

Harlem School District # 122

Program Review Process

Program: Harlem High School – Regional Alternative School (Night School Program)

I. **Rationale** (check all that apply)

- A. Board Policy
- B. Common Core Standards
- C. District Improvement Plan
- D. School Improvement Plan
- E. Human Resources Audit
- F. Long-Range Plan
- G. State/Federal Mandates
- H. State Restructuring Plans
- I. Other

Rationale Details: The rationale for our recommendations include: NCLB Board Policy 6:300: Graduation Policy and Policy 6:110: Programs for Students at Risk of Academic Failure; Harlem School District Long Range Plan: The District will develop high quality comprehensive academic programs that support diverse learners in college and career readiness, NCLB State and Federal mandates surrounding graduation; II School Code Article 13B (105 ILCS 5/Art. 13B.) (See Appendix A)

II. **Program Intended Outcomes**

The Regional Alternative School (RAS) at Harlem “provides academic services to students who experience difficulty in achieving success in a traditional school setting.” Students from Harlem, Winnebago and Pecatonica School Districts who receive the proper recommendations may attend the RAS. A minimum age of 15 and one semester of high school experiences are required. Classes are held Monday-Thursday from 4:30-7:30 pm. An occasional Friday class is held to make up for holidays.

More specifically, the RAS is approved by ISBE under Article 13B of the School Code (105 ILCS 5/Art. 13B.) Article 13B recognizes that in order to achieve high standards, some students will need educational supports and other support services that are not currently provided by their regular school programs. In order to address these needs, Article 13B enables school districts to develop and implement an Alternative Learning Opportunities Program (ALOP) that offers a broader range of academic, behavioral, and social/emotional interventions, an ALOP is designed to increase the academic achievement levels of students so they are able meet the Illinois Learning Standards and complete their education in a safe learning environment. ALOP services shall be designed to address individual learning styles, career development, and social services that will enable students to successfully complete their education.

III. **Current Program Data and Activities**

The Regional Office of Education runs ALOP’s at Harlem High School, Hononegah High School and Belvidere High School. The following program areas are considered:

- 1) Attendance and Requirements
- 2) Enrollment
- 3) Graduation Rate and other outcomes
- 4) Staffing
- 5) Support Services
- 6) Curriculum

1) Attendance and Requirements

- a. Students attend classes at the RAS from 4:30-7:30pm. In order to assure compliance with Illinois School Code, students are expected to work or take part in community service 2 hours per day for a total of a 5 hour day. Students are allowed two absences in a nine week period. Currently, the policy states that the third absence will cause the students to be dropped from the program; however the site Director has tried to work with students and make exceptions based on situational circumstances. Students are allowed one tardy in a nine week period. The second tardy turns into an absence. If this becomes the third absence, the students may be dropped from the program.

Current Schedule*:

	Monday	Tuesday	Wednesday	Thursday	Friday
4:30-7:30	English	Math	Social Studies	Science	Work or Community Service (13 hours / week minimum)

*One subject per night Monday – Thursday (sample)

b. Behavioral Requirements:

RAS provides a Student Handbook and Regional Alternative School Contract of Student/Parent Understanding and Commitment that outlines student and parent/guardian expectations.

2) Enrollment is comprised of Harlem, Winnebago and Pecatonica School District students.

3) Graduation Rate and Drop Rate outcomes:

During the 2011-2012 school year, 7 of the 43 students who were enrolled progressed to graduation.

*Historical graduation rates and drop rates were not able to be calculated due to insufficient data.

4) Staffing:

There are ten staff members currently fulfilling the staffing requirements as hourly, at-will employees hired by the Regional and Site Directors. Of those ten teachers,

- two currently hold a substitute certificate
- two hold a type 03 –elementary education certificate (K-9)
- five hold an 09 –secondary education certificate and
- one could not be found in ECS.

5) Support Services:

Currently, RAS students have no support services available to them.

6) Curriculum:

- The current course offerings at the RAS are listed below:
- English 12-Novels
- Research Writing
- Plays
- Basic Consumer Education- Held at Regional Office of Education Friday mornings*
- Social Studies- Wars
- Geography
- US History

- US Government
- Math-Geometry
- Algebra I Basic
- Science- Biology
- Life Science- Environmental
- Basic Health and PE Packets**
- Work and Community Service

*This class has been cancelled due to non-attendance though this is a graduation requirement.

**Physical Education: Students are provided Health and PE packets in a class labeled, “Health and PE Packets.”

IV. Program Progress toward Intended Outcomes

The data reviewed in the above categories shows:

- Students who have not been successful in traditional programming are not provided an opportunity for needed supports including but not limited to: Social Work, Nursing, Career Conferencing or Post-Secondary Advisement
- There are no individualized supports offered for students with disabilities, as IEP’s are not accepted at the RAS.
- 50% of the programmatic staff meet the minimum certification requirements provided by the ISBE.
- Currently, the provisions of Il School Code Article 13B (105 ILCS 5/Art. 13B.) are not being adhered to.

V. Our district recommendations:

- 1) This school year, RAS adopted the use of Skyward Student Information System. Harlem recommends the continued use of our student information system, Skyward, in order to track attendance, maintain grades and communicate with parents. This will also assist in State reporting for students as each district is responsible for reporting the courses each student took during the current year as well as the grade and credit earned. This will also allow for efficient data collection when analyzing the success of the program.
- 2) Harlem recommends the use of the online credit recovery tool, PLATO, to provide opportunities for increased credit and to take the place of the work component, which is difficult to complete for many students. The Regional Alternative School will pay \$13,000 per year to cover the cost of night school students utilizing PLATO. The total cost is \$58,678.50. Harlem School District is paying the remaining amount as Harlem students utilize the program in various capacities throughout the day. The Illinois Department of Employment Security statistics on unemployment have ranged from 13.5% (in January 2012) to 10.7% in April. Although there has been a slight decline, the Rockford area maintains the highest unemployment rate in Illinois. Students are competing against highly skilled workers who have been laid-off from their positions due to the slowed economy. There have been a number of instances where students have falsified work hours in order to maintain their positions with in the RAS. Credit recovery options would be an opportunity for students to obtain more credits in a given year to increase their chances of graduating with their class.

- 3) Illinois School Code Section 18-18.05 allows for enrollment in an ALOP and/or a credit recovery program in order to enhance student performance and facilitate on-time graduation. Harlem recommends initiation of a process to facilitate this credit recovery option for local districts in addition to fulltime enrolled students in RAS.
- 4) Harlem recommends consideration of student's individual needs compared with a structured programmatic model that encourages students to mold to the program. Article 13B of the School Code states that each student enrolled in an ALOP must have a Student Success Plan (SSP). The SSP must have the following elements:
- the curriculum and instructional methods to be used for improving the student's educational performance;
 - the support services needed to remove barriers to learning;
 - when appropriate, the career development experiences for enhancing career awareness;
 - the objectives to ensure a successful transition back to the regular school program or to postsecondary educational options;
 - the student's responsibilities under the plan;
 - the reason for the student's referral to the program that is consistent with the Host District's admission criteria for the ALOP;
 - a determination of the needs and strengths of the student;
 - the expected academic, social, and behavioral outcomes to be achieved;
 - assessment procedures for determining the degree to which the student has achieved his or her learning objectives and other specified outcomes;
 - the anticipated length of enrollment, which is not to exceed two years. (If the time the student is to be enrolled exceeds two years, then the plan must include documentation of need for a longer period of time for the student to meet the academic, social, and/or behavioral outcomes identified in the plan) ;
 - a description of parental commitment to support the student's successful completion of the program;
 - for any student whose program provides less than five clock-hours of school work per day, an identification of the objectives that must be achieved so that the student can resume receiving five clock-hours of school work daily and a description of instructional support that the student will receive to permit a successful transition to the regular school program.
- 5) Harlem recommends integration of support services for all students, including students identified with a need for IEP's and 504 plans, as mandated by Federal (IDEA), State (IL Administrative Code 226) and local regulations (Harlem Board of Education Policy 6:120. This would include, but would not be limited to: special education services, individual, group/family counseling; school physicals; classroom aides; career counseling; child care and any other social, health, or supplemental service approved in the Student Success Plan. Harlem strives to prepare students with the tools necessary to be productive citizens. In order to achieve this, students may need workplace skill development, information on how to enroll in post-secondary opportunities, and how to manage emotions. Students who stop attending the night school will be required to have an exit meeting in which students learn how to return to the day school as well as discussion about the benefits of receiving a high school diploma. Students who do not believe the day nor night school programs will meet their needs will also be referred to local G.E.D. programs and the next steps to begin another program.

- 6) Harlem recommends that RAS transitions to a Harlem High School diploma in place of an alternative diploma and adherence to School 105ILCS 5-27-22 in regard to required classes for graduation including PE and English. Currently, the RAS requires 18 credits in order to graduate. Beginning with the 2012-2013 school year, students who initiate enrollment must earn 26 credits in order to remain consistent with the day school requirements. Students who enrolled in RAS prior to 2012-2013 school year would not be subject to this provision, if the RAS has classified them as a Junior or Senior (by the current RAS standards.) The recommended requirements for graduation, as well as a proposed schedule if the school utilizes an online program are indicated below:

Requirements	
4.0	English, with 2 years writing intensive
3.0	Mathematics include Algebra and Geometry
3.0	Science
3.0	Social Studies
.5	Consumer Education/Economics
.5	Health
3.5	Physical Education
.5	Career Development
8.0	Electives
26.0	Total Credits

Proposed Schedule: The proposed schedule allows students the opportunity to gain credit and the need to make the most out of time in class. The proposed schedule allows for students to earn 11 credits per year.

2:30 – 4:30 – Electives (up to 2 credits per year):

Career Education, Health, Consumer Ed (on site.)

4:30-5:00 – P.E.- Incorporation of walking program and fitness logs

5:00-7:30 - Nightly Class (Possibility of 4 credits per year)*

Monday – Social Studies (World Studies, US History, Government, World History)

Tuesday – Math (Algebra, Geometry, Algebra II, Trig, College Algebra)

Wednesday – English (9, 10, 11, 12)

Thursday – Science (Physical Science, Biology, Earth Science, Chemistry (if in Alg II)

Friday – Community Service, employment, counseling or job coaching – Students (Possibility of 4 elective credits per year).

*While multiple subjects could be scheduled per night, the teacher of record for the assigned course area would only be available on prescribed nights.

- 7) Harlem recommends the RAS facilitates work with home districts to effectively utilize the truancy process. Home districts will need to work with the RAS to transition students back into school after being truant in order to achieve the goal of students attending a program. In order to do this, Harlem recommends that current “two time entry limit” be removed; allowing for reenrollment when appropriate and as determined by the home district. Students shall only be able to enter the RAS once per semester in order to maintain academic continuity.
- 8) Harlem recommends high impact hiring that includes involving the districts in giving feedback on candidates. The RAS must employ appropriately certified staff. The ALOP regulations require teachers hold a valid and active elementary, secondary, special K-12 or special preschool - age 21 Illinois teaching certificate required for the grade level to which they are assigned. Professional personnel who provide other services for students enrolled in the program shall hold the certificates appropriate to their roles pursuant to State Board of Education rules for Certification (23 Ill. Adm. Code 25), except that:
 - Personnel providing professional nursing services shall meet the requirements of Section 10-22.23 of the School Code [105 ILCS 5/10-22.23],
 - Personnel providing school counseling services shall meet the requirements of Section 10-22.24b of the School Code [105 ILCS 5/10-22.24b],
 - Personnel providing non-instructional services shall meet the requirements of Section 10-22.34 of the School Code [105 ILCS 5/10-22.34],
 - Personnel providing school psychological services shall meet the requirements of Section 14-1.09.1 of the School Code [105 ILCS 5/14-1.09.1], and
 - Personnel providing school social work services shall meet the requirements of Section 14-1.09.2 of the School Code [105 ILCS 5/14-1.09.2].
- 9) Harlem recommends professional development plans for all staff that meet requirements of 18-18.05 and addresses instruction and/or support of at-risk students.
- 10) A plan will be developed to further investigate vocational options with local colleges, CEANCI and other certification programs (i.e. manufacturing, nursing, etc.) in collaboration with Harlem, Winnebago and Pecatonica School Districts.
- 11) The Site Director shall update with Harlem, Winnebago and Pecatonica School District Administration monthly through program review meetings in order to assure we are meeting the requirements of ALOP’s, to review the SSP’s of students and to assure we are meeting student needs.

VI. Questions/ Areas that will Require Further Consideration:

- Transportation of students
- Rates/Process for billing tuition for credit recovery option
- How to address early completion of online courses
- Time management and scheduling due to overlapping with day school
- Physical Education curricular components and instruction
- Minimum/maximum class size

VII. Program Expenditures:

