parents and the student involved.

Student Expectations and Monitoring
of Student Progress

Each students progress is monitored regularly through student/teacher conferences. In addition, students are required to participate in pretesting , attend regularly and follow Make Your Day citizenship program expectations. Students are also required to adhere to Wenatchee School District Dress Code guidelines and District discipline policies.

Resources and Funding

Primary support is provided by basic education funding according to RCW

28A.150.220(b), and matching grant funding.

Summary

The literature reviewed and information obtained from selected schools/districts,

summarized in Chapter 2, supported the following themes:

1. Although significant research has identified the characteristics of at-risk students to be associated with socioeconomic status, academic deficiencies, family variables, drug and alcohol abuse, and other personal problems, the complex conditions surrounding those at-risk of dropping out makes intervention a formidable challenge.

2. As the national dropout rate and the costs associated with school dropouts continue to rise at an alarming rate, researchers have questioned the effectiveness of the traditional middle school and their ability to serve at-risk students.

3. Alternative school programs have been effectively utilized to address the needs of at-risk students by individualizing instruction, creating smaller class size, parental involvement, and flexibility in the overall program.

4. Alternative school programs need to be designed, developed, and implemented to meet the specific needs of the at-risk population in which the program is intended to serve.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to design and develop a model school within a

school program for at-risk students enrolled in grades six through 8 who are currently

residing in the Lake Chelan School District. To accomplish this purpose, current research

and literature focused on alternative programs/schools and at risk students was reviewed.

Additionally, selected alternative programs and schools throughout the state of

Washington were contacted to acquire additional information regarding the formation of

a new alternative program.

Chapter 3 contains background information describing:

1. Need for the project

2. Development of support for the project

3. Procedures

4. Planned implementation and assessment of the project

Need for the Project

The need for this project was influenced by the following considerations:

1. The writer, Joseph B. Harris, a certified teacher with thirteen years of educational experience recognized the need for an instructional program that would aide at-risk middle-level youth in the Lake Chelan School District.

2. Current research findings and evidence have supported Alternative Programs/Schools and their ability to meet individual needs of at-risk youth, while preventing and reducing the number of students who drop out.

3. During the 1998-99 school, the writer, an administrative intern was directed by Glenn Johnson, principal of Chelan High/Middle School, to develop a program to aid at-risk students.

4. Undertaking this project coincided with writer's graduate studies in Educational Administration at Central Washington University

Development of Support for the Project

During the 1998-99 school the writer participated in regional site visitations, state conferences, students surveys, and parent network meetings. Through these interactions and discussions, it became even more apparent for the need to establish an school within a school program for middle level students in the Lake Chelan School District. The writer began discussing the possibilities with Glenn Johnson, Principal of Chelan Middle School, who directed, the writer to prepare rationale for a school within a school for review by the Lake Chelan School District Board of Directors

Procedures

To obtain background information essential for developing a school within a school program, an Educational Resources Information Center (ERIC) computer search, as well as a Internet search (EBSCOhost) was undertaken. Additionally, a hand-search of various other sources was conducted and site visitations to selected programs were scheduled. The programs visited included:

1. Middle School Solutions Program, Wenatchee School District

2. Desert Hills Middle School, Kennewick School District

3. Opportunity Program, Walla Walla School District

4. NOVA Alternative Program, Seattle Washington

5. Two Rivers Middle School, North Bend, Washington

6. Hood Canal School, Shelton, Washington

7. Sacajawea Middle School, Spokane, Washington

Planned Implementation and Assessment of the Project

The model school within a school program for students grade six through eight in the Lake Chelan School District has been scheduled tentatively for implementation during the 1999-2000 school year. Formal program adoption and approval through official school board action will be sought. The program will be evaluated/ assessed by participating staff and administration on an ongoing basis. Students will be invited to share their generalized perceptions of the program. These evaluations will be helpful in the review of, and/or recommendations for change in the program. Assessment will be an ongoing process.

CHAPTER 4

THE PROJECT

The model school within a school program designed for at-risk students residing in the Lake Chelan School District, Chelan, Washington, is detailed in 8 parts, in Chapter 4.

Section 1	Purpose of Report
Section 2	Assessment of Need
Section 3	Program Description
Section 4	Staffing
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Lake Chelan Middle School
Learning Center Alternatives

Lake Chelan Middle School
A Place For Everyone To
Experience Learning

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SECTION 1

Purpose of Report

It has become obvious to Lake Chelan middle school staff over the past several years, that many students are falling through the cracks. Traditional middle school programs do not appear to meet academic, behavioral, social, and emotional needs of many students. In order to better serve students, the staff examined the needs of the different troubled and at-risk students residing in the Lake Chelan Middle School attendance area and identified several groups of students who were underserved or not served by the traditional programs. In order to better meet the needs of these students, the middle school created a "school within a school " called the Middle School Learning Center (MSLC). This report will detail the development and essence of the program.

SECTION 2

Assessment of Need

During the 1997-98 school year the Lake Chelan Middle School conducted an in-depth study of the student population. This study included an examination of CTBS test scores: student performance: Language Assessment Scale testing: teacher survey, parent survey and observation. We found the following:

Total Enrollment 6-8 Grade:	**325 students**
Academically At Risk:	**105 student**
ESL/Newcomers	35 students
Title/LAP/Sped	70 students
Behaviorally At Risk:	**20 students**
Expelled/Long Term Suspension	10 students
Truancy	5 students
Violence/Gangs/Drug	5 students
Not Attending:	**8 students**

The existing program at Chelan Middle School addressing the needs of the Academically at-risk students has taken several years to put in place. The students receive educational programs designed around specific individual needs during the regular school day from 8:30 Am to 3:10 PM. It is proposed to expand the MSLC program to meet the needs of unserved students represented above as "Behaviorally At-Risk" and "Not Attending."

The middle school has instituted a Care Team Model called TAST (Teacher Assisted Student Teams) bringing together staff from four areas (Special Education /LAP; ESL/Bilingual; Regular Education; and Counseling) to communicate the needs and concerns regarding specific students. Individualized programs are developed with monitoring and feedback loops built in to maximize student successes. The TAST meets weekly to review students who are a focus of concern for academic or behavioral issues. The MSLC refers to learning the Learning Center we currently operate to serve the academically at-risk population.

The writer is proposing additions to the MSLC , making it a viable alternative setting for currently unserved students who fall inside the target population. These students represent approximately 28 individuals whose needs cannot be met within the framework of our existing program. This expansion would enhance the existing programs currently serving approximately 100 students.

The writers program development has examined the needs of students, staff, parents and the community. A survey of middle school staff identified their perceptions of the needs surrounding the students, and subsequent discussions and observations have revealed staff training needs. These staff training needs are consistent with those identified by parents. Chelan Middle School has an organization for parents called the "Pirate Pride Parent Network" and has a subset of parents who have, or are interested in working with, at-risk learners. Both teachers and staff have voiced their desire for additional training and skills. Based on the study of needs, our observations, and our discussions with students and staff, training for all and parents will include:

1. An orientation to the philosophy. policy, procedure, and programs options for students served in the MSLC alternative program, and

2. Mediation and conflict resolution training

Community providers will be invited into these training's as participants and/or will be used as inservice providers.

In discussion with the staff, who will be working directly with the students in the program, the writer has identified two additional training needs:

1. Self-directed work team training, and

2. Case management training.

Based on extensive interactions with individual students who are currently served in the academically at-risk program it is apparent that the parents need to be networked with other parents to help reduce the anxiety associated with having a child at-risk in the public school system.

Currently Lake Chelan out of school students have no avenue to continue their schooling inside the traditional program. The goal is to provide additional resources to the MSLC to meet the psychomotor, humanities, and academic needs for these individuals. These additions will also enhance the services to the students who are currently served and will assist us in preventing these students from becoming members of the unserved group. Most importantly, it will provide a new avenue for students who would otherwise be unserved. The writer and Lake Chelan middle school staff believe intensive group counseling and processing, coupled with an appropriate individualized academic program, will provide an experience resulting in

improved self-esteem, academic ability, and appropriated social skills, allowing

students to succeed in school and life.

SECTION 3

Program Description

The process, policies, and procedures for students in the current program are

well established, and will be extended to the new program. Students will be served in

two blocks between 12:00 to 6:00 p.m. The goal is to provide the students with

productive and meaningful learning experiences which will lead them back into

programs offered during the traditional school day. Four distinct goals have been

established for the program:

1. To improve instruction for at-risk or expelled students

2. To improve communications with families and students served

3. To strengthen program ties between school and community
    based services

4. To improve learning for at-risk students

Staff, parents, and agency representatives have been involved in the

development of this concept. They are prepared to join in a collaborative effort once

the program is approved. The school district's board of directors have received a

briefing on current programs offered in the MSLC and are prepared for the addition of

an alternative setting recommended in this report. Lake Chelan middle school site-

based counsel has been apprised of our efforts and will receive information and have

opportunities for input on a regular basis.

Training in conflict resolution and mediation will be provided by the middle school counselor. This process will be conducted during staff meetings throughout the school year. Community providers may assist with this process when appropriate. This will also be made available to parents through the parent network. Self-directed work team training will provided with assistance of the Northern Central Educational Service District. The middle school counselor will provide case management training.

The process used to remove students from school will continue to follow adopted board policy and procedures, however the student will be offered an opportunity to return back into the regular program after his/her participation in the alternative MSLC program. At the time a student is suspended, expelled, or removed from the regular school setting, their name will be placed on the agenda for the next TAST meeting. Parents will be included at this step if they so choose. Parents have been involved in the suspension/expulsion process and will be informed of the services available to them to place their child in the alternative program.

Subsequent to the TAST process, the students will be interviewed by the support group leader and receive an academic assessment by the certificated academic instructor. The students and family will be involved in the development of behavioral and learning contracts, and the student will be placed in the program. The areas to be addressed, the length of time in the program, and levels of achievement will be determined on an individual basis. As families participate in the interview process other needs such as Medicaid eligibility may be addressed. Additionally, parents will be invited to participate in the parent network, Chelan Together for Drug Youth, etc.

From 12:00 to 3:00 PM daily students will receive support group counseling. Topics may include self-esteem enhancement, decision making, personal control, interpersonal communication, social activities and school bonding. A curriculum for support group has been purchased by the school district. "Reconnecting Youth: A Peer Group Approach to Building Life Skills" will provide the framework for this portion of the program. Additionally, students will participate in a series of outdoor based experiences including ropes courses, wilderness camping, biking and canoeing. These services, currently offered in the day program, will be expanded to this group of students. Olympic Counseling/Inside-Out Adventure in an agreement with Washington State University 4-H Cooperative, provides the facilitators for this program.

The academic program will be provided using the PLATO Learning System and supplemented with material currently adopted by the school district. Over the past several years a set of curriculum materials have been adopted to meet the needs of the students in the day program. This curriculum is currently being aligned to meet the needs of the curriculum in regular education. Additionally, the PLATO Learning System curriculum is aligned with the Washington State Essential Learning requirements. Kati Boehm, our districts PLATO consultant, has assisted with project development and is a partner in the education of the children at Chelan Middle School.

Upon entry into the program the student will begin to develop a portfolio which will include the PLATO learning objectives and results of student performance; samples of the students writing including journal reflections; photographs of the adventure based experiences, etc. At the end of each nine week session, students will

present their portfolios to each other in preparation for final evaluation of the learning contract. When the student is prepared to leave the program and transition back into the regular school day, the student will present the portfolio to members of the TAST. This presentation will be used to assist the TAST in making a recommendation to administration regarding the reentry of the student.

When a student is tested on the PLATO system, an individualized learning prescription is generated. Progress through the objectives are measured on a pre/post test model. Students are required to achieve at a competency level of 80% prior to moving on to the next series of learning objectives. The middle school counselor and district technology coordinator are currently working with PLATO to determine which benchmarks are met by the objectives in the PLATO learning system. Individual prescriptions for learning will be developed for each student in the program and their progress through the objectives will be monitored by the certificated instructor. The Essential Learning will be addressed in the areas of written language, reading, communication, mathematics, science and social studies.

The alternative program staff will communicate directly with Randy Malikowski, the Student Instructional Coordinator, and Jeanette Bowers, the middle school counselor. As students complete their contracts, the data will be reported to the TAST and the team will begin to develop transition plans for the student. Glenn Johnson, the middle principal, will be responsible for the administrative process. The students will be returned to the day school program via the services available in the current MSLC model.

SECTION 4

Collaboration

This project has been built in cooperation with the teachers and staff at Chelan Middle School, including those serving regular education, Special Education, LAP, Chapter and non-English speaking students. Both classified and certificated staff have been included. The building principal, middle school counselor, and the student instructional coordinator have also played key roles in the facilitation of this program.

The middle school staff work cooperatively with other district staff including the Readiness to Learn Office, the Director of Special Services, the Director of Technology and Support, and with the superintendents office. Additionally, middle school staff is working in close collaboration with the staff at the high school to make sure our program aligns with the offerings at the secondary level.

The middle school counselor provides a connection to outside resources and acts as the resource contact person for community as well as private agencies who are available outside the school setting. These relationships are already developed and will be continued for the purposes of the project. In specific, the current partners in this project include, but may not be limited to:

1. Catholic Family and Child Services

2. Olympic Counseling/ Inside-Out Adventure Base Services

3. Readiness to Learn (DCFS, CPS, WIC, etc.)

Additionally, the middle school works with the parents through the Pirate Pride Parent Network and Chelan Together for Drug Free Youth. Chelan Together has not been directly involved in the development of this project, however they have cooperated in past years with the middle school to provide gang prevention education, supported the wilderness based program, and have been a partner in parent education. The county coordinator, Renee Hunter, is an active participant in our parent network. As we plan for the upcoming year we will consider the objectives in this project and how they can be interfaced with our Together program.

Collaboration is a cornerstone of the MSLC program model. Schools cannot remain isolated from other resources and expect these students and their families to access them outside the school setting. By working together we learn about each other, reduce the communication barriers, and over time we build trust between all the partners. This trust is the foundation of the collaborative process. As a result, our efficiency and effectiveness are improved. If we wish to change people's attitudes we must change their experience. This project is an effort to change the educational experiences of students and their families.

SECTION 5

Staffing

The building principal at Chelan Middle School, Glenn Johnson; the middle school counselor, Jeanette Bowers; and the Student Instructional Coordinator, Randy Malikowski will provide the leadership for this project.

Mr. Johnson will provide the instructional leadership and administrative oversight. He is responsible for the supervision and evaluation of the staff, monitoring of the budget, and assuring the program is in compliance with local, federal requirements. He works cooperatively with the counselor to facilitate the parent network and the site based council. He is on the administrative team with the other districts administrators and is responsible for communications at that level. He will act as a liaison with the superintendent's office and the board of directors. He is available to all staff for consultation and recommendations. One of Mr. Johnson's areas of expertise is in the area of effective schools and he has identified four goals for the middle school including a safe and orderly environment, high expectations, student recognition and parental involvement. This project proposal is centered in these goals.

The middle school counselor has a strong background in special education, drug and alcohol prevention and working with diverse ethnic populations. She has worked in a variety of settings including classroom teacher, high school counselor, middle school counselor, federal projects director, and for the North Central

Educational Service District as the Drug and Alcohol Prevention Educator. Her knowledge of public and private providers and experience in community mobilization can be utilized to bring a variety of resources to the table to work collaboratively in behalf of students and their families.

The Student Instructional Coordinator, Randy Malikowski has a strong background in working with at risk youth in a public school setting as well as extensive training and experience in outdoor education programs. During his years at Chelan Middle School he has created strong working relationships with the regular education staff, the students and their families. He coordinates the services in his program with those in regular education by facilitating the TAST process.

The teachers in the day program represent a staff trained to work with ethnically diverse populations, special education students, and discouraged learners. Individuals in this group have taught in the regular education setting and worked with the at-risk population. This knowledge provides a strong bridge between the regular education program and the programs represented in the MSLC. Staff desire and ability to work cooperatively with all types of learners will provide an effective bridge between current programs and our proposed alternative program.

These individuals will work alongside the staff in the alternative program. They will assist in the hiring of the staff members, Communications with the parents, and with agency based providers. The classified position will provide clerical assistance for start-up, act as an educational assistant, provide clerical support for recording keeping and completion of year end reporting requirements. The

certificated and classified position in the alternative setting will be supervised by the

building administrator.

SECTION 6

Funding

The MSLC was funded by basic education dollars according to RCW 28A.150.220(b). The program was strongly supported by the school board and a startup budget was created. Salary expenditures and benefits are for the purpose of adding a certificated teacher to serve students in the evening program. The position will be advertised as a one year position. A classified position is also being hired to assist with start-up and clerical support, and work during the evenings as an educational assistant.

The money in materials is to provide the program with the supplies needed to conduct the unique activities in this program. Notebook, film, art supplies etc., will be purchased so students can create portfolios of their alternative school experience. Camping equipment will purchased and added to our collection of outdoor education materials. Additionally, we will purchase PLATO software licenses to expand the number of students we can serve as well as the curriculum offerings for the evening program.

The contractual budget is designed to allow us to contract with a support group leader and the outdoor education providers. This component of the program is especially important and unique to our program plan. We feel strongly that this set of experiences will give our students the social and emotional strength to return to the appropriate program during the regular school day. The money set aside in travel is to

take students to and from outdoor education experiences and for staff travel to inservice training.

Our current PLATO lab does not have enough stations allowing us to serve the number of students we would like to have in the program. We are proposing to add 4 additional stations bringing us to a total of 8 stations. The district has committed to purchasing the 4 stations with a prorated payment over 2 years.

Money for substitute costs so that teachers in the MSLC program can attend the self directed work team and case manager training with the staff hired for the alternative program. Additionally support has been given for the 3 work sessions for the purpose of planning (2 days) and evaluation (1 Day) for this project. Creating time and the financial resources for this staff to work together is critical to the success of the alternative program.

SECTION 7

Conclusion

The programs first benefit would be an increase in student self-esteem and comfort within the school environment, this would ultimately move participants toward completion of eighth grade and high school graduation. Keeping in mind the number one reason for failure of alternative programs is that they (the programs) become watered down, the status of the program should be one of the first decisions made.

SECTION 8

Appendices

A. PLATO History and Structure
B. Youth Safety Report 350
C. Educational Learning Options/Alternatives
D. Learning Center Organizational Chart
E. Budget
F. WAC 392-121-182   Alternative Learning Requiremnets
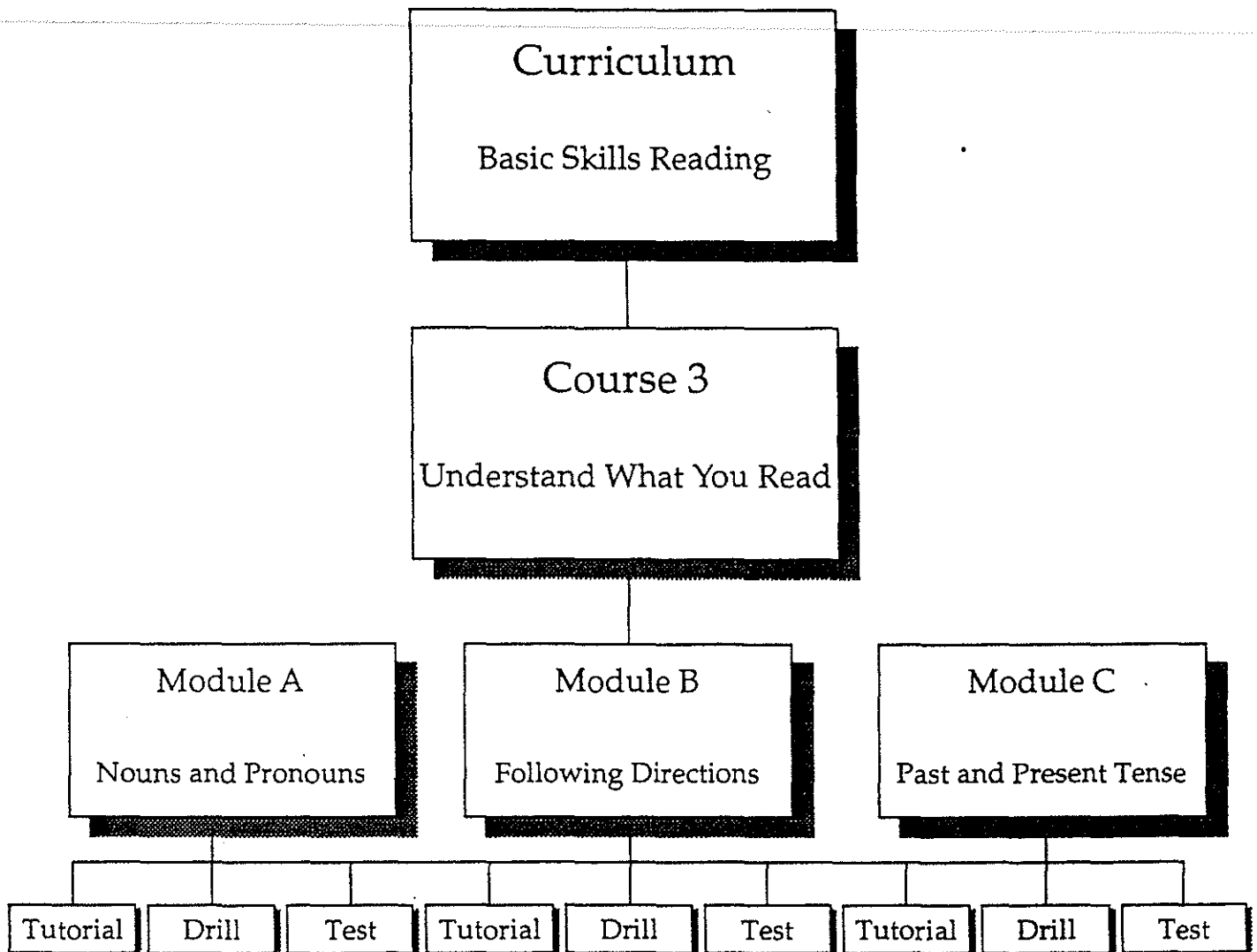
APPENDIX A

PLATO History and Structure

PLATO History

- In 1963, Control Data Corporation and the University of Illinois combined their resources to develop the technology later to be called PLATO.

- In 1965, Control Data Institutes were established to train computer technicians and programmers for the industry. The institutes provided an opportunity to use PLATO courseware as an effective educational tool.

- In 1976, Control Data bought the rights to the PLATO name and courseware from the University of Illinois.

- By 1978, PLATO Basic Skills courseware was ready for the external market. This was followed two years later by the High School Skills enrichment curricula.

- In 1980, a computer-managed instructional system was developed which facilitated individualized learning and relieved the teacher of paperwork necessary to track student progress. This management system allowed instructors to tailor the courseware to each student's needs by selecting specific courses and lessons he/she must take and exempting other lessons or tests.

- From 1980 to the present, responding to the needs of the market place, the technical capabilities of PLATO are enhanced and state-of-the-art delivery systems are developed to allow broader access to PLATO's vast body of quality courseware.

- Over the years, millions of dollars have been spent enhancing, revising and adding to the PLATO curriculum. Educators across the United States have provided and continue to provide the educational expertise to ensure that the PLATO curriculum includes accurate content and appropriate instructional methodologies to meet the needs of students and educators.

- In 1986, the first local area network system was announced which was compatible with industry's technical standards. It combined PLATO courseware with a flexible management system.

- In 1989, The Roach Organization acquired the PLATO computer-based education products developed by Control Data.

- In 1992, The Roach Organization became a public company and changed its name to TRO Learning, Inc. to better identify the nature of its business to its clients.

- Today, TRO's strategy is to build a premier training and education company whose primary objective is to integrate technology, courseware, and services into comprehensive solutions for its clients.

- TRO's mission is to work with its clients in a "win-win" environment, creating flexible solutions and relationships that are beneficial to all partners, both now and for years to come.

PLATO Curriculum Structure

Each curriculum has a number of courses. A course is divided into units called modules which consist of a series of lessons — tutorial, drill, and test. The diagram below shows a typical module. Other modules have additional Lessons — applications, problem solving lessons, and reviews.

```
                    Curriculum
                 Basic Skills Reading

                      Course 3
               Understand What You Read

   Module A              Module B              Module C
Nouns and Pronouns   Following Directions   Past and Present Tense
```

| Tutorial | Drill | Test | Tutorial | Drill | Test | Tutorial | Drill | Test |

Sample Student Menu

The module Simple Verb Endings consists of a tutorial, a drill, and a test. All the activities teach the objective for that module. Each type of lesson has a different function. The figure below shows the menu of a typical module.

a. Simple Verb Endings ....tutorial ←———— presents a new skill

b. Simple Verb Endings ....drill ←———— reinforces a new skill

c. Simple Verb Endings ....test ←———— tests mastery of the objective
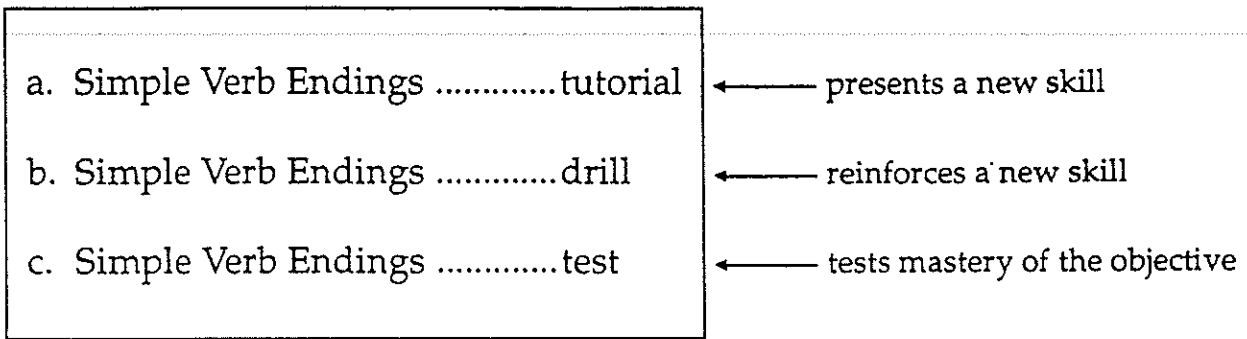
Student Flow Through A Module

Test

if mastered, the student moves to the next module

or

Tutorial

Test

if mastered, the student moves to the next module

Drill

Test

if mastered, the student moves to the next module
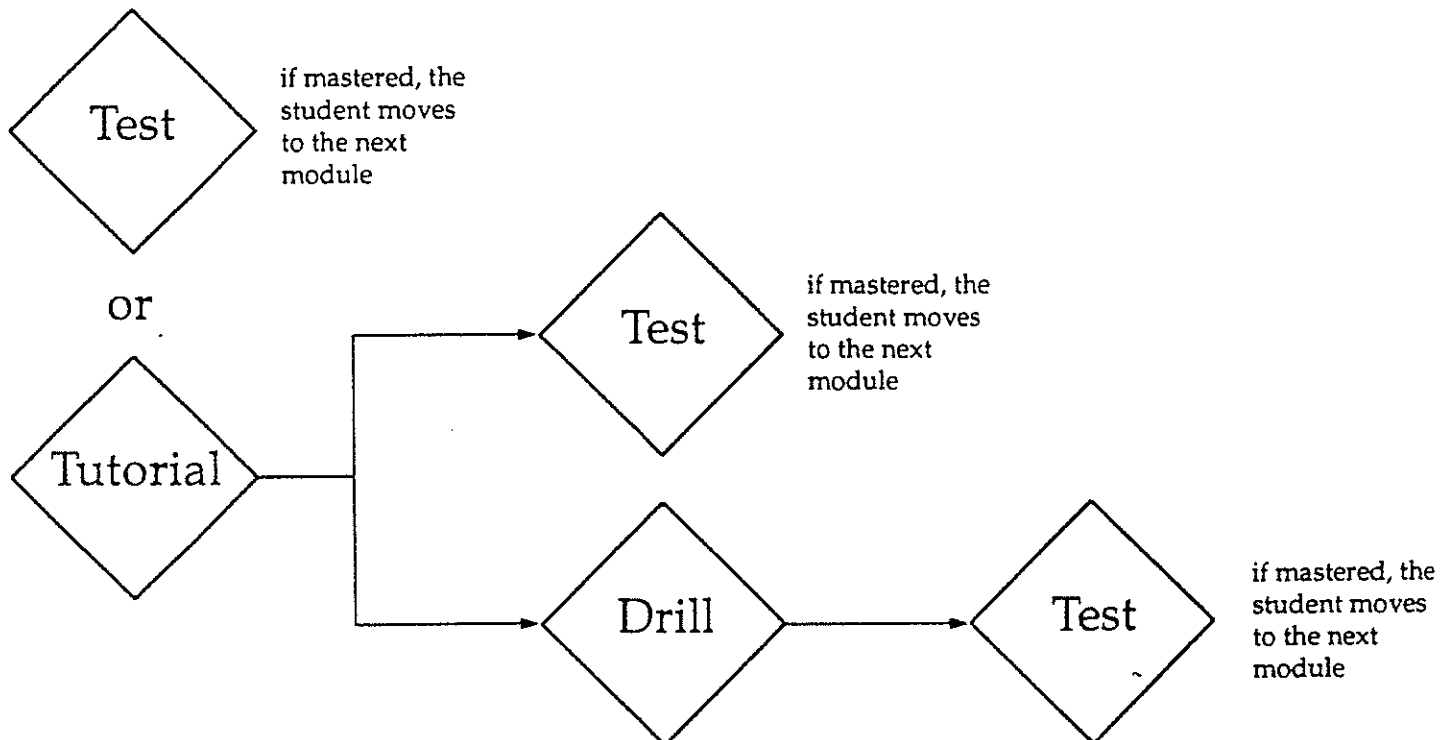
Report Components

To create a performance report, determine **WHAT** data is to be collected and for **WHOM**.

A. WHO: a single student or a group of student (user set).

B. WHAT: the routing activity courseware that you want displayed:
- a curriculum
- a course
- a module
- a learning activity

A: WHO

Roster
(student)

User Set
(group of students)

Performance Reports

B: WHAT

Curriculum

Instructor-Designed
Curriculum

Computer-Based Education

```
┌─────────────────────────────────┐
│             CBE                 │
│                                 │
│    Computer-Based Education     │
└─────────────────────────────────┘
          │
    ┌─────┴─────┐
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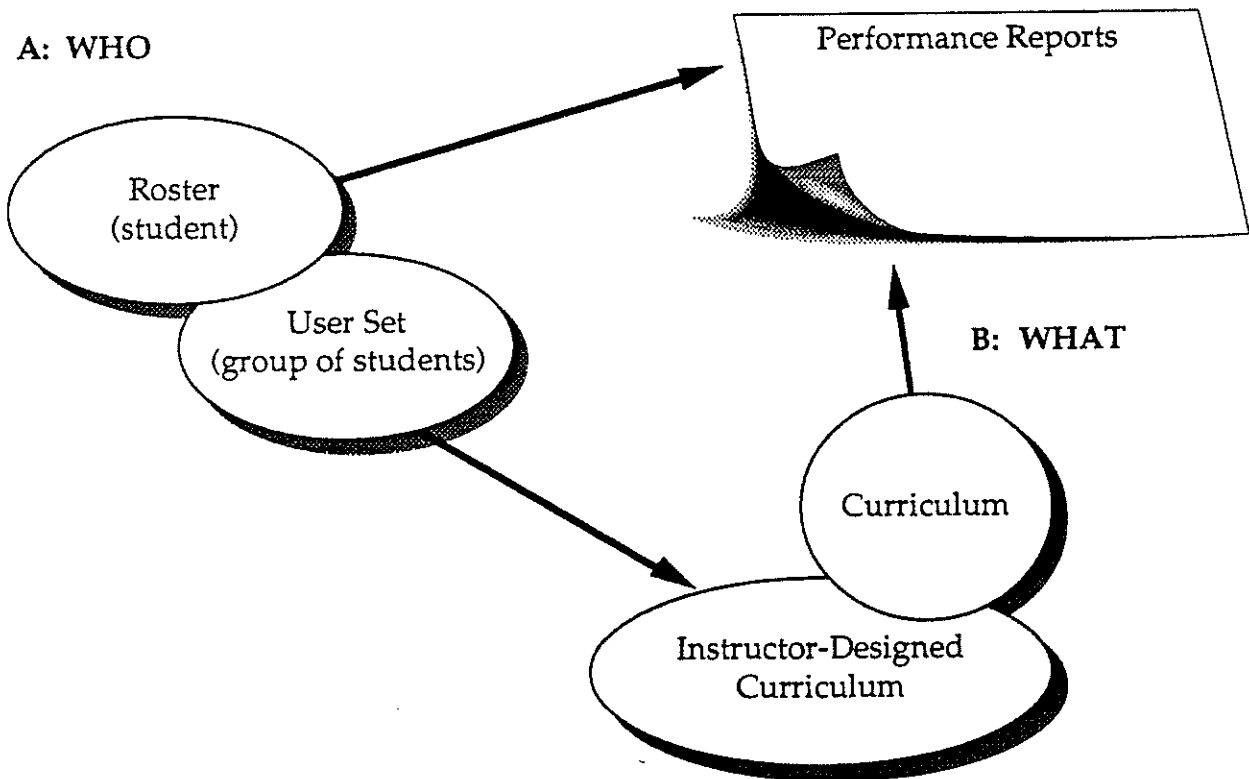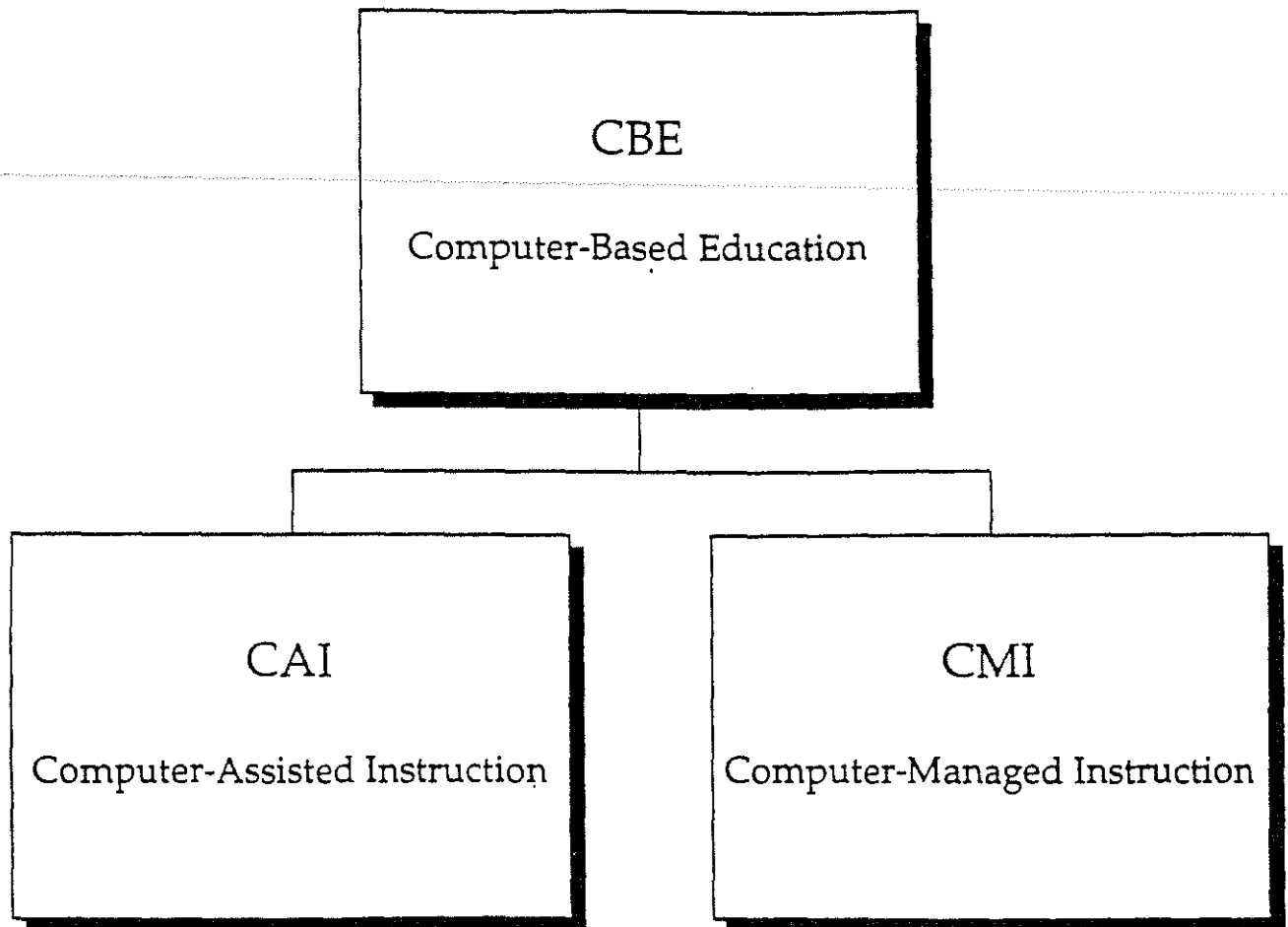
┌──────────────────────────────┐   ┌──────────────────────────────┐
│   CAI   │   │   CMI   │
│   │   │   │
│ Computer-Assisted Instruction│   │ Computer-Managed Instruction │
└──────────────────────────────┘   └──────────────────────────────┘

- PLATO Lessons
  - Individualized
  - Modular
  - Mastery-Based
  - Objective-Based
  - Self-Pacing
- Assessment Tests
- DOS-Based Applications
  - Reading Horizons
  - Substance Abuse
  - Other Non-PLATO Programs

- Roster Users
- **Create and Edit Routing Activities**
- **Track and Report Student Progress**
  - Create class groupings or groups of classes
- **Provide Accountability Data**
- **Diagnose Learning Paths**
  - Manage all network functions

PLATO Curricula
Courseware Overlap

Reading

Reading 1   Reading 2

Math

Math Fundamentals   Pre-Algebra
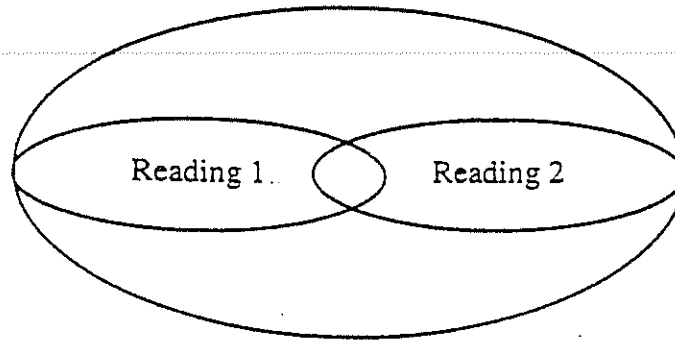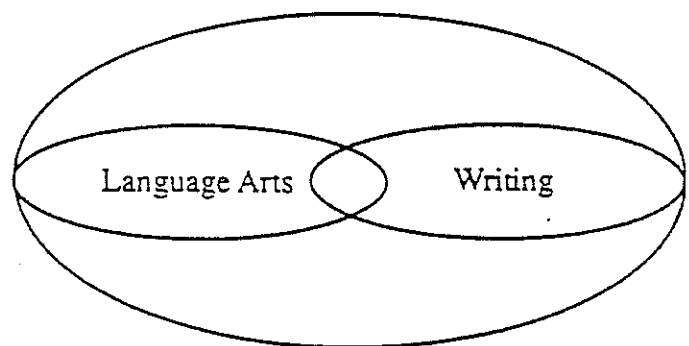
Writing
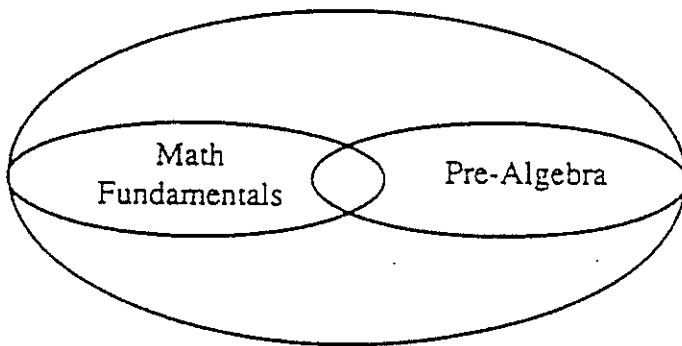
Language Arts   Writing

Grades 2 through 8
Reading 1
Math Fundamentals
Writing Series

Grades 9 through 12
Reading 2
Pre-Algebra
Writing Series

APPENDIX B

Youth Safety Report 350

- Providing assistance to all Washington schools to assess current school safety policies and practices and to develop comprehensive safety plans that ensure a safe, healthy learning environment for students, staff, and parents.

- Assisting communities in applying current research to assess local needs, with an emphasis on facilitating collaboration among all community stakeholders and on developing public and private partnerships. This will include collaborating with other agencies, including the Department of Health (DOH), the Department of Community, Trade, and Economic Development (CTED), and the Department of Social and Health Services (DSHS), in the statewide administration of a survey assessing the prevalence of youth problem behavior. This survey will provide communities with local data essential in assessing needs.

- Providing assistance to local emergency management services to link school district emergency preparedness and "all hazards" planning with community-wide planning.

- Using multiple approaches to disseminating information to communities and schools regarding programs and practices proven to reduce violence and improve safety. These approaches include field-based workshops, on-site training and off-site technical assistance, and extensive use of technology, including the K-20 system and the Internet.

This is an effort to bring together under one management center many diverse efforts in order to maximize efficiency and eliminate duplication. This center will allow communities and schools to create solutions to youth violence based on research to meet their own unique, local needs.

Conflict Resolution Training:

Summit opinion: Smaller incidents of harassment, teasing, bullying, and other demonstrations of lack of respect precede deadly acts of violence. Schools which allow racism, gender bias, and lack of support for student complaints of abusive treatment by peers causes deterioration of student respect for school staff, loss of confidence in school management by parents and community, and fosters the potential for incidence of physical violence.

Response: All school staff, students, and, when appropriate, parents need access to the benefits of nonviolent problem solving skills so that tensions in schools can be resolved before violence occurs. Using a training of trainers model, school staff will be trained and in turn will train students through the Conflict Resolution Training Program. This funding will allow schools throughout the state to access training and assistance in the implementation of conflict resolution programs. The youth at the Youth Safety Summit felt this was a priority, due to the fact that many of their peers do not have the skills to resolve conflicts peaceably.

Readiness to Learn:

Summit opinion: Services of a family liaison reduce risk factors that lead to later problem behaviors. Students who get off to a bad start in elementary school, and to whom no services are available, tend to experience early academic failure which is, in itself, another predictor of long-term difficulties. Research and anecdotal evidence from teachers support the finding that

children who will be in trouble in high school can be predicted with high degrees of accuracy by third grade.

Response: While other programs in this package are focused on services for middle and high school students, Readiness to Learn is the program that provides early prevention and intervention to elementary and some middle school students. Teachers are able to refer students to the family liaison for intervention with problem behaviors, attendance difficulties, and academic failures. Expansion of the program by half will allow placement of family liaisons in approximately 50 school districts, especially targeting rural areas, not currently being served.

Substance Abuse Awareness: Prevention Intervention Services Program:

Summit opinion: Students who come to school drug or alcohol impaired or who "use" during the school day become disruptive, prone to violence, and create serious problems for themselves, other students, and school staff. Research has shown that students who use alcohol and other drugs at school are more likely to also bring a weapon to school. Student participants provided numerous examples of occasions in their schools when the services of prevention/intervention counselors were needed, but unavailable.

Response: The requested increase in funding will provide direct services to additional 20,000 students statewide. This would mean that all high schools in the state receive services. Utilizing research-based strategies for prevention of problem behaviors and intervening with counseling for students who are already engaged in such behaviors, these specialists respond to individual needs and create individual solutions.

Alternative School Start-up Grants:

Summit opinion: Academic failure is one of the principle risk factors recognized in social development research. Students who have been truant, expelled, or otherwise disciplined frequently require an alternative system of learning so they can become more successful. Students who become disruptive as a result of their lack of success in and attachment to school cause deterioration in school climate for all students and hamper the safety and learning of others. Problems in placing problem students are prevalent at the middle school level and there are very few programs to serve them.

Response: Increasing the availability of Alternative Program Start-up Grants will increase access to appropriate educational services to high-risk students. This program has funded only a limited number of the applications eligible for funding. Not expanding this program will the delay the needed growth of alternative education programs.

School Security Grants:

Summit opinion: Lack of access to funding prevents some schools and districts from providing adequate security staff for student safety. School security grants should be available to all districts, not just the 40 currently receiving assistance. State standards should be set for training of security personnel, and training to the state standard should be provided to all appropriate staff.

Youth Safety
Office of Superintendent of Public Instruction, 350

Response: Increasing School Security Grants from $5,922,000 to $10,736,000 will provide security services to districts currently requesting security grants and provide standardized training to personnel. Standardized training that includes prevention of problems as well as intervention will connect the security services more firmly with research-based programs in school climate improvement.

APPENDIX C

Educational Learning Options/Alternatives
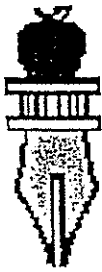
Middle School Solutions Program

This program is designed to help the student in grades 6-8 who has dropped out of school or is having difficulty being successful in the traditional middle school program. The program works with students to help them develop the skills and confidence to be successful. We work with our students and parents to individualize the learning plans of each student in order to help them to meet their academic and social skill development goals.

Criteria for Enrollment	Parent Involvement
Entry Requirements	Transition
Time Line for Program	Time Schedule and Class Loads
Curriculum	Busing
Counseling Services	Food Services
Administrative Oversite	From the Christmas Cookie Party

Criteria for Enrollment

1. Not eligible for already established services, such as Special Education, Special Programs, etc.

2. Lack of academic success, i.e., may be failing core subject areas in previous quarter. This can be determined with the help of middle school administration and counseling staff.

3. Lack of attendance, may qualify for truancy petition

4. Prior interventions have been attempted and failed

5. Behavior problems, difficulty with social skills, but is not referred to program for disciplinary reasons only

6. Parent involvement has occurred

7. Priority given to 8th grade students

Solutions Entry Requirements

1. Completion of intake paperwork and conference held with teacher Earl Wilson, Case Manager Charlie Reynolds, parent(s) and student involved.

2. Student participates in pretesting to determine reading, writing and math levels.

3. Regular Attendance

4. Follow Make Your Day citizenship program expectations

5. Follow Wenatchee School District Dress Code guidelines

6. Understand that disciplinary actions taken will follow District Policy

Time Line for Program

Designed to help each child reach their own goals/Student Learning Plans using the curriculum available. The goal for students is to attain their goals and successfully transition to a middle school. Length of time in the program is for a quarter or semester and may vary a little because we would work toward transitioning students at the end of a quarter or semester.

Curriculum

Goal setting - develop a student learning plan: goals need to be attainable, with a clear time limit; students track their progress toward goal attainment.

Reading (pre- and post-testing) - Gates MacGinitie Test, form K, level 7/9 given; students begin work at appropriate reading levels.

Math (pre- and post-testing) - Addison Wesley Mathematics Teacher Resource Book, Mid-Year Assessment Chapters 1-8 or End of Year Test given; students are placed at their appropriate level. Content focuses on basic math skills, working toward Algebra.

Writing (pre- and post-testing) - writing samples used to assess student work; Six Trait Writing Process is used.

Communication skills - speaking, listening, confronting, mediating

Study Skills - time management: students keep a daily schedule and are accountable for

completing homework and meeting deadlines.

Personal/Social Responsibility - part of the day's activity should be a self-esteem builder; hands-on projects and/or community service will help with this. Paul Hadley is available to lead a Ropes Course Training for Solutions students.

Career Awareness - students work with Career Center or School-to-Work staff and take a career interest inventory.

Other - experiential learning activities are used where possible; computer lab use for teaching keyboarding skills (Mavis Beacon Teaches Typing) and possible use of the Internet.

Counseling Services

The case manager assists with this.

One day a week at each of our three middle schools, the case manager will check in at each school's office and then visit with students at school and any who have dropped out. Home visits will be done as needed.

Administrative Oversite

Brad Bockemohle, Westside High School Principal

- Budget management
- Official enrollment
- Official student records
- Monthly attendance
- Handles discipline on an as needed basis
- Evaluates staff
- Assists with development of curriculum, student entry, and transition processes

Dr. Joan Wright, Director of Student Services

- Assists with setting up data collection template for the program, which will include student's name, parent name, entry date, school district coming from, whether they entered as a drop-out, pretest scores on reading, pretest scores on math, pretest scores on writing, grade, gender, ethnicity, attendance data prior/since, discipline prior/since, school last attended before Solutions, post-test scores reading, post-test scores math, post-test scores writing, exit date, transition school
- Assists with development of curriculum, student entry and transition process

Earl Wilson, Teacher

- Interviews students and parents and assisting with pre-testing
- Provides instruction in math, English, and study skills
- Post-tests students and assists with their transition to a middle school

Suzanne Stanton, Para-educator

- Assists teacher with attendance, lunch counts, budget and supplies
- Helps with photocopying and provides other classroom support as needed

Parent Involvement

Many of these kids need to know how to reconnect with Mom and Dad. We work to build in school get-togethers or celebrations with parents involved in helping, work in a "brag about my kid" time, develop certificates of achievement etc. Open House occurs in the fall.

Transition

A structured transition plan and follow-up period needs to be in place for each student reentering middle school. The teacher, case manager, and middle school counselor facilitate this process. Part of reentry should be encouragement for students to be involved in a school activity.

Solutions Time Schedule and Class Loads

Class Load: 10-12 students per session.

Teacher and Students' Schedule

Late Start Monday	Tuesday-Friday
8:15-10:00 am, Late Start	8:30-9:00 am, 30 minutes before school
10:00 am-12 noon, Session 1	9:00-11:30 am, Session 1
12:00-12:30 pm, Lunch	11:30 am-12 noon, Lunch
12:30-1:30 pm, Prep	12-1:00 pm, Prep
1:30-3:30, Session 2	1:00-3:00 pm, Session 2
3:30-3:45 pm 15 minutes after school	3:30-4:00 pm, 30 minutes after school

Paraprofessional's Schedule

9:00 AM - 3:30 PM daily

(A 30-hour week at 6 hours, five times a week, Monday thru Friday)

Busing

AM

- Monday: 9:45 AM pick up at WHS, noon pick up at Solutions
- Tuesday-Friday: 8:45 pick up at WHS, noon pickup at Solutions

PM

- Monday: 1:15 PM pick up at WHS, 3:40 PM pick up at Solutions
- Tuesday-Friday: 12:45 PM pick up at WHS, 3:40 PM pick up at Solutions

Food Services

- Free and reduced lunch sign-up as part of the intake process
- Count called into Food Service each morning by 9:30 am
- Count of students served recorded daily and turned in weekly to Food Services at the district office
- Daily money is collected, put in locked bank bag and delivered to Westside; empty bank bag picked up at that time for use the next day.

From the Student Christmas Cookie Party
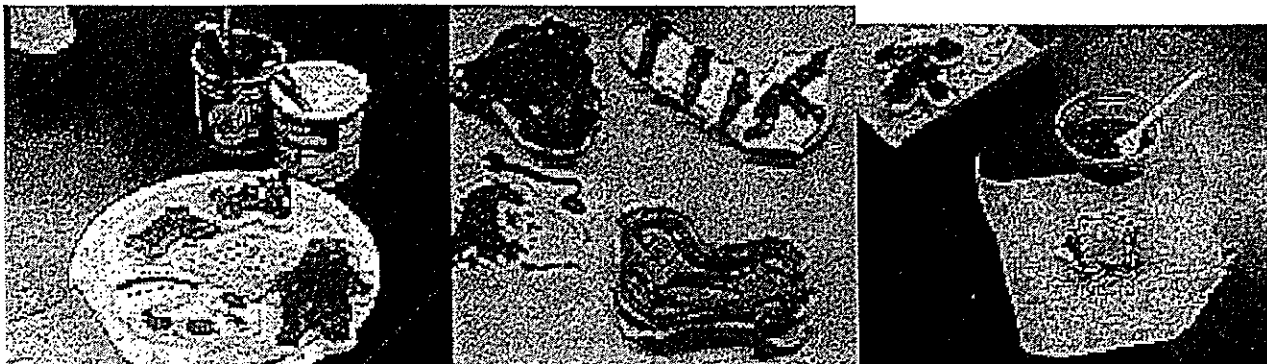
| School District: | Wenatchee | CO DIST ESD |
| | | 04 246 171 |

Name of School: Westside High School
Address: PO BOX 1767
Wenatchee, WA 98801

Contact Person: Brad Bockmottle

Phone: or

Grade Level: High

Date Started: 1984

Enrollment: 150–199

Student Ages: 14–19

Total Staff: 9

Alternative Program

PURPOSE OF PROGRAM

Dropout prevention program and dropout retrieval program—offers GED preparation strand and high school completion.

PROGRAM DESCRIPTION

Westside High School is an alternative education program designed to provide for the varied needs of students not successful in a more traditional program. The instructional program provides a basic high school curriculum with a strong emphasis upon addressing individual needs, improving basic skills, and career awareness.

Westside High School is committed to the idea that given enough time, the appropriate materials, and the necessary assistance, every student can succeed in school. Therefore, students are introduced to an individual course of study supplemented with group activities.

In addition, Westside High School provides free day care for teenage mothers who wish to complete their high school education.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Students inside and outside the Wenatchee School District are eligible to attend Westside High School. Because the alternative high school is part of the Wenatchee School District, students within the district are given higher priority in entering the school than those outside the district. Any student who has participate in an in-patient drug rehabilitation program, is pregnant, or has been out of school for more than six weeks may immediately apply for entry into the program no matter where he/she lives.

SPECIAL FEATURES

Westside High School has a full day care facility and uses the Knowledge Gateway Program (national Apple Computer Corporation grant).

TEEN PARENT PROGRAM

Yes.

Alternative Program

PURPOSE OF PROGRAM

The purpose of the NOVA program is as follows:

• To foster interest-based and lifelong learning which meets the needs of both the students and the Seattle School District.
• To develop students' ability to learn independently.
• To encourage students' effective control over their lives and education.
• To promote an awareness of responsibility toward self and community.

PROGRAM DESCRIPTION

The program features are:

• A contract system which allows students a decisive role in determining the nature and direction of their educational program.
• An "extended" campus which allows students the opportunity to use resources for earning credits under supervision of the NOVA staff.
• An emphasis on individual needs to include flexible scheduling, specialized curriculum, and tutorials.
• A committee system of school government which allows students an equal vote with staff in reaching decisions affecting the program.
• A personal, informal, and supportive environment.
• An expanded role of teacher as teacher/advisor.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Prospective students must have seven informational interviews—four with current students, three with staff. The purpose of these interviews is to ascertain the likelihood that NOVA will provide an appropriate and positive learning experience for the students. In addition, each applicant must attend one systems management committee meeting to become familiar with NOVA's form of school government.

SPECIAL FEATURES

Contracts, shared decision making, individualized curriculum, peer mediation, internship program, community-building activities, and off-campus learning opportunities.

TEEN PARENT PROGRAM

No.

School District:	Snoqualmie Valley	CO DIST ESD
		17 410 121

Name of School:	Two Rivers Middle/High School	Grade Level: Jr—High
Address:	1546 Boalch Avenue	Date Started: 1986
	North Bend, WA 98045	Enrollment: 150–199
Contact Person:	Thomas A. Athanases, Director	Student Ages: 13–21
Phone:		Total Staff: 12

Alternative Program

PURPOSE OF PROGRAM

• To develop independent learners who are able to use a variety of resources to assist them in their growth and development.
• To facilitate acquisition of educational competency while accommodating each individual rate and style of learning and addressing specific lifestyle and vocational needs.
• To provide a multistimulus learning environment in which students can develop through a variety of learning experiences.

PROGRAM DESCRIPTION

Two Rivers Middle/High School is a program of choice emphasizing goal setting and personal responsibility. We have a variety of programs: a full day schedule, afternoon Title I classes, contract education, basic skills preparation, middle school, and a licensed child care.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Students enter the school after completing an intensive three-week intake program designed to evaluate their appropriateness for the program. We use a nongraded, mastery-based evaluation system where students earn points toward their credits.

SPECIAL FEATURES

Classes are not grouped by grade level, and a variety of instructional modes are used. Students earn their high school diploma with the completion of 22 district-approved credits. Our school year is divided into eight, 18-day evaluation periods (terms). We have a four-day school week with an alternating schedule, each day having five, 70-minute periods.

TEEN PARENT PROGRAM

Yes.

School District:	Spokane		CO DIST ESD
			32 081 101

Name of School:	Joseph Jantsch High School	**Grade Level:** High
Address:	Havermale Alternative Center	**Date Started:** 1934
	1300 West Knox Avenue	**Enrollment:** 200 and over
	Spokane, WA 99205	
Contact Person:	George C. Renner, Principal	**Student Ages:** 14–21
		Total Staff: 34
Phone:		

Alternative Program

PURPOSE OF PROGRAM

To provide continuous progress, individualized programs for students who are behind in their course requirements. Emphasis is on reducing social and academic pressures and providing vocational training and placement.

PROGRAM DESCRIPTION

The school provides a regular academic program leading toward graduation with a standard high school diploma. There is a strong vocational emphasis including business education, a career center, and an on-the-job work-study program. A nursery/child care program is provided for teenage parents who attend school. GED preparation and evening classes are offered.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Students are referred from other district high schools because of lack of credits, inability to function in a large school environment, health reasons, economic needs, and parenthood.

SPECIAL FEATURES

Havermale is the selected site for two major federal grants that focus on encouraging at-risk students to stay in school, pursue postsecondary education, and increase career awareness and career maturity. These programs enable students to do extensive job shadowing, be paid to work in the community, and earn credits in special summer educational camps.

TEEN PARENT PROGRAM

Yes.

School District:	Spokane	CO	DIST	ESD
		32	081	101

Name of School:	Contract Based Education	**Grade Level:** High
Address:	South 123 Bowdish	**Date Started:** 1987
	Spokane, WA 99206	**Enrollment:** 200 and over
Contact Person:	Bob Shill, Director	**Student Ages:** 12–21
Phone:		**Total Staff:** 15

Alternative Program

PURPOSE OF PROGRAM

Contract Based Education offers students who have dropped out, or who have met with little or no success in regular school, the opportunity to reconnect with an individualized educational experience that will meet their present needs and allow them to be successful. The program is designed to promote self-esteem and self-worth and at the same time provide the student with a quality education for which he/she is responsible. The program provides another way of achieving an education for at-risk students. Personal achievement becomes a priority.

PROGRAM DESCRIPTION

The student-teacher relationship is an important factor in Contract Based Education. The teacher and student work on a one-on-one basis where a bond is established, thus allowing the student a unique learning experience. The contract between the teacher and student speaks to student learning objectives, activities, and evaluation. The expectations and commitment of the students are clearly defined. The program stresses the individual responsibility of each student to be accountable for his/her social and academic growth. Counseling is provided to students and support opportunities for students are available for teen parenting, drug/alcohol abuse and self-esteem.

Academic work is comparable to high school courses with emphasis on self-confidence and skill development. Contract Based Education is primarily an individualized program. Students do a minimum of 25–30 hours of course work per week at home and spend only a small amount of time at school. The needs of students who work, have families, or who have not been successful in a regular school environment are of primary importance.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Students are referred by counselors from co-op high school and junior high schools and are retrieved by an attendance specialist if they are out of a regular school setting.

SPECIAL FEATURES

- Special education program to work with students who have learning or behavior disabilities.
- Students and teachers working on a one-on-one ratio.
- Individualized programs designed for the needs and the abilities of the students.
- Strong emphasis on successful and appropriate environment where individual learning is stressed.

TEEN PARENT PROGRAM

Yes.

School District:	Snohomish		CO DIST ESD
			31 201 189

School District: Snohomish

Name of School:	Valley View Middle School	**Grade Level:**	Middle
Address:	14308 - 99th, SE	**Date Started:**	1995
	Snohomish, WA 98290	**Enrollment:**	200 and over
Contact Person:	Sylvia Roberts, Principal	**Student Ages:**	12–14
Phone:		**Total Staff:**	50

Alternative Program

PURPOSE OF PROGRAM

To provide an alternative for middle school students identified as being at high risk of not completing 7th and/or 8th grade.

PROGRAM DESCRIPTION

Full-day, self-contained program teaching basic academics of reading, science, social studies, language arts, and math. This program is for both middle schools of the Snohomish School District: Valley View Middle School and Centennial Middle School.

STUDENT SELECTION AND ENTRANCE REQUIREMENTS

Students are selected/nominated by a committee of staff members (principal, assistant principal, counselors, at-risk teacher, and teachers).

TEEN PARENT PROGRAM

No.

APPENDIX D

Learning Center Organizational Chart

Chelan Middle School
Learning Center
Organizational Chart

Tom Pickett
Superintendent of Schools

Larry Bowers
Special Programs Supervisor

Glenn Johnson
Middle School Principal

Randy Malikowski
SPED/LAP Instructor
Student Instructional Coordinator

Jeanette Bowers
Vice Principal
Contract Service Coordinator

Bob Young
ESL Instructor
Day Program Monitor
Student Assessment

Contracted Service
Readiness to Learn
Catholic Family Services
Olympic Counseling Services

Lynn Glasspool
SPED/LAP Instructor
Day Program Monitor
Student Assessment

Laura Davis
Sheltered Content Instructor
LAS Testing/ Day Program Monitor
Student Assessment

New Certified Staff
(.5 FTE)
After School Instruction
Student Assessment

New Classified Staff (1.0 FTE)
Clerical

APPENDIX E

Budget

BUDGET JUSTIFICATION

Expenditure Category	Amount
Certificated Salary	
Classified Salary	
Employee Benefits	
Supplies and Materials	2,835
Instuctional Materials	7,025
Contract Services	8,540
Travel (10% limit)	4,000
Capitol Outlay (10% limit)	4,000
Other	10,800
Indirects (7% limit)	2,800
	$40,000

Supplies and Materials: Paper, pencils, stamps, paper, pencils, etc.

Instructional Materials:	Software @	4,800	(PLATO Sci and SS Labs)
		625	Portfolio materials @ 25/student
		600	Film/film development
		1,000	Camping equipment
		$7,025	

Contractual Services:	Insurance Providers	1,000	$500/day @ 2 days (Self Directed Team)
		1,000	$500/day @ 2 days (Case Manager Training)
	Wilderness Services	3,600	Overnight Camp Ropes course
		1,500	Inside/Outside
	Community Providers/ Counseling	1,440	Support Grp. Leaders @ $10/hr. Hour Increase16 hrs X 9 months
		$8,540	

Travel:	Hotel	1,200	6 Adults @ $50/night X 4 days
	Food	792	6 Adults food X 4 days
	Milage	448	2 Round Trips--Adults
		2,440	(Chelan to Seattle)
	Student Travel		Inter-community travel Rope course--25 mile camp
		1,560	Wilderness camp
		$4,000	

Capitol Outlay: Used to purchase two additional
                                                                    PLATO stations (IBM 486
                                                                    w/modem and voice capabilities
                                        4,000   @ $2,000/station.
                                        $4,000

**Will be an addendum to existing contract; will allow additional students to be served in
existing lab.

Other: Substitute costs   6 certificated staff
                                                      (1/grade & 3 resouce)
                                                      2 days--Self Directed Team
                                                      2 days--Case Mgt. Training
                                                      3 work sessions
                                        5,400   6 days X 6 staff @ $150/day
                          Personal Service   180 days X 3 hrs/day X $10/hr
                          Contract   5,400
                                        $10,800

**Lab Supervisor on contract to supervise lab after school; contract will run via
AmeriCorp contracts with districts

APPENDIX F

WAC 392-121-182 Alternative Learning Requirements

WAC 392-121-182 Alternative learning experience requirements.

392121182

An alternative learning experience may be counted as a
course of study. An alternative learning experience is an individualized course of study for a student who
is not home-based pursuant to RCW 28A.225.010(4), a private school student pursuant to RCW
28A.225.010 (1)(a), or an adult education student. The alternative learning experience is provided in
accordance with a written alternative learning experience plan that is implemented pursuant to the school
district board's policy for alternative learning experiences. The school district board policy must have been
adopted in a public meeting. The alternative learning experience is provided by the school district and may
be conducted in part outside of the regular classroom. A portion of the alternative learning experience may
be provided by the student's parent(s) or guardian under supervision by the school district. Such alternative
learning experience may be counted as a course of study pursuant to WAC 392-121-107 if the following
requirements are met:

(1) School district board policies for alternative learning experiences -- Effective January 1, 1996, each
school district claiming basic education funding for alternative learning experiences shall have written
policies on file that:

(a) Require a written plan for each student participating in an alternative learning experience that meets
the minimum criteria pursuant to subsection (2) of this section;

(b) Require that all alternative learning experience curriculum and course requirements be approved by
the school district;

(c) Describe how student performance will be supervised, evaluated, and recorded by school district staff;

(d) Require that each student's educational progress will be reviewed at least once during the first twenty
school days and afterwards at least once every forty-five school days and that the results of each evaluation
shall be communicated to the student and if the student is in grades K-8, the student's parent or guardian. If
the school district determines that a student is not substantially successful in completing the learning
activities described in the written alternative learning experience plan, a revised written plan may be
implemented. Any revised written plan shall be designed to enable the student to be substantially
successful in completing the learning activities described in the revised written plan within ninety school
days from the date that the district first determines that the student is not substantially successful in
completing the assigned learning activities included in the original written plan. If the school district
determines that the student is still not substantially successful in completing their assigned learning
activities after ninety school days from the date that the district first determines that the student is not
substantially successful in completing the learning activities included in the original written plan, or sooner
at the discretion of the school district, a plan to remove the student from the alternative program shall be
devised. Such plan shall specify that the student shall be removed from the alternative program no later
than the end of the current school year for a period of at least one school term. Students removed from the
alternative program shall be offered the opportunity to enroll in another course of study as defined in WAC
392-121-107;

(e) A requirement that the alternative learning experience plan for each student and all records of
enrollment, attendance, and total hours of participation in educational activities for the student are
maintained and available for audit in the appropriate school building; and

(f) At the discretion of the school district board, the policy may describe responsibilities of the student's
parent(s) or guardian including, but not limited to:

(i) Approval of the written alternative learning experience plan;

(ii) Responsibility for the parent(s) or guardian to provide or supervise a portion of the student's
alternative learning experience if the parent(s) or guardian agrees; and

(iii) Requirements to meet with district staff for purposes of evaluating the student's performance and/or
receiving instructions on assisting with the student's alternative learning experience. The school district
board may also prescribe requirements for appointing a person to provide or supervise a portion of the
student's alternative learning experience in the event the student's parent(s) or guardian will not or can not
be a participant in the student's alternative learning experience;

(2) A written alternative learning experience plan is developed -- Effective January 1, 1996, the

alternative learning experience plan for a student shall be a written plan of instruction designed to meet the individual needs of the student, and shall be approved by a school district official and any other person(s) as required or allowed by school district policy. The written plan shall include, but not be limited to, the following elements:

(a) A schedule of the duration of the program, including beginning and ending dates;

(b) A description of the learning activities the student is expected to successfully complete. Such description shall be sufficient in detail to guide and advise the student of the expectations;

(c) A description of the teaching component(s) of the program, including where and when teaching activities will be conducted by school district staff;

(d) A description of the responsibilities of the student including a requirement that if, on average, the student attends school less than five hours a week, the student shall meet one-on-one with qualified district staff for an average minimum of sixty minutes every five school days for instruction, review of the student's assignments, testing, and/or other learning activities. If more than one student meets with a qualified district staff member at one time, the required time is increased proportionately, for example, the requirement becomes one hundred twenty minutes if two 1.0 full-time equivalent students meet with the staff member at one time; and

(e) A reasonably accurate estimate of the average number of hours per month that the student will be engaged in learning activities to meet the requirements of the alternative learning experience plan. This estimate may be used in reporting enrollment in compliance with subsection (3) of this section and must be based upon the criteria in subsection (3)(a)(i) of this section;

(3) Reporting enrollment -- Effective beginning with the 1995-96 school year the full-time equivalency of students enrolled in alternative learning experiences shall be determined based upon both (a) and (b) of this subsection as follows:

(a) Using the definition of a full-time equivalent student in WAC 392-121-122 and the number of hours that each student engages in learning activities as determined by either (a)(i) or (ii) of this subsection as follows:

(i) The total number of hours that the student engages in learning activities pursuant to the written alternative learning experience plan including:

(A) Those hours that meet the criteria in WAC 392-121-107 (1)(a);

(B) Those hours of work based learning calculated in accordance with WAC 392-121-107 (1)(f);

(C) Those hours of learning activity other than those specified in (a)(i)(A), (B) and (D) of this subsection that are provided by the student's parent(s) or guardian, or other person as designated by the written plan, under the direct supervision of the district's qualified instructional staff; and

(D) Those hours that the student participates in learning activities other than those specified in (a)(i)(A), (B) and (C) of this subsection. Such learning activity shall be pursuant to the student's alternative learning experience plan and if the student is in grades K-8, only includes those hours the student is supervised by the student's parent(s) or guardian or other person designated by the written alternative learning experience plan;

(ii) The district may use the estimated average hours per month the student is engaged in learning activities as stated in the alternative learning experience plan which meet the requirements of (a)(i) of this subsection: Provided, That for any count date on which the student has averaged, for the immediate two prior months during the current school year, a number of hours engaged in learning activities that differ by more than five hours a week from the alternative learning experience plan estimate pursuant to subsection (2)(e) of this section, the district shall adjust the full-time equivalency of the student for such count date to the lesser of 1.0 or the full-time equivalency calculated using the two-month average;

(b) The district shall exclude students meeting the definition of enrollment exclusions in WAC 392-121-108 or students who have not met with appropriate district staff for twenty consecutive school days. Any such student shall not be counted as an enrolled student until the student has met with appropriate district staff and resumed participation in their alternative learning experience or participated in another course of study as defined in WAC 392-121-107;

(4) Documentation required -- Effective with the 1995-96 school year the district shall keep on file in the appropriate school building and have available for audit, documentation of all hours of learning activities used to determine the student's full-time equivalency including documentation of the following:

(a) For students in grades K-8, written statements from the student's parent(s) or guardian or other person

as designated by the written alternative learning experience plan. Such statements shall be submitted to the district on a monthly basis or more often at the discretion of the district and shall list those hours that the student has engaged in planned learning activities while not in the presence of district staff. Reported hours shall be used to determine the full-time equivalency of the student pursuant to subsection (3) of this section; and

(b) For students in grades 9-12, the student shall submit to the district written statements on a monthly basis or more often at the discretion of the district. Such statements shall list those hours that the student has engaged in planned learning activities while not in the presence of district staff. Reported hours shall be used to determine the full-time equivalency of the student pursuant to subsection (3) of this section;

(5) Effective with the 1995-96 school year the school district shall either:

(a) Maintain a ratio of full-time equivalent certificated instructional staff serving the annual average full-time equivalent students reported for basic education funding pursuant to this section which is at least equal to the district's basic education funding ratio for the grade band of the students being reported for basic education funding pursuant to this section; or

(b) Separately account for, document, and have available for audit, evidence that the district expends during the school year at least seventy percent of the basic education entitlement claimed for students enrolled in alternative learning experiences during the school year. Such expenditures shall be direct expenditures in the following programs as defined in the Accounting Manual for Public School Districts in Washington State for the school year:

(i) Program 01, Basic Education; and/or (ii) Program 31, Vocational, Basic, State; and/or (iii) Program 45, Skills Center, Basic, State.

[Statutory Authority: RCW 28A.150.290. 95-18-097, §
392-121-182, filed 9/6/95, effective 10/7/95; 95-01-013, § 392-121-182, filed 12/8/94, effective 1/8/95.
Statutory Authority: RCW 28A.150.290, 28A.150.250 and 28A.150.260. 91-02-096 (Order 50), § 392-121-182, filed 1/2/91, effective 2/2/91. Statutory Authority: RCW 28A.41.055 and 28A.41.170. 88-03-013 (Order 88-8), § 392-121-182, filed 1/11/88.]

CHAPTER 5

SUMMARY,CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a model school within a school program for at-risk students enrolled in grades 6 through 8 who are currently residing in the Lake Chelan School District, Chelan, Washington. To accomplish this purpose, current research and literature focused on alternative programs/schools and at risk students was reviewed. Additionally, related information from selected schools/districts throughout the state of Washington was obtained and analyzed regarding the formation of a new Alternative Program. The school within a school program will be evaluated on an ongoing, annual basis by participating administration, staff, and students.

Conclusions

Conclusions reached as a result of this project were:

1. Current research supports the importance of public alternative schools and the effectiveness of these schools in serving student needs from diverse backgrounds and ability levels.

2. Alternative school programs have proven successful both for the purpose of identifying at-risk students and by providing educational intervention for students who have dropped out of school or are contemplating dropping out of school.

3. Alternative school programs are characterized by highly individualized instructional programs, classes with low teacher-student ratio and work experience and service learning components.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. To serve at-risk students from diverse backgrounds and ability levels, school districts should implement well-planned alternative programs.

2. To identify and to provide educational intervention for students who have dropped out or are contemplating dropping out of school, alternative instructional programs and approaches should be utilized.

3. A well-planned alternative educational program should be characterized by high individualized instructional programs, low teacher-student ratios, and work experience and service learning components.

4. Other school districts seeking to develop a school within a school program to meet the needs of at-risk students may wish to adapt the alternative school program model which was the subject of the project for use in their school districts, or undertake further research in the area of alternative education to meet their unique needs.

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