



RYAN WALTERS
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Ryan Walters

DATE: April 25, 2024

SUBJECT: Statutory Waiver Concerning Cooperative Agreements for Alternative Education

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 for the 2024-2025 school year. Approval is recommended.

County	District	Waiver Year (Total)
	3 Years	
Beckham	Merritt	2 of 2
Blaine	Canton	3 of 3
Cotton	Temple	3 of 3
Dewey	Seiling	2 of 2
Haskell	Stigler	3 of 3
Jackson	Duke	2 of 2
Kay	Kildare	2 of 2
Payne	Oak Grove	3 of 3
Seminole	Bowlegs	2 of 2
Sequoyah	Marble City	3 of 3
Sequoyah	Moffett	1 of 1

Texas	Tyrone	2 of 2
Woods	Freedom	3 of 3

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

BM/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.

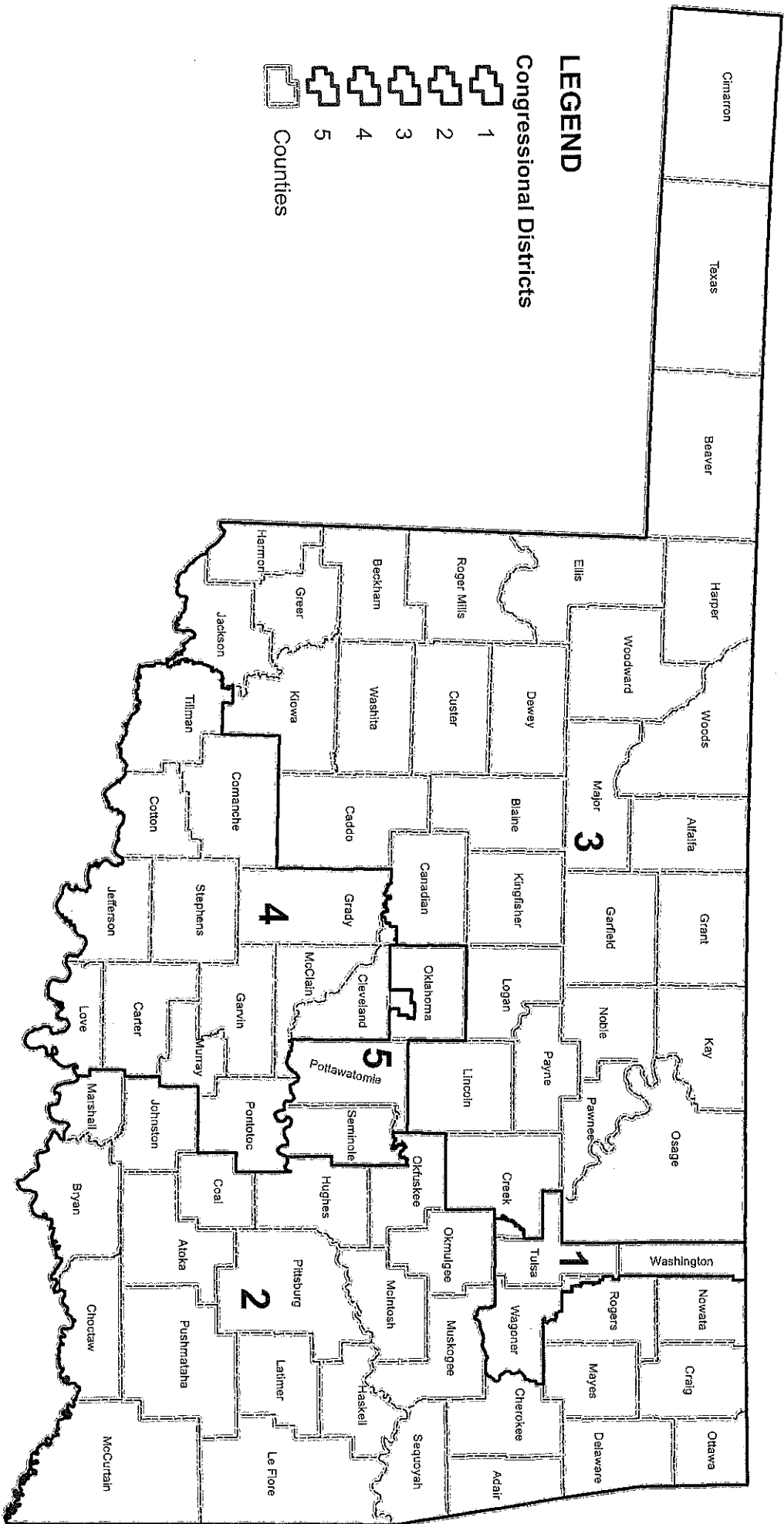
K. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon the provision of appropriated funds designated for such purpose, all school districts in the state providing alternative education programs as required in subsection B of this section shall expand 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)

Oklahoma Congressional Districts Elections

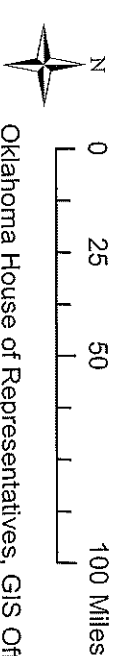


LEGEND

Congressional Districts

- 1
- 2
- 3
- 4
- 5

Counties



SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Beckham COUNTY Merritt Public Schools SCHOOL DISTRICT

19693 E 11 30 Rd SCHOOL DISTRICT MAILING ADDRESS Elk City CITY 73644 ZIP CODE

Merritt High School NAME OF SITE

 PRINCIPAL SIGNATURE* 4/8/24 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

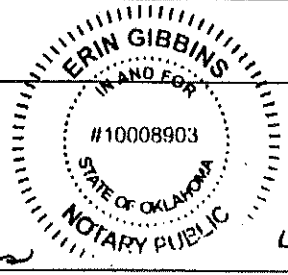
Jeff Daugherty SUPERINTENDENT NAME (PLEASE PRINT)

daughertyj@merritt.k12.ok.us SUPERINTENDENT E-MAIL ADDRESS

 SUPERINTENDENT SIGNATURE* 4/8/24 DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on April 8, 20 24

 BOARD PRESIDENT SIGNATURE*



NOTARY SEAL → Erin Gibbins NOTARY 4-8-24 DATE

10-25-2026 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 2 of 2

ENROLLMENT

High School

Jr./Middle High

Elementary

District Total

RECEIVED APR 09 2024
DATE RECEIVED

70 O.S. 1210.5b8

OAC _____

Cool 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 requesting this waiver as we typically have fewer than 10 students in our Merritt Alternative Program each year, but wish to continue serving our own students. This allows students to participate in any extra curricular programs they wish. It also allows us to combine the alt. ed setting with traditional classes in order to meet the individual needs of our students. Students would have to travel 10 - 20 miles one way to the closest possible coop. 1% of our HS student population will benefit as we typically do not have more than 1-3 students a year that are in need of an alternate pathway. If this waiver is denied, it is possible that the students needing this pathway will not 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 Alt. Ed. Program is held from 8:05 a.m. - 12:25 pm. M-F. Students participating in our program receive a combination of regular classroom instruction and web-based instruction (Odysseware or our district created courses through Google Classroom.) We will follow all of the guidelines required for alternative education programs, such as providing guidance and counseling services. Our students will be allowed and encouraged to participate in career tech and extracurriculars. Tutoring/assistance will be scheduled with certified staff for those needing additional help. This best serves our students by allowing them to remain in their home district and participate with their peers. We have received this waiver since 1993. All of our participants, if they remain in school, have ended up receiving their diploma.

- 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.

Prior to 1992, we participated in an alt. ed coop with Elk City. We found that if we needed to add students after the beginning of the year in this setting, there was often no room for them. We have been awarded this waiver since 1993. All students in our program who have remained living in our district have met all their graduation requirements and received their diplomas. The educational impact to the district resulting from this waiver will be students receiving a high school diploma when the traditional school setting was not working for them. Students who have extenuating circumstances are given the opportunity to complete required credits and be involved in extracurricular activities as much as they desire. We anticipate no adverse effects on other sites in the district.

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

We will implement this waiver immediately. We would like to request this waiver be granted for the next three (3) years.

Students admitted to the Merritt Alternative Education Program will be at school from 8:05 a.m. - 12:25 p.m. Monday through Friday.

Alternative Education students who are required to take state assessments will do so during their scheduled time to be at school.

- 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.**

At this time there are no negative financial impacts on the district as the result of receiving the waiver other than with the recent change in how Alt. Ed. money's are allocated, we use other monies since we do not receive enough to cover all expenses.

- 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.**

At this time, we use rate of student course completion and graduation rates of participating students to determine if we are meeting the needs of our alternative education students. At this time we have 100% of our student reaching graduation upon completion, except for those who have moved out of the school district.

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

Merritt Public Schools



19693 E 1130 Road, Elk City, Oklahoma, 73644-2297

Phone: 580-225-5460 Fax: 580-225-5469

April 8, 2024

To Whom It May Concern:

Merritt Public Schools would like the opportunity to continue to provide our own Alternative Education program rather than coop with another school. We are requesting a waiver of 70 O.S. § 1210-568 I: 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. We typically serve fewer than ten (10) students each year. We have been providing an Alternative Education Program for our students for over ten years. At this time all of our participating students who remain in our district have graduated or transitioned back into a regular school day. We feel we are providing a quality education for our students and allowing them to remain a part of the school community by keeping them on our campus.

We would like to request a waiver for the next three (3) years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Daugherty', with a long horizontal line extending to the right.

Jeff Daugherty
Superintendent

- 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 Canton Public Schools has previously been in a cooperative agreement with the Okeene Public Schools. Our school systems are very similar in size to approximately 125, grades 8-12 students. During the last two years our program has not been in a coop. Okeene requested to do an independent program due to logistics, (20 miles from Canton) The distance of travel with a loss of school time would greatly decrease the learning potential of the students. The distance from schools in our area is the negative factor in all rural coop's. Canton Alternative has had less than 10 students last year. Each year the students' class size can vary, we anticipate 10 or less next year. As the year progresses, open enrollment may increase size.

- 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. This program is designed for morning sessions. This design allows transportation and food services for all students. During the scheduling of the program, students are encouraged to enroll in courses to complete their core/college curriculum. High school students have the opportunity to attend the Technology Center at Fairview, OK, in addition to the alternative program, high school courses and internship. Canton provides the transportation for this program. The instructor of the Alternative Education follows each students placement in courses, grades and has meetings to follow-up with students, parent, teachers and administrators every two weeks to insure progress of each student. The ultimate goal of the program is keeping the student on track for graduation. Canton has received a statutory waiver for the 2021-24 school years. We are initiating a new request this year for a three year waiver.

- 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. The Canton Alternative has participated with the Okeene School district previously. The schools worked well with the program to achieve success with students. Many seniors achieved graduation. This achievement allows others to become more aware of the program and prepare themselves for the possibility of achieving graduation as well. The distance from Canton to Okeene was always an issue and Okeene decided not to coop. Currently, this year to date Canton has an enrollment of 6 students and 3 of the students have graduated. This within itself makes an impact on the future of students who need this program. Canton has an open enrollment for future students and will address any needs of a student to enter the program.

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

The Canton Alternative Program will operate Monday-Friday, 8:15-12:32

Group Counseling, LPC, Monday, weekly

Academic Counseling, School Guidance Counselor, Thursday, bi-weekly

Basic Life Skills, LPC, CMII, Tuesday, weekly

Basic Life Skills, Monday-Friday

Art, Monday-Friday

* other forms attached: State Dept. Alternative Education-16 Components, State Dept. Alternative Education-Site Visit Checklist, Canton and Northwest Technology Calendars, Academic, Career and Social Assessments, Exit Essay

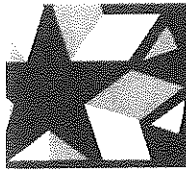
- E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

The Canton Schools has provided the financial costs above state allocations for all of the previous years the alternative program has been in place. This includes; facility, utilities, transportation, materials and teacher salary. Canton will continue to incur any additional costs to benefit the students who need a program such as this. Canton has been an advocate of the alternative education program for over 29 years. The alternative education program has provided educational opportunities for qualifying students. Canton considers the alternative program and the students attending, an integral part of our school system.

- 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.

The instructor/program will be assessed by observation and evaluation from the building principal, in addition to the State Alternative Education Department evaluation. Students will be monitored for progress, achievement and daily scores/grades. Student academic scores from state testing and ACT scores will be a baseline for progress reporting. Graduation rates will determine effectiveness as well. The instructor will also conduct bi-weekly and four week review of each student to inform the parent, counselor and student of the progress and attendance.

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



16 COMPONENTS FOR ALTERNATIVE EDUCATION PROGRAMS (70 O.S. § 1210-568)

1. Student-teacher ratios conducive to effective learning for at-risk students
2. Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction
3. An intake and screening process to determine eligibility of students
4. Appropriately certified teaching faculty
5. Teaching faculty with experiences or personal traits that qualify them for successful work with at-risk students
6. Collaboration with state and local agencies
7. Courses that meet the curricular standards adopted by the Oklahoma State Board of Education
8. Individualized instruction
9. Clear and measurable goals and objectives
10. Counseling and social service components
11. Graduation plan for each student
12. Life skills instruction
13. Opportunities for arts education
14. A proposed annual budget
15. Service to students in Grades 7-12 who are most at risk of not completing high school for reasons other than disability
16. Opportunities for student participation in vocational programs and extra-curricular activities, such as athletics, band, and clubs

Alternative Education Support Document

April 2023 rev. 2



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

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

Criteria Scores:

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

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

Criteria 1			
Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students			
Number of Alternative Education students:	Number of Alternative Education teachers:	Student/Teacher Ratio:	
Noncompliant 0 point ea.	Needs Improvement 1 point ea.	Effective 2 points ea.	Highly Effective 3 points ea.
Score	Score	Score	Score
Program did not apply for a waiver to serve less than 10 students.			Waiver was submitted and approved (or waiver not needed).
	Student to certified teacher ratio exceeds the recommended class size of 15:1	The program meets the preferred 15:1 ratio.	The program meets the 15:1 ratio expectation, includes additional staff support and re-engaged students (former dropouts) were actively recruited for participation in the program.
Noncompliant Total: 0	Needs Improvement Total: 0	Effective Total: 0	Highly Effective Total: 0
Section Score: 0	Non Compliant: 0	Needs Improvement: 1 point	Effective: 2-4 points
			Highly Effective: 5-6 points
Notes or Recommendations:			

Criteria 2

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

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

Criteria 3

Include an intake and screening process to determine eligibility of students

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

Criteria 4

Demonstrate that teaching faculty are appropriately certified teachers

List of Teachers and Subjects taught:

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

Notes or Recommendations:

Criteria 5

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

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

Notes or Recommendations:

Criteria 6

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

List of State and Local partnerships:

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

Section Score: **0**
 Non Compliant: 0 points Needs Improvement: 1 point Effective: 2 points Highly Effective: 3 points
Information provided in the district's Alt Ed Implementation Plan should reflect what is actually happening in the program.

Notes or Recommendations:

Criteria 7

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

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

LAW

Criteria 8

Offer individualized instruction

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

Notes or Recommendations:

Criteria 9

State clear and measurable program goals and objectives

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

Criteria 10

Include counseling and social services components

School Counselor certificate(s) received:		Choose one		Sample Counseling Sessions and Dates:			
List of additional counseling and social services:							
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
No counseling services provided.		Counseling services are not available to all students or are provided on an "as needed" basis.		Group and/or individual counseling sessions were readily available to all students every two weeks and include discussion on possible next steps after graduation.		A broad range of weekly group and individual counseling services were provided that encompass academic, career, and social services wellbeing.	
At-risk indicators and needs assessments were not used to target and plan services for students.		Services for students are generic in nature.		Services for students are based on needs assessment data and at-risk indicators.		Services for students are based on needs assessment data, at-risk indicators and a Multi-Tiered System of Supports (MTSS) and/or parent/guardian/staff/student self-referral.	
Counselors are not adequately certified.						Counseling services are provided by a licensed school counselor and/or LPC, LADC, LCSW, or LMFT.	Law
Program does not have partnerships with outside social service agencies.		Limited relationships exist with external support agencies for social service needs.		Additional counseling and social service support are provided. A clear process for identifying additional student support exists.		Collaborative partnerships supporting the social welfare needs of students are offered on a regular basis through a wide range of options. Program actively recruits new support partners through a well-established process.	Rule
Noncompliant Total:		Needs Improvement Total:		Effective Total:		Highly Effective Total:	
0		0		0		0	
Section Score:		Non Compliant: 0-3 points Needs Improvement: 4-7 points Effective: 8-10 points Highly Effective: 11-12 points					
Notes or Recommendations:							

Criteria 11

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

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

Noncompliant Total:	0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:	Non Compliant: 0-2 points Needs Improvement: 3-5 points Effective: 6-8 points Highly Effective: 9 points						

Notes or Recommendations:

Criteria 12

Offer life skills instruction

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

Criteria 13

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

Noncompliant 0 point ea.	Score	Needs Improvement 1 point ea.	Score	Effective 2 points ea.	Score	Highly Effective 3 points ea.	Score
Students only meet the district's art requirement for graduation.		Fine Art experiences (drama, music, dance, etc.) are seldom offered as a part of the alternative education program.		Fine arts experiences are infused into the curriculum (fine arts, performance art, visual arts, etc.) monthly.		Fine Arts experiences incorporating artists or musicians (e.g. artists-in-residences, local artists or crafters) are used to enhance the curriculum. Experiences are individualized to match students' interests and learning.	
The program does not provide opportunities for students to publish or perform (art shows, performances).		Limited opportunities for students to publish or perform.		The program displays evidence that the students publish or perform works of art (displays, art shows, performances, publications on website, etc.).		The program works with the community to publish or perform student works of art (displays, art shows, performances)	
Noncompliant Total:	0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:		Non Compliant: 0-1 points Needs Improvement: 2-3 points Effective: 4-5 points Highly Effective: 6 points					

Notes or Recommendations:

Criteria 14

Provide a proposed annual budget

Noncompliant 0 point ea.	Score	Needs Improvement 1 point ea.	Score	Effective 2 points ea.	Score	Highly Effective 3 points ea.	Score
Program did not submit a proposed annual budget by September 1.						Proposed annual budget is complete and turned by September 1.	
Noncompliant Total:	0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:		Non Compliant: 0 points Needs Improvement: XX Effective: XX Highly Effective: 3 points					

Notes or Recommendations:

Criteria 15

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

Number of Alternative Education students on an IEP:	Number of Alternative Education students on a 504:	Percentage of Alternative Education Special Education Students:	District Percentage of Special Education Students:	Noncompliant			Effective			Highly Effective				
				Score	Needs Improvement	Score	Score	2 points ea.	Score	3 points ea.	Score			
Program did not submit a completed End of Year Data Survey by June 30.				0 point ea.	1 point ea.	Score						Program submitted a completed End of Year Data Survey by June 30.	Law	
There is little evidence of leadership involvement in the review and operation of the alternative education program												Program leadership allocates minimal funding and resources to support and protect the integrity of the program.	Rule	
												Program leadership allocates adequate funding and resources to support and protect the integrity of the program.	Rule	
Classroom conditions are not conducive to learning for alternative education students.												Students are provided with the same standard services as the traditional school (library access, school nutrition, transportation, etc.). Classroom has adequate space, light, and amenities conducive to learning. Classroom is Americans with Disabilities Act (ADA) compliant.	Law/Rule	
Noncompliant Total:	0	0	0	0	0	0	0	0	0	0	0	0		
Section Score:				Non Compliant: 0-3 points			Needs Improvement: 4-7 points			Effective: 8-10 points			Highly Effective: 11-12 points	
Notes or Recommendations:														

Criteria 16

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

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

Notes or Recommendations:

ALTERNATIVE EDUCATION EVIDENCE CRITERIA REVIEW



70 O.S. 2011- Revised April 2023

SITE INFORMATION

District _____ District Site Code _____
LEA or COOP _____ Sending School(s) _____
Days Program Meets _____ Hours Program Meets _____
Date of Visit _____ SDE Specialist _____

STUDENT INFORMATION

Student Slots Available _____ Number of Students Enrolled _____
Number in Attendance Today _____ Dropouts to Date _____
Number of:
IEP Students _____ District IEP Rate _____
Pregnant/Parenting Students _____ 504 Students _____
Concurrent Enrolled Students _____ CTE Students _____
Service Learning Students _____ Internships/Job Shadowing _____
Employed Students _____ Students Receiving Work Study Credit _____

REQUIRED DOCUMENTS

	YES	NO
A. District Wide Student Needs Assessment - Date Certified: _____	<input type="checkbox"/>	<input type="checkbox"/>
B. Alternative Education Plan - Date Certified: _____	<input type="checkbox"/>	<input type="checkbox"/>
C. Approved waiver for serving fewer than 10 students (if applicable) Date Approved _____ Approval Year(s) _____	<input type="checkbox"/>	<input type="checkbox"/>
D. Approved Deregulation for Abbreviated Day (If applicable) Date Approved _____ Approval Year(s) _____	<input type="checkbox"/>	<input type="checkbox"/>
E. Copy(ies) of Memorandum of Understanding between LEA & sending school(s)	<input type="checkbox"/>	<input type="checkbox"/>
F. Copy(ies) of Authorization to Pay form from sending school(s)	<input type="checkbox"/>	<input type="checkbox"/>
G. Copy of District Calendar	<input type="checkbox"/>	<input type="checkbox"/>

SIGNATURES

Evaluation Committee Signature

Signature Date

Evaluation Committee Signature

Signature Date

Evaluation Committee Signature

Signature Date



ALTERNATIVE EDUCATION EVIDENCE CRITERIA REVIEW

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

- | | YES | NO |
|--|--------------------------|--------------------------|
| A. List of names & grades of all students being served in the current year | <input type="checkbox"/> | <input type="checkbox"/> |
| B. List of teachers and subjects taught | <input type="checkbox"/> | <input type="checkbox"/> |

CRITERIA 2 - Incorporate appropriate structure, curriculum, interaction and reinforcement strategies designed to provide effective instruction.

- | | YES | NO |
|--|--------------------------|--------------------------|
| A. Reward systems and motivational strategies used to provide targeted supports to struggling students, such as a multi-tiered system of supports (MTSS) | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Record keeping for attendance, course completion and behavior | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Intervention strategies and meeting agendas that reflect discussion of student progress | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Parent contact sheets with contact dates | <input type="checkbox"/> | <input type="checkbox"/> |

CRITERIA 3 - Include an intake and screening process to determine eligibility of students.

- | | YES | NO |
|---|--------------------------|--------------------------|
| A. Intake packets for 25% of current students (include signed and dated contracts for current year) | <input type="checkbox"/> | <input type="checkbox"/> |
| B. At-risk identification form on file for every student coded as an Alternative Education student in the WAVE student record system | <input type="checkbox"/> | <input type="checkbox"/> |

CRITERIA 4 - Demonstrate that teaching faculty are appropriately certified teachers.

- | | YES | NO |
|---|--------------------------|--------------------------|
| A. Copy of instructor certification or approved teaching out certification form for all Alternative Education teachers. | <input type="checkbox"/> | <input type="checkbox"/> |



ALTERNATIVE EDUCATION EVIDENCE CRITERIA REVIEW

CRITERIA 5 - Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students, or personal and educational factors that qualify them for work with at-risk students.

YES NO

A. Clearly defined professional development plan for Alternative Education teachers and support personnel (examples: trauma-informed practices, managing aggressive behavior, working with homeless youth)

B. Evidence of teacher participation in Alternative Education professional development (examples: sign-in sheets, agendas, participation certificates)

CRITERIA 6 - Reflect appropriate collaborative efforts with state agencies and local agencies serving youth.

YES NO

A. List of state and local organizations partnering with the Alternative Education program

B. Evidence of activities with these organizations (examples: list of meeting agendas, photos, community service projects, dates and sign-in sheets)

CRITERIA 7 - Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses.

YES NO

A. Current Oklahoma Academic Standards (OAS) curriculum being used
Online Curriculum _____

CRITERIA 8 - Offer individualized instruction.

YES NO

A. 25% of current students' schedules from the student information system

B. Individual learning plans detailing student goals, academic plans, graduation plans, individualized instruction



ALTERNATIVE EDUCATION EVIDENCE CRITERIA REVIEW

CRITERIA 9 - State clear and measurable program goals and objectives.

YES NO

- A. Clearly stated and aligned mission and vision with defined SMART goals written, published and posted (Specific, Measurable, Achievable, Relevant, Time-Bound)

CRITERIA 10 - Include counseling and social services components.

List of Outside Agencies: _____

YES NO

- A. Counseling session dates and topics for academic and group sessions
- B. Copy of counseling providers certificate or license (current school counselor's teacher certification, or LPC, LADC, LCSW, LMFT of any outside provider(s) partnering with the Alternative Education program)

CRITERIA 11 - Require a plan leading to graduation be developed for each student in the program which will allow the student to participate in graduation exercises at the sending school or district after meeting the requirements of the school district as specified in the individual graduation plan for that student.

YES NO

- A. Compliance with 70 O.S 1210.508-4 Individualized Career Academic Plan (ICAP)

CRITERIA 12 - Offer Life skills instruction.

YES NO

- A. Clearly defined curriculum to help students plan for life after high school (self-sufficiency, employment, etc.) Curriculum: _____

CRITERIA 13 - Provide opportunities for hands-on arts education to students, including artist in residency programs coordinated with the Oklahoma Arts Council.

YES NO

- A. Documentation of monthly integrated art activities (hands-on art activities, field trips or visiting artists/performers, etc.)



ALTERNATIVE EDUCATION EVIDENCE CRITERIA REVIEW

CRITERIA 14 - Provide a proposed annual budget.

YES NO

A. Copy of annual proposed budget

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

CRITERIA 15 - Be appropriately designed to serve middle school, junior high school, and high school students in grades seven through twelve who are most at risk of not completing a high school education for a reason other than identification as a student with disabilities under 70 O.S 13-101. (*Identification as a student with disabilities does not in itself disqualify a student from Alternative Education services, but special education status cannot be the basis for identification as an at-risk student*).

YES NO

A. Completed end-of-year data survey from previous school year

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

B. Photos of Alternative Education program classroom(s), facilities, activity spaces, etc.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

CRITERIA 16 - Allow students in the Alternative Education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities at the sending school or district, including but not limited to athletics, band, and clubs.

YES NO

A. Roster/schedule of students enrolled in Career Tech Education Programs

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

B. Roster/schedule of students in athletics, band, or other activities at the sending school or district (include samples of schedules verifying enrollment activities)

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

NOTES:

CANTON PUBLIC SCHOOLS | 2024-2025 CALENDAR

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



31 New Teacher Orientation

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 Winter Break
No School

6 Professional Day

7 School Resumes

20 M.L. King Day - No School

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Enrollment

7-9 Professional Day

8 First Day of School

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

5 Early Release @ 1
Professional Day

14 P/T Conference-No School

17 Presidents' Day- No School

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day - No School

4 Early Release @ 1
Professional Day

20 P/T Conference-No School

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17-21 Spring Break
No School

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Indigenous People Day
Columbus Day - No School

10-11 Fall Break - No School

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 Early Release @ 1
Professional Day

4 Activity Day - No School

18 Good Friday - No School

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6 Early Release @ 1
Professional Day

25-29 Thanksgiving Break
No School

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Last day of School
Graduation

12-13 Professional Day

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12-13 Activity Day-No School
Tournament

23-31 Winter Break
No School

JUNE '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



It's an AWESOME day to be a Canton Tiger!



FAIRVIEW CAMPUS
2024-2025 CALENDAR
 (Board Approval - February 5, 2024)

AUGUST 1.....	FIRST DAY OF CONTRACT
AUGUST 1-2	SUMMER CONFERENCE
AUGUST 5-12.....	STAFF WORK DAYS
AUGUST 6.....	CAMPUS IN-SERVICE DAY
AUGUST 7.....	DISTRICT IN-SERVICE DAY
AUGUST 13.....	FIRST DAY OF SCHOOL
SEPTEMBER 2.....	LABOR DAY – CAMPUS CLOSED
OCTOBER 16.....	END OF 1 ST QUARTER (46 DAYS)
OCTOBER 17-21.....	FALL BREAK – CAMPUS CLOSED
OCTOBER 22.....	1 ST DAY OF 2 ND QUARTER
NOVEMBER 25-29.....	THANKSGIVING BREAK – CAMPUS CLOSED
DECEMBER 20	END OF 2 ND QUARTER (39 DAYS)
.....	END OF 1 ST SEMESTER (85 DAYS)
DECEMBER 23-January 3.....	CHRISTMAS BREAK – CAMPUS CLOSED
JANUARY 6, 2025.....	PROFESSIONAL DAY – NO STUDENTS
JANUARY 7	1 ST DAY OF 3 RD QUARTER
.....	2 ND SEMESTER BEGINS
JANUARY 20	HOLIDAY – CAMPUS CLOSED
FEBRUARY 17	PROFESSIONAL DAY – NO STUDENTS
MARCH 14	END OF 3 RD QUARTER (47 DAYS)
MARCH 17-21	SPRING BREAK – CAMPUS CLOSED
MARCH 24	1 ST DAY OF 4 TH QUARTER
APRIL 21.....	HOLIDAY (or snow day) – CAMPUS CLOSED
MAY 22.....	END OF 4 TH QUARTER (43 DAYS)
.....	END OF 2 ND SEMESTER (90 DAYS)
.....	TOTAL SCHOOL YEAR (175 DAYS)
MAY 26.....	MEMORIAL DAY – CAMPUS CLOSED
MAY 30.....	LAST DAY OF CONTRACT

PROFESSIONAL DAYS

SUMMER CONF OKC	AUGUST 1-2	2
IN SERVICE DAYS.....	AUGUST 6-7	2
STAFF WORK DAYS	AUG 5-12, MAY 23-30	11
PROFESSIONAL DAYS	JAN 6, FEB 17	2

DAYS NOT TAUGHT

LABOR DAY.....	SEPTEMBER 2	1
FALL BREAK	OCTOBER 17-21	3
THANKSGIVING.....	NOVEMBER 25-29	5
CHRISTMAS.....	DEC 23-JAN 3	13
SPRING BREAK.....	MARCH 17-21	5
HOLIDAY.....	JAN 20, APRIL 21	2
MEMORIAL DAY	MAY 26	1

SCHEDULE FOR SCHOOL DAY

8:20 A.M. – 11:20 A.M.....	MORNING SESSION
11:20 A.M. – 12:20 P.M.....	NOON HOUR
12:20 P.M. – 3:20 P.M.....	AFTERNOON SESSION

Northwest Technology Center School Year Calendar 2024-2025

(Board Approval - February 5, 2024)

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 Christmas Break -
Campus Closed
6 Professional Day -
No Students
7 School Resumes
20 Holiday - Campus Closed

18 days taught

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 First Day for Instructors
1-2 August Conference
5-12 Staff Work Day
6 Campus In-service
7 District In-service
13 First Day of Classes

14 days taught

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 Professional Day -
No Students

19 days taught

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day -
Campus Closed

20 days taught

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 End of 3rd Qtr (47 days)
17-21 Spring Break -
Campus Closed
24 4th Quarter Begins

16 days taught

October 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16 End of 1st Qtr (46 days)
17-21 Fall Break -
Campus Closed
22 2nd Quarter Begins

20 days taught

April 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 No School (or snow day)
Campus Closed

21 days taught

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

25-29 Thanksgiving Break -
Campus Closed

16 days taught

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 Last Day of Classes
End of 4th Qtr (43 days)
90 days taught 2nd Sem
175 total days taught
23-30 Staff Work Days/
In-service Days
26 Memorial Day
Campus Closed
16 days taught

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 End of 2nd Qtr (39 days)
85 days taught 1st Sem
23-31 Christmas Break -
Campus Closed

15 days taught

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Cosmetology -
Make-up time
May 23, 27-30
June 2-6; 9-13

Academic Needs Assessment for Students

Please rank the following using the numbers 1-5 where 1=*I need the most help with this topic* and 5=*I need the least help with this topic*

1. Study skills (how to prepare for tests or assignments): _____
2. Time management (between school, extracurricular, leisure, family, and friends): _____
3. Organization (keeping all your academic materials organized and easy to access): _____
4. Communicating for help (how and when to ask for it): _____
5. Test anxiety (calming your nervousness before a test): _____

Please circle your answers to the questions below according to the scale provided

- | | Always | | | Never |
|--|--------|---|---|-------|
| 6. I am confident about my ability to prepare for a test. | 1 | 2 | 3 | 4 |
| 7. Although I have prepared for a test, I feel an overwhelming sense of nervousness just before taking a test. | 1 | 2 | 3 | 4 |
| 8. I am overwhelmed by the amount of all my activities. | 1 | 2 | 3 | 4 |
| 9. I turn in my assignments on time. | 1 | 2 | 3 | 4 |
| 10. When I need it, I ask for help on my assignments. | 1 | 2 | 3 | 4 |
| 11. I feel confident about my ability to take charge of my own education and learning. | 1 | 2 | 3 | 4 |

Please answer the following questions

12. Describe how you prepare for a test in one of your classes:

13. What kind of time management plan do you already use (such as a planner, calendar, etc.)?

Emotional/Social Needs Assessment for Students

For the following items in this section, rank each topic from 1 to 5 (1=the most serious problem at our school, 5=the least serious problem at our school). Circle the example(s) that apply to you.

1. Peer pressure (EX: cliques, alcohol or drug use, sexual activity, gang involvement) _____
2. Problems with students who are different than me (EX: race/ethnicity, money, religion) _____
3. Self-image (EX: body image, depression, extreme academic stress, perfectionism) _____
4. Violence (EX: bullying, controlling anger, fights in or out of the classroom) _____
5. School unity (EX: making new friends, difficulty fitting in, lack of school spirit) _____

For the following items in this section, circle the number that best represents your opinion.

I WOULD LIKE TO KNOW MORE ABOUT:

- | | | | | |
|---|---|---|---|---|
| 6. How to deal with peer pressure | 1 | 2 | 3 | 4 |
| 7. How to get along with students who are different than me | 1 | 2 | 3 | 4 |
| 8. How to manage personal stress | 1 | 2 | 3 | 4 |
| 9. How to handle conflict at school | 1 | 2 | 3 | 4 |
| 10. How to fit in at my new school | 1 | 2 | 3 | 4 |

Circle one.

11. Gender: Male Female

Answer the following to the best of your ability.

12. Describe any other personal/peer-related issues about which you would like to learn. _____

Alternative Education Teaching Out of Certification Exemption Request

"Teachers must be certified teachers but are not restricted to grade-specific or subject-specific areas. Assignment out of regular subject area(s) or grade level(s) certification requires State Department of Education approval." (OAC Section 210:35-29-6). Areas that are not available for exemption are special education, AP courses, and career tech courses. **Due by October 1.**

Canton Public Schools	Blaine	
DISTRICT NAME	COUNTY NAME	
PO Box 639	Canton	73724
DISTRICT ADDRESS	CITY	ZIP
Carl Baker	580-886-3316	bakerc@canton.k12.ok.us
SUPERINTENDENT NAME	PHONE NUMBER	EMAIL

ALTERNATIVE EDUCATION PROGRAM NAME

Program Level (check one) Middle School/Jr. High High School

PO Box 639	Canton	73724
SCHOOL ADDRESS	CITY	ZIP
Karen Robinson	580-886-2256	robinsonk@canton.k12.ok.us
TEACHER NAME	PHONE NUMBER	EMAIL
004198	6/30/25	
TEACHER CERTIFICATION NUMBER	CERTIFICATE EXPIRATION DATE	

Certification Areas:

elementary education, art, language arts

Areas to be Taught Outside of Certification:
academic areas as needed

Reasoning for Exemption:

small class size and varied academic needs of students

What are the supports that will be provided by the district to ensure success for teachers and students?
curriculum courseware as needed, coordinated LPC counseling, academic counseling, conferences and professional development

TEACHER SIGNATURE	DATE	SUPERINTENDENT SIGNATURE	DATE
bakerc@canton.k12.ok.us		robinsonk@canton.k12.ok.us	
EMAIL ADDRESS OF PERSON TO SEND APPROVED/DENIED REQUEST TO			

Submit this form to Missy.Corn@sde.ok.gov, Leslie.Frazier@sde.ok.gov or Michelle.Butler@sde.ok.gov.

Oklahoma State Department of Education Approved Denied

MISSY CORN, ALTERNATIVE EDUCATION PROGRAM MANAGER	DATE
LESLIE FRAZIER, ALTERNATIVE EDUCATION PROGRAM MANAGER	DATE
MICHELLE BUTLER, ALTERNATIVE EDUCATION SPECIALIST	DATE



CANTON PUBLIC SCHOOLS

P.O. BOX 639

CANTON, OKLAHOMA 73724



MARISA EVANS

High School Principal

Ph: (580) 886-2256

Fax: (580) 886-2306

CARL BAKER

Superintendent

Ph: (580) 886-2690

Fax: (580) 886-3501

DORA FUQUA

Elementary Principal

Ph: (580) 886-2252

Fax: (580) 886-2308

Board of Education

JAMES
SCHOONMAKER
PRESIDENT

GREG HEATH
VICE-PRESIDENT

SARAH JONES
CLERK

MATT
SWARTWOOD
MEMBER

SHANNON
SINCLAIR
MEMBER

TO WHOM IT MAY CONCERN:

Canton Public Schools is requesting a statutory waiver for our alternative education program.

The Canton Alternative Education program has been a part of Canton Public Schools for twenty-nine years. We are very proud of that fact. Our program was one of the initial programs established in the state, serving and graduating many students over this time. Canton has served as LEA for all twenty-nine years, providing a dedicated program for our students.

In addition, Canton has been in a Co-op with Okeene Public Schools. The distance combined with scheduling was difficult for the students of both school systems. This loss of school time from traveling greatly decreased the learning time for the students and ability to be involved in other day to day activities.

This is the basic issue in having a co-op in a rural area. As for this issue Okeene decided to not co-op two years ago. Our school is located thirty miles from any other program, whether it be stand alone or co-op. All of these factors of time, scheduling, and transportation create an issue with providing the best education for our students.

In order to best serve the academic needs of our students, we request a waiver to continue providing the alternative students a program at Canton Public Schools.

Sincerely,

A handwritten signature in cursive script that reads "Carl L. Baker".

Carl L. Baker

"Striving For Success"

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION for 20 24 - 20 25 school year

Cotton _____ Temple _____
COUNTY SCHOOL DISTRICT

Box 400 _____ Temple _____ 73568 _____
SCHOOL DISTRICT MAILING ADDRESS CITY ZIP CODE

Temple High School _____
NAME OF SITE

Terri Hooper _____ 4-2-24 _____
PRINCIPAL SIGNATURE* DATE

Lee Hill _____ 4-2-24 _____
PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Randy Batt _____
SUPERINTENDENT NAME (PLEASE PRINT)

Rbatt@templeps.org _____
SUPERINTENDENT E-MAIL ADDRESS

R Batt _____ 4-2-24 _____
SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on April 9, 2024

Brent Malins _____
BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

Elizabeth Whitecotton _____ 4-9-24 _____
NOTARY DATE



12/01/2025 _____
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/DEREGUALTION 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

_____ High School
_____ Jr./Middle High
_____ Elementary
_____ District Total

RECEIVED APR 09 2024

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.

Temple Public Schools is requesting approval of of a Statutory Waiver/Deregulation 70). S1210.68. Temple has successfully maintained an Alternative Education Program for several years. Being from a small rural district located in southwest Oklahoma, we have tried coop involvement in the past and it did not serve the best interest of our students. Due to the distance of the coop, the small number of part-time students we serve each year, and decreased enrollment we are requesting a waiver.

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 have purchase an online curriculum that is available for our Alternative Education Program and chromebooks have been issued to our students. This curriculum enables staff to monitor the students' work and allows us to make adjustments easily. Our students are using google classroom driving us toward an effective, paperless learning environment.

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.

A waiver has been requested for the past 3 years. Our administration feels the availability of staff has made a positive impact on our students and I feel our students have not missed out on academic opportunities since they have been on campus.

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

Our technology driven, teacher led program allows for flexibility in scheduling of classes based on specific student needs so there is no set schedule.

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.

Having the program on site is extremely cost effective. The nearest coop is 30 miles away and we currently receive no funds for our Alternative Education program

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 district frequently monitors school report card scores, ACT scores, and dropout rates of all students that at risk and the counselor develops a plan of graduation for students that are at risk of dropping out

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



Temple Public Schools

Superintendent

Randy Batt
rbatt@templeps.org

Counselor

James Keeter
jkeeter@templeps.org

206 School Road
PO Box 400

Temple, OK 73568
Phone: 580-342-6230
Fax: 580-342-6463

MS/HS Principal

Erica Hill
ehill@templeps.org

Elementary Principal

Terri Hooper
thooper@templeps.org

April 10, 2024

State Board of Education

Accreditation

2500 N. Lincoln Blvd.

Oklahoma City, OK 73105

Members of the State Board of Education

Temple Schools is requesting your approval for a Statutory Waiver/Deregulation 70 O.S. 1210.568. We are a small rural district located in Cotton County. We have hosted our own Alternative Education program for years. Our local school board has agreed to this request for approval of a Waiver/Deregulation. Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'R/Batt'. The signature is written in a cursive, somewhat stylized font. The 'R' and 'B' are large and prominent, with the 'att' following in a smaller, more fluid script.

Randy Batt
Superintendent

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Dewey COUNTY Seiling 22J008 SCHOOL DISTRICT

100 N. Elm / PO BOX 780 SCHOOL DISTRICT MAILING ADDRESS Seiling CITY 73663 ZIP CODE

Seiling Alternative Education Academy NAME OF SITE

[Signature] PRINCIPAL SIGNATURE* 03/11/2024 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Greg Gregory SUPERINTENDENT NAME (PLEASE PRINT)

ggregory@seiling.k12.ok.us SUPERINTENDENT E-MAIL ADDRESS

[Signature] SUPERINTENDENT SIGNATURE* 3/11/24 DATE

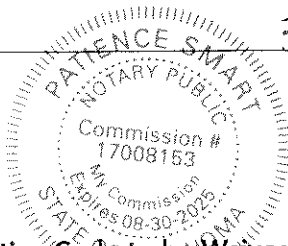
I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on March 11, 2024

[Signature] BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

Patience Smart NOTARY 3-11-24 DATE

08-30-2025 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
2 of 2

ENROLLMENT

High School
 Jr./Middle High
 Elementary
 District Total

RECEIVED APR 03 2024
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.

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.

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.

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

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.

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.

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

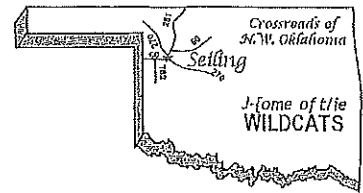
Statutory Waiver/Deregulation Application

- A. We do not want to coop with another district to provide an alternative education setting for our students. The closest district is Canton and it is 20 miles from Seiling. This would pose a hardship for the district to provide transportation to and from their campus. We also feel like our students are best served locally. We currently serve 3 students.
- B. We currently offer an extended school day for the alternative education program. Our flexible schedule allows the program to start at 9:30-3:15; therefore, our students have more hours in the day to complete school work or we can offer them a flexible schedule to fit the student's needs. Our program allows more individual one-on-one instruction and assistance for the students.
- C. We have not participated in a coop previously. Yes, we have been granted this waiver in past years. We feel that being able to serve our students directly on campus allows for more opportunities for completion of credits and graduation. In past years, we have had students successfully complete their courses and graduate.
- D. See attached schedule and calendar.
- E. The financial impact to the district, if granted the waiver, allows the district monies to stay within the district and be used towards our students and facilities. In addition, monies or funds could allow for field trips, supplies, technology, hands on learning, and collaboration activities with the alternative education students
- F. The alternative education students are assessed using the ACT in their junior year and have the opportunity to take it any other year. The teaching staff is assessed using the TLE model. We also look at completion of credits and graduation rates among alternative education students, as well as, post-secondary opportunities for them.

Greg Gregory
Superintendent

Seiling Public Schools

100 N. Elm Street
P.O. Box 780
Seiling, Oklahoma 73663
Phone (580) 922-7383
Fax (580) 922-8019



Brandon Barnett
High School Principal
(580) 922-7382

Brandon Nyberg
Elementary Principal
(580) 922-7381

March 26, 2024

To Whom it May Concern:

Seiling Public Schools would like to request a statutory waiver 70 O.S. § 1210.568 COOP Agreement for our Alternative Education program due to serving less than 10 students in the program. We feel that serving our students locally is the better option than COOPing with another district.

Respectfully,
Greg Gregory


Superintendent
Seiling Public Schools
580-922-7383
ggregory@seiling.k12.ok.us

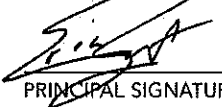
SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 27 school year

Haskell _____ Stigler Public Schools _____
 COUNTY SCHOOL DISTRICT

309 NW "E" Street _____ Stigler _____ 74462 _____
 SCHOOL DISTRICT MAILING ADDRESS CITY ZIP CODE

Stigler High School _____
 NAME OF SITE

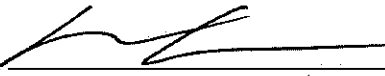
 _____ 04/02/2024 _____
 PRINCIPAL SIGNATURE* DATE

 PRINCIPAL SIGNATURE* DATE

 PRINCIPAL SIGNATURE* DATE

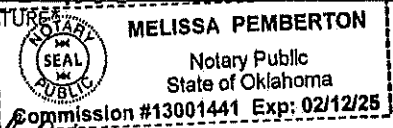
Thomas Kettles _____
 SUPERINTENDENT NAME (PLEASE PRINT)

tkettles@stiglerps.com _____
 SUPERINTENDENT E-MAIL ADDRESS

 _____ 04/02/2024 _____
 SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on April 08, 20 24

 _____
 BOARD PRESIDENT SIGNATURE

NOTARY SEAL →  _____
 NOTARY DATE

02/12/2025 _____
 COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 O.S. 1210.568
 (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


High School
 Jr./Middle High
 Elementary

District Total
RECEIVED APR 09 2024

DATE RECEIVED _____

70 O.S. 1210.568

OAC _____


 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.

Stigler Public School requests a Statutory Waiver for the Alternative Education COOP Agreement regarding 70 O.S. 1210.568. Surrounding school districts have their own programs, and our program enrollment fluctuates and, at times, will drop below ten students. Several students attend our virtual academy, and our experience is that many of our at-risk students did not adjust well to virtual instruction. We are moving these students back into our alternative setting where students experience the support they need. As we identify these at-risk students, we ask for a waiver until our numbers maintain the threshold required by statute. Our closest neighboring district is approximately 12 miles away.

- 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 program will serve students face-to-face with an individualized education platform. This opportunity will benefit our at-risk students and provide each student with a well-rounded education that includes weekly counseling and supplemental support structures to help ensure their success. This program's purpose is to increase the graduation rate and provide students with the best instruction suited to their individual needs and learning styles. Our attendance rate has been very high in this program, and we fully expect that to increase our students' achievement level and, in turn, increase our graduation rate of at-risk students.

- 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.

The positive educational impact on the district includes but is not limited to improved attendance and student morale. Students are much more connected to the district and the extracurricular activities and clubs at a physical site in their home school district. The statutory waiver will allow students to continue to feel that connection to their class and school activities, which in turn will promote positive student and program performance. No adverse impacts of the plan have been noted at this time.

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

Our alternative education class meets from 3:30 PM to 8:45 PM Monday through Thursday. Any vacations, holidays, etc., correspond with our traditional school calendar.

- 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.

This will have a neutral financial impact on our district. We ask to give more flexibility for our students and parents.

- 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.

The outcomes of our alternative education program are evidenced by the number of students who graduate through our program. These students, through hardships and other circumstances, have a much greater chance of being high school dropouts if not given methods of instruction outside of the traditional setting.

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



STIGLER PUBLIC SCHOOLS

IT'S A GREAT DAY TO BE A PANTHER!

DR. THOMAS KETTLES
SUPERINTENDENT

P: 918-967-2805 * www.stiglerps.com
E: tkettles@stiglerps.com

309 N.W. E Street
Stigler, OK 74462

April 02, 2024

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

To Whom It May Concern:

Please find the attached copy of the School Site Statutory Waiver/Deregulation Application for Stigler Public Schools. This waiver is requested for the Alternative Education COOP Agreement regarding 70 O.S. 1210.568 for Stigler Public Schools.

Stigler Public Schools requests a waiver to host an alternative education program with less than ten students on our high school campus. Surrounding school districts have their own programs, and our program enrollment fluctuates and, at times, will drop below ten students. The school intends that students receive increased instructional time if they can attend an alternative education program on campus rather than being transported to a cooperative program site. This statutory waiver will allow students to continue feeling connected to their class and school activities, which will promote positive student and program performance.

Thank you for your time and consideration in this matter to fulfill the needs within our district.

Sincerely,

A handwritten signature in black ink, appearing to be 'Thomas Kettles', written in a cursive style. The signature is fluid and extends across the width of the page.

Thomas Kettles Ed.D.
Superintendent
Stigler Public Schools

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Jackson COUNTY Duke Public Schools I-014 SCHOOL DISTRICT

300 North Chickasaw SCHOOL DISTRICT MAILING ADDRESS Duke CITY 73532 ZIP CODE

Duke High School NAME OF SITE

Michael Gable PRINCIPAL SIGNATURE* 04/05/2024 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

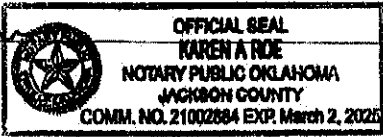
Todd Ware SUPERINTENDENT NAME (PLEASE PRINT)

todd.ware@dukeschools.org SUPERINTENDENT E-MAIL ADDRESS

Todd Ware SUPERINTENDENT SIGNATURE* 04/05/2024 DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on April 8th, 20 24

Michael Smith BOARD PRESIDENT SIGNATURE*



NOTARY SEAL → Karen A. Roe NOTARY 4/8/2024 DATE

3/2/2025 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
2 of 3

ENROLLMENT

High School
 Jr./Middle High
 Elementary

District Total
RECEIVED APR 09 2024

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 have been in a coop for many years with Granite as the LEA. The location is 16 miles from our campus and located on Southwest Technology Center campus. In my tenure at Duke (6 yrs), we have had 2 alt. ed. Students. We had 1 in FY2019 and 1 in FY2022. Every year we have to pay our equal portions of the overhead expenses in the coop (staffing, admin, curriculum etc...). Typically, it is costing us \$11-\$15K out of our general fund. Our alt ed allocations have continued to dwindle every year due to the lack of students in the program. It is not financially feasible to continue in this manner when we are not serving any students.

- 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.**

If we need to serve students in the future, we can do it as well on our campus. Since covid, we all have a digital curriculum platform and can assist us in implementing an alt. program. We currently use the same digital curriculum for virtual classes as our coop alt program has used for years (Edgenuity). We would have a blended model approach with a certified staff member available to the students as they use the digital curriculum.

- 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 awarded this waiver before. Previously we were in a coop with Granite. It has now been dissolved because of the financial strain and impact it is having on all the schools involved. However, for us with typically no students in the program, it is not good financial judgement for us to stay in the coop with us responsible for an equal share of the expenses.

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

Our alt ed schedule would follow our 2024-2025 regular school calendar that is attached. Our regular school day is 8:30am-3:30pm. However, our alt ed daily schedule would run from 12:30pm-4:45pm in our available music room facility that is no longer used for music. It would be a blended model using digital (Edgenuity platform) curriculum with an on site certified alt ed teacher.

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 impact of \$11-\$15K per year would be felt. With no students in the program typically, those dollars help our bottom line in an already tight budget. It would be applied toward annual curriculum needs and/or existing payroll. If we have a student or students in the program, the staff is already in place to manage it, and the curriculum is already part of our virtual offered course work.

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.

High School alt ed students would still take the ACT and data would be included in with their cohort. We would monitor and review data to see outcomes to determine if changes were necessary. Attendance and time spent on curriculum would be monitored daily to see that they stayed on track and in good standing academically. Graduation rates and school report card would be evaluated year to year with the program to see that we are serving students appropriately and getting growth and results expected.

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

Duke Public Schools 2024-2025 Administration Calendar

July 2024 – 0 school days

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024 – 12 days / 3 PDs

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	△	△	△	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024 – 19 days/1 PTC

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024 – 21 days

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024 – 15 days

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024 – 15 days

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July

Office closed on Fridays
July 4 - Holiday

August

Aug 12 - Enrollment @ DPS
Aug 12 - Prof Dev @ DPS
Aug 13 - Prof Dev @ SWTC
Aug 14 - Prof Dev @ DPS
Aug 15 - 1st Day of School

September

Sept 2 - Labor Day-NS
Sept 19 - PTC
Sept 20 - No School

October

Oct 17 - End of 1st 9 weeks
Oct 18-21 - Fall Break-NS
Oct 25 - Fall Festival

November

Nov 8 - Veterans Day program
Nov 11 - Veterans Day-NS
Nov 25-29 - Thanksgiving-NS

December

Dec 20 - Last Day of Semester
Dec 23-Jan 3 - Christmas Break

January

Jan 6 - 1st Day of 2nd Semester
Jan 20 - MLK Jr Day-NS

February

Feb 6 - PTC
Feb 7 - No School
Feb 17 - Presidents Day-NS,
Prof Dev @ SWTC

March

Mar 6 - End of 3rd 9-weeks
Mar 7 - No School
Mar 17-21 - Spring Break-NS

April

Apr 11 - Prof Dev Day
No School
Apr 18-21 -No School

May

May 2 - No School
May 15 - Awards Ceremonies
May 16 - Graduation 6:30/8:00
May 19 - Teacher Work Day

June

Office closed on Fridays

January 2025 – 19 days

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025 – 18 days/1 PD/1 PTC

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025 – 15 days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025 – 19 days

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025 – 11 days / 1 PD

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 2025 – 0 school days

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

○ - No School

□ - Academic Event

△ - Staff Professional Development

NOTICE: Classes will begin at 8:30 a.m. and school will let out at 3:30 p.m.

Board Approved 12/11/2023

04-8-2024

REGULAR MEETING

County of Jackson
State of Oklahoma

I, the undersigned Clerk of Board of Education of Duke Public School District No. 1-014, of Jackson County, Oklahoma do hereby certify that prior to December 15th of the last calendar year the date, time, and place of this regular meeting was filed in the office of the County Clerk of Jackson County, Oklahoma.

I also certify that at least 24 hours prior to the meeting, excluding Saturdays, Sundays, and Holidays, notice of the date, time, place, and agenda of this meeting was posted in prominent public view at the location of the meeting.

Witness my hand and seal of the School District this 13th day of May, 2024.

(School Seal)

Clerk, Board of Education

- 1) The Duke Board of Education met in regular session at 7:00 a.m. on Monday, April 8, 2024 in the school library with four (5) members present.
- 2) President, April Dill, called the meeting to order and roll was taken.
- 3) Jason Milner made a motion and Rana Womack seconded to reorganize the board as follows:
President – Michael Milner Vice President – Drew Darby
Clerk – Jason Milner Member –Rana Womack
Member – April Dill
Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)
- 4) Drew Darby made a motion to approve the following items under the consent agenda:
- Minutes from the March 11, 2024, regular meeting
- Activity Fund expenditures and reports.
- Treasurer’s reports will be available at May meeting.
Motion seconded by April Dill.
Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)
- 5) A motion was made by April Dill and seconded by Jason Milner to approve the following encumbrances for a total of \$4,605.58:
-General Fund: Increases 6, 26, 27, 101
-Building Fund: 12
Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

6) The Principal's Report included discussion on enrollment, end of year ceremonies, and an athletic update.

7) The Superintendent's Report included discussion on spring accreditation, ESSER III Funds, 2024 Bond election, and school Board Member points.

8) A motion was made by Jason Milner and seconded by Drew Darby to approve a resolution determining the maturities of, and setting the date, time and place for the sale of the \$400,000 General Obligation Combined Purpose Bonds of the School District. See attached addendum.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

9) A motion was made by Jason Milner and seconded by Michael Milner to approve an Alternate Education Derogation for school year 2024-2025.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

10) A motion was made by Rana Womack and seconded by Jason Milner to approve Duke School Board Policy FFAF.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

11) A motion was made by Jason Milner and seconded by Drew Darby to approve Temporary Appropriations for fiscal year 2024-2025.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

12) A motion was made by Jason Milner and seconded by Drew Darby to approve an agreement with ADPC for financial software services for school year 2024-2025.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

13) A motion was made by Rana Womack and seconded by April Dill to approve a physical therapy services agreement with Brandy Ames for school year 2024-2025.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

14) A motion was made by Jason Milner and seconded by Rana Womack to approve an agreement with Renaissance Learning for the 2024-2025 school year.
Vote: Drew Darby-Yes; Rana Womack-Yes; Jason Milner-Yes; Michael Milner-Yes;
April Dill-Yes; Motion carried (5-0)

15) A motion was made by April Dill and seconded by Jason Milner to approve an agreement with Lexia Learning Systems, LLC, for the 2024-2025 school year.

Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

16) A motion was made by April Dill and seconded by Drew Darby to accept the resignation of DeLeigh Hodge, Elementary Teacher, effective May 17, 2024.

Vote: Drew Darby – Yes; Rana Womack – Yes; Jason Milner – Yes; April Dill – Yes; Michael Milner – Yes. Motion carried (5-0)

17-18) A motion was made by Jason Milner and seconded by Drew Darby to convene into executive session at 8:14 a.m. discuss candidates for the reemployment of support staff; possibly offering employment contracts for the coming school year for any teacher position that will be open next school year and is currently being taught by a teacher on a temporary, non-continuing employment contract that automatically ends at the end of the current school year; and coaching extra duty assignments for the 2024-2025 school year, as authorized by 25 O.S. Section 307 (B)(1)

Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

19) The board acknowledged its return to open session at 9:39 a.m.

20) A motion was made by Jason Milner and seconded by Drew Darby to approve the reemployment of the following support staff for the 2024-2025 school year: Trisha Carpenter, Isabel Cruz, Janis Herron, Roger Herron, Cindy Howry, Tori Rice, and Karen Roe.

Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

21) A motion was made by Rana Womack and seconded by Jason Milner to offer temporary, certified, non-continuing employment contracts for the 2024-2025 school year to the following individuals: Destiny Von Raesfeld, Elementary Teacher, and Tammy Gilliam, Prekindergarten Teacher.

Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

22) Rana Womack motioned and Jason Milner seconded to offer a temporary teaching contract to Rebecca Darby for the Elementary Teaching position for the 2024-2025 school year.

Vote: Drew Darby–Yes; Rana Womack–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (5-0)

Rana Womack left the meeting at 9:47 am.

23) Jason Milner motioned and April Dill seconded the assignment of Nicholas Gable as Boys Junior High and High School Basketball Coach for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

24) Jason Milner motioned and Drew Darby seconded the assignment of Garret Chambless as Girls Junior High and High School Basketball Coach for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

25) April Dill motioned and Jason Milner seconded the assignment of Orin McGee as Junior High and High School Baseball Coach for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

26) Jason Milner motioned and Drew Darby seconded the assignment of Garret Chambless as Junior High and High School Softball Coach for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

27) Jason Milner motioned and April Dill seconded the assignment of Nicholas Gable as Boys Junior High and High School Golf Coach for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

28) April Dill motioned and Jason Milner seconded the assignment of Nicholas Gable as Athletic Director for the 2024-2025 school year.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

29) There was no new business.

30) April Dill made a motion to adjourn at 9:45 a.m. Seconded by Drew Darby.

Vote: Drew Darby–Yes; Jason Milner–Yes; Michael Milner–Yes; April Dill–Yes; Motion carried (4-0)

President

Vice President

Clerk

Member

Member

Duke Public Schools

"HOME OF THE TIGERS"

P.O. Box 160
Duke, Oklahoma 73532

4/16/2024

State Department of Education Alt Ed Division:

Duke Public Schools I-014 of Jackson County wishes to submit our application for Alternative Education Waiver request for the 2024-2025 school year. Duke schools has been part of a COOP with Granite (LEA), Navajo, Olustee-Eldorado, and Blair Schools for many years. In the last six years, Duke has only had 2 students that have attended the program. We have had no students in the last 3 years. We have always paid our equal share of the payroll and overhead expenses in the program regardless of our number of students or not. Additionally, because of the reduced per pupil funding we receive because of our low numbers, it has made it very difficult for us to continue in this program. Other districts are also feeling the pinch of the financial strain in our COOP. Duke decided we would be leaving the COOP along with other districts. From my understanding, the COOP is dissolving completely at this point. We are in position to serve our students if and when it is needed with our Alternative Education Plan. I hope you all will consider Duke for the Alt Ed waiver for the coming year.

Thank you for your consideration,



Todd Ware
Superintendent
Duke Public School

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Kay COUNTY Kildare SCHOOL DISTRICT

1265 Church Street SCHOOL DISTRICT MAILING ADDRESS Ponca City CITY 74604 ZIP CODE

Kildare NAME OF SITE

B. Shelley PRINCIPAL SIGNATURE* 03/14/2024 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Bruce Shelley SUPERINTENDENT NAME (PLEASE PRINT)

bshelley@kildare.k12.ok.us SUPERINTENDENT E-MAIL ADDRESS

B. Shelley SUPERINTENDENT SIGNATURE* 03/14/2024 DATE

THE WAIVER/DEREGULATION IS REQUESTED FOR:

One Year Only
 Three Years*

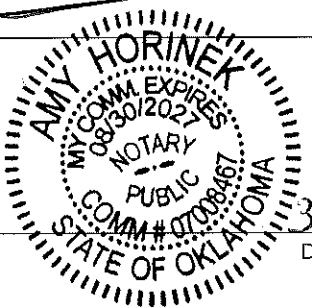
*Please see instruction page for additional requirements for a three year request

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on March 14, 20 24

[Signature] BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

Amy Horinek NOTARY 3-14-24 DATE



08-30-2027 COMMISSION EXPIRATION DATE

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

SDE USE ONLY

PROJECT YEARS 2 of 2

ENROLLMENT

High School
 Jr./Middle High
 Elementary
 District Total

RECEIVED MAR 26 2024

DATE RECEIVED

70 O.S. 1710.568

OAC _____

Cool Agreement NAME OF WAIVER

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

- 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.

Kildare is a Prek-8th grade elementary school district that does not receive alternative education funds from the state. Because of our small class size, 8 students in 6th grade, 9 students in 7th grade and 10 students in 8th grade, we do not believe we need an alternative education classroom. If the need does arrive we feel that our full time counselor and current staff could provide the necessary services.

- 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 have small class sizes(between 8 and 12).

We offer after school tutoring.

We have five teachers assistants to assist students.

Our school report card shows are test scores are at the top in our county.

Our star test scores show most of our students are improving above the norm.

- 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 participated in an alternative education coop.

This school year is the 4th year that we have had a 7th and 8th grade at our school district, previously we were a prek-6th grade district.

We got a waiver in 2021-2022 and feel that our school has been successful without an alternative education classroom(see list on section B).

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

N/A

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.

If the waiver is not granted it would cost our general fund approximately \$100,000.

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.

School report card.

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



Kildare School

District No. 50
1265 Church Street
Ponca City, Oklahoma 74604-7019
Phone (580) 362-2811
Fax (580) 362-3342

February 26, 2024

Mr. Ryan Walters
& State Board of Education

Kildare School requests a school site statutory waiver for Alternative Education. (70-1210.568, Section F) We feel that we do not have students in need of Alternative Education and do not receive state funding for Alternative Education. In lieu of Alternative Education we have small class sizes and provide tutoring for our 7th and 8th Grade students.

Thank you for your consideration.

Respectfully,

A handwritten signature in black ink that reads "Bruce Shelley". The signature is written in a cursive, flowing style.

Bruce Shelley
Superintendent

BS/alh

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Payne _____ Oak Grove School
 COUNTY SCHOOL DISTRICT

8409 E. 9th _____ Cushing _____ 74023
 SCHOOL DISTRICT MAILING ADDRESS CITY ZIP CODE

Oak Grove School _____
 NAME OF SITE

[Signature] _____ 03/04/2024
 PRINCIPAL SIGNATURE* DATE

[Signature] _____ 3/4/24
 PRINCIPAL SIGNATURE* DATE

 PRINCIPAL SIGNATURE* DATE

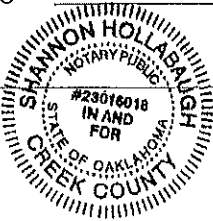
Jamie Cargill _____
 SUPERINTENDENT NAME (PLEASE PRINT)

jamiecargill@oakgrove.k12.ok.us _____
 SUPERINTENDENT E-MAIL ADDRESS

[Signature] _____ 03/04/2024
 SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on March 4, 20 24

[Signature] _____
 BOARD PRESIDENT SIGNATURE*



NOTARY SEAL →

[Signature] _____ 3-4-24
 NOTARY DATE

12-11-2027
 COMMISSION EXPIRATION DATE

Statute/Oklahoma Administrative Code to be Waived: 70 OS 1210-568
 (specify statute or OAC (deregulation) number: (see instructions))

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

THE WAIVER/DEREGUALTION 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

_____ High School
1 Jr./Middle High
 _____ Elementary
 _____ District Total

RECEIVED APR 01 2024

DATE RECEIVED

70 O.S. 1210.568

OAC _____

Coop Agreement
 NAME OF WAIVER

- A. Reason for the Deregulation request. Please include how your students would benefit from this deregulation, what alternative means will have to be employed, and negative effects on your alternative education population if your waiver was to be denied.

We are a K-8 elementary school that has not had a need for an alternative education program in the past or now. We do have a plan if the need shall arise in the future.

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

Our school uses after school tutoring programs as well as mentoring programs for students who are considered at risk. We also offer summer school for students who are in need of that opportunity.

- C. Educational impact to the district: Results of the Statutory Waiver, i.e., effect on student performance levels, and predicted graduation rate.

We have never co-oped for alternative education. We have been awarded this waiver for many years. As previously mentioned, we have had no students in need of an alternative education program. Our continued tutoring/mentoring programs have great success with students.

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)

N/A - no alt. ed. program at this time

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 waiver will have no financial impact on our 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.

We continually monitor our students using various screeners/assessments such as STAR Reading and Math. In addition, we use many other forms of assessment within the classroom to gather data (classroom assessments/benchmarks, screenings, observations, assignments, state testing, etc.) to inform and guide instruction.

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

OAK GROVE PUBLIC SCHOOL
Superintendent: Jamie Cargill

8409 E. 9th St.
Cushing, Ok 74023

Phone: 918-352-2889
Fax: 918-352-4187

March 4, 2024

To: Alternative Education Division

Re: Alternative Education Waiver

We are requesting a 3 year waiver for the Alternative Education Program. We are a K-8 elementary school that has never had a need for an alternative education program. We meet our at-risk student needs with after school tutoring and mentoring programs (when needed). This request was presented, approved, and signed by our school board on March 4, 2024.

Jamie Cargill



Superintendent

Oak Grove School

- 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 waiver request is for a COOP agreement to service under 10 students in our alternative academy for the school years 2025-2028. The closest alternative academy is in Seminole school district. This location is 8 miles away, taking 12 to 15 minutes to reach from our school. If our district were denied our at risk students would be in danger of dropping out of school or not graduating. Additionally, our students that are credit deficient that still attend regular classes would not have the opportunity to use our alternative program as credit recovery, this being detrimental to them. The waiver being approved will help 15 to 20% of our students.

- 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.

This alternative program allows flexible scheduling for our at-risk students and other students that need credit recovery or have to hold down afterschool jobs. Our program had a 100% graduation rate the last year we qualified for an alternative program. Additionally, helping our truancy percentage with our alternative education students attending due to having shorter and more flexible hours.

- 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 an alternative education coop previously. Our alternative education program has shown success for our district in these areas: enrolled students have achieved higher scores academically; therefore, increasing our graduation rate, and attended class more than when enrolled in a traditional setting. Over the last four years Bowlegs has shown the capability of serving our students on campus.

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

Bowlegs Bison Pathways alternative program is operating on the approved district calendar by hours. The program is from 8:00 am to 12:15 pm. daily. The calendar is a full five-day calendar some weeks and other weeks it is four days. The program is directed by our school counselor. It encompasses a well-rounded curriculum (Edgenuity) that meets the needs of our 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.

The financial is minimum cost to the district. This program allows us to better serve our student population.

- 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.

THE alternative academy takes student and parent input by conducting surveys, and will continue monitoring graduation rates and drop-out rates, as well as, credit recovery goals.

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

BOWLEGS PUBLIC SCHOOLS

AGENDA

BOWLEGS BOARD OF EDUCATION - INDEPENDENT SCHOOL DISTRICT NO. 3

REGULAR MEETING April 8, 2024

6:00 p.m. – Bowlegs Administration Office, 100 Bison Drive, Bowlegs, Oklahoma 74830

As required by Section 311, Title 25 of Oklahoma Statutes notice is hereby given that the Board of Education of Independent School District No. 3, Seminole County (#67), Oklahoma, will hold a Regular Meeting on Monday April 8, 2024 at 6:00 p.m. in the Bowlegs Administration Office, Bowlegs, Oklahoma 74830.

Note: *The Board may discuss, vote to approve, vote to disapprove, vote to table or decide not to discuss any item on the agenda.*

1. Call to order; establish a quorum.
2. Treasurer's Report.
3. Consent Agenda: *All of the following items; which concern reports and items of a routine nature normally approved at board meetings, will be approved by one vote unless any board member desires to have a separate vote on any or all of these items. The consent consists of the discussion, consideration, and approval of the following items:*
 - a) Minutes for Regular Board meeting March 11, 2024.
 - b) Financial report and purchase orders for General Fund#120, Co-Op Fund, Building Fund #22, Building Bond Fund #14, Change Orders #64,#88, Financial Report of General Fund, Co-Op Fund, Building Fund, Building Bond Fund, Activity Fund, and Sinking Fund.
 - c) The McRel leader evaluation model adopted by the board will be the exclusive evaluation process for leaders (Principals/Administrators) as the district's leader evaluation model for the 2024-2025 school year.
 - d) The Tulsa Model teacher evaluation system (OKTLE) adopted by the board will be the exclusive evaluation process for teachers for the 2024-2025 school year.
4. Approve statutory waiver/deregulation application for alternative education for 2025-2028 school years.
5. Vote to approve service agreement with Zach Robbins (grant writer) for grant writing services for the completion of the COPS SVPP FY24 Grant on or before due date.
6. Board to consider and take action on a resolution determining the maturities of, and setting a date, time and place of the sale of the \$405,000 General Obligation Building Bonds of the School District.
7. Vote to approve or disapprove Resolution for Schools and Libraries Universal Services (E-Rate) for 2024-25. This resolution authorizes filing of the Form 471 application(s) for funding year 2024-25 and the payment of the applicant's share upon approval of funding and receipt of services.
8. Vote to convene or not to convene into Executive Session to discuss:
 - a) Personnel as listed, administrators as per schedule A, certified staff per schedule B, support staff per schedule C for the school year 2024-2025. 25 O.S. § 307 (B) (1)
9. Acknowledge return to open session.
10. Executive Session compliance statement.
11. Vote to approve employment (unassigned) of administrators as per schedule A, certified staff per schedule B, support staff as per schedule C for school year 2024-2025.
12. Principal's report

Bowlegs Public Schools 2024-2025

1st Semester

Days Instruction - 87+1=88
Start: August 7th - End: Dec. 19
Professional Days - 3

2nd Semester

Days Taught -71+1=7
Start: January 6 - End: May 8
Professional Days - 2

August 2024				
M	T	W	T	F
			1	2
			8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2024				
M	T	W	T	F
2	3	4	5	6
Labor Day				
	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Hours 158 School Days x 425 minutes per day = 1119.16 hours + 12 hours p/t conf. + 30 hours PD = 1161.16 total hours

October 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
PTC	PTC		DT	Fall
14	15	16	17	18
Break				
21	22	23	24	25
28	29	30	31	

November 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Thanksgiving Break				

December 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18		20
23	24	25	26	27
CHRISTMAS BREAK				
30	31			

January 2025				
M	T	W	T	F
		1	2	3
		NS	NS	PD
	7	8	9	10
13	14	15	16	17
20	21	22	23	24
MLK NS				
27	28	29	30	31
				NS

February 2025				
M	T	W	T	F
3	4	5	6	7
				NS
10	11	12	13	14
				NS
17	18	19	20	21
				NS
24	25	26	27	28
PTC	PTC			DT

March 2025				
M	T	W	T	F
3	4	5	6	7
				NS
10	11	12	13	14
				SNOW
17	18	19	20	21
SPRING BREAK				
24	25	26	27	28
				SNOW
31				

April 2025				
M	T	W	T	F
	1	2	3	4
				SNOW
7	8	9	10	11
				SNOW
14	15	16	17	18
				GF
21	22	23	24	25
				NS
28	29	30		

May 2025				
M	T	W	T	F
			1	2
5	6	7		9
				PD
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NO SCHOOL				
Snow Day				
Professional Development				

1st Qtr ends 10/11/24 45 Taught 3 PD
2nd Qtr ends 12/19/24 43 Taught
3rd Qtr ends 2/28/25 35 Taught 2 PD
4th Qtr ends 5/08/25 37 Taught
PT= Parent Teacher Conference
Oct. 7 & 8 3:45 - 6:45pm
Feb. 24 & 25 3:45 p.m. - 6:45 p.m.

Snow days may be used as instructional days in the event days are missed due to inclement weather
* Eighth Grade Graduation, Thursday May 8 and High School Graduation Friday May 9
*Teachers will check out May 9, 2025

BOWLEGS PUBLIC SCHOOLS

Independent District No. 3

PO BOX 88

BOWLEGS, OK. 74830

405-398-4172

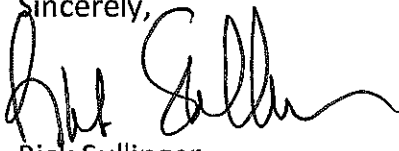
Fax 405-398-4175

April 1, 2024

Accreditation:

Bowlegs Public Schools requests a statutory waiver 70 O.S. § 1210.568 COOP Agreement to service under 10 students in our alternative education program for the 2025-2028 school years. It is allowing us to continue to serve our students in an alternative setting that offers them an additional pathway to success. Additionally, being able to house our students who need credit recovery, allows them a flexible scheduling option to provide another pathway to success.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Sullinger", with a long, sweeping underline.

Rick Sullinger

Superintendent

Bowlegs Public School

405-398-4172 ext. 101

- 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.

Marble City Public School is a PreK-8th grade school district that has never had an Alt. Ed program, nor have we ever received any funding. Our school is located 15 miles from Sallisaw, OK which would be the closest possible district to discuss a coop with. If our waiver were to be denied we would have to find a school to coop with or look at establishing our own program, which would make no sense since we currently serve 77 students PreK-8th. One hundred percent of our student population benefits if our waiver is approved, our students need as much in class instruction as possible.

- 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.

Marble City Public School usually has 15 or less 7th and 8th grade students combined. Our small class size creates student-teacher ratios that are more conducive to effective learning for all students, not just at risk students. We require students to attend classes all day during a traditional school day which is longer than the 4 hours and 12 minutes required for an Alt Ed program. Finally our classes are taught by certified teachers that are Highly Qualified in core subject areas. Alt Ed teachers are certified but are not required to have grade specific or subject specific certification areas. As a PreK-8th grade district, graduation rates are not applicable to us. We believe that we would be doing our students a disservice by having an Alt Ed program.

- 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.

Marble City Public School has never had or been associated with an Alt Ed program. We have been awarded this waiver previously and it has benefitted all of our students by requiring them to attend school all day and be taught by Highly Qualified teachers. As a PreK-8th grade district that currently serves 77 students, we only have one site.

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

Since Marble City Public School has never had an Alt Ed program our students have attended school during a traditional school day. This allows all of our students to be taught by Highly Qualified teachers, participate in extracurricular activities and receive the best educational opportunities we can provide on a daily basis.

- 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.

Marble City Public School students need more instructional time, not less. If we were required to implement and Alt Ed program we would be spending more money to do less educating, our students deserve better than that.

- 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.

At the end of each cycle, teachers, students, parents and other stakeholders will be surveyed to see if the needs of our students are being met. School Report Card information and Star Testing information will be reviewed to ensure the deregulation is not having an adverse impact on our students.

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

MARBLE CITY PUBLIC SCHOOL

P.O. BOX 10

MARBLE CITY, OK 74945

918-775-2135

918-775-3019

Wade Stafford, Superintendent

Marble City Public School Board of Education

Marble City, OK

March 7, 2024

The Marble City Public School Board met in regular session on March 7, 2024 at 9:00 a.m. in the board room of the Marble City Public School.

Call to Order – Nancy Fields calls meeting to order.

Roll Call – Nancy Fields, Reba Rodgers were present. Pauline Pettit was absent. Quorum was established and meeting was officially open for business.

Item 3 – Board approved the minutes from the regular board meeting held February 12, 2024 on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 4 – Public hearing to allow tribal officials and parents of Indian Children to discuss the school's Impact Aid Program, to make recommendations concerning the needs of their children, the LEA's Education Program and the degree of parental participations allowed. Discussion only.

Item 5 – Board approved Auditors Engagement Letter and Auditors Contract for Audit of 2023-2024 school year with Drew Kimble, C.P.A. on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 6 – Board approved OKTLE contract for the 2024-2025 school year on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 7 – Board approved Sylogist (formerly M.A.S.) Contract for the 2024-2025 school year for the financial software, student information system and gradebook on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 8 – Board approved First Class Induction Program stipends for Erica Liberto, Zena Stafford, and Garren Walker on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 9 – Board approved the following consent agenda on a motion by Nancy, second by Reba. Vote: Nancy – yes, Reba – yes. Motion carried.

- a) Moment of Silence - EMI Policy
- b) Flags - EMBD Policy
- c) Safety Drills - CKC Policy
- d) Fire Drill Rules and Procedures - CKC-R1 Policy
- e) Tornado Drills Rules and Procedures – CKC-R2 Policy
- f) School Security Surveillance Cameras – CKAJ Policy
- g) Parent Participation in the School District – EHBDBA Policy
- h) Parent-Teacher Conferences – EIAD Policy
- i) Notification – EHBDBA-E Policy

Item 10 – Board approved OAC 210:35-5-71 Library Media Services Elementary School Deregulation Application on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 11 – Board approved statutory wavier 70 O.S. § 1210.568 when a school wants to serve fewer than 10 students in an Alternative Education program instead of co-oping with other districts on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

Item 12 – Board approved all warrants, encumbrances and reports on a motion by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried.

2023 – 2024

General Fund (11)	PO's:	105 - 111
	Warrants:	538 - 625
Building Fund (21)	PO's:	NO PO'S
	Warrants:	NO WARRANTS
Activity Fund (60)	PO's:	54 - 57
	Warrants:	55 - 58

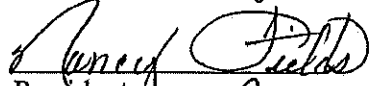
Item 13 – No resignations submitted.


Item 14 – Superintendent and Lawyers report to the board.

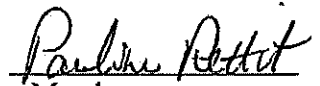
Item 15 – No public response.

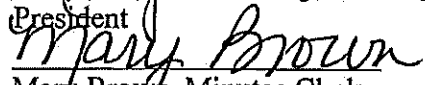
Item 16 – No new business.

Item 17 – Motion to adjourn by Reba, second by Nancy. Vote: Nancy – yes, Reba – yes. Motion carried. Board adjourned at 9:42 a.m.


President


Clerk


Member


Mary Brown, Minutes Clerk

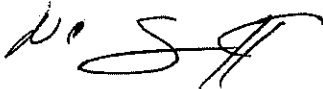
MARBLE CITY PUBLIC SCHOOL

P.O. BOX 10
MARBLE CITY, OK 74945
918-775-2135
918-775-3019 fax

Oklahoma State Department of Education
Accreditation Standards Division

I have included the Marble City Public School Statutory Waiver 70 O.S. § 1210.568 and OAC 210:35-29-2 with this letter. The School Site Statutory Waiver/Deregulation Application cover page includes a statement signed by our School Board President reflecting the date of Board Approval for the Statutory Waiver request. The cover page also includes a Notary Signature documenting our Board President's signature. I have also included a copy of the official minutes reflecting the School Board's approval of the Statutory Waiver request. Please let me know if you need anything else.

Sincerely,



Wade Stafford
Superintendent
Marble City Public School

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 24 - 20 25 school year

Sequoyah COUNTY Moffett Public School SCHOOL DISTRICT

701 Belt St. SCHOOL DISTRICT MAILING ADDRESS Moffett CITY 74946 ZIP CODE

Moffett School NAME OF SITE

[Signature] PRINCIPAL SIGNATURE* 03/26/24 DATE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Lance Stuart SUPERINTENDENT NAME (PLEASE PRINT)

lstuart@moffett.k12.ok.us SUPERINTENDENT E-MAIL ADDRESS

[Signature] SUPERINTENDENT SIGNATURE* 3/26/24 DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on March 26th, 2024

[Signature] BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

[Signature] NOTARY 3-26-24 DATE

5-7-26 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/DEREGUALTION 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

High School
 Jr./Middle High
 Elementary
 District Total

DATE RECEIVED

70 O.S. 1210.51e8

OAC _____

Cool 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.

Our closet School has denied our services for the 2024-2025 school year. The distance to the closet School is 4 miles. If the waiver is denied Moffett School will be out of compliance.

- 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.

Moffett School offers programs before and after school to meet the students needs.

- 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 participated in the alternative ed Coop for 15 years. Moffett School has never applied for this waiver.

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

In my 21 years employed at Moffett School, alternative ed classes have never been implemented.

- 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.**

Moffett School currently has no Alternative Ed students. In the event that Alt. ed would be needed , Moffett School would use resources already available to the school.

- 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.**

TLE and walkthrough observations for staff. Progress reports, report cards and star testing for students.

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



MOFFETT PUBLIC SCHOOL

701 Belt Avenue

P.O. Box 180

Moffett, OK 74946

Phone 918-875-3668 Fax 918-875-3201

Lance Stuart, Superintendent

Jonathan Moore, Principal

April 15, 2024

Moffett Public School is requesting an Alternative Ed waiver for the 2024-2025 school year. We lost our Co-op with Roland Public Schools.

Thank you

A handwritten signature in black ink that reads "Lance Stuart". The signature is written in a cursive style.

Lance Stuart, Superintendent

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 25 - 20 28 school year

Texas COUNTY Tyrone SCHOOL DISTRICT

Po Box 168 SCHOOL DISTRICT MAILING ADDRESS Tyrone CITY 73951 ZIP CODE

Tyrone Learning Academy NAME OF SITE

PRINCIPAL SIGNATURE* DATE

[Signature] 3-18-24
PRINCIPAL SIGNATURE* DATE

[Signature] 3/18/24
PRINCIPAL SIGNATURE* DATE

Josh Bell SUPERINTENDENT NAME (PLEASE PRINT)

thssupt@tyronebobcats.org SUPERINTENDENT E-MAIL ADDRESS

[Signature] 3-18-24
SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on March 18th, 20 24

[Signature]
BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

[Signature] 3/19/24
NOTARY DATE

9/15/2006 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 2 of 3

ENROLLMENT

High School

Jr./Middle High

Elementary

District Total

DATE RECEIVED

70 O.S. 1910.568

OAC _____

Cool 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.

The waiver request is due to losing our coop agreement with Hooker Public Schools. The next available Coop would be with Guymon Public Schools a 30 minute commute one way. If our district was denied, our at risk students would be in greater danger of dropping out of school. With the approval of this waiver and the advancements in online programs we feel its in the students bests interests to work in our school setting to ensure stability and success.

- 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 program will meet all the requirements according to 70 O.S. 1210-568. With the new online curriculum our students will have more than one platform and oppurtunity to have their needs met. It will also be in flexible small group settings within the normal school hours. Many of our at risk kids also have work obligations to work around.

- 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 were approved a waiver for school years 2022-2024. Receiving this waiver allows us to make a educational impact to the district and will give students the oppuntunity to receive a quality education without the burden of travel to a coop that is 30 miles away. We are a small rural district serving less than 220 students.

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

The Tyrone Learning Academy will start at 8:00 a.m. and end at 3:00 p.m. Monday -Thursday. All students will be provided transportation, breakfast, and lunch services as traditional students are. A certified teacher will oversee their instructional times.

- 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.

Costs that would be incurred include a portion of a teacher salary.

- 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.

The program will be assessed through the monitoring of ACT scores, graduation rate, drop out rates, credit recovery information, grades and student surveys.

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

TYRONE PUBLIC SCHOOLS

Donovan Smith
Elementary Principal
Phone 580-854-6298
Email dsmith@tyronebobs.org

Josh Bell
Superintendent of Schools
P.O. Box 168
Tyrone, Oklahoma 73951
Phone 580-854-6298
jhsupt@tyronebobs.org

Clay Witt
High School Principal
Phone 580-854-6298
wwitt@tyronebobs.org

Dear Sir or Madam:

I am requesting a statutory waiver (70 O.S. 1210.568) for the 2024-2027 Alternative Education Program. We are a small rural school district in the Oklahoma Panhandle who's closest Coop program is 30 miles away. We serve fewer than 10 students through this program in over a 10 year period. With the nearest Coop being 30 miles it adds additional stress on our students and overall transportation and financial burden to the district.

Sincerely,



**Josh Bell
Superintendent
Tyrone Public School**

SCHOOL SITE STATUTORY WAIVER/DEREGULATION APPLICATION

for 20 25 - 20 27 school year

Woods COUNTY Freedom Public Schools 76-1006 SCHOOL DISTRICT

1138 Eagle Pass/PO BOX 5 SCHOOL DISTRICT MAILING ADDRESS Freedom CITY 73842 ZIP CODE

Freedom Public Schools NAME OF SITE

PRINCIPAL SIGNATURE* DATE

PRINCIPAL SIGNATURE* DATE

Freida Burgess 4-15-2024
PRINCIPAL SIGNATURE* DATE

Freida Burgess
SUPERINTENDENT NAME (PLEASE PRINT)

burgess6803@gmail.com
SUPERINTENDENT E-MAIL ADDRESS

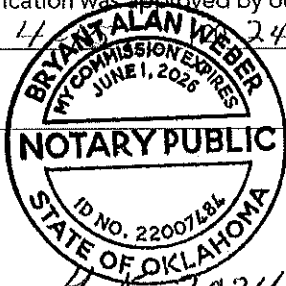
Freida Burgess 4-15-2024
SUPERINTENDENT SIGNATURE* DATE

I hereby certify that this waiver/deregulation application was approved by our local board of education at the meeting on 4/15/24

[Signature]
BOARD PRESIDENT SIGNATURE*

NOTARY SEAL →

Bryant Alan Weber 4-15-2024
NOTARY DATE



June 1, 2026
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

High School
 Jr./Middle High
 Elementary

 District Total

RECEIVED APR 16 2024

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.

Freedom Public Schools is a very small rural school who rarely has alternative education students; however, when needed, we must be prepared and have access to program materials and teachers. Our school is located at least 30 minutes from any other school with alternative education and the cost of transportation and staffing to transport, far outweighs the funds received for Freedom Public Schools.

- 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.

Freedom has a room dedicated for serving students and a full plan in place which allows us to work individually with students. We utilize edgenuity for classes if needed and individual teachers as needed, dependent upon each student. We also build individual schedules based upon the need of each student to ensure they are in the least restrictive environment necessary for them to be successful. This means that some students are mainstreamed into regular and elective classes as possible. The flexibility in our schedule allows us to develop and deliver an individualized program for every student including the possibility of job shadowing, work study, and internships as appropriate.

The above plans are much more successful for our students than transporting 30 minutes in the morning and in the afternoon to sit in programs where they are simply in front of a computer all day with little interaction with other students.

- 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. A positive is that funding is available to develop plans and have access to programs when needed. The negative is the all the time transporting and programs that aren't necessarily as successful. This and the added cost to our district to hire a driver and pay for transportation are huge negatives for our district. The added cost would definitely have a negative impact on our district, especially at a time when funding is already down.

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

Students would be on the same schedule and calendar as all students unless the team decided it would be best for the students to be on a different schedule and calendar. Assessments would vary based upon the needs of the students; however, we would use the assessment tools we already have in place through IXL, STAR and built in HMH assessments through our new curriculum as well as others needed to help assure success and meeting students where they are. Each student would have an individual plan based upon level and needs.

- 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.

A positive is that funding is available to develop plans and have access to programs when needed. The negative is all the time transporting and programs that aren't necessarily as successful. This and the added cost to the district to hire a driver and pay for transportation are huge negatives for our district. The added cost would definitely have a negative impact on our district especially at a time when funding is already down.

- 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.

Looking at all assessment information as well as success in internships, job shadowing, and other programs overall. Act scores will be considered as well as graduation rates and beyond graduation information that can be gathered.

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

Freedom Public Schools

"Freedom to Learn"

Mrs. Freida Burgess – Superintendent/Counselor

Mr. Bryant Weber – Principal/District Supervisor

P.O. Box 5/1138 Eagle Pass
Freedom, OK 73842

Phone - 580-621-3271
Fax - 580-621-3699

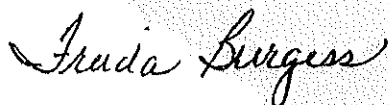
April 15, 2024

Attn: Oklahoma Department of Education

Freedom Schools is requesting for a three-year waiver/deregulation for Alternative Education for Freedom Public Schools. With Freedom Schools being a very small school, we are able to meet the individual needs of all of our students without need an Alternative Education Program. Freedom Schools has had the waiver/deregulation for Alternative Education for several years and continues to be successful for the needs of all of our students.

It is with our great appreciation; the Oklahoma State Board of Education approve our waiver/deregulation for Alternative Education. We are requesting for a three-year waiver, which will be for FY 2025, 2026, and 2027. If you should have any questions, please feel free to contact Freida Burgess at 580-621-3271.

Thank you for your time



Freida Burgess

Freedom Schools Superintendent