

The Alternative Learning Program (ALP) Policies and Procedures

Application: Acceptance into ALP is contingent upon the completion of the Application, Teacher Observation Form, Family Compact, Guidance Questionnaire, and Student Essay. Following the receipt of these documents, an interview will be scheduled with the student and parent/guardian. Prior to the beginning of each of the first three quarters, intake meetings for new students will be held. Students accepted into the program will begin on the first day of the upcoming quarter and must remain at ALP at least through the end of the school year.

High School or Middle School: ALP students who are interested in transitioning back to the High School or Middle School will participate in a transition meeting. In attendance at transition meetings are the student, parent, school administrator, guidance counselor, ALP teacher, and special education teacher (for students with Individual Education Plans). Meetings will result in the development of a transition plan that will provide support for students in their new school settings.

Attendance/Tardiness/Early Dismissal: Rhode Island state law requires all students to attend school each day until the age of sixteen unless ill. If a student is absent due to illness, the parent/guardian must call the Chariho Alternative Learning Academy by 7:45 AM. If a student arrives at school after the start of the school day, the student must be “signed-in” by the parent/guardian. Students who need to be released early from school must bring a note to be submitted the morning of the release. The parent/guardian or other person on the student’s emergency card must “sign-out” the student.

Transportation: Ocean State Transportation is the provider of transportation services. Students are expected to follow the Bus Behavior Code, which may be found at www.chariho.k12.ri.us/policy.

Lunch: Approximately 20 minutes is allowed for lunch. Students may order a hot lunch, or bring a lunch from home. Aramark is the provider of food services. Information related to food services is available at www.chariho.k12.ri.us/aramark.

Visitations: Parents are invited to visit the ALP by appointment only. Appointments may be made by calling 401-315-2880.

Cancellation of School: The ALP will be closed whenever the Chariho Regional School District or the Chariho High School/Middle School campus is closed.

Introduction to The Alternative Learning Program (ALP)

The Alternative Learning Program (ALP) serves students in grades seven through twelve. The purpose of the program is to provide students with the skills that will improve their academic performance, self-esteem, and sense of personal responsibility.

Although reasons vary for students to enter the ALP, a common thread among them is their inability to reach their full academic potential in a traditional class setting. With the benefit of smaller classes, and a highly personal approach, the staff at the ALP can develop individual programs for students and maintain regular contact with parents/guardians.

The ALP is based on the philosophy that students must assume greater responsibility for their learning and conduct. Students will receive the necessary support, trust, and freedom to take on this responsibility. The ALP staff, in partnership with parents, will work to ensure the success of all students.

Program Components

Student Responsibility: The ALP is based upon the belief that students have the potential to assume greater responsibility for their learning. Expectations for students are high in all academic areas.

CORE Subjects: All students in attendance at the ALP are required to take English, mathematics, science, and social studies. The goal is for all students to show proficiency in meeting national standards in each of these areas.

Project-based Instruction: Students will participate in instruction rooted in authentic, real world projects. These projects will explore themes of interest to students while focusing on the attainment of national standards in the core instructional areas.

Wellness Instruction: Students at ALP will receive regular wellness instruction. Topics such as substance abuse and violence prevention will be explored.

Counseling: Students may be required to participate in therapeutic counseling sessions where lagging skills are addressed. A variety of supports for parents may be offered.

Computer assisted Instruction: Each student is issued a personal computing device. Policies related to the responsible use of these devices may be found at www.chariho.k12.ri.us/1:1.

Recouping Credit: Many students in the ALP need to recoup credit to remain on track to graduate. Plans are developed to integrate credit recovery opportunities into the school day.

College and Career Readiness: Through a unique partnership with Tri-County Community Action, students will participate in activities designed to prepare them for the world of college or career. Activities include resume writing, interviewing, and placement in internships.

Student Conduct

The ALP plan for student conduct emphasizes the teaching of responsibility, specifically, to teach students to self-regulate and make responsible choices. Positive results usually take longer to achieve because the emphasis is on developing an understanding of and implementing a plan to address the root causes of inappropriate behavior. These results, however, should be more long-lasting and will play an important role in development of self-concept, the ability to take responsibility for one's actions, the way students communicate with each other, and how students work cooperatively with others.

Guidelines for student conduct are detailed in the Chariho Alternative Learning Academy Standards for Student Behavior, which may be found at www.chariho.k12.ri.us/policy. Students will be supported, as needed, with an electronic point and level systems where by increasing amounts of freedom and responsibility come with improvements in behavior. Students are required to conform to appropriate standards of behavior while at school, on the school premises, or while engaged in school functions away from school.

Parents/Guardians can expect to be fully informed about student conduct and plans to address root causes of poor behavior.

The Alternative Learning Application

Directions: It is the responsibility of the parent and student to complete all application documents. These documents include the Application, Student Essay, Guidance Questionnaire, Teacher Observation Form, and Family Compact. Following submission of these documents to the Middle School or High School Administration, an interview will be scheduled to review the application. Assistance with this application may be obtained by calling the principal.

Student Name: _____ Age: ____ Grade: ____ Date: _____

Referred by: __Self __Parent __Teacher __ Guidance __ Administrator

Special Education: __Yes __ No

504 Plan: __ Yes __ No

Are you a CTE student?: __Yes__No If yes, what town do you live in?: _____

Other Services: __ Yes __ No

If you answered "yes" to any of the above, please explain:

Parent/Guardian's Name: _____

Address: _____

Phone: Home: _____ Cell: _____ Work: _____

Questions for Parent/Guardian:

1. Why is your child unsuccessful in his/her current school?
2. What steps have you taken to help your child to be successful in school?
3. What do you want the ALP staff to know about your child so that they can help to make your child a successful student?
4. What will you do to support the placement of your child at the ALP?

Student Essay

Directions: You have decided to apply to the ALP at the Chariho Alternative Learning Academy. This school is different in many ways from the school that you are now attending. In a well-developed essay, please respond to the following questions. (Use additional paper, if necessary.)

Student Name: _____ Date: _____

What are your expectations of the ALP? How will you contribute to the ALP so that your experience will be a successful one?

Guidance Questionnaire

Directions: Please respond to these questions and forward to the Director of Alternative Programs.

Student Name: _____ Date: _____

Counselor(s): _____

- 1. Has the student demonstrated academic failure? __Yes __ No
- 2. Has the student displayed a lack of motivation? __Yes __ No
- 3. Is the student receiving counseling services? __Yes __No
Please identify: _____
- 4. Are community agencies involved with the student and/or family? __Yes __No __Unknown
Please identify: _____
- 5. Does the student have an IEP? __Yes __No a 504Plan? __Yes __No
- 6. What support programs (if any) has the student been involved in?
- 7. What suggestions would you make to the ALP staff?

Teacher Observation Form

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child's Name: _____ Date: _____

Instructions: The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS

UNSOLVED PROBLEMS

- ☐ Difficulty handling transitions, shifting from one mindset or task to another
- ☐ Difficulty doing things in a logical sequence or prescribed order
- ☐ Difficulty persisting on challenging or tedious tasks
- ☐ Poor sense of time
- ☐ Difficulty maintaining focus
- ☐ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- ☐ Difficulty considering a range of solutions to a problem
- ☐ Difficulty expressing concerns, needs, or thoughts in words
- ☐ Difficulty understanding what is being said
- ☐ Difficulty managing emotional response to frustration so as to think rationally
- ☐ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- ☐ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- ☐ Difficulty deviating from rules, routine
- ☐ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- ☐ Difficulty shifting from original idea, plan, or solution
- ☐ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- ☐ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")
- ☐ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- ☐ Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- ☐ Difficulty seeking attention in appropriate ways
- ☐ Difficulty appreciating how his/her behavior is affecting other people
- ☐ Difficulty empathizing with others, appreciating another person's perspective or point of view
- ☐ Difficulty appreciating how s/he is coming across or being perceived by others
- ☐ Sensory/motor difficulties

[illegible]

UNSOLVED PROBLEMS GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

HOME: Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed a night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister's bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

SCHOOL: Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

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Family Compact

Student Name: _____ Date: _____

Student:

- 1. I will arrive at school on time.
- 2. I will solve problems without resorting to inappropriate physical or verbal solutions.
- 3. I will not engage in activities that pose a danger to myself or others.
- 4. I will support the learning of others.
- 5. I will take responsibility for my learning. I will complete assigned work to the best of my ability. I will strive to develop good work habits. I will ask for help when I need it.
- 6. I will act as a responsible citizen. My actions both in and out of school will reflect positively on the Chariho Alternative Learning Academy.
- 7. I will make a total commitment to this school and will do everything that I can to be a successful student and a contributing member of the ALP community.

Parent/Guardian:

- 1. I will support the ALP staff.
- 2. I will monitor my child’s learning and conduct.
- 3. I will be sure that my child completes homework, eats properly, and gets a good night’s sleep.
- 4. I will keep the ALP staff informed of circumstances that may impact on my child’s learning.
- 5. I will support all efforts designed to further my child’s success as a student.

Student Signature: _____

Parent/Guardian Signature: _____