



# PTIONS

For alternative education

## Professional Presentations Just for Alternative Education!

**I**n lieu of a fall conference, the OTAC staff thought you might be better served with a series of professional development opportunities to help you deal with troubled youth and HB 1759—we're not sure which one is more worrisome! It is our intention that these one-day seminars offer in-depth and personalized instruction at multiple sites around the state and afford you the latest and most successful strategies for teaching the at-risk population.

We understand how difficult it is for some alternative education teachers to be away from school, even for one day. We hope that you will find these sessions more convenient, relevant, and useful than the shorter sessions we've offered in prior years. Let us know what you think so that we may continue improving our service to you and the students you teach. Turn the page for program descriptions and more information!

Coming Soon to a  
Town near You!

WET & WILD  
Hands-on Equations  
Managing Aggressive Behavior  
Activities That Teach  
P.E.A.C.E. Curriculum  
50 Ways to Use Your Noodle  
Reaching the Tough to Teach

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<b>Date</b>	<b>Program</b>	<b>Location</b>	<b>Registration Deadline</b>
October 7	WET & WILD	Woolaroc, Bartlesville	9/24/99
October 7	Hands-on Equations (a.m.) Afternoon session TBA*	Woodward	9/24/99
October 8	WET & WILD	Robber's Cave, Wilburton	9/24/99
October 8	Hands-on Equations (a.m.) Afternoon session TBA*	Great Plains Vo-Tech, Lawton	9/24/99
October 11	Hands-on Equations (a.m.)	Durant	10/1/99
October 11	WET & WILD	Boiling Springs, Woodward	10/1/99
October 12	WET & WILD Afternoon session TBA*	Quartz Mountain, Altus	10/1/99
October 12	Hands-on Equations (a.m.) Afternoon session TBA*	Muskogee	10/1/99
October 26	Managing Aggressive Behavior	Pryor	10/11/99
October 27	Effective Activities That Teach	Oklahoma City	10/11/99
October 28	Effective Activities That Teach	Tulsa	10/11/99
November 9	P.E.A.C.E. Curriculum	Tahlequah	10/25/99
November 11	Managing Aggressive Behavior	Elk City	10/25/99
November 16	P.E.A.C.E. Curriculum	Hugo	10/25/99
January 11	50 Ways to Use Your Noodle	Tulsa	1/3/00
January 13	50 Ways to Use Your Noodle	Oklahoma City	1/3/00
January 25	Reaching the Tough to Teach	Oklahoma City	1/10/00
February 4	Managing Aggressive Behavior	Enid	1/24/00
February 9	P.E.A.C.E. Curriculum	Clinton	1/24/00
February 15	Managing Aggressive Behavior	Wetumka	2/1/00

\* We are trying to schedule a geometry workshop to fill the afternoon session on these days. Please call our office (800-687-5730 or 918-225-1882) for the latest details. Potential workshops for spring include Facing History and Ourselves, hands-on physical science and physics, and more math workshops!

## Program Descriptions

(continued from page 2)

### **Hands-on Equations**

This innovative session will present a patented teaching methodology that will empower you to successfully present essential algebraic concepts to your alternative education students. The “legal moves” of this manipulative teaching method provide students with a sound, intuitive understanding of fundamental algebraic equations. You won’t believe how this program “de-mystifies” algebra!

Free materials will be provided for the first 10 (ten) registrants at each site; others may attend, but will need to purchase the materials (\$199 for a classroom set for 10 students.)

### **P.E.A.C.E. Building: the Curriculum for Choice**

You asked for it! This seminar was frequently requested after the awareness sessions presented at the Spring Conference last year. It is a comprehensive violence prevention and conflict resolution program to teach prosocial skills to adolescents. Training units include empathy, anger control, skill rehearsal, character education, making choices and parent empowerment. Free materials for 25 people for each of three sessions; includes notebook for curriculum implementation.

### **Managing Aggressive Behavior in the Classroom**

Do you find yourself in power struggles with your students? Do simple disagreements seem to explode into full-blown hostility? This workshop will introduce you to the tools of Managing Aggressive Behavior (MAB) and how to implement them in your classroom. Come and learn how to lessen the possibility of an escalation of behavior with aggressive youth. Free materials for 40 people for each of four sessions.

### **Reaching the Tough to Teach** **Trainer: William R. Jenson, Ph.D.**

Nationally recognized for his work with behaviorally disordered children, Dr. Jenson is currently professor and chair of the Department of Education Psychology at the University of Utah. His research interests include the management of students with severely challenging behaviors, practical classroom behavior management, behavioral assessment, academic interventions, and parent training. Of all his publications, he is probably best known for co-authoring *The Tough Kid Book* and *The Tough Kid Tool Box*. The first 150 people to pre-register will receive a copy of *The Tough Kid Book*. This presentation will be offered one time only.

### **50 Ways to Use Your Noodle** **Trainer: Sam Sikes**

Are you ready for an “alternative” workshop? This may be the one for you! Sam Sikes is the vice president of Learning Unlimited Corporation in Tulsa, a training organization that specializes in experiential learning techniques. He certifies Ropes Course facilitators and develops related indoor and outdoor training. He is active in the Association for Experiential Education, the American Society for Training and Development, and the Tulsa Area Human Resources Association. Sam was recognized in 1996 as “Practitioner of the Year” in a five-state region for his achievements in training by the Association for Experiential Education. Who knows what might happen at this one!

Free materials for 25 people at each of two sessions will include a copy of *50 Ways to Use Your Noodle*.....and a noodle! (We get to pick the color!)



## .....student stuff



Mikal and Brody Phillips add finishing touches to the mural in downtown Locust Grove.



Middle school students Chance Seum and Kelsey Holman work side by side to complete the project.



Locust Grove Learning Center students David Avant, Chris McNatt, Mikal Phillips, Rachel Neel, Brody Phillips, and Sandy Orr assist Marsha Whalen (only a teacher would wear a white t-shirt for painting!) with the mural

Last year, students at Locust Grove Learning Center participated in a service learning project that was funded by an Alternative Education Arts Council grant. Students researched, designed, planned, and produced an historic mural depicting the reason for the founding of Locust Grove, the coming of the railroad. The mural is located on the north side of City Hall in the downtown district.

High school credits were earned through the use of math, arts, and language arts in practical application. Because of the positive reaction from the community, students from Locust Grove's Learning Center are already planning a second mural for the 1999-2000 school year.

# a look at the legislation.....

## HB 1759

### For Statewide Alternative Education Academies: What Does This Mean and How Does It Affect Me and My Students?

#### Graduation Requirements: 4 x 3 x 3 x 3

Applies to this year's incoming freshmen and subsequent classes

Students **MUST** take Algebra I; Pre-algebra is now considered an elective course  
Financial math has been defined as a college-level course, not a consumer/business level math class

Applied Math I & II are not exclusive to Vo-Tech course work; credit for college entrance is given for these only if Algebra II was also taken. Since there are no PASS Skills for Applied Math, the curriculum may be defined locally with school board and RAO approval

Computer Science **MUST BE TAKEN** if working toward Honors Diploma; it may also substitute for a math credit



If a district applies for de-reg from the 4.12 hr x 5 day requirement, the alternative education program **MUST** offer a minimum of 4 hours and 12 minutes of rigorous instruction per day, four days a week. This applies if the alternative education program is the sole source of instruction or if service learning, work study, concurrent enrollment or Vo-Tech hours are also accepted.

Seniors who move into a different district may graduate with the number of credits required by the previously-attended district. (210:35-25-2 Oklahoma State Department of Education Standards for Accreditation of Oklahoma Schools; p. 192, #5)

All students in grades 9-12 (with the exception of 5<sup>th</sup>-year seniors) are required to be enrolled in six periods per day or the equivalent time on a block schedule. This instruction may include time in the alternative classroom or concurrent enrollment, Vo-Tech, service learning, or work study hours.

The "must match state alternative monies in the third year" wording from the 1995 Alternative Education Statewide Academy Plan (70 O.S.1210.566) has been replaced with "a yearly instructional cost per student." The district is to provide (to the alternative education program) its instructional per-student cost for each student in the alternative education program; the district average in the state is \$2,483. This should happen whether the district has a local program or if students and state alternative education monies are sent to another LEA.

If a district serves fewer than 10 students in its alternative education program on a continual basis (daily average), the district may 1) offer a local program after requesting and receiving approval of a statutory waiver **OR** 2) coop with another district or districts. Whether a program is local or co-oped, it must meet all 17 required criteria **AND** serve 10 or more students on a continual basis.



# another look at the legislation.....

The logo for the Oklahoma Teachers' Association (OTAC) is a black ribbon with the acronym "OTAC" written in white capital letters in the center.

## Seventeen Criteria for Alternative Education

(These are the criteria upon which the evaluation of all statewide alternative academies are based. Your program should positively address each one of these.)

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 collaborate 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 graduation requirements of the school district;
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 that identified in Section 13-101 of this title; and
17. Not exclude students in alternative education programs from participation in curricular, co-curricular, or extra-curricular activities including but not limited to vocational programs.

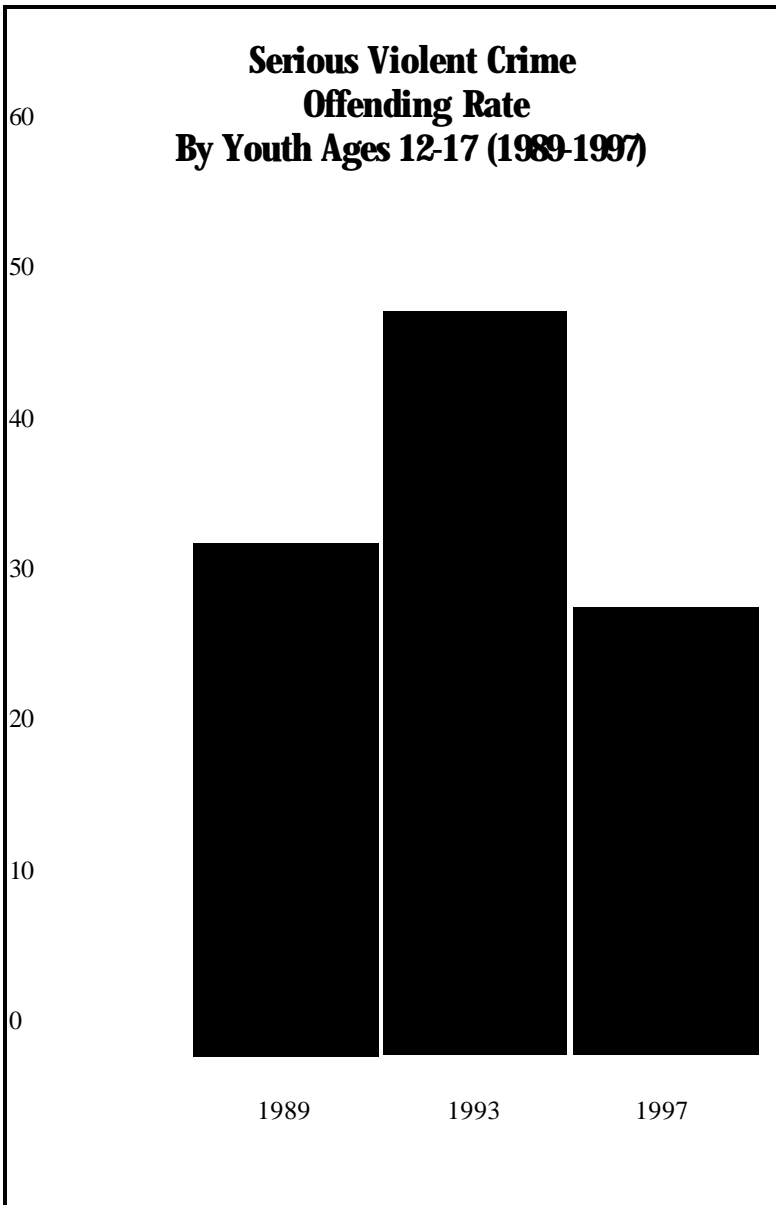
# .....research corner

(The information on this page has been taken from *Curriculum Administrator*, September 1999)

*All statistics are provided by the Federal Interagency Forum on Child and Family Statistics, Washington, DC: U.S. Government Printing Office.*



Lately, much of the attention on teens has dealt with violence, as the nation struggles to understand school shootings in Colorado and elsewhere. Yet youth violence has actually been dropping since it peaked in 1993. In 1997, there were 31 serious violent juvenile crimes committed for every 1,000 children ages 12 to 17, totaling 706,000 such crimes. That's down from 52 per 1,000 in 1993 and is the lowest rate since 1986, according to the Justice Department.



In 1998, heavy drinking remained stable from 1997, with 32% of 12th graders, 24% of 10th graders, and 14% of 8th graders reporting heaving drinking.

In 1998, 26% of 12-graders reported using illicit drugs (marijuana, cocaine, heroin, hallucinogens, inhalants and non-medical use of psychotherapeutics) as did 22% of 10-graders and 12% of 8th-graders.

The teenage pregnancy rate, for students ages 15 to 17, fell from its peak of 39 births per 1,000 teens to 32 births in 1997.



**vicki foster— the first voice you hear when you call us; fills in on clerical staff**



**Jackie baker— school files, computer data disks, general OTAC information**



**Who**

**What makes OTAC tick?**

**debra robison, dixie bledsoe— schedules, finances, logistics for conferences/seminars**



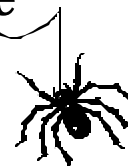
**Workshops from the University of Oklahoma College of Continuing Education and College of Education**

- October 4-5      Classroom Management  
Effective strategies for the 2% of your students who take up 90% of your time
- October 18-19    Anger Management  
Managing and coping with angry children and adolescents; featuring Leonard Ingram, founder of the Anger Institute
- November 1-2    Development Literate Learners Today: Building Leaders for Tomorrow  
Methods for team planning, and engaging students in authentic and meaningful learning

For information on registration or questions on locations, costs or dates, call-800-522-0722, ext. 1964, or locally (in the Norman area) 405-325-1964.

Just a moment while we wipe the egg from our faces. We were (are?) so excited about our new web site; it was working beautifully this summer, but once school started, the gremlins found us and we have been offline for almost a month! Of course these difficulties are not **our** fault. The blame surely must lie with the server, the internet provider, or some other technical wizard, either human or mechanical.

**....from our web page**



Basically, we were left holding the proverbial “cyber-bag” and are pleading feverishly with our new provider to get us back on the web as soon as possible. Please be patient with us.....we’re begging just as fast as we can!

**freebies....**

**Buying U. S. Government Surplus**

The U.S. Government must sell surplus property of all types on a regular basis. To find out how to buy everything from binoculars to cars at bargain prices write to:

Surplus Sales Center  
Washington Navy Yard  
Washington, DC 20408

**Things are Looking Up!**

To find out more about our planets and distant stars, send for the “skywatching series” of booklets dealing with our solar system and beyond. Send your request to:

Public Affairs Office  
Harvard Smithsonian Center for Astrophysics  
60 Garden Street  
Cambridge, MA 02138

# anything goes.....

If you are not a dog lover, there is no point in your reading this article. If you don't believe that pets are just as much members of the family as children, husbands and wives, then go grade papers or something because there is no way you will understand what this story is all about!

Fourteen years ago, we acquired a two-year old blond cocker spaniel. We rescued her from an abusive environment where she had suffered a broken jaw and malnutrition. She was totally covered with fleas and ticks, not exactly the puppy from my childhood memories that I was seeking, but we couldn't stand to walk away from her.

For the first year she lived with us she was terrified of loud noises, especially thunderstorms. She covered in the closet during Fourth of July festivities; even a crackling fire during the winter would be cause for trembling. She never really overcame this fear, but it lessened with time. She didn't bark for nearly two years, when we finally earned her trust and she was willing to be our protector.

They say that cockers are not the brightest breed in the kennel, and she is certainly proof of that. When snapping at a fly in the air, she turned her head too quickly and bit her own ear. She growled at a moth that was attracted to the television screen, undoubtedly convinced that this winged and vicious intruder meant us harm. She learned to fetch, but would frequently find other cavorting far more interesting than returning a silly stick!

I'm beginning to think there is a correlation between our pets and our alternative education students. We may never know the true extent of their fears or understand the scars that abuse has left. We may have to look past the dirty coat or runny nose and smile at their silly antics. We don't have to know their parents or medical history to welcome them into our lives.

We simply have to accept them as they come to us and do our best to help them cope and survive. We teach them what they need, even if it isn't rocket science. We occasionally have to clean up after them or put them "on a leash" if they need a bit of restraining. It may take years until they trust us, but it is worth the effort and the wait. Teaching at-risk students doesn't make us alternative education teachers, it empowers us to be unconditional educators.



OTAC

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*Meeting the needs  
of Oklahoma's alternative  
education students*

Mailing label