

Recommendations for Alternative Education Options in SRCS

Developed by the Alternative Education Committee
4/17/2024

Priority 5 (lowest priority): Grade 7-12 CTE Magnet Programs - Characteristics

Hands-on learning opportunities elevated as College and Career initiatives acknowledging the need for different pathways.

Elevate CTE programming for students wanting alternative career/vocational opportunities with more applied learning.

Interest based choices to increase agency, and strengths based assessments to support healthy adolescent development among students.

Career exploration classes with field trips and industry tours taught by CTE high school teachers that feed into CTE programs at high school sites for grades 7-10.

Partnership between middle schools and high schools creating cohorts - MS career exploration classes feed into available CTE courses at partner HS (ie: science/medical careers at CCLA feeds into Elsie Allen's Health Sci CTE Pathway).

This model is building on the already existing CTE classrooms/resources at all SRCS High Schools.

Priority 5 (lowest priority): Grade 7-12 CTE Magnet Programs - Costs and Considerations

CTE resources and staffing capacity would need to be assessed. Infrastructure would need to be built to facilitate civic engagement & internship logistics. May include assigning or rewriting job descriptions to include responsibilities around executing agreements and placement of students in community based opportunities.

Minimizing the need for students to leave their comprehensive sites because they cannot access a meaningful educational path – being off track from graduation in a four year time frame – should be minimized through flexibility in programming and having adequate credit recovery at the comprehensive schools.

Interventions include CTE awareness and exploration activities.

Wheel programming in middle school provides broad exposure that becomes more defined in 9th and 10th grade culminating in more refined choices in 11th and 12th grade.

Approximate Cost: 4 Middle school CTE labs, 4 remodeled rooms vs. additional HS remodels and equipment purchases = \$3,650,000 - \$8,500,000

Priority 4 (2nd lowest priority): Model Similar to Big Picture Learning Grades 7-12 - Characteristics

For grades 7-12, on various campuses to start before developing into having a separate location.

Students build ownership of their learning, and it should improve student attendance, engagement, behavior, and graduation rates.

All students have learning plans, participate in internships and projects, and participate in exhibitions.

Typical schedule would have students on campus Mon., Wed., and Fri. Student would have internships or community service projects on Tues. and Thurs.

Typically a shorter school day, 8:30 - 12:50 to allow time for internships and work based learning opportunities.

Multiple community building opportunities incorporated into the school schedule to develop community (i.e. Morning meetings, staff and student recognitions, scavenger hunts, and Big Picture Learning events).

Priority 4 (2nd lowest priority): Model Similar to Big Picture Learning Grades 7-12 - Costs and Considerations

To start, release time for teachers, designated district administrative focus, to work on developing and establishing a program including community partnership outreach.

Typically a 20:1, student to teacher ratio.

Multiple teachers, one counselor, one administrator, one administrative assistant, and possibly one campus supervisor.

Staffing and costs depend on the size and location of the program.

Membership to Big Picture Learning network would increase the viability of the program. This would allow for greater professional development for staff, curriculum development opportunities, networking, student event opportunities, and student internship opportunities.

Having a model like this does not necessarily necessitate membership in the Big Picture Learning network.

Approximate Cost: 5 teachers, 1 counselor, 1 administrator, 2 classified, 5 remodeled rooms = \$1,577,000 (+BPL \$35,000 - 70,000)

Priority 3 (middle priority): HS Onsite Intervention Programs - Characteristics

For students in grades 9-11, located at current HS sites.

Maximum of 85 students per site.

Individualized program for students including credit recovery, academic support, smaller classes, SEL lessons during Advisory with a counselor, and a small community within a larger school setting.

Students can still participate in sports, clubs, etc.

Core classes are taken within program, however electives or concurrent enrollment taken at school site.

Four core subject matter teachers have classrooms near one another and a common collaboration period.

Academic tutoring offered after school.

Community Service opportunities for the entire program.

Students can easily transition in and out of the program depending on need.

Program intended for students who are displaying struggle with the comprehensive academic model including attendance issues and lack of engagement.

10th or 11th grade students who do not wish to continue their education may be enrolled in HI-SET or GED preparation classes.

Priority 3 (middle priority): HS Onsite Intervention Programs - Costs and Considerations

Four full time teachers, one for each of the core subjects, and 0.6 school counselor needed.

11th grade students not on track to graduate could be given priority enrollment at Ridgway HS to access the 180 diploma if needed/desired.

If students are on track to graduate, they can choose to reintegrate back to the comprehensive program.

This model was created with the intent that students would have a different schedule, and an additional class period per day for credit recovery purposes. This would necessitate hiring more teachers and having an alternate schedule.

Increasing the HS onsite intervention programs would not necessitate is detail, and could be done following a model similar to the Grace Program at Piner HS.

Approximate Cost: 4 teachers, 0.6 Counselor, 0.4 classified = \$582,000 (per site)

Priority 2 (2nd highest priority): MS Opportunity Program

- Characteristics

For approximately 80 students in grades 7 and 8 who may be disengaged from school, have low level behavior issues, or show a lack of engagement.

Daily Advisory class.

Common planning for certificated staff to integrate lessons, problem solve, and develop student intervention plans.

Community building activities like assemblies, community service, positive recognition of students, and structured student voice for feedback.

Restorative practices with community service components.

Small class sizes.

Increased field trips and career exploration, partially funded by a student store.

Monthly parent meetings and education opportunities.

Separate setting for all enrolled students.

Students can move back to comprehensive schools if they desire.

Priority 2 (2nd highest priority): MS Opportunity Program - Costs and Considerations

Six FTE for Teachers.

One administrator.

One counselor.

One restorative specialist.

One campus supervisor.

One classified administrative assistant.

This model indicates having one opportunity school at a separate site, helping students have a fresh start.

Transportation would need to be a consideration for all students coming from comprehensive sites, even if this was at a current site to bring students who may live in different parts of the district.

**Approximate Cost: 6 teachers, 1 Administrator,
3 classified, existing site vs. new site =
\$2,857,000 - \$8,662,000**

Priority 1 (highest priority): Grade 7-12 Independent Study Program (ISP) Expansion - Characteristics

Four different possible expansion models

- Hiring additional teachers to the current ISP model (increasing current model to eliminate waitlist)
- Hiring additional teachers to the current ISP Special Education model (increasing current model for greater special ed. support)
- Expanding to have both traditional ISP and a fully online ISP model (online model teachers can accommodate up to 50 students vs. 25 traditionally)
- Expanding to have both traditional ISP and an ISP-Collaboration model (cohorting by grade and includes weekly group meeting)

Allows students to be connected to comprehensive sites for activities.

Some proposed models allow for students to have traditional online offerings, and also a hybrid model.

Students have flexibility and agency.

Students in the current ISP model can take 0-2 classes at their comprehensive sites.

Students in all models have flexibility to schedule concurrent enrollment classes.

Priority 1 (highest priority): Grade 7-12 Independent Study Program (ISP) Expansion - Costs and Considerations

Each model and the extent to which it is executed would necessitate different adjustments.

Hiring of multiple teachers, depending on the model.

New or continued online teaching program(s) for increased A-G course offerings.

Some models would necessitate changes in board policies to allow for more online credits, more credits per semester, and/or flexibility in new credit courses vs. credit recovery.

Possible needs depending on variables include more classrooms, teachers, partitions for offices, fencing, and group meeting spaces.

The number of students to be served is variable depending on the model and level of expansion.

Approximate Cost: 1-4 teachers = \$120,000 - \$480,000

Important Notations

Priority 5: Grade 7-12 CTE Magnet Programs - Those that developed this idea included that high school students would have the flexibility to access CTE programs across the district in order to maximize resources and access to choice. This detail may be hard to come into realization because of transportation, attendance, and accountability issues. However, intradistrict transfer availability could be utilized to allow students to access different programs.

Priority 3: HS Onsite Intervention Program Expansion was developed with the idea for a different schedule for those classes and students to allow for more periods and for those teachers to collaborate. Creation of a separate schedule may be a roadblock and may not be imperative.

Priority 2: Grade 7-8 Opportunity Program and Priority 3: HS Onsite Intervention Program Expansion were quite close in the groups voting.

Priority 2: Grade 7-8 Opportunity Program model was developed with the idea to bring back the Administrative Review Placement Committee (ARPC) to the district, to have both voluntary and involuntary placement. The ARPC was previously disbanded due to state identified issues of inequity with regards to the students who were being identified for involuntary transfer.

Priority 1: Due to ADA laws, virtual ISP model ratios would have to be further explored to ensure the student:teacher ratio is compliant.

Reintegration was cited as a need in all models, and reintegration policy would have to be developed for any new program implementation.

All models would have the capacity to support students with 504s or IEPs, though each model would likely be best suited to serve mild to moderate needs.

These priorities were set using a consensus model within the group.



Development Questions

Does the Board of Education have any clarifying questions?

Which model(s) does the Board of Education see as a priority for moving forward?

Are there models that should be prioritized to further develop as soon as possible, and others to develop over the next few years?

What financial commitments can be made to the development of chosen models?

If a standalone location is preferable, where should it be located? How many locations should be sought after?

Can the Board of Education provide any direction on how SRCS or the Alternative Education Committee should to move forward?