



## Alternative Education Support Document

April 2023 rev. 2

<b>Program Name:</b>		<b>Date of Site Visit:</b>	
<b>District (LEA) or Sponsor:</b>		<b>District Site Code:</b>	
<b>Specialist Signature:</b>			

<b>Purpose:</b>	The primary purpose of this rubric is to identify areas of effectiveness and areas in need of improvement based on the 16 criteria in state statute for Alternative Education programs. The effective column is displaying a positive program that shows success for students. The effective column is where the majority of programs will fall with specific programming options that may place a program in the highly effective column in one or more areas.
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### Criteria Scores:

Criteria 1	0	out of 6 points.	Choose one		Criteria 9	0	out of 6 points.	Choose one
Criteria 2	0	out of 21 points.	Choose one		Criteria 10	0	out of 12 points.	Choose one
Criteria 3	0	out of 9 points.	Choose one		Criteria 11	0	out of 12 points.	Choose one
Criteria 4	0	out of 3 points.	Choose one		Criteria 12	0	out of 3 points.	Choose one
Criteria 5	0	out of 3 points.	Choose one		Criteria 13	0	out of 6 points.	Choose one
Criteria 6	0	out of 3 points.	Choose one		Criteria 14	0	out of 3 points.	Choose one
Criteria 7	0	out of 3 points.	Choose one		Criteria 15	0	out of 12 points.	Choose one
Criteria 8	0	out of 6 points.	Choose one		Criteria 16	0	out of 6 points.	Choose one

Needs Assessment Completed:	Choose one	Date Received:		Implementation Plan Completed:	Choose one	Date Received:	
Teaching Out of Certification Exemption Request(s) Received:	Choose one	Date Received:		Statutory Waiver Approved	Choose one	Date Received:	
First Day of School:				Deregulation for Abbreviated Day Application Approved	Choose one	Date Received:	
List of names and grades of all students received:	Choose one	Date Received:		District representatives attended Alternative Education annual meeting:	Choose one	Date of Meeting:	
Schools Sending Students to Co-op:				Memorandum(s) of Understanding Received (from Co-op Schools)	Choose one	Authorization to Pay Forms Received:	Choose one

**Criteria 1**  
Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students

Number of Alternative Education students:		Number of Alternative Education teachers:		Student/Teacher Ratio:	
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Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Program did not apply for a waiver to serve less than 10 students.						Waiver was submitted and approved (or waiver not needed).	
		Student to certified teacher ratio exceeds the recommended class size of 15:1		The program meets the preferred 15:1 ratio.		The program meets the 15:1 ratio expectation, includes additional staff support and re-engaged students (former dropouts) were actively recruited for participation in the program.	

<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0 Needs Improvement: 1 point Effective: 2-4 points Highly Effective: 5-6 points					

**Notes or Recommendations:**

Law  
Rule

## Criteria 2

Incorporate appropriate structure, curriculum, interaction and reinforcement strategies designed to provide effective instruction

Noncompliant		Needs Improvement		Effective		Highly Effective		Rule			
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score				
The program failed to meet the required minimum daily instructional time of 4 hours and 12 minutes/5 days a week or 756 hours in a 165 day school calendar and does not have a dereg waiver.				The program meets the required minimum daily instructional time of 4 hours and 12 minutes/5 days a week or 756 hours in a 165 day school calendar (or has an approved dereg waiver).		The program exceeds the minimum instruction time requirements.			Rule		
Student attendance or academic success data is not used for intervention				Student attendance or academic success data is used for intervention.		Student attendance or academic success data is used for intervention, and data shows improvement.		Rule			
There is no evidence of planning for intervention using PBIS, RTI, and/or MTSS interventions.		There is little evidence of planning for intervention using PBIS, RTI, and/or MTSS interventions.		Teachers and other program staff made efforts to improve attendance and academic success using PBIS, RTI, and/or MTSS interventions.		Teachers and other program staff made efforts to improve attendance and academic success using PBIS, RTI, and/or MTSS interventions, and data shows improvement.		Rule			
Program staff has not set clear expectations for learning and behavior.		Expectations for learning and behavior are not articulated to the students.		Program staff utilizes clear expectations for learning and behavior.		Program staff establishes clear expectations for learning and behavior using student voice. Expectations are actively taught, reinforced and reviewed throughout the school year.		Rule			
Students and parents/guardians are not informed of academic progress.		Students and parents/guardians are only notified of academic progress when the term ends or there is an issue.		Academic progress is recorded and reviewed with students and family quarterly.		Parents/guardians receive success reports and positive feedback on students' progress. Reporting is not limited to quarterly or negative reports.		Law			
<b>Noncompliant Total:</b>		<b>0</b>	<b>Needs Improvement Total:</b>		<b>0</b>	<b>Effective Total:</b>		<b>0</b>	<b>Highly Effective Total:</b>		<b>0</b>
<b>Section Score:</b>	<b>Choose one</b> Non Compliant: 0-8 points    Needs Improvement: 9 points    Effective: 10-13 points    Highly Effective: 14-15 points										
<b>Notes or Recommendations:</b>											

### Criteria 3

Include an intake and screening process to determine eligibility of students

Student Application:	Choose one	Intake Committee:	Choose one	Student Contract:	Choose one	At Risk Identification Form	Choose one
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
The program was used in place of special education, credit recovery, remediation or an out-of-school suspension placement.				The program serves students who are at greatest risk of not completing high school for reasons other than a disability.		The program serves students who are at greatest risk of not completing high school for reasons other than a disability, and serves overage/under-credited students.	
No formal intake and screening process is in place or the process is circumvented.		An intake and screening process is written, but is often circumvented, with one or two staff members making student placement decisions.		A committee, including teachers, school administration, and counselors from traditional and/or alternative education, is involved in the intake and screening process.		A committee, including teachers, school administration, counselors from traditional and/or alternative education, parents, and students, is involved in the intake and screening process.	
The program does not use student records to determine eligibility in the program.		The program has student records for enrollment in the program including attendance, academics and behavior.		The program has student records for enrollment in the program including attendance, academics, behavior, at-risk assessment, and student contracts.		The program has student records for enrollment in the program in all areas, including attendance, academics, behavior, at-risk assessment, student contracts, student responsibilities, student questionnaire/essay, and parent questionnaire/essay.	
Program includes students not meeting the definition in the Alternative Education Rules of an at-risk student (Rules 210:35-29-2).				All students enrolled in the program meet the definition of an at-risk student (Rule 210:35-29-2).		All students enrolled in the program meet the definition of an at-risk student (Rule 210:35-29-2) and the program is accurately described as a "school of choice".	
<b>Noncompliant Total:</b>		<b>Needs Improvement Total:</b>		<b>Effective Total:</b>		<b>Highly Effective Total:</b>	
<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0-3 points    Needs Improvement: 4-7 points    Effective: 8-10 points    Highly Effective: 11-12 points ☐					
<b>Notes or Recommendations:</b>							

### Criteria 4

Demonstrate that teaching faculty are appropriately certified teachers

List of Teachers and Subjects taught:

Noncompliant		Needs Improvement		Effective		Highly Effective		
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score	
District does not have a certified teacher in the program with an approved Teaching Out of Certification form.				Districts have appropriately certified teachers or an approved Teaching Out of Certification (TOC) form for every teacher who is teaching out of their certified area in the program.		All staff are properly certified to teach at the grade level or specific content area (or have a TOC) and have chosen to work in the alternative setting.		
The program does not have a certified teacher assigned to the classroom on a daily continual basis				The program was designed to ensure continual daily, personal interaction with certified teacher(s) in the alternative education classroom.		The program was designed to ensure continual, daily, personal interaction with certified teacher(s) in the alternative education classroom, and has a system of support using regular education teachers.		
<b>Noncompliant Total:</b>		<b>0</b>	<b>Needs Improvement Total:</b>		<b>0</b>	<b>Effective Total:</b>		<b>0</b>
<b>Section Score:</b>		<b>Choose one</b>	Non Compliant: 0-1 points    Needs Improvement: 2-3 points    Effective: 4-5 points    Highly Effective: 6 points					
<b>Notes or Recommendations:</b>								

Law

Law/Rule

### Criteria 5

Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students.

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
School leadership selected teachers based on availability or administrative convenience.		School leadership selected teachers based on curriculum certification rather than on proven success with students at risk of school failures.		School leadership selected teachers on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for the work with at-risk students.		School leadership requires teachers and staff to work to improve their understanding of the philosophy of alternative education programming required criteria, and instructional approaches.	
Teachers do not receive professional development to improve instruction and support for at-risk student success.		District/state required professional development is the only PD provided to alternative education teachers.		Professional development for alternative education teachers includes district/state required PD and additional PD focused on at-risk students (i.e. technology, regional meetings, webinars).		Professional development approaches listed in EFFECTIVE rating and book studies, conferences, national conventions, or other resources are used to improve instruction. Professional Development is intentionally designed to support at-risk student success and address multiple at-risk factors (trauma-informed, RTI, MTSS, PBIS, etc.).	
There are no scheduled opportunities for teachers for to meet for the purpose of reviewing program data.		Scheduled opportunities for teachers to meet for the purpose of reviewing program data are rare and infrequent.		Professional Learning Communities (PLCs) meet quarterly. Meeting outcomes are focused on program data and increasing student growth.		Professional Learning Communities (PLCs) meet monthly and have clearly defined goals that are data driven. Student growth data drives instructional practices.	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0-4 points    Needs Improvement: 5 points    Effective: 6-8 points    Highly Effective: 9 points					
<b>Notes or Recommendations:</b>							

Law

Rule

Rule

### Criteria 6

Reflect appropriate collaborative efforts with state agencies and local agencies serving youth

**List of State and Local partnerships:**

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
No collaboration with community agencies		Limited (2-3) effort to actively engage the students with community agencies, organizations or individuals.		Coordinates services across multiple (4 or more) community organizations to provide benefits to the community.		Community service is considered integral to the success of the alternative education program. School leadership meets with partners to plan community service opportunities.	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>

**Section Score:** Choose one      Non Compliant: 0 points   Needs Improvement: 1 point   Effective: 2 points   Highly Effective: 3 points

*Information provided in the district's Alt Ed Implementation Plan should reflect what is actually happening in the program.*

**Notes or Recommendations:**

Rule

### Criteria 7

Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses

<b>Primary Curriculum:</b>		<b>Additional Curriculum offered:</b>	
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Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
The program does not use evidence based curriculum that meets the minimal state and federal standards.				The program uses evidence-based curriculum that meets state and federal standards.		The program uses evidenced-based curriculum that meets state and federal standards and other curriculum (i.e. project based learning, ancillary materials, self-directed learning).	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0 points Needs Improvement: XX points Effective: 2 points Highly Effective: 3 points					

<b>Notes or Recommendations:</b>	
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Law



**Criteria 8**

Offer individualized instruction

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
There is not differentiation in the instructional approach used with each individual student.		There is little evidence of differentiation in the instructional approach used with each individual student.		The individualized instructional plan provides instructional supports of struggling students. Instruction is differentiated, utilizing a variety of methods.		Program evaluates student's academic progress weekly. Individual instruction is differentiated and personalized to meet the needs of individual students.	
Students primarily work independently on an online platform.		Students have the opportunity to engage with other learners during core instruction and academic activities on a limited basis.		Students have the opportunity to engage with other learners during core instruction and academic activities on a regular basis.		The program actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.	
Alternative education students' schedules are not entered in the student information system (SIS) correctly.						Alternative education students' schedules are entered in the student information system (SIS) correctly.	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0-4 points    Needs Improvement: 5 points    Effective: 6-8 points    Highly Effective: 9 points					
<b>Notes or Recommendations:</b>							

Law

Law

Rule

### Criteria 9

State clear and measurable program goals and objectives

Noncompliant		Needs Improvement		Effective		Highly Effective			
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score		
The program does not have a mission/vision focused on an at-risk population.		The program's mission/vision are not driven by data from the at-risk student population.		The program's mission/vision are developed using SMART goals focused on an at-risk population.		In addition to EFFECTIVE, the goals and objectives are aligned with the local at-risk student population, and reviewed annually.		Law	
Alternative education program does not have SMART goals.		The alternative education program's SMART goals are generic and not directed to an at-risk population.		The alternative education program's SMART goals are based on program data and are directed to a high risk population.		The alternative education program's SMART goals drive the program design and are reviewed at the end of each semester.		Rule	
No evidence of student voice in the creation and/or revision of goals and objectives.		Program goals and objectives include student voice, but are unclear to all students.		The program's goals and objectives include student voice, are posted, and clear to all students.		The program's goals and objectives include student voice, are posted, clear to all students, and alive in the daily practices of the school.		Law	
<b>Noncompliant Total:</b>		<b>Needs Improvement Total:</b>		<b>Effective Total:</b>		<b>Highly Effective Total:</b>			
<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>			
<b>Section Score:</b>		Choose one      Non Compliant: 0-2 points    Needs Improvement: 3-5 points    Effective: 6-8 points    Highly Effective: 9 points							
<b>Notes or Recommendations:</b>									

### Criteria 10

Include counseling and social services components

<b>School Counselor certificate(s) received:</b>	<b>Choose one</b>	<b>Sample Counseling Sessions and Dates:</b>	
<b>List of additional counseling and social services:</b>			

Noncompliant		Needs Improvement		Effective		Highly Effective		
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score	
No counseling services provided.		Counseling services are not available to all students or are provided on an "as needed" basis.		Group and/or individual counseling sessions were readily available to all students every two weeks and include discussion on possible next steps after graduation.		A broad range of weekly group and individual counseling services were provided that encompass academic, career, and social services wellbeing.		Rule
At-risk indicators and needs assessments were not used to target and plan services for students.		Services for students are generic in nature.		Services for students are based on needs assessment data and at-risk indicators.		Services for students are based on needs assessment data, at-risk indicators and a Multi-Tiered System of Supports (MTSS) and/or parent/guardian/staff/student self-referral.		Rule
Counselors are not adequately certified.						Counseling services are provided by a licensed school counselor and/or LPC, LADC, LCSW, or LMFT.		Law
Program does not have partnerships with outside social service agencies.		Limited relationships exist with external support agencies for social service needs.		Additional counseling and social service support are provided. A clear process for identifying additional student support exists.		Collaborative partnerships supporting the social welfare needs of students are offered on a regular basis through a wide range of options. Program actively recruits new support partners through a well-established process.		Rule
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>	

**Section Score:** Choose one      Non Compliant: 0-3 points    Needs Improvement: 4-7 points    Effective: 8-10 points    Highly Effective: 11-12 points

<b>Notes or Recommendations:</b>	
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### Criteria 11

Require a plan leading to graduation be developed for each student in the program which will allow the student to participate in graduation exercises at the sending school or district after meeting the requirements of the school district as specified in the individual graduation plan for that student; provided, the graduation plan required by this paragraph shall not be separate from the plan required by 70 O.S. 1210.508-4 (Individualized Career Academic Plan (ICAP)).

Noncompliant		Needs Improvement		Effective		Highly Effective					
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score				
There is no evidence that individual graduation plans were created.		Graduation plans were limited to graduation checklists.		Upon admission to the program a graduation plan was designed with each student and reviewed quarterly.		Learning plans are completed for all students during the intake process. Plans are reviewed monthly by teachers, counselors, and students. Students can articulate their plan and their progress toward graduation.		Law			
Students are not compliant with the ICAP graduation requirements.		Students' ICAPs are not regularly updated.		ICAP requirements are completed for all students, reviewed quarterly, and include graduation and transitions beyond high school.		Students and teachers are engaged in the development, review, and revision of the graduation plan. Students can articulate status and progress toward graduation with transitions beyond high school (ICAP).		Law			
No career interest inventory is completed.		Students complete a career interest survey but they are not updated annually.		Students research career fields and complete a career interest inventory annually. Information is used to promote career development.		In addition to EFFECTIVE, students interact with community career speakers. Students may also participate in internships or job-shadowing.		Law			
<b>Noncompliant Total:</b>		<b>0</b>	<b>Needs Improvement Total:</b>		<b>0</b>	<b>Effective Total:</b>		<b>0</b>	<b>Highly Effective Total:</b>		<b>0</b>
<b>Section Score:</b>		<b>Choose one</b> Non Compliant: 0-2 points    Needs Improvement: 3-5 points    Effective: 6-8 points    Highly Effective: 9 points									
<b>Notes or Recommendations:</b>											

### Criteria 12

Offer life skills instruction

**List of Life Skills Topics and Curriculum:**

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Life skills instruction was not provided		Life skills lessons are not integrated weekly into instruction.		Life skills lessons of interest to students are offered. Lessons are integrated into daily instruction.		Life skills instruction includes long-term transition to self-sufficiency, employment or financial stability, and supportive social relationships for adult life. Topics of lessons vary and are, at times, facilitated by outside agencies.	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0 points   Needs Improvement: 1 point   Effective: 2 points   Highly Effective: 3 points					

**Notes or Recommendations:**

Law/Rule

### Criteria 13

Provide opportunities for hands-on arts education to students, including artist residency programs coordinated with the  
Arts Council

Oklahoma

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Students only meet the district's art requirement for graduation.		Fine Art experiences (drama, music, dance, etc.) are seldom offered as a part of the alternative education program.		Fine arts experiences are infused into the curriculum (fine arts, performance art, visual arts, etc.) monthly.		Fine Arts experiences incorporating artists or musicians (e.g. artists-in-residences, local artists or crafters) are used to enhance the curriculum. Experiences are individualized to match students' interests and learning.	
The program does not provide opportunities for students to publish or perform (art shows, performances).		Limited opportunities for students to publish or perform.		The program displays evidence that the students publish or perform works of art (displays, art shows, performances, publications on website, etc.).		The program works with the community to publish or perform student works of art (displays, art shows, performances)	
<b>Noncompliant Total:</b>		<b>Needs Improvement Total:</b>		<b>Effective Total:</b>		<b>Highly Effective Total:</b>	
0		0		0		0	

Law  
Law (criteria #16)

**Section Score:** Choose one      Non Compliant: 0-1 points    Needs Improvement: 2-3 points    Effective: 4-5 points    Highly Effective: 6 points

**Notes or Recommendations:**

### Criteria 14

Provide a proposed annual budget

Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Program did not submit a proposed annual budget by September 1.						Proposed annual budget is complete and turned by September 1.	
<b>Noncompliant Total:</b>		<b>Needs Improvement Total:</b>		<b>Effective Total:</b>		<b>Highly Effective Total:</b>	
0		0		0		0	

Law

**Section Score:** Choose one      Non Compliant: 0 points    Needs Improvement: XX    Effective: XX    Highly Effective: 3 points

**Notes or Recommendations:**

### Criteria 15

Be appropriately designed to serve middle school, junior high school, and high school students in grades seven through twelve who are most at risk of not completing a high school education for a reason other than identification as a student with disabilities under 70 O.S. 13-101.  
*(Identification as a student with disabilities does not in itself disqualify a student from alternative education services, but special education status cannot be the basis for identification as an at-risk student.)*

Number of Alternative Education students on an IEP:		Number of Alternative Education students on a 504:		Percentage of Alternative Education Special Education Students:		District percentage of Special Education Students:	
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Program did not submit a completed End of Year Data Survey by June 30.						Program submitted a completed End of Year Data Survey by June 30.	
There is little evidence of leadership involvement in the review and operation of the alternative education program		Program leadership allocates minimal funding and resources to support and protect the integrity of the program.		Program leadership allocates adequate funding and resources to support and protect the integrity of the program.		Program leadership sustains and prioritizes sufficient resources (financial and other support) and protect the integrity of the program.	
		Alternative Education students are not provided with standard services (library access, school nutrition, transportation, etc.).		Students are provided with the same standard services as the traditional school (library access, school nutrition, transportation, etc.).		Facilities, instructional materials, and staffing levels support program quality and has a contribution of local funds beyond the state allocation.	
Classroom conditions are not conducive to learning for alternative education students.				Classroom has adequate space, light, and amenities conducive to learning. Classroom is Americans with Disabilities Act (ADA) compliant.		In addition to EFFECTIVE, classroom space includes multiple classrooms, outdoor space, art space, and/or physical education area.	
<b>Noncompliant Total:</b>		<b>Needs Improvement Total:</b>		<b>Effective Total:</b>		<b>Highly Effective Total:</b>	
0		0		0		0	
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0-3 points    Needs Improvement: 4-7 points    Effective: 8-10 points    Highly Effective: 11-12 points					
<b>Notes or Recommendations:</b>							

### Criteria 16

Allow students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities at the sending school or district, including but not limited to athletics, band and clubs.

<b>Number of alternative education students attending CareerTech:</b>		<b>Number of alternative education students participating in extra-curricular activities:</b>		<b>Number of alternative education students employed or in work-study:</b>		<b>Number of alternative education students participating in internships or job shadowing:</b>	
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Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Due to alternative education program design, students cannot participate in extra-curricular programs or activities.		Students have minimal opportunities to participate in extra-curricular activities with the broader school community.				The program makes a purposeful effort in promoting student engagement in extra-curricular activities with sending schools or districts.	
Due to alternative education program design, students cannot participate in vocational programs onsite or at local vocational schools.				Students can participate in vocational programs onsite or at local vocational schools.		The program makes a purposeful effort in promoting vocational program opportunities for students. with sending schools or districts.	
<b>Noncompliant Total:</b>	<b>0</b>	<b>Needs Improvement Total:</b>	<b>0</b>	<b>Effective Total:</b>	<b>0</b>	<b>Highly Effective Total:</b>	<b>0</b>
<b>Section Score:</b>	<b>Choose one</b>	Non Compliant: 0-1 points    Needs Improvement: 2-3 points    Effective: 4-5 points    Highly Effective: 6 points					

<b>Notes or Recommendations:</b>	
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