



JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister

DATE: May 27, 2021

SUBJECT: Statutory Waiver Concerning Cooperative Agreements for Alternative Education Programs.

The following schools are requesting a statutory waiver of 70 O.S. § 1210.568 for the 2020-2021 school year, which requires them to enter into a cooperative agreement with another school district if enrollment in their alternative education program is less than ten (10) students. Approval is recommended.

County	District	Waiver Year (Total)
Creek	Mounds	3 of 3
Lincoln	Agra	2 of 2
	3 Years	
Cimarron	Felt	3 of 3
Oklahoma	Bethany	1 of 1
Okmulgee	Beggs	2 of 2

* The number in the County category represents the Congressional District.
See the attached map.

ab

Attachments

Section 915. Alternative Education Programs - Statewide System.

A. Beginning with the first semester of the 1996-1997 school year, the State Board of Education shall implement a statewide system of alternative education programs which shall be phased-in within seven (7) years. The statewide system shall include but not be limited to Alternative Approaches grant programs, funded pursuant to Section 1210.561 of this title, and alternative academies or alternative programs implemented pursuant to this section.

B. Beginning with the first semester of the 2002-2003 school year, all school districts of this state shall provide alternative education programs that conform to the requirements of statutes and rules applicable to alternative education. A program shall:

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;
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;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
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 for the school district after meeting the requirements of the school district as specified in the individual graduation plan for that student; provided, for students who enter the ninth grade in or prior to the 2007-08 school year, the plan shall specifically address whether the student is required to meet the graduation requirements established in Section 11-103.6 of this title;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title; and
17. Allow students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

C. The alternative education program of a school district shall be operational and serving students by September 15 of each school year.

D. Each alternative education program of a school district shall receive funding based on the combined number of dropouts and students within the district who have been referred to a county juvenile service unit, a county juvenile bureau or who have been committed to the custody of the Office of Juvenile Affairs. Each alternative education program shall receive incentive funding as follows:

1. For the first year of operation, One Thousand Dollars (\$1,000.00) per student;

2. For the second year of operation, Seven Hundred Fifty Dollars (\$750.00) per student; and
3. For the third year of operation and each year thereafter, Seven Hundred Dollars (\$700.00) per student.

Statewide alternative education funding shall not be used to supplant existing school district resources or to support programs that do not meet all the criteria for the statewide alternative education system. No alternative education program shall receive less than a total of Ten Thousand Dollars (\$10,000.00) per school year.

E. By September 15 of each school year, all statewide alternative education funds received and expended for students participating in an alternative education program shall be reported to the State Department of Education by major object codes and by program classifications pursuant to the Oklahoma Cost Accounting System as adopted by the State Board of Education pursuant to Section 5-135 of this title.

F. Elementary school districts, as defined in Section 5-103 of this title, may request a waiver from the State Board of Education from the requirements of this section to implement and provide an alternative education program. Any elementary school district that has not received funding pursuant to the provisions of subsection D of this section shall be automatically granted a waiver. If a school district is granted a waiver, no statewide alternative education funding shall be allocated to the district.

G. 1. The State Board of Education shall contract for technical assistance for operation of an Alternative Education Technical Assistance Center. The technical assistance provider shall be an entity located in Oklahoma that has been officially recognized by the United States Department of Education to assess and facilitate dissemination of validated educational programs in Oklahoma. The technical assistance provider shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the contract.

2. The duties of the technical assistance provider shall include, but shall not be limited to:
 - a. providing initial and ongoing training of personnel who will educate at-risk populations through alternative education programs,
 - b. providing technical assistance to school districts to enhance the probability of success of their alternative education programs,
 - c. evaluating state-funded alternative education programs,
 - d. reporting to the State Board of Education the evaluation results of state-funded alternative education programs, and
 - e. providing in-depth program analysis and evaluation of state-funded alternative education programs.

3. The State Board of Education shall not provide funding to an alternative education program that does not receive a recommendation for continued funding in the evaluation provided for in this subsection. Provided, any school district not receiving such a recommendation for continued funding may request a hearing before the Board with a review of the evaluation prior to the Board's final determination.

H. All alternative education programs shall be subject to statutes and rules applicable to alternative education, including any exemptions from statutory or regulatory requirements authorized by statutes or rule.

I. An alternative education program may be offered by an individual school district or may be offered jointly by school districts that have formed interlocal cooperative agreements pursuant to Section 5-117b of this title. Any school district submitting a plan for an alternative education program serving fewer than ten students shall enter into a cooperative agreement with another school district to jointly provide the program unless the program has been granted a waiver from this requirement by the State Board of Education.

J. Any materials or equipment purchased by a school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by the district or any subsequent alternative education program offered to students enrolled in that district. Such materials and equipment shall be made available exclusively to alternative education students during the hours that the alternative education program is operating; provided, the material or equipment may be used for other purposes when the alternative education program is not operating.

K. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon the provision of appropriated funds designated for such purpose, all school districts in the state providing alternative education programs as required in subsection B of this section shall expand the programs to include middle-school-grade students. The program shall conform to the requirements of subsection B of this section.

L. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon the provision of appropriated funds designated for such purpose, each urban school district identified by the State Department of Education as having a high population of elementary grade students who are at-risk and in need of alternative education shall provide elementary level alternative education programs. The State Department of Education shall establish requirements for the programs. For purposes of this section, "urban school district" means a school district with an average daily membership of thirty thousand (30,000) or more.

M. Implementation of subsections K and L of this section shall be delayed until the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for the 1998-99 school year or any school year thereafter for Oklahoma, as reported by the National Center for Education Statistics annually in the Digest of Education Statistics, reaches at least ninety percent (90%) of the regional average expenditure for that same year, and funds are provided. For purposes of this subsection, the regional average expenditure shall consist of the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for each of the following states: Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas, averaged together. By January 1 of each year, the State Board of Education shall report whether or not the ninety-percent expenditure level has been reached based on information reported annually in the Digest of Education Statistics by the National Center for Education Statistics. Subsections K and L of this section shall be implemented on July 1 after the first January 1 report verifies that the ninety-percent expenditure level has been reached and funds have been provided for the specific purposes of this section.

(70-1210.568)

- A. Reason for the Waiver request. Please include distance from your alternative education site to the closest possible district to coop with, what alternative means will have to be employed if your waiver was to be denied, and what percentage of your student population will benefit from the waiver if approved.

The need to provide a service to a small group of students that need this program to graduate. The closest district would be 9 miles from our school. If we were denied that would require us to employ an additional driver to transport these students daily.

- B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students, graduation rate if a waiver has been awarded prior to this year, and learning achievement.

The alternative strategies that our district proposes to best serve the students is by providing a more isolated environment with a better teacher to student ration. We incorporate an importance on teaching life skills to the students that we serve that will better prepare them for life after high school.

- C. Have you participated in an alternative education coop previously? Have you been awarded this waiver before and what was the educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, impact of plan on other sites in the district. No, we have not had to coop with any other district.

- D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

Class meets on Monday -Friday from 9:00 am to 1:30 pm. Students are provided lunch on campus. I have attached an example of a students report card as an example of a class schedule and assessment program.

- E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

There is a positive financial impact for our district because we have been allowed to service the students on campus. If we were not granted this waiver then it would cost our district the expense of hiring additional staff to transport students to another location.

- F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.
Staff evaluation is through the TLE process. Students are assessed by the ACT as well as the progress grades that are monitored in the Acellus program.

** You will be contacted if more information is needed to process this request.

Mounds Public Schools

DORAN SMITH
Superintendent
(918) 827-6100
Fax: (918) 827-3704

JONATHAN CLAY
Upper Elementary Dean
(918) 827-6100
Fax: (918) 827-3703

PO Box 189
Mounds, Oklahoma 74047

"GOLDEN EAGLES"



STEPHEN STURGEON
High School Principal
(918) 827-6100
Fax: (918) 827-3705

JERRY HURST
Lower Elementary Principal
(918) 827-6100
Fax: (918) 827-7850

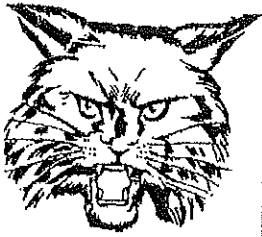
Mounds Schools does at this time request a statutory waiver to continue to operate our Alternate School here and not send our students to a co-op. Our numbers fluctuate a lot, and although our current numbers are low (2), we feel that fact that each of these students is passing in all classes and are on track to graduate demonstrates the success of the program for those students. We feel that these students would not be better served in a coop, as they are being currently successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Doran Smith".

Doran Smith, Superintendent
Mounds Public Schools

March 31, 2021



AGRA PUBLIC SCHOOLS

PO Box 279, Agra, Oklahoma 74824

www.agra.k12.ok.us

Dr. Anita Watkins
Elementary Principal
Ph 918.375.2262
Fax 918.375.2263
awatkins@agra.k12.ok.us

Mr. Jeff Kelly
Superintendent
Ph 918.375.2261
Fax 918.375.2263
jkelly@agra.k12.ok.us

Mr. Rennie Nickell
High School Principal
Ph 918.375.2261
Fax 918.375.2260
rnickell@agra.k12.ok.us

March 1, 2021

Agra Public Schools is requesting a waiver for Alternative Education Co-op (70 O.S. 1210.568). We are a small rural district and rarely have ten students in the alternative education program and the closest district with whom we could co-op is twenty minutes away. The cost of staffing transportation far outweighs the funds received for the program. However, we are prepared to provide for the needs of our students here on campus, whether they are mainstreamed or prefer digital curriculum. We have a counselor on staff in the building along with life skills and music available to alternative education students.

We believe we are serving our students who are considered "at risk" in an effective manner. This is done by meeting with the family and making an individual plan for each student. We use credit recovery programs, counseling, and frequent parent contacts in order to proactively keep our students from getting too far behind. We offer traditional and blended tracks in order to meet the needs of our students.

I apologize sincerely for failing to submit this waiver by October 1, 2020. I take full responsibility for this oversight. This has been an unusual year, and I truly appreciate your consideration of this request.

Sincerely,

Jeff Kelly

THE BEARCATS

The Little School That Could



Agra Does!

- A. Reason for the Waiver request. Please include distance from your alternative education site to the closest possible district to coop with, what alternative means will have to be employed if your waiver was to be denied, and what percentage of your student population will benefit from the waiver if approved.

AGRA IS A SMALL RURAL SCHOOL. WE RARELY HAVE 10 STUDENTS IN THE ALT ED PROGRAM, AND THE CLOSEST DISTRICT TO US IS 20 MINUTES AWAY. THE COST OF STAFFING TRANSPORTATION FAR OUTWEIGHS THE FUNDS RECEIVED FOR THE PROGRAM. HOWEVER, WE ARE PREPARED TO PROVIDE FOR THE NEEDS OF OUR STUDENTS HERE ON CAMPUS, WHETHER MAINSTREAMED OR THROUGH DIGITAL CURRICULUM, AND HAVE A COUNSELOR ON STAFF IN THE BUILDING. IN ADDITION, WE HAVE MUSIC AND LIFE SKILLS AVAILABLE.

- B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students, graduation rate if a waiver has been awarded prior to this year, and learning achievement.

AGRA IS A SMALL SCHOOL WITH ONE TEACHER PER SUBJECT. OUR TEACHERS PRIDE THEMSELVES ON CATCHING STUDENTS BEFORE THEY ARE "AT RISK" (TO THE POINT THAT THEY WOULD NEED TO BE IN ALT ED). HOWEVER, WHEN WE DO HAVE STUDENTS WHO NEED THE ALT ED PROGRAM WE USE DIGITAL CREDIT RECOVERY PROGRAMS SUCH AS ACELLUS ALONG WITH MAINSTREAMING STUDENTS INTO BOTH CORE AND ELECTIVE CLASSES THEY NEED. WE ALSO PROVIDE A SPECIFIC CLASSROOM WHERE STUDENTS CAN GO TO DO THEIR LESSONS AND GET TUTORING. IN ADDITION, WE OFFER TRADITIONAL IN-PERSON, BLENDED SCHEDULE, AS WELL AS VIRTUAL SCHOOL TRACKS SO THAT WE CAN MEET THE STUDENT'S NEEDS AND DESIRES.

- C. Have you participated in an alternative education coop previously? Have you been awarded this waiver before and what was the educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, impact of plan on other sites in the district.

WE HAVE NOT BEEN A PART OF A COOP IN RECENT YEARS. FLEXIBILITY IS ONE OF THE POSITIVES WE HAVE SEEN IN KEEPING OUR ALT ED KIDS HERE AT AGRA RATHER THAN SENDING THEM TO ANOTHER DISTRICT THROUGH CO-OP. WE STRIVE TO MAINTAIN A FLEXIBLE SCHEDULE IN ORDER TO FIT OUR STUDENT'S NEEDS, AND KEEPING THEM ON CAMPUS RATHER THAN TRANSPORTING THEM TO OTHER DISTRICTS WHERE THEY HAVE TO FIT THE SCHEDULE OF THE NEIGHBORING DISTRICT, AS WELL AS OURS, WORKS BEST FOR STUDENTS. IN ADDITION, THE ADDED COST OF TRANSPORTATION WOULD NEGATIVELY IMPACT OUR DISTRICT. OUR GRADUATION RATE OVER THE PAST FEW YEARS HAS BEEN AT OR NEAR 100%.

- D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

STUDENTS WOULD HAVE ACCESS TO THE SAME SCHEDULE AS NON ALT ED STUDENTS. THEIR SCHEDULE IS CRAFTED TO FIT THEIR NEEDS AND INTERESTS WHILE STAYING IN COMPLIANCE WITH ALT ED REQUIREMENTS. ASSESSMENTS WOULD ALSO BE INDIVIDUALIZED TO EACH STUDENT WHILE UTILIZING THOSE AVAILABLE TO ALL STUDENTS.

- E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

POSITIVE FINANCIAL IMPACTS FROM THE PROPOSED WAIVER INCLUDE MONEY SAVED IN TRANSPORTATION AND STAFFING AS WE WOULD NOT BE REQUIRED TO TAKE STUDENTS TO ANOTHER DISTRICT. WE USE ALT ED FUNDS FOR INSTRUCTION AND INSTRUCTIONAL MATERIALS. WE HAVE NOT BEEN TRANSPORTING SO THERE ARE NO ADDITIONAL FUNDS.

- F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

OUR PLAN WILL BE ASSESSED BY GRADUATION RATES, ACT SCORES, GROWTH IN READING LEVELS, AND/OR POSITIVE RESULTS IN INTERNSHIPS.

** You will be contacted if more information is needed to process this request.

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 20 - 20 21 school year

CIMARRON COUNTY _____ FELT PUBLIC SCHOOL SCHOOL DISTRICT

101 S. LINCOLN SCHOOL DISTRICT MAILING ADDRESS _____ FELT CITY _____ 73937 ZIP CODE

FELT PUBLIC SCHOOL _____
NAME OF SITE

PRINCIPAL SIGNATURE* _____ DATE 4/12/21

PRINCIPAL SIGNATURE* _____ DATE

PRINCIPAL SIGNATURE* _____ DATE

Lewetta Hefley
SUPERINTENDENT NAME (PLEASE PRINT)

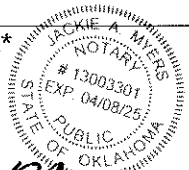
Lewetta.hefley@feltps.org
SUPERINTENDENT E-MAIL ADDRESS

Lewetta Hefley
SUPERINTENDENT SIGNATURE* _____ DATE 04/12/2021

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on 4-12, 20 21

Michael
BOARD PRESIDENT SIGNATURE* _____

NOTARY SEAL →



Jackie A. Myers
NOTARY _____ DATE 4/12/2021

04/08/2025
COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived:
(specify statute or OAC (deregulation) number: (see instructions)

*Original signatures are required. The attached questionnaire must be answered to process.**

THE WAIVER/DEREGULATION IS REQUESTED FOR:

_____ One Year Only

Three Years*

*Please see instruction page for additional requirements for a three year request

SDE USE ONLY

PROJECT YEARS
3 of 3

ENROLLMENT

25 High School

0 Jr./Middle High

49 Elementary

74 District Total

5-11-2021
DATE RECEIVED

70 O.S. 1210.568
OAC _____

Coop Agreement
NAME OF WAIVER

- A. Reason for the Waiver request. Please include distance from your alternative education site to the closest possible district to coop with, what alternative means will have to be employed if your waiver was to be denied, and what percentage of your student population will benefit from the waiver if approved.

We are a rural school district with a school enrollment of 100 students. We would prefer to have our students stay on campus so we can and them can have a consistent school environment. The closest school district for us to coop with is 25 miles to the east of our district.

- B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students, graduation rate if a waiver has been awarded prior to this year, and learning achievement.

We plan to serve students in the alternative education program either through on campus instruction or a virtual component or a combination of both.

- C. Have you participated in an alternative education coop previously? Have you been awarded this waiver before and what was the educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, impact of plan on other sites in the district.

Felt Public School has participated in a coop with Boise City Public School in previous years but we have never had any students who were in need of this service. We have not applied for this waiver before.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

The alternative school schedule will follow the normal school calendar as close as possible.

E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

The negative impact is the cost of transporting students to the next district.

F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

Graduation rates

ACT scores

** You will be contacted if more information is needed to process this request.

FELT PUBLIC SCHOOL



Lewetta Hefley
P. O. Box 47
Felt, Oklahoma 73937
Telephone: (580) 426-2220
Fax: (580) 426-2799
e-mail: lhefley.feltps@ptsi.net

March 24, 2021

Oklahoma State Board of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

Dear Sirs:

Felt Public School would like to request a waiver for the 2020-2021 school year for the Alternative Education Program. I have been the Superintendent of Felt Public School for the last 15 years. In this time period, we have never served a student in the Alternative Education Program. Until about 5 years ago we co-op with Boise City Public School which is 25 miles from our school district. Upon revising our program, we opted to not co-op and become our own Alternative Education Program. Since we have never served students in this program and we are so small we will probably never serve more than 10, we are asking for a waiver under the law that we serve less than 10 students.

Thank you,

A handwritten signature in cursive script that reads "Lewetta Hefley". The signature is written in black ink and is positioned above the printed name.

Lewetta Hefley

Superintendent, Felt Public School

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 20 - 20 21 school year

Oklahoma COUNTY Bethany SCHOOL DISTRICT

6721 NW 42nd SCHOOL DISTRICT MAILING ADDRESS Bethany CITY 73008 ZIP CODE

Bethany Conservatory/ Bethany High School NAME OF SITE

Wank Walton PRINCIPAL SIGNATURE* 5/3/2021 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Drew Eichelberger SUPERINTENDENT NAME (PLEASE PRINT)

deichelberger@bethanyschools.com SUPERINTENDENT E-MAIL ADDRESS

Drew Eichelberger SUPERINTENDENT SIGNATURE* 5/3/2021 DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on May 3rd, 20 21

Angela D. Palmer BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

K. Richards NOTARY 5/3/2021 DATE

6/5/2024 COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 O.S. § 1210.5
(specify statute or OAC (deregulation) number: (see instructions))

*Original signatures are required. The attached questionnaire must be answered to process.**

THE WAIVER/DEREGULATION IS REQUESTED FOR:

One Year Only
 Three Years*

*Please see instruction page for additional requirements for a three year request

SDE USE ONLY

PROJECT YEARS
1 of 1

ENROLLMENT

534 High School

372 Jr./Middle High

797 Elementary

1703 District Total

5-11-2021

DATE RECEIVED

70 O.S. 1210.568

OAC

Coop Agreement
NAME OF WAIVER

- A. Reason for the Waiver request. Please include distance from your alternative education site to the closest possible district to coop with, what alternative means will have to be employed if your waiver was to be denied, and what percentage of your student population will benefit from the waiver if approved.

In reviewing our alternative education program, we are requesting a waiver to serve less than 10 students for the next three years. Putnam City Academy would be the closest coop our students could attend. However, we serve students who lack various credits and are able to help them obtain these credits to successfully graduate from Bethany High School. We serve a number of students each year and continually see them strive to catch up with fellow classmates and graduate.

- B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students, graduation rate if a waiver has been awarded prior to this year, and learning achievement.

Our goal is to encourage students and assist them in completing courses they are behind in to meet the state graduation requirements. We offer counseling, required courses, and after graduation plans to help our students have a plan once they graduate. Our goal is to prepare them for the world of work or additional programs once they graduate. We will continue to provide our current services including the 16 program criteria outlined by the state department of education.

- C. Have you participated in an alternative education coop previously? Have you been awarded this waiver before and what was the educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, impact of plan on other sites in the district.

We are requesting the opportunity to continue serving our students on the Bethany campus and being a self sufficient alternative education program. We would prefer not to join a coop and place our students in an environment they are not familiar. We want them to remain in school here with the opportunity to thrive and be part of our school. We feel that keeping students in a program here will help them still feel like they are a part of their class and school they want to graduate.

- D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

We will continue to be in compliance with the number of days and be above the number of hours required to be an alternative education program. Our students will attend each day to complete the coursework needed to meet all requirements for graduation or to be able to return to the grade they should be in. They will attend the program the length of time required to meet all requirements. (Attached is a school calendar for the school year and assessment forms for our program)

- E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

We understand that state funding will be reduced due to the number of students required but Bethany Public Schools agrees to continue to fund our alternative education program if we are permitted to continue to serve our students.

- F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

Bethany Public Schools will provide an instructor and counselor to meet each student's needs as we move forward with our alternative education program. Students' success is central to the goals and objectives of the program, which includes the development of emotional/social, intellectual, career readiness skills, and safety.

** You will be contacted if more information is needed to process this request.



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Alternative Education

Alternative Education

High School Evaluation Rubric

August 2020

Program Name:	Bethany Academic conservatory	Date of Site Visit:	3.24.2021
District (LEA):	Bethany Public Schools	Sending Schools:	n/a

Total Points:	69	out of 90 points.	Rating:	Effective
Non-compliant: 0-33 points, Effective: 34-75 points, Highly Effective: 76-90 points				

Disclaimer:	<p>The primary purpose of this rubric is to evaluate the effectiveness of an alternative education program based on how it implements the 16 criteria in state statute for Alternative Education. This rubric is based on the observations made by the staff of the Oklahoma State Department of Education – Alternative Education Office site visit.</p> <p>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.</p>
--------------------	--

Appropriate Program Design to Serve At-Risk Students

An exemplary nontraditional or alternative education school develops a guiding vision and mission that drives the overall operation of the program. The vision and mission of the school includes the identification of the target student population and promotes the success of all students. Student success is central to the vision and mission of the school, which includes the development of effective and affective skills, social competencies, and career readiness skills.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Type of Program*	The program fits the description of a virtual, credit recovery, or remediation program rather than an alternative education program.		The program fits the description of an alternative education program that meets the 16 criteria in state statute.	1	The program fits the description of an alternative education program that meets all 16 criteria in state statute serving students in a variety of methods.	
Ratio of Students to Teachers*	The program serves too many or too few students or has not submitted approved waiver.	0	The program serves an appropriate number of students. The program does not exceed 15 students per certified teacher.		The program serves 15 students per certified teacher plus a teacher assistant or multiple teachers are assigned to work with a smaller number of students in the program.	
Standard Services	Alternative education students were not provided with standard services (ex. library access, school nutrition, transportation and facilities).		Alternative education students are provided with standard services (ex. library access, school nutrition, transportation and facilities).		Alternative Program utilizes community support to enhance standard services (ex. library access, school nutrition, transportation and facilities).	2
Resources	The program resources were inadequate to implement the program as designed.		Instructional materials and staffing levels support program quality and demonstrate a reasonable contribution of local resources beyond the state allocations.	1	Instructional materials and staffing levels support program quality and exceed reasonable contribution of local resources (i.e. grants, community donations, fund raising).	
Goals and Objectives	The program was not designed to provide differentiated services to students with a variety of needs, nor is it related to goals and objectives of the program.		The program is designed to provide differentiated services to students with a variety of needs and relates to the goals and objectives of the program.		Student's success is central to the goals and objectives of the program, which includes the development of emotional/social, intellectual, career readiness skills, and safety.	2
Activities*	The program does not allow students who otherwise met the requirements to participate in vocational programs and extra curricular activities, including but not limited to, athletics, band, clubs, and graduation.		The program allows students who otherwise met the requirements to participate in vocational programs and extra curricular activities; including but not limited to, athletics, band, clubs and graduation.		The program makes a purposeful effort in promoting student engagement with sending schools or district in vocational programs and extra curricular activities; including but not limited to, athletics, band, clubs and graduation.	2
Climate/Culture Survey	The program did not administer a climate/culture survey. The program does not promote a safe and secure environment while developing the emotional and physical wellness of all students.		The program administered a climate/culture survey to students and staff. The program promotes a safe and secure environment while developing the emotional and physical wellness of all students.	1	The program administered a climate/culture survey to students, parents, and staff. The program promotes a safe and secure environment while developing the emotional and physical wellness of all students.	
Section Score	Non-compliant Total:	0	Effective Total:	3	Highly Effective Total:	6
9	Notes or Recommendations: Only 1 student enrolled; teacher also oversees 18 credit recovery students at the same time					
Section Rating						
Effective	Non-compliant: 0-4 points, Effective: 5-10 points, Highly Effective: 11-14 points					

Faculty Selection and Development

An exemplary nontraditional or alternative school is staffed with effective, innovative, and qualified individuals trained in current research based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Selection	Faculty and staff are assigned to the program because of availability or administrative convenience and not based on the proven success with students at-risk of school failure.		Faculty and staff are selected based on an interview process and application demonstrating a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students.		Meets all criteria for Effective, in addition, faculty and staff work to improve their understanding of the philosophy of alternative education programming, the required criteria, and varied instructional approaches.	2
Professional Development	Teachers do not receive professional development to improve instruction and support at-risk student success.		Professional development approaches (technology, regional meetings, webinars) are used not only to improve instruction, but is intentionally designed to support at-risk student success.		Professional development approaches listed in EFFECTIVE rating in addition to book studies, conferences, national conventions, or other resource are used to not only improve instruction but is intentionally designed to support at-risk student success and address multiple at-risk factors (trauma-informed, RTI, PBIS, etc.)	2
Professional Learning Communities (PLC)	No time is provided for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs).		Time is provided quarterly for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs).		Time is provided monthly for staff collaborations to support the development, maintenance, and monitoring of student progress through professional learning communities (PLCs) and other collaborative means.	2
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	6
6	Notes or Recommendations: Need Teaching Out of Certification Form; subscribes to AltEd newsletter; has attended many PD conferences/webinars that deal with at-risk students Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points					
Section Rating						
Highly Effective						

Intake and Screening

The mission includes the identification of the student population for whom the nontraditional or alternative education school is designed to serve. The driving vision and mission of the nontraditional or alternative school is consistent with the district's strategic goals while aligning with specific state standard(s). Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Risk of Students	The program does not assess risk of students or majority of students served are at relatively low-risk of not graduating.		The program assesses the risk of students and is appropriately designed to serve the students who are at greatest risk of not completing high school for reasons other than a disability.		The program assesses the risk of students dropping out and whose needs were not met by other district programming are served. This may include overage students, underserved students, and re-engaging former dropouts by actively recruiting participation in the program.	2
Participants	No formal intake and screening process is in place or the process is circumvented.		Both traditional and alternative education teachers are included in the intake and screening process.		A committee (ex. teachers, school administration, and counselors from both traditional and alternative education) with the participation of the student and parent(s)/guardian(s) is involved in the intake and screening process.	2
Population Representation	Students were over-represented or excluded from the program. The alternative education program was used in place of special education, suspension or other program as an extension of the school setting.		Population representation rates in the alternative education program matches the general population in the district.	1	Over or under-represented special populations in the alternative education program are being served in exceptional ways whereby the population is outperforming like population in the district at large.	
Student Records	The program does not have student records or inadequate student records for enrollment in the program.		The program has student records for enrollment in the program for most students in a variety of areas such as attendance, course completion, and behavior.		The program ensures that all records are complete prior to enrollment in the program (ex. My Data System).	2
Student Contracts	The program does not have a student responsibility component in the intake and screening process.		Students may be asked to demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting for areas like attendance and behavior).		All students asked to demonstrate responsibility steps as part of the intake and screening process (responsibility steps, contracting for areas like attendance and behavior).	2
Discipline	Students are placed in the program for disciplinary reasons or program operates solely for punitive measures.		The program uses discipline data as a component of the broader picture of successful student programming.		The program designs ways to address discipline as part of the intake and screening process (i.e. behavior contracts, behavior goals).	2
Student Choice in Program	Students have no choice about placement or all referrals are automatically accepted.		Most students have a choice or voluntarily enroll in the program (legal assignments excluded).		All students are involved in enrolling and the program is accurately described as a "school of choice."	2
Section Score	Non-compliant Total:	0	Effective Total:	1	Highly Effective Total:	12
13	Notes or Recommendations:	Thorough intake packet, parent and student involved in process				
Section Rating						
Highly Effective	Non-compliant: 0-4 points, Effective: 5-10 points, Highly Effective: 11-14 points					

State and Local Collaboration

Partnerships with community agencies, businesses and groups based on trust, open communication, clearly defined goals, and shared responsibility at exemplary nontraditional or alternative schools. Collaborative efforts enhance the student's performance in the school, home, and community.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Community Supports	No collaboration with local or state agencies, organizations, or individuals.		Coordinates services with local or state agencies, organizations, or individuals to meet student needs in person or virtually.	1	Coordinates services with multiple local or state agencies, organizations, or individuals to meet student needs in person or virtually. Community services are an integral part of the success of the alternative program.	
Community Service	Limited effort to actively engage the students with community agencies, organizations, or individuals.		Students engage in activities that provide benefit to the community. (ex. service learning)	1	An active, community-based advisory group participates in the development, implementation and improvement of the program.	
Section Score	Non-compliant Total:	0	Effective Total:	2	Highly Effective Total:	0
2	Notes or Recommendations:	Armed Services; Partnership w/ BBQ restaurant - applications, interview training, etc.; School Food Bank - once a month help with loading, organizing, tray cards for the nursing home - limited opportunities for only one student				
Section Rating						
Effective						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Individualized Learning Plans

Individualized curriculum and instruction is implemented using individualized learning plans at exemplary nontraditional or alternative schools. The individual student plan targets student achievement, effective and affective growth, social skill development, and college and career readiness skills.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Educational Options	No options for career tech, jobs, and/or concurrent enrollment were included in students' graduation plans.		An environment for academic preparation that promotes a wide range of post-secondary options including career tech, military, work, internships / mentorships / apprenticeships, and college is created in the program.	1	Graduation plan goals and data assist students with successful transitioning to career tech, military, work, internships / mentorships / apprenticeships, college, or community service projects.	
Management and Monitoring	Learning plans are not regularly updated and limited to graduation checklist with no transition planning. (ex. ICAP)		Learning plans are completed for all students, reviewed quarterly and include graduation and transitions beyond high school. (ex. ICAP)		Students and teachers are engaged in the development, review, and revision of graduation plans and students can articulate status and progress toward graduation with transitions beyond high school. (ex. ICAP)	2
Positive Behavioral Interventions and Support (PBIS)	No behavior goals developed to assist with student improvement in academic, career, and emotional/social areas. (ex. PBIS)		Goals for behavior factors that impede student success (absences, drug issues, and suspensions) included in the plan or in separate documents. (ex. PBIS)		In addition to Effective rating language, parents/ guardians are included in the development of behavior goals to better support student success. (ex. PBIS)	2
Career Interest Inventory	Students do not complete a career interest inventory.		Students research career fields and complete a career interest inventory to promote career development.		Students research career fields and complete a career interest inventory to promote career development. Career development assessment goes beyond the inventory to interact with community career speakers. Students also participate in internships, mentorships or job shadowing (in person or virtually).	2
Section Score	Non-compliant Total:	0	Effective Total:	1	Highly Effective Total:	6
7	Notes or Recommendations:	SpEd teacher and counselor are working through the ICAP process with student; his interest is HVAC and he is trying to get into the Tech adult program				
Section Rating						
Highly Effective	Non-compliant: 0-2 points, Effective: 3-6 points, Highly Effective: 7-8 points					

Individualized Instruction

Differentiated Instructional strategies are culturally responsive and employed to accommodate for students with different backgrounds, differentiated according to individual learning styles (e.g. visual, auditory, and kinesthetic learners), and multiple intelligences. Personalized learning plans are evident and intentionally incorporates Social Emotional Learning. An exemplary digital or virtual learning program implemented in a nontraditional or alternative school is accessible via the World Wide Web and in secure facilities

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Differentiated Instruction	There is no differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.		Individual instruction includes learning activities and techniques that actively engage students. Approaches may include textbooks, packaged courses, computer-assisted instruction, teacher-designed curriculum, hands-on activities, and project-based learning.	1	Extends approaches beyond the effective column to encompass a broad range of instructional options (ex. experiential learning, foreign language, extended technology, fine arts, STEM).	
Cooperative Learning	Opportunities for interactive (cooperative) learning among the students do not exist or are limited in the program.		Interactive (cooperative) learning opportunities are teacher-led and incorporated into the program.	1	Students have continued opportunity in all areas of the program to have interactive (cooperative) learning experiences that are primarily student-led.	
Demographic Needs	The program shows limited understanding of academic, behavioral, cultural, and developmental, gender, and societal needs of the students.		The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, and developmental, gender, and social needs of the students.		Adjustments are made in set up, delivery, and planning to better serve students' academic, behavioral, cultural, development, gender, and social needs.	2
Student Input	The program does not allow students any input in their learning environment.		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.	1	Student interests drive community partnerships utilized when integrating life skills, soft skills, college and career readiness, and service learning into the program.	
Section Score	Non-compliant Total:	0	Effective Total:	3	Highly Effective Total:	2
5	Notes or Recommendations:	Special Education teacher is in contact with him almost everyday; works with other students in coursework; attends PE and African-American studies class in regular school;				
Section Rating						
Effective	Non-compliant: 0-2 points, Effective: 3-6 points, Highly Effective: 7-8 points					

Effective Instruction

Instructional practices and curriculum are rigorous and inclusive, support the needs of second language and disabled students, and are individualized to meet the needs of all learners. The curriculum is supported by access to a balance of up-to-date, well-maintained collection of textbooks, library media, technology.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Record Keeping	The program does not keep up-to-date records indicating whether each student is making sufficient progress toward graduation or is only utilizing reporting from online curriculum programs.		The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation in a variety of areas like attendance, course completion, and behavior and communicates status with the student.		The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation and communicates bi-weekly with the student and parents.	2
Interaction with Teachers	Although teacher(s) are available to answer questions, students are expected to learn on their own.		The program is designed to ensure daily, personal interaction between teachers and students.		Teachers and other program staff (or community partners) work individually with students daily to ensure academic success.	2
Student Progress and Improvement	Students demonstrate inadequate academic progress and/or improvement on key variables (GPA, attendance, discipline, test scores, courses completion).		Students demonstrate satisfactory academic progress and/or improvement on key variables (GPA>2.0, attendance>=90%, discipline, test scores, courses completion).	1	Students demonstrated exceptional academic progress and/or improvement on key variables (GPA>=2.0, attendance>=90%, discipline, test scores, courses completion).	
Progress Monitoring	Student progress is not monitored or monitored only at semester.		Student progress is monitored every quarter with parent contacts. (i.e. phone log)		Student progress is monitored twice a month or more often with parent contacts (i.e. phone log)	2
Rigor of Program	The program lacks adequate rigor (projects, writing, DOK, cooperative learning, presentations). Student scores on assessments may indicate no growth or the pace of credit accrual brings curricular rigor into question.		The curriculum has the appropriate rigor (projects, writing, DOK, cooperative learning, presentations) and is matched to the needs of learners. This could be reflected in student growth on assessments or in credit accrual.	1	The program's key elements are different from the traditional setting (ex. course offerings, instructional delivery method, curricular materials used, scheduling) while maintaining appropriate rigor (projects, writing, DOK, cooperative learning, presentations).	
Interventions	The program does not implement appropriate interventions such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS).		The program partially implements intervention practices such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS) that utilize continuous assessment for placement, instruction, intervention, and transition decisions.		The program has evidence that interventions such as Response to Intervention (RTI) or Positive Behavior Intervention Strategies (PBIS) has had a direct impact on students' academic and/or behavioral success.	2
Section Score	Non-compliant Total:	0	Effective Total:	2	Highly Effective Total:	8
10	Notes or Recommendations:	constant contact with the parent - email, text, calls; Interventions and this program has kept student in school and on track to graduate; Dean of students comes every T & Th to tutor in math				
Section Rating						
Highly Effective						
Non-compliant: 0-3 points, Effective: 4-9 points, Highly Effective: 10-12 points						

Counseling and Social Services

An exemplary professional school counseling program that serves nontraditional or alternative students targets academic performance, is grounded in research based practices, and addresses the current and future needs of students. A social work program that is proactive, promotes educational equity, and removes barriers to learning is a characteristic of an exemplary nontraditional or alternative school.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Frequency	Counseling services are provided on an "as needed" basis or are not available to all students equally.		Certified/licensed counselors schedule bi-monthly sessions that encompass academic, career, and social-emotional wellbeing for all students.		Certified/licensed counselors provide a broad range of weekly group and individual counseling services that encompass academic, career, and social-emotional well-being for all students.	2
Extent of Services	No referral to other service agencies made when deemed appropriate.		Social services are arranged to meet students' academic, mental, health, and/or family needs.		Wrap-around counseling and social services features are evident (ex. documentation of home visits, parental trainings on a wide range of topics addressed).	2
Section Score	Non-compliant Total:	0	Effective Total:	0	Highly Effective Total:	4
4	Notes or Recommendations:	counselor meets with student every week; many outside resources available				
Section Rating						
Highly Effective						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Life Skills Instruction

Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Relevancy	No life skills instruction is provided or limited in time allotted for instruction and/or scope.		Life skills instruction is used to make the learning of core content more relevant for students.		Life skills instruction include long-term transition to self-sufficiency, employment or financial stability and supportive social relationships for adult life.	2
Curriculum	A life skills curriculum implemented but it is not appropriate for the ages or interest of the students in the program and did not promote healthy living.		The instructor incorporates life skills instruction and activities into regular course content and curriculum that is age appropriate and aligned to students' interests to promote healthy living.	1	Frequent opportunities extend beyond the classroom, which put relevant life skills into practice, are evident, promote healthy living, and extend beyond the curriculum (ex. equestrian therapy, yoga, OSU Extension).	
Section Score	Non-compliant Total:	0	Effective Total:	1	Highly Effective Total:	2
3	Notes or Recommendations:	taxes, permit and license, buying a car, interviews, FCCLA class for cooking, etc. Topics have been appdirected toward his specific needs				
Section Rating						
Effective						
Non-compliant: 0-1 points, Effective: 2-3 points, Highly Effective: 4 points						

Arts Education

Students have opportunities to learn, participate in, and/or perform non-core content areas to include, but not limited to, the following: fine and practical arts, leadership, health/physical education, music, service learning, and technical/vocational courses.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Curriculum	No arts instruction (music, art, drama, dance, etc.) is offered as a part of the program.		The program offers one or two instructional options (music, art, drama, dance, etc.) for students to meet the arts graduation requirement and experiences are hands-on.	1	The program offers a variety of arts instruction (music, art, drama, dance, etc.) and requires that students exceed the arts graduation requirement with hands-on experiences.	
Enrichment	Arts-related instructional strategies are not used throughout the year to expand and to enrich the curriculum.		Arts education is infused into the curriculum and utilizes a broad spectrum of methods (i.e. performing, literary) in activity-based approaches.	1	Frequent opportunities for all students to have hands-on art activities beyond a course requirement (ex. artist in residence, local or virtual field trips). Opportunities are infused into the curriculum and utilize a broad spectrum of approaches.	
Presentation	The program has no evidence that students publish or perform works of art.		The program displays evidence that students publish or perform works of art (ex. displays, art shows, performances, or publications on the internet) in person or virtually.	1	The program works with community (in person or virtually) to publish or perform student works of art (ex. displays, art shows, performances, or publications on the internet).	
Section Score	Non-compliant Total:	0	Effective Total:	3	Highly Effective Total:	0
3	Notes or Recommendations:	applied and received grant through the Arts Council; goes once a week to art teacher to learn how to make rubber stamps; Look into taking virtual art tours of museums				
Section Rating						
Effective						
Non-compliant: 0-1 points, Effective: 2-4 points, Highly Effective: 5-6 points						

Program Evaluation

Systematic program evaluations for continuous school improvement are conducted at exemplary nontraditional or alternative schools. All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the school. Data triangulation is employed with three different sources of data: program implementation ratings, student achievement data, and student/parent surveys.

Criteria	Non-compliant		Effective		Highly Effective	
	0 points ea.	Score	1 point ea.	Score	2 points ea.	Score
Goal and Objective Outcomes	No clear and measurable goals and objectives are found for the program.		Clear, measurable goals and objectives are reviewed and analyzed with staff for continued program improvement.	1	Clear, measurable goals and objectives are posted, reviewed, and analyzed at least twice a year with staff and various external stakeholders.	
State Reporting	State reporting (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) was not completed.		All required state reports (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) were completed but may not have been submitted by the required due dates.	1	All required state reports (alternative education plan, student data, districtwide student needs assessment, detailed expenditure report by June 30th, proposed budget by September 15th) were completed and submitted by the required due dates.	
Exit Survey	The program did not conduct an exit survey.		The program did conduct an exit survey with students.		The program did conduct an exit survey with students, parents, and faculty.	2
Feedback	The program rarely gathers feedback or does not make changes in response to feedback, especially feedback related to students outcomes.		The program uses evaluative feedback (ex. climate and culture survey, exit survey), including student outcome data, for program changes and improvement.	1	The program utilizes a variety of internal (faculty/students) and external (parents/community partners) feedback (ex. climate and culture survey, exit survey) AND shows evidence that feedback is used for program changes and improvement.	
Progress Reporting	The program does not routinely report its progress to students and parents.		The program routinely reports its progress to building and district administration, as well as students and parents.		The program reports its progress once a semester to stakeholders (advisory board, local board of education, parents and students).	2
Section Score	Non-compliant Total:	0	Effective Total:	3	Highly Effective Total:	4
7	Notes or Recommendations:	Presented to School Board the results of your previous evaluation; program goals cover academic and social expectations				
Section Rating						
Effective	Non-compliant: 0-2 points, Effective: 3-7 points, Highly Effective: 8-10 points					



Drew Eichelberger
Superintendent
(405) 789-3801
eichelberger@bethanyschools.com

Matthew Flinton
Chief Operations Officer
(405) 499-4617
flinton@bethanyschools.com

Rocky George
Chief Financial Officer
(405) 499-4602
george@bethanyschools.com

Dee Lott
Administrative Assistant
(405) 499-4601
flott@bethanyschools.com

Carolyn Work
Administrative Assistant
(405) 789-3801
work@bethanyschools.com

Gretchen Lloyd
Administrative Assistant
(405) 499-4611
lloyd@bethanyschools.com

Jennifer Fuller
Encumbrance Clerk
(405) 499-4605
fuller@bethanyschools.com

DeLana Massey
Treasurer
(405) 499-4605
massey@bethanyschools.com

Administration Fax
(405) 499-4606

www.bethanyschools.com

Accreditation Standards Division
2500 North Lincoln Blvd, Suite 210
Oklahoma City, Oklahoma 73105

To whom it may concern,

In reviewing our alternative education program, we are requesting a waiver to serve less than 10 students for the next three years. Our program supports students who have struggled in the general education setting and lack various credits. Within our alternative education program, we are able to assist them in obtaining credits to successfully graduate from our high school. Throughout this process, we offer counseling, required courses, and post-graduation plans to help our students become college and career ready.

During our March 24th evaluation, our Academic Conservatory received an Effective rating with a score seven points away from Highly Effective status. With the challenges of the pandemic this past year, we have experienced a decline in our total number of alternative education students. We believe our alternative education program provides our students with the necessary skills and support to be successful throughout their academic careers. Thank you for your consideration with this matter.

Respectfully,

Drew Eichelberger
Superintendent
Bethany Public Schools

Providing Opportunities for Excellence



A. Reason for the waiver/deregulation request (be specific).

Our current enrollment is less than 10 students but we anticipate our numbers to increase to at least 10 during the school year. We were advised by Missy Corn to complete this request.

B. List alternate strategies/plans which the district/site proposes, and how this plan will best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement.

Students enrolled in our Alternative Education program are best served by our student-teacher ratios due to their "at-risk" status. These students are at a greater risk of not completing high school if placed in the traditional school setting or placed in a COOP program that is not located near our town.

C. Educational impact to the district: Results of the Statutory Waiver/Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district.

We expect our students to complete the desired number of credits in a timely fashion while enrolled in our Alternative Education program. They will also receive individual and group counseling, life-skills guidance and training, participate in an Art class and participate in extra-curricular activities.

D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary, or described in instructions.

A waiver/deregulation can be granted for up to 3 years. (Please see instructions for additional requirements)

Our Alternative School began August 20, 2021 and has been approved for a deregulation of OAC 210:35-29-2 to provide instruction four hours and fifteen minutes a day, four days a week. This was submitted August 23, 2018 and is effective for the school years 2018-2021.

E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation.

Our District will be negatively impacted if these students drop out of school if they are forced to attend the traditional school or attend a COOP that is not located near our town. Funds would be reallocated to pay our Alternative Education teachers and director and to supplement the cost of our curriculum. We will also use the funds to pay everyday costs to run the program.

F. Describe method of assessment or evaluation of effectiveness of the plan.

Students will be constantly monitored to ensure adequate progression in their classes in order to meet all graduation requirements. We will also monitor attendance, participation in counseling groups and in life skills training. Students and parents will complete surveys throughout the school year in order to ensure they are staying on track and to offer feedback to improve the program.

Beggs Board of Education Meeting
Beggs Administration Building
Monday, Oct. 12, 2020
6:00 P.M.

The Board of Education may Discuss, Approve, Disapprove, Table or Take No Action on any item on the agenda. With the exception of the agenda item calling the meeting to order, the Board of Education reserves the right to take up any agenda item in any order regardless of how items are listed below.

Routine Items:

1. Opening
 - a. Call to order and recording of members present and absent.
 - b. Adoption of the agenda as part of the minutes.

Consent Agenda: All of the following items, which concern reports and items of routine nature normally approved at board meetings, will be approved by one vote unless any board members desire to have a separate vote on any or all of these items. The consent agenda consists of the discussion, and approval of the following items:

1. Minutes of September 14, 2020 board meeting
2. School finances, encumbrances, and financial statements for fiscal year 2021.
 - a. Fund 11 #171, & 177-185, & 187- 213 for \$116,173.84
 - b. Fund 21 #14-16 for \$75,752.34
 - c. Fund 22 #14-18 for \$25,979.70
 - d. Fund 41 #1 for \$31,594.99

Business Agenda:

1. Discussion, motion, and vote to approve a February 9, 2021 School Board Primary Election for seat #1. If no candidates receive more than 50% of the vote, the top two candidates will proceed to the Board of Education General Election on Tuesday, April 6, 2021. The filing Period opens 8:00am December 7, 2020 and closes 5:00pm December 9, 2020.
2. Discussion, motion, and vote to approve the BPS Gifted Education Plan.
3. Discussion over dates and times for upcoming board meetings.
4. Discussion, motion, and vote to approve Estimate of Needs for the 2021 fiscal year.
5. Discussion, motion, and vote to approve BPS Procurement Plan for Child Nutrition Programs.
6. Discussion, motion, and vote to approve contract with Alcohol & Drug Testing INC.
7. Discussion, motion, and vote to approve BPS Special Education Corrective Action Plan, Assurance Statement.
8. Discussion, motion, and vote to approve BPS Statutory Waiver/ Deregulation Application.
9. Discussion, motion, and vote to accommodate 2021 seniors who are not eligible for the ACT waiver.
10. Discussion, motion, and vote to approve girls' basketball fundraisers.
11. Discussion, motion, and vote to approve BPS Employee Use of Social Media Policy.
12. Discussion on upcoming bond items.

Staff Report:

1. Principals to present Drop out report, followed by discussion.
2. Principal's Report
3. Athletic Director Report

Superintendent's Report



BEGGS PUBLIC SCHOOLS

1201 WEST 9TH BEGGS, OK 74421 FAX (918)267-3635



Administrative Offices(918)267-3628

Shawn Tennyson

• High School(918)267-3625

Audrina Caldwell

• Middle School(918)267-4916

Kerry Harst

• ElementarySchool(918)267-3631

Nancy McCune

To Whom It May Concern,

This letter is in reference to 70 O.S.~1210.568 -COOP Agreement. "When a public school wants to serve fewer than 10 students in the alt ed program instead of COOPing with other districts. Beggs public Schools is requesting a three year statutory waiver for the above mentioned. We feel due to covid and other unforeseen circumstances, the request for a Waiver to continue our alt ed program in house as is, is the best practice for our students at this moment in time. Thank you for your time and consideration on this matter. If you have any other questions please feel free to contact us at the above phone numbers, or email me at stennyson@beggs.k12.ok.us.

Thank you,

Shawn Tennyson

Superintendent
Beggs Public Schools