

Why?

Every student can learn! And every student should have the opportunity to learn and to achieve a quality of life they desire based on their educational efforts and achievements. If every school board member, school administrator, teacher, parent, community and business leader believes that statement, then alternative schooling is not an option in America—it is an absolute requirement in every community. Alternative schooling opportunities will be needed to accommodate the educational needs of its youth because the traditional school system, and particularly the traditional high school, can no longer serve the needs of the students and their family lifestyles common in the 1990s.

Alternative schooling does meet the variety of student and family needs and the social behaviors required for youth in today's world. Alternative schooling also offers school and community leaders the opportunity to fulfill their legal responsibility to provide equal access to education for all students. The most critical question that must then be answered is what kind of alternative schooling should be designed and offered in our public schools? What should the alternative programs look like and how should they be integrated with the regular school programs in each community?

We need to begin the conversation!

We can save the district money!

We can better service our students.

We can provide necessary support services.

We can provide credit recovery.

We can provide co-curricular opportunities

☰ **R.A.I.S.E.**



Raider Academy For **Intervention Support** And **Education**



It was not unusual in the 1950s and 1960s for school districts to have an alternative school. However, the schools in that timeframe were mostly designed to serve students who had already dropped out of the regular school. These schools and programs were the primary "dropout prevention programs" of four decades ago. Educational leaders soon found out that the strategy had little effect on the dropout rate and that type of alternative school tended to be discontinued as district budgets began to shrink in the 1970s.

The most common form of alternative school operating today to serve youth in at-risk situations is designed to be part of a school district's comprehensive dropout prevention program. The "alternative school" is usually part of the middle or high school program offered to secondary-aged students. The students attending these schools typically are underachieving and usually are deficient in credits to graduate or to be with their same age students. Yet, they desire to stay in school and gain their diplomas, or they have been placed in the school by the court system. In many communities, these alternative schools also offer a unique parenting program with special opportunities for teenage mothers desiring to graduate from high school, but unable to attend the traditional high school.

Expected Benefits

There is much anecdotal literature about the effectiveness of alternative schools in keeping students in school. Alternative schools have been successful in:

- reducing truancy;
- improving attitudes toward school;
- accumulating high school credits; and reducing behavior problems (Cash, 2004).

Key Elements of Successful Programs

There does appear to be a consistent profile of the most successful schools. The profile includes the following characteristics:

1. a maximum teacher/student ratio of 1:10;
2. a small student base not exceeding 250 students;
3. a clearly stated mission and discipline code;
4. a caring faculty with continual staff development;
5. a school staff having high expectations for student achievement;
6. a learning program specific to the student's expectations and learning style;
7. a flexible school schedule with community involvement and support; and

a total commitment to have each student be a success.

8:00	8:30	Morning group
8:30	9:10	Block 1
9:10	9:15	Break
9:15	9:55	Block 2
9:55	10:00	Break
10:00	10:40	Block 3
10:40	10:45	Break
10:45	11:25	Block 4
11:25	11:55	Lunch Group
11:55	12:35	Elective
12:35	12:40	Break
12:40	1:30	Credit Recovery

Students are picked up and arrive after the High school day begins

When students arrive to classroom they receive breakfast and meet with School Social Worker, Social Worker will present topics for the group to work through as well as triage concerns the students bring to school.

After morning group the students will have four block periods, English, Math, Social Studies, and Science. The course are general survey courses differentiated for each students learning needs.

Between each block is a five minute break for the para to escort students to the bathroom and to stretch, clear minds before next subject

Students will have a thirty minute lunch period that includes another session of group counseling while they eat, this can be with social worker, school psychologist, or guidance counselor

After lunch students will have opportunity to take an elective, gym, art, music, tech. This time is also available for outside services to come and meet with students to help educate on important issues

The final forty minutes will serve as credit recovery for those that need and want the credit, this can be done on Edgenuity. Students will be monitored by the teacher while they work to complete their lessons.

Students will be dismissed early and must leave campus before high school dismissal.