



Alternative Education Support Document

Revised: May 2025

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

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, Oklahoma Administrative Code (OAC) and the National Standards for Exemplary Practices. 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		Criteria 9	0	out of 3 points.	Choose one
Criteria 2	0	out of 15 points.	Choose one		Criteria 10	0	out of 11 points.	Choose one
Criteria 3	0	out of 12 points.	Choose one		Criteria 11	0	out of 3 points.	Choose one
Criteria 4	0	out of 2 points.	Choose one		Criteria 12	0	out of 3 points.	Choose one
Criteria 5	0	out of 6 points.	Choose one		Criteria 13	0	out of 3 points.	Choose one
Criteria 6	0	out of 3 points.	Choose one		Criteria 14	0	out of 2 points.	Choose one
Criteria 7	0	out of 3 points.	Choose one		Criteria 15	0	out of 12 points.	Choose one
Criteria 8	0	out of 8 points.	Choose one		Criteria 16	0	out of 6 points.	Choose one

Needs Assessment Completed:	Choose one	Date Received:			Implementation Plan Completed:	Choose one	Date Received:			
Teaching Out of Certification Exemption Request(s) Received:	Choose one	Date Received:			Statutory Waiver Approved	Choose one	Date Approved & Years			
First Day of School:					Deregulation for Abbreviated Day Application Approved	Choose one	Date Approved & Years			
Authorization to Pay Forms Received:		Date Received:			District representatives attended Alternative Education annual meeting:	Choose one	Date of Meeting:			
Schools Sending Students to Co-op:					Memorandum(s) of Understanding Received (from Co-op Schools)	Choose one				
HB 2520: 1210.568 B.1										
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		Needs Improvement		Effective		Highly Effective				
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score			
Program did not apply for a waiver to serve less than 10 students.						Waiver was submitted and approved (or waiver not needed).				
		Student to certified teacher ratio exceeds the recommended class size of 15:1		The program meets the preferred 15:1 ratio.		The program meets the 15:1 ratio expectation, includes additional staff support and re-engaged students (former dropouts) were actively recruited for participation in the program.				
Noncompliant Total:		0	Needs Improvement Total:		0	Effective Total:		0	Highly Effective Total:	0
Section Score:	Choose one	Non-Compliant: 0 Needs Improvement: 1-4 point Effective: 5 points Highly Effective: 6 points								
Notes or Recommendations:										

HB2520: 1210.568

OAC 210:35-29-8; Best Practice: 4.4

Criteria 2

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

Noncompliant/Ineffective		Needs Improvement		Effective		Highly Effective		
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score	
The program failed to meet the required minimum daily instructional time of 4 hours and 12 minutes/5 days a week or 756 hours in a 165 day school calendar and does not have a dereg waiver.				The program meets the required minimum daily instructional time of 4 hours and 12 minutes/5 days a week or 756 hours in a 165 day school calendar (or has an approved dereg waiver).		The program exceeds the minimum instruction time requirements.		OAC 210:35-29-2 (A, B)
		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.		Best Practice: 3.10, 6.1, 6.2, 6.8, 6.9, 15.1
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, behavior, 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.		Best Practice: 3.10, 12.7
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.		Best Practice: 3.10, 4.6, 15.6
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.		Best Practice: 3.6, 8.2, 15.9
Noncompliant/Ineffective Total:		0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:	Choose one	Non-Compliant/Ineffective: 0-3 points Needs Improvement: 4-9 points Effective: 10-13 points Highly Effective: 14-15 points						
Notes or Recommendations:								

HB 2520: 1210.568 B.3											
Criteria 3											
Include an intake and screening process to determine eligibility of students											
Student Application Packet:	Choose one		Intake Committee:	Choose one		At Risk Identification Form	Choose one				
Noncompliant/Ineffective		Needs Improvement		Effective		Highly Effective					
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score				
The program was used in place of special education, credit recovery, remediation or an out-of-school suspension placement.				The program serves students who are at greatest risk of not completing high school for reasons other than a disability.		The program serves students who are at greatest risk of not completing high school for reasons other than a disability, and makes efforts to serve overage/under-credited students.		HB2520: 1210.566; OAC 210:35-29-8			
No formal intake and screening process is in place or the process is circumvented.		An intake and screening process is written with one or two staff members making student placement decisions.		A committee, including teachers, school administration, and counselors from traditional and/or alternative education, is involved in the intake and screening process.		A committee, including teachers, school administration, counselors from traditional and/or alternative education, parents, and students, is involved in the intake and screening process.		HB2520: 1210.568; OAC 210:35-29-8 (3); Best Practice: 3.4			
The program does not use student records to determine eligibility in the program.		The program has student records for enrollment in the program including attendance, academics and behavior.		The program has student records for enrollment in the program including attendance, academics, behavior, at-risk assessment, and student contracts.		The program has student records for enrollment in the program in all areas, including attendance, academics, behavior, at-risk assessment, student contracts, student responsibilities, student questionnaire/essay, and parent questionnaire/essay.		Best Practice: 3.3, 3.7, 7.2, 7.7, 7.8, 7.9, 10.3			
Program includes students not meeting the definition in the Alternative Education Rules of an at-risk student (Rules 210:35-29-2).				All students enrolled in the program meet the definition of an at-risk student. (Rule 210:35-29-2).		All students enrolled in the program meet the definition of an at-risk student (Rule 210:35-29-2) and the program is accurately described as a "school of choice".		OAC 210:35-29-2; 210:35-29-8 (3A); Best Practice: 3.5; 7.1			
Noncompliant/Ineffective Total:		0		Needs Improvement Total:		0		Effective Total:		0	
Section Score:		Choose one		Non-Compliant/Ineffective: 0-3 points		Needs Improvement: 4-7 points		Effective: 8-10 points		Highly Effective: 11-12 points	
Notes or Recommendations:											

HB 2520: 1210.568 B.4							
Criteria 4							
Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students.							
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
District does not have a certified teacher in the program.		District has a certified teacher in the program but has not submitted a required 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.			
Noncompliant Total: 0		Needs Improvement Total: 0		Effective Total: 0		0	
Section Score:	Choose one	Non-Compliant: 0 points Needs Improvement: 1 point Effective: 2 points					
Notes or Recommendations:							
HB 2520: 1210.568 B.5							
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/Ineffective		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
District does not provide annual staff PD training nor tools that support the target student population as identified in the District Wide Student Needs Assessment (DWSN) or at-risk identifier				Alternative Education staff attended 4-6 trainings (fall or spring mtgs., monthly webinars, coffee w/ alted team, or other PD for poverty, trauma, learning disabilities, family instability, cultural differences, etc.)		Alternative Education staff attended Fall and Spring regional meetings, AltEd Talks, and Coffee w/ the AltEd team during this school year.	
Faculty and staff are assigned to the program because of availability, curriculum certification or administrative convenience and not based on the proven success with students at-risk of school failure		Teachers have no previous experience as an Alternative Education teacher or additional training to work with at-risk students		Staff are selected based on experience in alternative education, success with at-risk students, or relevant personal/educational background. (Ex. teachers are trained in trauma-informed practices, Ruby Payne, etc.).		Faculty and staff have three or more years experience and have attended professional development each year to improve their understanding of working with at-risk students.	
Noncompliant/Ineffective Total: 0		Needs Improvement Total: 0		Effective Total: 0		Highly Effective Total: 0	
Section Score:	Choose one	Non-Compliant/Ineffective: 0-2 points Needs Improvement: 3 points Effective: 4 points Highly Effective: 5-6 points					
Notes or Recommendations:							

HB2520: 1210.567 (B), 1210.568 (B5); OAC 210.35-29-8 (4); Best Practice: 5.2

OAC 210:35-29-8 (5). Best Practice: 4.5, 4.7

HB2520: 1210.568 (B5) OAC 210:35-29-8 (5) Best Practice: 4.1, 4.2

HB 2520: 1210.568 B.6							
Criteria 6							
Reflect appropriate collaborative efforts with state agencies and local agencies serving youth							
List of State and Local partnerships:							
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
No collaboration with community agencies		Limited (2-3) effort to actively engage the students with community agencies, organizations or individuals.		Coordinates services across multiple (4 or more) community organizations to provide benefits to the community.		Community service is considered integral to the success of the alternative education program. School leadership meets with partners to plan community service opportunities.	
Noncompliant Total: 0		Needs Improvement Total: 0		Effective Total: 0		Highly Effective Total: 0	
Section Score:	Choose one	Non-Compliant: 0 points Needs Improvement: 1 point Effective: 2 points Highly Effective: 3 points					
Notes or Recommendations:		Information provided in the district's Alt Ed Implementation Plan in single sign-on should reflect what is actually happening in the program.					
HB 2520: 1210.568 B.7							
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:			
Noncompliant		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
The program does not use evidence based curriculum that meets the minimal state and federal standards.				The program uses evidence-based curriculum that meets state and federal standards.		The program uses evidenced-based curriculum that meets state and federal standards and other curriculum (i.e. project based learning, ancillary materials, self-directed learning).	
Noncompliant Total: 0		Needs Improvement Total: 0		Effective Total: 0		Highly Effective Total: 0	
Section Score:	Choose one	Non-Compliant: 0 points Needs Improvement: XX points Effective: 2 points Highly Effective: 3 points					
Notes or Recommendations:							

HB 2520: 1210.568 B.8							
Criteria 8							
Offer individualized instruction							
Noncompliant/Ineffective		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Students primarily work independently on an online platform.		There is little evidence of differentiation in the instructional approach used with each individual student.		The individualized instructional plan provides instructional supports for struggling students. (ex. tutoring, check-in w/ teacher/counselor, adjusted hours, internships, etc.)		Program evaluates student's academic progress weekly. Individual instruction is differentiated and personalized to meet the needs of individual students.	
Students have not created an individualized learning plan		Students have created an individualized learning plan, but no evidence of differentiated personalized services are evident.		Students and teachers monitor the learning plan to track progress, academic achievement, show evidence of meeting targeted goals and post-secondary plans.		In addition to Effective, students can articulate their plan regarding their academic goals, internships, job-shadowing, community involvement, post-secondary plans, etc.	
Alternative education students' schedules are not entered in the student information system (SIS) correctly.				Student schedules are entered in the student information system (SIS) correctly and graduates have been exited upon completion of credit requirements.			
Noncompliant/Ineffective Total: 0		Needs Improvement Total: 0		Effective Total: 0		Highly Effective Total: 0	
Section Score: Choose one		Non-Compliant/Ineffective: 0-1 points Needs Improvement: 2-4 points Effective: 5-7points Highly Effective: 8 points					
Notes or Recommendations:		This criteria specifically addresses individualized and differentiated instruction for students. It is not ICAP.					
HB 2520: 1210.568 B.9							
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 written program goals and objectives.		The program's goals are not driven by data from the at-risk student population.		The program developed SMART goals which are data driven and focused on an at-risk population.		In addition to effective, 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: Choose one		Non-Compliant: 0 points Needs Improvement: 1 points Effective: 2 points Highly Effective: 3 points					
Notes or Recommendations:							

Criteria 10

Include counseling and social services components

Noncompliant/Ineffective		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 are readily available to all students on a monthly basis and include discussions on potential next steps after graduation.		A wide range of group and/or individual counseling services were provided twice monthly, addressing academic, career, and social well-being.		Best Practice: 8.6, 11.1, 15.7			
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.		Best Practice: 3.8, 11.5			
Counselors are not adequately certified.				Counseling services are provided by a licensed school counselor and/or LPC, LADC, LCSW, or LMFT.				HB2520: 1210.567 (10)			
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.		OAC 210: 35-39-8 (C) Best Practice: 3.8, 7.5, 9.4			
Noncompliant/Ineffective Total:		0	Needs Improvement Total:		0	Effective Total:		0	Highly Effective Total:		0
Section Score:		Choose one		Non-Compliant/Ineffective: 0-3 points Needs Improvement: 4-5 points Effective: 6-8 points Highly Effective: 9-11 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		Needs Improvement		Effective		Highly Effective		
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score	
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 participate in internships and/or job-shadowing.		
Noncompliant Total:		0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:	Choose one	Non Compliant: 0 points Needs Improvement: 1 points Effective: 2 points Highly Effective: 3 points						

Notes or Recommendations:

70 O.S. 1210.508-4
Best Practice: 5.12,
11.6, 11.7, 11.4,
11.8

Criteria 12

Offer life skills instruction

Noncompliant		Needs Improvement		Effective		Highly Effective					
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score				
Life skills instruction was not provided		Life skills lessons are not integrated weekly into instruction.		Life skills lessons of interest to students are offered. Lessons are integrated into weekly instruction.		Life skills instruction are offered daily and include 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.					
Noncompliant Total:		0	Needs Improvement Total:		0	Effective Total:		0			
Section Score:		Choose one		Non-Compliant: 0 points		Needs Improvement: 1 point		Effective: 2 points		Highly Effective: 3 points	

Notes or Recommendations:

OAC 210: 35-29-8 (12)
Best Practice: 5.11, 9.2, 9.6,
15.5, 15.7

Criteria 13

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

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 provide opportunities for students to participate in any fine arts.		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.					
Noncompliant Total:		0	Needs Improvement Total:		0	Effective Total:		0	Highly Effective Total:		0
Section Score:		Choose one		Non-Compliant: 0 points Needs Improvement: 1 points Effective: 2 points Highly Effective: 3 points							

HB2520: 1210.568 (B13)

Notes or Recommendations:

Criteria 14

Provide a proposed annual budget

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

HB2520:
1210.568
(B14)

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:																																																																									
<table border="1"> <tr> <td colspan="2">Noncompliant/Ineffective</td> <td colspan="2">Needs Improvement</td> <td colspan="2">Effective</td> <td colspan="2">Highly Effective</td> </tr> <tr> <td>0 point ea.</td> <td>Score</td> <td>1 point ea.</td> <td>Score</td> <td>2 points ea.</td> <td>Score</td> <td>3 points ea.</td> <td>Score</td> </tr> <tr> <td>Program did not submit a the District Wide Student Needs Assessment (DWSNA) by June 30.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Program submitted the District Wide Student Needs Assessment (DWSNA) by June 30.</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Alternative Education students are not provided with standard services (library access, school nutrition, transportation, etc.).</td> <td></td> <td>Students are provided with the same standard services as the traditional school (library access, school nutrition, transportation, etc.).</td> <td></td> <td>Facilities, instructional materials, and staffing levels support program quality and has a contribution of local funds beyond the state allocation.</td> <td></td> </tr> <tr> <td>Students work independently on an on-line curriculum with little to no interaction with teachers or peers</td> <td></td> <td></td> <td></td> <td>The program was designed to ensure continual daily, personal interaction with certified teacher(s) in the alternative education classroom.</td> <td></td> <td>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.</td> <td></td> </tr> <tr> <td>Classroom conditions are not conducive to learning for alternative education students.</td> <td></td> <td></td> <td></td> <td>Classroom has adequate space, light, and amenities conducive to learning.</td> <td></td> <td>In addition to EFFECTIVE, classroom space includes multiple classrooms, outdoor space, art space, and/or physical education area.</td> <td></td> </tr> <tr> <td colspan="2">Noncompliant/Ineffective Total: 0</td> <td colspan="2">Needs Improvement Total: 0</td> <td colspan="2">Effective Total: 0</td> <td colspan="2">Highly Effective Total: 0</td> </tr> <tr> <td>Section Score:</td> <td>Choose one</td> <td colspan="6">Non-Compliant/Ineffective: 0-3 points Needs Improvement: 4-7 points Effective: 8-10 points Highly Effective: 11-12 points</td> </tr> <tr> <td>Notes or Recommendations:</td> <td colspan="7"></td> </tr> </table>								Noncompliant/Ineffective		Needs Improvement		Effective		Highly Effective		0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score	Program did not submit a the District Wide Student Needs Assessment (DWSNA) by June 30.						Program submitted the District Wide Student Needs Assessment (DWSNA) by June 30.				Alternative Education students are not provided with standard services (library access, school nutrition, transportation, etc.).		Students are provided with the same standard services as the traditional school (library access, school nutrition, transportation, etc.).		Facilities, instructional materials, and staffing levels support program quality and has a contribution of local funds beyond the state allocation.		Students work independently on an on-line curriculum with little to no interaction with teachers or peers				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.		Classroom conditions are not conducive to learning for alternative education students.				Classroom has adequate space, light, and amenities conducive to learning.		In addition to EFFECTIVE, classroom space includes multiple classrooms, outdoor space, art space, and/or physical education area.		Noncompliant/Ineffective Total: 0		Needs Improvement Total: 0		Effective Total: 0		Highly Effective Total: 0		Section Score:	Choose one	Non-Compliant/Ineffective: 0-3 points Needs Improvement: 4-7 points Effective: 8-10 points Highly Effective: 11-12 points						Notes or Recommendations:							
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HB2520: 1210.566 (D)
Best Practice: 5.14

HB2520: 1210.568 (J)
OAC 210: 35-29-8 (15)
Best Practice: 2.2, 2.11, 5.16, 9.2

Best Practice: 1.8, 1.9, 2.8, 3.2

OAC 25-29-8 (15A) Best Practice: 2.2, 2.11

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 Career Tech:		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		Needs Improvement		Effective		Highly Effective	
0 point ea.	Score	1 point ea.	Score	2 points ea.	Score	3 points ea.	Score
Due to alternative education program design, students cannot participate in extra-curricular programs or activities.		Students have minimal opportunities to participate in extra-curricular activities with the broader school community.		Students can participate in extra-curricular activities onsite or with sending schools or districts.		The program makes a purposeful effort in promoting student engagement in extra-curricular activities with sending schools or districts.	
Due to alternative education program design, students cannot participate in vocational programs onsite or at local vocational schools.				Students can participate in vocational programs (if available) onsite or at local vocational schools.		The program makes a purposeful effort in promoting vocational program opportunities (if available) for students with sending schools or districts.	
Noncompliant Total:	0	Needs Improvement Total:	0	Effective Total:	0	Highly Effective Total:	0
Section Score:	Choose one	Non Compliant: 0-1 points Needs Improvement: 2-3 points Effective: 4-5 points Highly Effective: 6 points					
Notes or Recommendations:							

Best Practice: 5.9,
7.6OAC 210:35-29-8
(16) Best Practice:
5.9, 11.4