



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: The Honorable Members of the State Board of Education
FROM: Janet Barresi
DATE: April 26, 2012
SUBJECT: Statutory Waiver Concerning Cooperative Agreements
for Alternative Education Programs

The following schools are requesting a statutory waiver of 70 O.S. § 1210.568, 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.

District	County	Duration of Waiver (Years)
Reydon High School	Roger Mills (3)*	1 of 1

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

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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)

REYDON PUBLIC SCHOOL 1-6

P.O. Box 10 • Reydon, Oklahoma 73660 • Telephone: (580) 655-4375 • FAX (580) 655-4622

Phil Drouhard, Superintendent
Ryan Baker, Principal

Reydon Public School is requesting a statutory waiver for 70 O.S. 1210-568 which states that 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. Reydon Public School is starting to see more and more students for various reasons that are falling behind in completing credits necessary for graduation. We currently have only two spots for students in need of a different type of instruction with our current cooperative agreement. We need more spots than the cooperative can provide. We strongly feel that with the amount of money being spent on the two spots we could serve more students in need thus make better use of the funding. We are losing students to virtual schools due to the travel issue presented by the current cooperative. Travel to our cooperative school has led our alternative student success ratio to be very poor. Our teachers helping our students in our building in our town would increase success for our students. We thank the State Board of Education in advance for their consideration in allowing us to provide this service to help insure the success for the students of Reydon Public School.

Thanks,



Phil Drouhard, Superintendent

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ACCREDITATION
MAR 14 2012
STATE DEPT. OF EDUCATION

OKLAHOMA STATE DEPARTMENT OF EDUCATION

ACCREDITATION DIVISION
2500 North Lincoln Boulevard, Suite 210
Oklahoma City, Oklahoma 73105-4599
(405) 521-3333

SCHOOL SITE STATUTORY WAIVER/EXEMPTION APPLICATION
FOR 20¹² - 20¹³ SCHOOL YEAR

Name of Site(s): REYDON HIGH SCHOOL

Name of School District: REYDON PUBLIC SCHOOL

Signature of Principal(s):* *Ryan [Signature]* Date 3-13-12
Date _____

Signature of Superintendent:* *Phil [Signature]*
Date _____

County Name: ROGER MILLS

SDE USE ONLY

PROJECT YEARS

1 of 1

ENROLLMENT

High School 33

Jr./Middle High 0

Elementary 121

District Total 154

Date Received _____

70 O.S. _____

I hereby certify that this deregulation application was approved by our
local board of education at the meeting on MARCH 12, 20 12.

Signature of Board President* *David [Signature]*

Notary: *Michelle Cochran*

Date: 3/12/12 My Commission Expires: 09/15/15



1. Statement of the Statute to be Waived: (specify statutory citation)

Statute 70 O.S. 1210-568

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.

***Original signatures are required.**

A. A description of the educational benefits to be derived (i.e., describe specific benefits to learning/achievement).

The educational benefits to be derived from allowing Reydon Public School to implement its own Alternative Education Program will be as follows: 1) Ensure that it provides the 17 research based components according to 70 os 1210-568. 2) Reydon Public School currently has two students transfer out of our district after failing the requirements of our current alternative education cooperative. The travel burden was the main contributor to the unsuccessful experience those students had. 3) Students who stay at Reydon to do alternative education classes will also be able to fully participate in the electives needed to graduate. 4) With our rural setting our teachers will be here to help ensure student success and provide assistance with any areas in which they are struggling. 5) Our new online program will also allow the choice of 30 new elective areas to those students that they would otherwise miss on the opportunity. In addition to an online program teachers will be required to provide supplemental instruction and materials.

B. A definition of the standards of the plan (i.e., alternate strategies proposed).

Reydon Public School will offer Alternative Education in house instead of placing a travel burden on students thus increasing education time. Our teachers who know the students will be able to oversee student progress thus increasing student success. Our student success with the cooperative has been disappointing. I feel as though travel is the number one reason for this disappointing level of success. Educating our own students will decrease our number of students being home schooled, transferring to virtual schools, or failing to complete graduation requirements. We will be able to closely monitor attendance as well students meeting the class time requirements.

C. Development of definitive work products, such as site improvement plans and progress reports (i.e., describe the expected student performance levels to be demonstrated or results of the Statutory Waiver).

Student performance levels to be demonstrated will be consistent of what are expected from all students at Reydon Public School. Our schools API score is very high and we are continually looking for ways to improve upon it. As we are transitioning from PASS to Common Core Standards the objectives we demand will match our school wide educational goals and demands. Our teachers are required to log three grades per week per student in each class. Progress reports will be presented to students and parents on a weekly basis. Our alternative education plan will require constant monitoring of progress. Pre-testing as well as post-testing will help give us data to make improvements in different areas. Testing each standard as the student moves throughout the curriculum will monitor progression towards mastery.

D. Demonstration of collaboration of teachers, administrators, higher education representatives, students, parents/families, and the community.

Parent/Teacher meetings will be held with a school administrator present to communicate the goals, expectations, and requirements of the program. Higher Education requirements for student entry will be strongly used in determining all expectations.

E. Development and the use of an assessment mechanism to determine progress in meeting the goals and objectives of the plan (i.e., method of evaluation).

Ultimately the evaluation of the program will be that the student succeeds in completing all class requirements and state test to be graduate eligible. Progress and success will be closely monitored so that each student stays on the projected pace to graduate. Testing throughout the program will allow us to know the success of each individual student. Pre-testing, post-testing, as well as testing each standard as a student moves throughout the curriculum will be implemented. This data will let us know where the student needs additional work and how the student is progressing throughout the curriculum.

F. Development of an in-service training plan to be provided to personnel at the site who will participate in the projects.

In-service training for all personnel involved with the program will be paid for by the district and provided prior to implementing the program. In-service will be selected to fully educate personnel on the successful strategies proven to help these students. Any software program that is used as a supplement will require proper training as to fully absorb its potential.

G. Report on the results of the plan to the State Board of Education and provision of appropriate technical assistance to other school districts and the State Department of Education as required (i.e., describe how you will report to the State Board of Education annually).

All state reports will continue to be completed in a timely manner. Any additional information regarding our alternative education program will be available to our Regional Accreditation Officer and the State Department of Education.

H. Explanation of how the plan will affect other schools, programs or sites in the district.

Allowing Reydon Public School to implement its own alternative education program will have only positive affects on our school district. I feel as though we will be able to keep more students in our public school and on track to graduate. I don't know of any negative affect it will have on Cheyenne Public School. I have talked with the superintendent from Cheyenne about this idea and he had no concerns.

I. Period of public review on the proposed plan.

I am planning on presenting this plan to the Reydon Board of Education during our March Board Meeting. After the determination, if approved, I will present the plan to the community.

J. Notification and comments from the district bargaining agent, or if no bargaining agent exists, the teachers directly affected.

Reydon Public School does not have a district bargaining agent. Our teachers will be affected positively in that they will have less students behind schedule and trying to take double loads to stay on their graduation schedule. An alternative way to reach these students will have a positive impact on our teachers in that they will have more students passing state required tests. Reydon Public School will pay instructors the required 5% above state base for working in the program.

K. All comments, recommendations and objections made by the bargaining agent and others to the local board of education shall be forwarded to the State Board of Education for consideration prior to review of the plan.

All comments, recommendations and objections made by interested parties to any board member or administrator will be logged and sent to the State Board of Education to use in their consideration. I feel strongly that all parties involved would see this as a benefit to our students.

L. Timeline for implementing the Statutory Waiver, specifying the period requested.

The time line for implementing the statutory waiver would begin in August 2012. The sooner we could hear a decision from the State Board of Education the better prepared we can be to move forward this program implementation.