

# ALTERNATIVE LEARNING ENVIRONMENT

M A Y 3 , 2 0 1 1





# OUTCOMES





# OUTCOMES

✻ By the end of this meeting you will have:





# OUTCOMES

- ✿ By the end of this meeting you will have:
  - ✿ Heard an **overview** of an alternative learning plan.





# OUTCOMES

- ✿ By the end of this meeting you will have:
  - ✿ Heard an **overview** of an alternative learning plan.
  - ✿ Identified **strengths and possible additions**, revisions, deletions, etc. to the plan.





# OUTCOMES

- ✿ By the end of this meeting you will have:
  - ✿ Heard an **overview** of an alternative learning plan.
  - ✿ Identified **strengths and possible additions**, revisions, deletions, etc. to the plan.
  - ✿ Been provided with information on how to offer support and on how to **provide more input**.





# THIS IS ONLY A DRAFT!





# THIS IS ONLY A DRAFT!

- ☼ There are a *LOT* of specific questions that still need to be answered.





# THIS IS ONLY A DRAFT!

- ✻ There are a *LOT* of specific questions that still need to be answered.
- ✻ Current committee will receive **your feedback** and make changes to the plan.





# THIS IS ONLY A DRAFT!

- ✿ There are a *LOT* of specific questions that still need to be answered.
- ✿ Current committee will receive **your feedback** and make changes to the plan.
- ✿ **Additional committees** (principals, board members, teachers, community members, etc.) review final proposal, offer support, recommendations, etc.





# THIS IS ONLY A DRAFT!

- ✻ There are a LOT of specific questions that still need to be answered.
- ✻ Current committee will receive **your feedback** and make changes to the plan.
- ✻ **Additional committees** (principals, board members, teachers, community members, etc.) review final proposal, offer support, recommendations, etc.
- ✻ Hammer out logistics with administration.





# THIS IS ONLY A DRAFT!

- ✻ There are a LOT of specific questions that still need to be answered.
- ✻ Current committee will receive **your feedback** and make changes to the plan.
- ✻ **Additional committees** (principals, board members, teachers, community members, etc.) review final proposal, offer support, recommendations, etc.
- ✻ Hammer out logistics with administration.
- ✻ Implement (likely into the start of next year)





☼ The Aiken County Public School District will be known for (strategic plan):





☼ The Aiken County Public School District will be known for (strategic plan):

☼ Safe **learning environments** where **every student** has the opportunity to achieve...





☼ The Aiken County Public School District will be known for (strategic plan):

- ☼ Safe **learning environments** where **every student** has the opportunity to achieve...
- ☼ Highly qualified educators and competent support persons who can orchestrate and facilitate **exceptional learning outcomes** at every level...





☼ The Aiken County Public School District will be known for (strategic plan):

- ☼ Safe **learning environments** where **every student** has the opportunity to achieve...
- ☼ Highly qualified educators and competent support persons who can orchestrate and facilitate **exceptional learning outcomes** at every level...
- ☼ Facilities that **nurture effective learning practices** for all students...





☼ The Aiken County Public School District will be known for (strategic plan):

- ☼ Safe **learning environments** where **every student** has the opportunity to achieve...
- ☼ Highly qualified educators and competent support persons who can orchestrate and facilitate **exceptional learning outcomes** at every level...
- ☼ Facilities that **nurture effective learning practices** for all students...
- ☼ Appropriate *use of technology to further learning*...





☼ The Aiken County Public School District will be known for (strategic plan):

- ☼ Safe **learning environments** where **every student** has the opportunity to achieve...
- ☼ Highly qualified educators and competent support persons who can orchestrate and facilitate **exceptional learning outcomes** at every level...
- ☼ Facilities that **nurture effective learning practices** for all students...
- ☼ Appropriate *use of technology to further learning*...
- ☼ ...high expectations for student success, student, **parental and community engagement**, and continuous improvement.





# DISTRICT STRATEGIC GOALS THAT THIS PLAN WILL ADDRESS





# DISTRICT STRATEGIC GOALS THAT THIS PLAN WILL ADDRESS

## ☼ Goal #2

- ☼ By the Spring of 2014, the district on-time graduation ...will be at least 80% or exceed districts like ours.





# DISTRICT STRATEGIC GOALS THAT THIS PLAN WILL ADDRESS

## ☼ Goal #2

- ☼ By the Spring of 2014, the district on-time graduation ...will be at least 80% or exceed districts like ours.

## ☼ Goal #4

- ☼ By the Spring of 2014, 95% of the district's stakeholders will indicate satisfaction with the learning environment...





# PURPOSE OF CHANGE





# PURPOSE OF CHANGE

- ☼ In order to meet the **varying needs** of the student population, Aiken County Public Schools must have a **flexible** and **seamless learning environment** for *elementary, middle*, and *high* school students.





# PINECREST DATA GENERAL EDUCATION





# PINECREST DATA

## GENERAL EDUCATION

Category of Student	Number
2010-2011 Total Enrollment	194
Currently at Pinecrest	96
Transitioned Back to General Education Setting	34 (17.5%)
Withdrawn	10
Expelled	54 (27.8%)
No Show	3





OUT OF 53 STUDENTS AT BYRD  
LEARNING CENTER IN  
FEBRUARY (THERE ARE 87 AT BLC  
NOW).....





# OUT OF 53 STUDENTS AT BYRD LEARNING CENTER IN FEBRUARY (THERE ARE 87 AT BLC NOW).....

Category of Student	Number
DJJ	14
DSS	18
Foster Care	7
Receive Mental Health Services	35
Placed in Hospital for Psychiatric Care	9





# IS THIS PROBLEM SPECIFIC TO AIKEN?





# IS THIS PROBLEM SPECIFIC TO AIKEN?

National research tells us.....





# IS THIS PROBLEM SPECIFIC TO AIKEN?





# IS THIS PROBLEM SPECIFIC TO AIKEN?

- ✻ In 1998, there were **3,850** public alternative schools. In 2001, **10,900** alternative schools were reported. This increase in recent years is due to increased violence in schools. Approximately 12% of these students were identified as disabled (Foley & Pang, 2206).





# IS THIS PROBLEM SPECIFIC TO AIKEN?





# IS THIS PROBLEM SPECIFIC TO AIKEN?

In response to zero tolerance policies designed to remove dangerous students from school, there has been an **increasing number of young people recommended for expulsion** (Telzrow, 2001).





# IS THIS PROBLEM SPECIFIC TO AIKEN?





# IS THIS PROBLEM SPECIFIC TO AIKEN?

**Dropping out** forced Americans into dead end jobs where they made little to support their families; or worse, they turned to **unhealthy lifestyles and crime** (Pascopella, 2007).





# IS THIS PROBLEM SPECIFIC TO AIKEN?









**DO WE HAVE  
SUCCESSSES FROM  
WHICH WE CAN BUILD?  
(PARENT OF STUDENT CURRENTLY AT BLC)**





**DO WE HAVE  
SUCCESSES FROM  
WHICH WE CAN BUILD?  
(PARENT OF STUDENT CURRENTLY AT BLC)**





# PROPOSED FRAMEWORK ADDITIONS/MODIFICATIONS **2011-2012**





# FRAMEWORK EMPHASIS





# FRAMEWORK EMPHASIS

☼ **Holistic** approach





# FRAMEWORK EMPHASIS

- ☼ **Holistic** approach
- ☼ Meeting *individual needs* - academic, behavioral, emotional, etc.





# FRAMEWORK EMPHASIS

- ✻ **Holistic** approach
- ✻ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✻ Intervention





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)
- ✿ Behavior management system





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)
- ✿ Behavior management system
- ✿ Child support and services





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)
- ✿ Behavior management system
- ✿ Child support and services
- ✿ Transitional services





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)
- ✿ Behavior management system
- ✿ Child support and services
- ✿ Transitional services
- ✿ **Community and parent engagement**





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.

- Duke and Griesdon (1999) suggested that school administrators examine their alternative school population and offer more than one type of alternative program based on student needs.

- ✿ Transitional services
- ✿ **Community and parent engagement**





# FRAMEWORK EMPHASIS

- ✿ **Holistic** approach
- ✿ Meeting *individual needs* - academic, behavioral, emotional, etc.
- ✿ Intervention
- ✿ Alternative instruction (time, location, virtual, etc.)
- ✿ Behavior management system
- ✿ Child support and services
- ✿ Transitional services
- ✿ **Community and parent engagement**





# INCREASE INTERVENTIONS - BE PROACTIVE





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to being referred for expulsion.





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to being referred for expulsion.
- ✻ *Start sooner!* Implement preschool interventions and PALS classes (preschoolers acquiring language skills).





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to being referred for expulsion.
- ✻ *Start sooner!* Implement preschool interventions and PALS classes (preschoolers acquiring language skills).
- ✻ Immerse key personnel in appropriate **training** for **behavioral interventions** (guidance counselors, **ISS proctors**, teachers, School Improvement Teams, etc.).





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to being referred for expulsion.
- ✻ *Start sooner!* Implement preschool interventions and PALS classes (preschoolers acquiring language skills).
- ✻ Immerse key personnel in appropriate **training** for **behavioral interventions** (guidance counselors, **ISS proctors**, teachers, School Improvement Teams, etc.).
- ✻ Provide five **social workers or therapeutic counselors** to provide **behavioral interventions** for high school students identified as being at-risk (replicate the CARS model from USC-Columbia being piloted in 2011-2012).





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to

- Early intervention programs for children are more likely to change behavior than later rehabilitation programs for adolescents or adults. (Tobin, T. & Sprague, J., Fall 2000).

- ✻ Provide five **social workers or therapeutic counselors** to provide **behavioral interventions** for high school students identified as being at-risk (replicate the CARS model from USC-Columbia being piloted in 2011-2012).





# INCREASE INTERVENTIONS - BE PROACTIVE

- ✻ Begin organizing **community involvement** in providing social/emotional interventions for *students, parents, and teachers* for identified students in their home schools prior to being referred for expulsion.
- ✻ *Start sooner!* Implement preschool interventions and PALS classes (preschoolers acquiring language skills).
- ✻ Immerse key personnel in appropriate **training** for **behavioral interventions** (guidance counselors, **ISS proctors**, teachers, School Improvement Teams, etc.).
- ✻ Provide five **social workers or therapeutic counselors** to provide **behavioral interventions** for high school students identified as being at-risk (replicate the CARS model from USC-Columbia being piloted in 2011-2012).





# CHANGE OUR INSTRUCTIONAL DELIVERY MODEL AS NEEDED

SAL KAHN ON VIRTUAL LEARNING





A man with dark hair, wearing a brown sweater, is shown in profile, facing right. He appears to be speaking or gesturing at a podium. The background is a blue wall with some vertical lines. The image has a slightly grainy, video-like quality.

**MARCH2011**

**LONGBEACHCALIFORNIA**



V I R T U A L   L E A R N I N G  
I S   A L R E A D Y  
S H O W I N G   P R O M I S E   I N  
A I K E N   C O U N T Y .  
( S T U D E N T   C U R R E N T L Y   A T   B L C )





V I R T U A L   L E A R N I N G  
I S   A L R E A D Y  
S H O W I N G   P R O M I S E   I N  
A I K E N   C O U N T Y .  
( S T U D E N T   C U R R E N T L Y   A T   B L C )





# SHORT-TERM ALTERNATIVE SCHOOLS





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).
- ✻ *Elementary* certified teachers at BLC or Pinecrest.





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).
- ✻ *Elementary* certified teachers at BLC or Pinecrest.
- ✻ Provide a **proctor** for middle/high students (as opposed to a certified teacher) and **accredited online learning** opportunities - 20 days.





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).
- ✻ *Elementary* certified teachers at BLC or Pinecrest.
- ✻ Provide a **proctor** for middle/high students (as opposed to a certified teacher) and **accredited online learning** opportunities - 20 days.
- ✻ Provide **therapeutic counseling** for students and **coordinate community resources** for students.





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).
- ✻ *Elementary* certified teachers at BLC or Pinecrest.
- ✻ Provide a **proctor** for middle/high students (as opposed to a certified teacher) and **accredited online learning** opportunities - 20 days.
- ✻ Provide **therapeutic counseling** for students and **coordinate community resources** for students.
- ✻ Provide **transition assistance** for students returning to home schools.





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations

- ✻ **Some interventions which have yielded positive outcomes for alternative school students were psychotherapy, applied behavior analysis, cognitive-behavioral methods, social development interventions, youth involvement and opportunity initiatives, and social caseworker intervention (Van Acker, 2007).**

- ✻ **coordinate community resources** for students.

- ✻ Provide **transition assistance** for students returning to home schools.





# SHORT-TERM ALTERNATIVE SCHOOLS

- ✻ One for each area at high schools or current locations (Area 1 and 3 @ BLC or Pinecrest).
- ✻ *Elementary* certified teachers at BLC or Pinecrest.
- ✻ Provide a **proctor** for middle/high students (as opposed to a certified teacher) and **accredited online learning** opportunities - 20 days.
- ✻ Provide **therapeutic counseling** for students and **coordinate community resources** for students.
- ✻ Provide **transition assistance** for students returning to home schools.





W H A T   D O   W E   M E A N  
B Y   “ T R A N S I T I O N ”  
S E R V I C E S ?   W H A T   D O  
T H O S E   S E R V I C E S  
“ L O O K   L I K E ” ?  
( D R .   Y O U N G )





W H A T D O W E M E A N  
B Y “ T R A N S I T I O N ”  
S E R V I C E S ? W H A T D O  
T H O S E S E R V I C E S  
“ L O O K L I K E ” ?  
( D R . Y O U N G )





# LONG TERM ALTERNATIVE SCHOOL





# LONG TERM ALTERNATIVE SCHOOL

- ✻ **One centralized location** for the remainder of the school year (elementary, middle, and high).





# LONG TERM ALTERNATIVE SCHOOL

- ✻ **One centralized location** for the remainder of the school year (elementary, middle, and high).
- ✻ Virtual Learning and traditional learning.





# LONG TERM ALTERNATIVE SCHOOL

- ✻ **One centralized location** for the remainder of the school year (elementary, middle, and high).
- ✻ Virtual Learning and traditional learning.
- ✻ Provide **therapeutic counseling**.





# LONG TERM ALTERNATIVE SCHOOL

- ✿ **One centralized location** for the remainder of the school year (elementary, middle, and high).
- ✿ Virtual Learning and traditional learning.
- ✿ Provide **therapeutic counseling**.
- ✿ Provide vocational & exploratory courses as well as career counseling - *focusing on a successful future and graduating.*





# LONG TERM ALTERNATIVE SCHOOL

- ✱ **One centralized location** for the remainder of the school year (elementary, middle, and high).
- ✱ Virtual Learning and traditional learning.
- ✱ Provide **therapeutic counseling**.
- ✱ Provide vocational & exploratory courses as well as career counseling - *focusing on a successful future and graduating*.
- ✱ Offer a structured disciplined setting (military, for example) as needed.





# LONG TERM ALTERNATIVE SCHOOL

- ✿ **One centralized location** for the remainder of the Characteristics of some alternative schools that facilitate successful school completion for those students at risk for dropping out are extra counseling, smaller and more personal settings, positive relationships with adults, meaningful educational and transitional goals, and emphasis on living and vocational skills (Lehr, 2004).

- ✿ Offer a structured disciplined setting (military, for example) as needed.





# LONG TERM ALTERNATIVE SCHOOL

- ✱ **One centralized location** for the remainder of the school year (elementary, middle, and high).
- ✱ Virtual Learning and traditional learning.
- ✱ Provide **therapeutic counseling**.
- ✱ Provide vocational & exploratory courses as well as career counseling - *focusing on a successful future and graduating*.
- ✱ Offer a structured disciplined setting (military, for example) as needed.





# BUDGET AT RISK (338) & IDEA





# BUDGET BACKGROUND

- ✿ **At-Risk Funds (338) - \$4,670,888**

- ✿ Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met in grades 3 through 9 in reading and mathematics state assessments.
- ✿ Assistance for these students could take place in the form of reduced class sizes, remediation and academic assistance programs, family parenting and literacy program, adult education remedial programs and/or alternative education programs.

- ✿ **Maintenance of Effort Funds for IDEA - \$18,700,000**





# AT-RISK FUNDS

- ✻ \$400,000                      comprehensive remediation
- ✻ \$1,602,454                  freedman, 4k, technology, coordinators
- ✻ \$65,000                        charter school allocations
- ✻ \$664,000                      current alternative budget
- ✻ \$1,300,000 (approx)    expansion of alternative program (this plus the existing plus \$275,000 from MS ISS = \$2.2M [AS THIS GOES UP OR DOWN, THE FIGURE BELOW DOES OPPOSITE])
- ✻ \$750,000 (approx)        available for carryover and/or flex





	<b>*338</b>	<b>IDEA</b>
<b>Personnel</b>	\$1,719,990	\$1,022,000
<b>Hardware/Software</b>	\$385,985	\$?
<b>Materials and travel</b>	\$54,200	\$100,000
<b>Professional Development</b>	\$40,200	\$?
<b>Total</b>	<b>\$2,200,375</b>	<b>\$1,122,000</b>





	*338	IDEA
--	------	------

If U.S. schools graduated one percent more males from high school every year, the nation could have seen a reduction of crime by 100,000 a year, and **save 1.4 billion annually** (The Civil Rights Project Report, 2006)

Total	\$2,200,375	\$1,122,000
-------	-------------	-------------





	<b>*338</b>	<b>IDEA</b>
<b>Personnel</b>	\$1,719,990	\$1,022,000
<b>Hardware/Software</b>	\$385,985	\$?
<b>Materials and travel</b>	\$54,200	\$100,000
<b>Professional Development</b>	\$40,200	\$?
<b>Total</b>	<b>\$2,200,375</b>	<b>\$1,122,000</b>





	*338	IDEA
Personnel	\$1,719,990	\$1,022,000

For every \$1 spent on the prevention and education of potential dropouts, \$9 returned to the state (DeLa Rosa, D., 1998)

Development	\$1,180,375	\$1,100,000
Total	\$2,200,375	\$1,122,000





	<b>*338</b>	<b>IDEA</b>
<b>Personnel</b>	\$1,719,990	\$1,022,000
<b>Hardware/Software</b>	\$385,985	\$?
<b>Materials and travel</b>	\$54,200	\$100,000
<b>Professional Development</b>	\$40,200	\$?
<b>Total</b>	<b>\$2,200,375</b>	<b>\$1,122,000</b>





<b>Administrator</b>	<b>1</b>	alternative school and works with the Director of Special Education to in coordinating activities at BLC.
<b>Long Term Middle/High School Teachers</b>	<b>4</b>	Serve as both facilitators and direct instructors at long term facility for high school and middle school students in long term suspension.
<b>Classroom Aides</b>	<b>2</b>	Assists and monitors students before school, during lunch, and after school as well as assist during regular class time.
<b>Long Term AND Short Term Elementary Teachers</b>	<b>2</b>	Serve as both facilitators and direct instructors at long term facility for elementary students in long AND short term suspension.
<b>Alternative Learning Professional Development Facilitator</b>	<b>1</b>	Coordinates professional development for proctors, alt. school teachers, gen ed. Teachers, special ed. Teachers, etc.
<b>SPED Lead Teachers</b>	<b>3</b>	Train teachers in alternative learning strategies
<b>Special Education Teachers</b>	<b>9</b>	Provide educational services to students with special needs at long term facility.
<b>Exploratory Teachers</b>	<b>2</b>	PE and Music or Art Teacher
<b>Preschool Partner Teacher</b>	<b>1</b>	Support Child Development, PALS, and Preschool SPED Programs
<b>Year-Round Program Teachers</b>	<b>2</b>	6 weeks 5 hours 4 days a week
<b>Therapeutic Counseling Coordinator</b>	<b>1</b>	Serves at-risk students in the short-term and long-term alternative schools and also coordinates community agencies provide social and emotional support to students and their families.
<b>Behavioral Coordinator</b>	<b>1</b>	Serves at-risk students at BLC; screens students in the general education setting; train proctors in behavioral intervention strategies.
<b>School Based Counselor</b>	<b>2</b>	One to provide counseling services for students at BLC - to ensure the district meets IEP requirements; one to serve as a guidance counselor (classes on character ed., etc.)
<b>Career (Transition) Specialist</b>	<b>1</b>	To provide counseling and instruction in potential career paths (school to work, IGPs, project discovery, coordinate voc. Rehab, etc.)
<b>Middle School ISS Proctors</b>	<b>11</b>	Supervise "ISS" in middle schools. Trained in behavioral intervention strategies.
<b>Short Term Proctors</b>	<b>4</b>	One short term proctor for each short term alternative school. Facilitates APEX, PLATO, and other online learning opportunities.
<b>Year-Round Program Proctors</b>	<b>2</b>	6 weeks 5 hours 4 days a week
<b>Local School Tech Coach</b>	<b>38</b>	Stipends for school based techs to address software/hardware needs.
<b>Transition Paraeducator</b>	<b>2</b>	Assists and monitors students as they transition back into the regular school setting.
<b>Secretary</b>	<b>2</b>	Serve at BLC
<b>Custodian</b>	<b>2</b>	Provide custodial services at BLC
<b>High School Behavioral Interventionists</b>	<b>5</b>	Serve in the general education setting at the high school level to provide social and emotional interventions and community resources to at-risk students and their families
<b>Ed Tech Coordinator</b>	<b>1</b>	Oversees the implementation of software for intervention in the general education setting and alternative learning students.
<b>Contracted Services</b>	<b>0</b>	to meet individual needs





# ARRA Program Details





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)
- Five additional computers (netbooks) in every 8th and 9th grade ELA and math classroom (differentiated instruction) in the district.
  - (\$2,500 per classroom)





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)
- Five additional computers (netbooks) in every 8th and 9th grade ELA and math classroom (differentiated instruction) in the district.
  - (\$2,500 per classroom)
- Compass at the high school level (intervention & differentiation)
  - (\$23,000 per high school)





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)
- Five additional computers (netbooks) in every 8th and 9th grade ELA and math classroom (differentiated instruction) in the district.
  - (\$2,500 per classroom)
- Compass at the high school level (intervention & differentiation)
  - (\$23,000 per high school)
- TesTrakker in all schools (aligns Core/State Standard, MAP, & Dominie)
  - (\$2,500 per school for start up; annual cost \$1,095 per school)





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)
- Five additional computers (netbooks) in every 8th and 9th grade ELA and math classroom (differentiated instruction) in the district.
  - (\$2,500 per classroom)
- Compass at the high school level (intervention & differentiation)
  - (\$23,000 per high school)
- TesTrakker in all schools (aligns Core/State Standard, MAP, & Dominie)
  - (\$2,500 per school for start up; annual cost \$1,095 per school)
- Accommodations lab in every middle and high school.
  - (\$15,000 per school)





# ARRA Program Details

- Wireless overlay (18 schools; \$61,000)
  - Fund 1 (current budget)
- Five additional computers (netbooks) in every 8th and 9th grade ELA and math classroom (differentiated instruction) in the district.
  - (\$2,500 per classroom)
- Compass at the high school level (intervention & differentiation)
  - (\$23,000 per high school)
- TesTrakker in all schools (aligns Core/State Standard, MAP, & Dominie)
  - (\$2,500 per school for start up; annual cost \$1,095 per school)
- Accommodations lab in every middle and high school.
  - (\$15,000 per school)
- Web hosting (\$24,000 annually for Area 4 and District Office)
  - Improve communication
  - More tools for teachers
  - Move toward paperless





# Community Input

Questions, Strengths, Additions, Deletions,  
Recommendations, etc.

- Index Cards
- Post on Overhead
- Open microphone





# Board Input

Questions, Strengths, Additions, Deletions,  
Recommendations, etc.

- Index Cards
- Post on Overhead
- Open microphone





# HOW TO TELL US MORE!

- ✻ Website: [www.aiken.k12.sc.us](http://www.aiken.k12.sc.us)
- ✻ Phone: 803.641.2428
- ✻ Fax: 803.641.2700
- ✻ Email: Public Information Office,  
[tnewman@aiken.k12.sc.us](mailto:tnewman@aiken.k12.sc.us)









# THE END!

