

Foley Alternative High School

520 Dewey St. P.O. Box 297 Foley, MN 56329

Contact Person: Alan Niemann, High School Principal

Number of Learners Served: 12 Senior High students

Program Length: 2 Semesters; Sept to June

Mission Statement:

The mission of the Foley Alternative High School is to provide a safe environment in which students can master basic skills, develop an appreciation of life long learning, become critical thinkers as well as effective and efficient members of society.

Belief Statements: We believe that an alternative program should:

- Allow for individualized instruction
- Help keep students in school
- Build a foundation of necessary academic skills
- Respect individual learning styles of students
- Help students become self-directed learners
- Develop cooperative learning and work skills
- Provide interdisciplinary learning opportunities
- Build student's self-esteem and confidence through success
- Develop student's critical thinking skills

Entrance Criteria:

The admission and eligibility criteria are those listed for Minnesota High School Graduation Incentives. Eligible students are those:

- Performing substantially below performance on a local achievement test
- At least one year behind in satisfactorily completing course work
- Pregnant or a parent
- Assessed as chemically dependent
- Who have been physically or sexually abused
- Who have experienced mental health problems
- Who have been homeless sometime in the last six months
- With limited English proficiency or speaking English as a second language
- Referred by a school district for enrollment in an eligible nontraditional program
- Excluded or expelled

A steering committee consisting of a building principal, program staff, 3 representative regular program high school teachers, a high school guidance counselor, and a high school special education teacher reviews all applications and determines who is eligible for acceptance. When enrollment is full, eligible applicants are placed on a waiting list in order of high school credits. In other words, the student closest to graduation is given priority on the waiting list.

Referral/Enrollment Process:

Referrals are done by the student and/or parent/guardian. Application materials are available from the Foley High School Principal or counselors. Applications are submitted to the program's steering committee* for eligibility and admission determination. This committee makes the final decision regarding acceptance of students into the program.

*see committee membership under "Entrance Criteria".

Description of the Academic Program Including Graduation Standards and Requirements:

Standards for the academic program reflect the Board's commitment to high standards and expectations for all educators and learners in the district and to maintaining student achievement and continuously improving opportunities for all. The academic program will enable students to fulfill academic graduation requirements and will expect students to fulfill them. This means that the student is responsible for passing basic requirements, tests, earning the required number of credits required for graduation.

1. TESTING REQUIREMENTS FOR GRADUATION

Reading and Mathematics and Written Composition

To qualify for a high school diploma, a student must achieve a passing score on basic requirements tests. The passing scores for basic requirements established for reading, mathematics, and writing shall be the same as the passing scores established in current state rules.

2. CREDIT REQUIREMENTS FOR GRADUATION

Students are required to earn a minimum of 44 semester credits in grades 9-12 to graduate. Local course requirements include:

<u>Semester Credits</u>	<u>Subject Areas</u>
8	English
7	Social Studies
6	Mathematics
6	Science
2	Art/Music
1	Physical Education
30	Required Credits
14	Electives
44 Total	

Description of School to Work Component:

- Participation in Biennial F.H.S. Career Day
- Full work readiness skills program incorporated into academic program
- ASVAB Aptitude/interest inventory for junior level students, including a follow-up program to interpret and apply results. This component is organized and managed by Foley High School guidance counselors
- IDEAs Interest Inventory for 9th graders, with follow-up program to interpret and apply results. This program component is organized and managed by high school guidance counselors
- 10th grade students are eligible to take the PLAN test and study skills and interest inventory accompanying this assessment
- 11th grade students are eligible to take the A.C.T. test
- Career-related field trips
- In addition, students in the Foley Alternative High School are eligible to participate in the work program provided they have a legitimate job site. They may be released as early as 1:12 p.m. They must be able to work at the job each day, Monday through Friday

Description of Personal Support Services:

Counseling services are readily available for all students. Outside agencies are involved as necessary in order to help the staff develop the best possible situation for each student.

A resiliency skill-building program and activity is held at least once each semester on site, and field trips related to resiliency skills are conducted throughout the year (e.g. Mille Lacs Indian Museum, Various recreation activities).

Description of Cooperation with Other Agencies:

As necessary to assure that the best possible program is established for the students. Specifically, cooperation has been sought from Stearns-Benton Employment and Training and Social Services.

Program Schedule:

Students attend school Monday through Friday, 8:10 .m. to 2:01p.m.

Parent Involvement:

A parent meeting with staff and student is required prior to acceptance of student. Parents are encouraged to call whenever they have questions or concerns. Parents receive periodic progress updates throughout the year. Conferences are set up on an individual appointment basis during the regular school conference nights. In addition, program faculty contact parents by telephone and mail regarding student performance and progress.

Exit Criteria:

Students may, at anytime, return to mainstream classes or exit upon high school graduation.