



Alternative Education

Student Handbook

2024-2025

Report it!



safeschools®

ALERT

Anonymously report tips on:

- **Bullying/Harassment**
- **Weapons**
- **Drugs**
- **Self-Harm**
- **Suicide**
- **Threat to Others**

4 Easy Ways to Report:



Call or Text: 918.505.9802



Click: <http://1221.alert1.us>



Email: 1221@alert1.us

**For Emergencies
Please Call 911**



24/7 CALL, TEXT, CHAT



Union Public Schools

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School Calendar

2024-2025 (Early Release Fridays)



**UNION
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Professional Days	Aug. 13-14, 2024
First Day of School	Aug. 15, 2024
Professional Day	Aug. 30, 2024
Labor Day	Sept. 2, 2024
Virtual Day for Students	Oct. 16, 2024
End of First Quarter	Oct. 17, 2024
Parent/Teacher Conf.	Oct. 17, 2024
Fall Holiday	Oct. 18, 2024
Thanksgiving Vacation	Nov. 25-29, 2024
End of First Semester	Dec. 20, 2024
Winter Vacation	Dec. 23, 2024- Jan. 3, 2025
Classes Resume	Jan. 6, 2025
Professional Day	Jan. 17, 2025
Martin Luther King Day	Jan. 20, 2025
Professional Day	Feb. 14, 2025
President's Day	Feb. 17, 2025
End of Third Quarter	Mar. 14, 2025
Spring Break	Mar. 17-21, 2025
Virtual Day for Students	Apr. 17, 2025
Parent/Teacher Conf.	Apr. 18, 2025
Memorial Day	May 26, 2025
End of Second Semester*	May 28, 2025
Last Day of Classes*	May 28, 2025

*Calendar includes 5 snow days

First Semester

84 Instructional Days
3 Professional Days
87 Total

Second Semester

88 Instructional Days
2 Professional Day
90 Total Days

172 Total Instructional Days

Virtual Days

On Virtual Days, students will complete assignments at home while teachers are involved in collaboration and training.

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	●	●	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	●	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	ER	7
8	9	10	11	12	ER	14
15	16	17	18	19	ER	21
22	23	24	25	26	ER	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	ER	5
6	7	8	9	10	ER	12
13	14	15	V	●	18	19
20	21	22	23	24	ER	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					ER	2
3	4	5	6	7	ER	9
10	11	12	13	14	ER	16
17	18	19	20	21	ER	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	ER	7
8	9	10	11	12	ER	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

*No early release on 20th due to finals

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	ER	11
12	13	14	15	16	●	18
19	20	21	22	23	ER	25
26	27	28	29	30	ER	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13	●	15
16	17	18	19	20	ER	22
23	24	25	26	27	ER	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13	●	15
16	17	18	19	20	21	22
23	24	25	26	27	ER	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	ER	5
6	7	8	9	10	ER	12
13	14	15	16	V	●	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legend			
●	Professional Day (No school)	▲	Conference Day (No school)
□	Semester begins/ends	S	Snow Day
■	Holiday (No school)	□	District Offices Closed
✕	End of quarter	V	Virtual Day
ER	Early Release; classes are released from school 40 mins earlier		

District Offices Closed	
July 4, 2024	Jan. 20, 2025
Sept. 2, 2024	Mar. 21, 2025
Nov. 27-29, 2024	May 26, 2025
Dec. 24, 2024 - Jan. 1, 2025	
District offices closed on Fridays in summer	

Calendario Escolar 2024-2025 (Salida Temprana los Viernes)



**UNION
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<p>Días Profesionales Primer Día de Clases Día Profesional Día del Trabajo Día Virtual para Estudiantes Fin del Primer Trimestre Conf. Padres /Maestros Vacaciones de Otoño Vacaciones de Acción de Gracias Fin del Primer Semestre Vacaciones de Invierno Reinicio de Clases Día Profesional Día de Martin Luther King Día Profesional Día de los Presidentes Fin del Tercer Trimestre Vacaciones de Primavera Día Virtual para Estudiantes Conf. Padres / Maestros Día Conmemorativo Fin del Segundo Semestre* Último Día de Clases*</p>	<p>Agosto 13-14, 2024 Agosto 15, 2024 Agosto 30, 2024 Sept. 2, 2024 Oct. 16, 2024 Oct. 17, 2024 Oct. 17, 2024 Oct. 18, 2024 Nov. 25-29, 2024 Dic. 20, 2024 Dic. 23, 2024- Ene. 3, 2025 Enero. 6, 2025 Enero 17, 2025 Enero 20, 2025 Feb. 14, 2025 Feb. 17, 2025 Mar. 14, 2025 Mar. 17-21, 2025 Abril 17, 2025 Abril 18, 2025 Mayo 26, 2025 Mayo 28, 2025 Mayo 28, 2025</p>
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*El Calendario incluye 5 días de nieve

<u>Primer Semestre</u>	<u>Segundo Semestre</u>
84 Días de Instrucción	88 Días de Instrucción
3 Días Profesionales	2 Días Profesionales
87 Días en Total	90 Días en Total

172 Días en Total de Instrucción

Días Virtuales

En los días virtuales, los estudiantes completarán las tareas en casa. mientras que los profesores participan en la colaboración / formación

Enero 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	ER	11
12	13	14	15	16		18
19	20	21	22	23	ER	25
26	27	28	29	30	ER	

Febrero 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13		15
16	17	18	19	20	ER	22
23	24	25	26	27	ER	

Marzo 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13		15
16	17	18	19	20	21	22
23	24	25	26	27	ER	29
30	31					

Abril 2025						
S	M	T	W	T	F	S
		1	2	3	ER	5
6	7	8	9	10	ER	12
13	14	15	16	17		19
20	21	22	23	24	25	26
27	28	29	30			

Mayo 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Junio 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Julio 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Agosto 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12			15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		31

Septiembre 2024						
S	M	T	W	T	F	S
1	2	3	4	5	ER	7
8	9	10	11	12	ER	14
15	16	17	18	19	ER	21
22	23	24	25	26	ER	28
29	30					

Octubre 2024						
S	M	T	W	T	F	S
		1	2	3	ER	5
6	7	8	9	10	ER	12
13	14	15	16	17	18	19
20	21	22	23	24	ER	26
27	28	29	30	31		

Noviembre 2024						
S	M	T	W	T	F	S
					ER	2
3	4	5	6	7	ER	9
10	11	12	13	14	ER	16
17	18	19	20	21	ER	23
24	25	26	27	28	29	30

Diciembre 2024						
S	M	T	W	T	F	S
1	2	3	4	5	ER	7
8	9	10	11	12	ER	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

*No habrá salida anticipada el día 20 debido a los exámenes finales.

Leyenda	
	Día Profesional (No hay clases)
	El semestre comienza / termina
	Vacaciones (no hay clases)
	Fin de trimestre
	Salida Temprano: Los estudiantes salen de la escuela 40 minutos antes.
	Conferencias no hay clases
	Día de Nieve
	Oficinas del Distrito Cerradas
	Día Virtual

Oficinas del Distrito Cerradas	
Julio 4, 2024	Ene. 20, 2025
Sept. 2, 2024	Mar. 21, 2025
Nov. 27-29, 2024	Mayo 26, 2025
Dic. 24, 2024 - Ene. 1, 2025	
Las Oficinas del Distrito Cerradas los Viernes Durante el Verano	

Mission Statement

Our mission is to graduate 100% of our students, college and/or career ready.

Introduction

The following information is intended to communicate the areas in which Alternative Education policies and procedures differ from those of the regular education programs of Union Public Schools, and to point out important areas of common concern. Alternative students and staff should be knowledgeable about both this information and the student handbooks of Union High School and Union HS Freshman Academy. These regular education handbooks must be followed by Alternative students as they participate in regular education classes or activities. Also, these handbooks are used as guides in areas which are not addressed in the Alternative handbook.

Union Alternative School 24-25 Block Schedule Dates

Block Schedule Dates are Subject to Change

Block 1.....	August 15 – September 13
Block 2.....	September 17 – October 15
Block 3.....	October 21 – November 15
Block 4.....	November 18 – December 20
Block 5.....	January 7 – February 5
Block 6.....	February 7 - March 10
Block 7.....	March 12 - April 16
Block 8.....	April 21 - May 20

ICAP/Scheduling Days - September 16, October 16, January 6, February 6, March 11, April 17

Monday - Thursday

Morning Block	8:45 a.m. - 11:55 a.m.
Critical Thinking Skills	11:55 a.m - 12:45 p.m.
Lunch	12:45 p.m. - 1:25 p.m.
Mini Block	1:25 p.m. - 3:25 p.m.

Friday

Morning Block	8:45 - 12:30 p.m.
Lunch	12:30 p.m. - 1:10 p.m.
Mini Block	1:10 p.m. - 2:40 p.m.
Teacher Collaboration	2:45 p.m. - 3:30 p.m.

(Please refer to the district calendar for the Early Release days)

Attendance Incentive

Students would be eligible to participate in a virtual day on the ICAP days listed above if they meet the following criteria:

- 6 hours of absence and an A**
- 3 hours of absence and a B**
- 1 hour of absence and a C**
- 0 hours of absence and a D**

Those who don't qualify will be required to come to school and participate in tier 2 intervention with their teacher and new students to the program would do onboarding to prepare for the next block.

The plan will be to have parent forums the first month of school (both in person and video) explaining the importance of attendance and how this positive behavior intervention can benefit the student's academic achievement.

Union Alternative Education Program Summary



*Mr. Chris Ducker
Alt. Ed Principal*

The Union Alternative Education Program was created to better meet the needs of Union students who have not been successful in regular education programs. Students from ninth through twelfth grades are enrolled in the program, which is housed in a separate facility at **5656 S. 129th E. Ave.** This is **NOT** a punishment program; instead, it is intended to lead students back into success in the mainstream of education through the use of innovative teaching techniques, greater access to counseling services, more individualized courses of study, flexible scheduling, lower student/teacher ratios, and a more supportive classroom atmosphere.

The goals of the program include a reduced drop-out rate, an increase in the number of academic credits earned, a decrease in the number of classes failed, a reduction in the number of absences, an increase in grade point averages, an improvement in standardized test scores, a reduction in behavioral problems, and the approval of the program by parents, students, school administrators, and employers.

The teachers who have been employed for this program are all highly experienced Alternative educators who truly care about their students, who are flexible and open-minded, and who know how to lead all willing students toward academic success. Classes are designed to challenge each student's abilities while remaining accessible to all. Everyone in the program works together to maintain a friendly, constructive atmosphere based on mutual respect. Courses are offered in language arts, math, social studies, science, life skills and other electives, and all teachers are fully certified.

Application forms may be acquired online at www.unionps.org, from any High School, HS Freshman Academy, or Eighth Grade Center counselor, or at the Alternative site. The intake process for the program is intended to be both thorough and simple. Since a limited number of students can be enrolled, it is important that the students who are accepted into Alternative Education are truly in need of these services and are likely to benefit from the program.

Applicants may be referred by any school professional, by their parents, or by themselves. Once the application is received, the student's academic records are reviewed, and interviews are conducted with the student, parents or guardians, school personnel and other sources. The results of these interviews are discussed among the program's staff, who subsequently enroll those students deemed most appropriate for the program. Before a student is accepted into the program, he or she must be willing to sign a contract which states his or her willingness to comply with the school's rules and strive to be successful in the program. Students who fail to comply with this contract may be involuntarily returned to regular education classes, sent to the Intervention Program, or referred elsewhere. Block scheduling is a major component of the Alternative program. All students attend a single class for four class periods daily for approximately four weeks. At the end of this period, the students have earned a half-credit in that class. Then, the students rotate into another class for the next four-week cycle. This schedule allows the program to enroll new students every four weeks if space is available.

This type of scheduling encourages teaching creativity, gives far greater flexibility, allows more opportunity for individualization of assignments toward each student's strengths and weaknesses, and--most importantly--fosters the creation of a more supportive classroom atmosphere. During the other two class periods of each school day, the students may attend elective classes at the Alternative School or regular education classes at UHS or the HS Freshman Academy, participate in a work/study program, attend classes at Tulsa Technology, perform school or community service projects, receive tutorial or enrichment assignments, or they may be chosen to attend for an abbreviated school day. Some students make up credits by attending a full six-hour school day and then participating in the work/study program after school. Alternative Education students may also take Edgenuity online courses or attend night school or summer school classes. Life skills, art, and other elective and remediation classes are offered at the Alternative site.

Parents are encouraged to play an active role in the students' education. Teachers will telephone parents regularly to discuss both problems and successes.

Parents are always encouraged to give input into the program, and parenting information and classes are provided by the Alternative staff.

Intake Process

Students may be referred to the Alternative program by parents, teachers, administrators, staff, or themselves. The first step in the process is for the student to complete the student application forms, which include parent information sheets, student information sheets, and the student contract. An application is not considered complete until all forms are completed and returned. Following the completion of the forms, an interview is scheduled with the student and one or more of the Alternative staff. Occasionally, the student's parent also attends, but the interview is primarily with the student. The purpose of the interview is to determine the student's educational goals and level of commitment, to give information about the program, and to assist the student in determining the best educational option. Following the interview process, the program staff review the application. Additional information is gathered from teachers, counselors, administrators, parents, educational records, and/or other sources.

The application process is open to all interested students; however, strong consideration is given to individual students' needs for specific program considerations, such as behavioral contracting, the ability to benefit from a problem-solving approach, the ability to have an inner locus of control, the desire to participate in block scheduling, and the need to participate in work/study.

Students who require special education services such as remedial academic class work, specific point systems for behavioral success, and/or specialized instruction for academic subjects are referred to the Special Services department for review. The emphasis is on student success and, therefore, student applications are carefully screened to determine the level of need of the student and the probability of developing a program that fits the student's needs.

After review of the application, students are either offered placement, referred elsewhere, or placed on the waiting list. As openings occur in the program, the entire waiting list is reviewed by the program staff. Grade and attendance checks are often conducted at this time to determine which students currently need the program the most and are most likely to benefit.

Program entry is always voluntary. Some students may be required to sign supplemental contracts to address specific concerns.

Students who don't appear to be ready to benefit from the program may, upon request, be told what steps they can take to improve their likelihood of being accepted at a later date.

The program is designed to assist those students who do not require special education services, who have made a new commitment to their education, yet who require a non-traditional approach.

Rights and Responsibilities of Alternative Students in Regular Education Environments

Alternative students have the same right to participate in school activities such as athletic events, dances, proms, graduation services, baccalaureate services, senior teas, and school assemblies as regular education students. Similarly, Alternative students can be barred from these events on the same basis as regular education students. Students may not participate in any type of extracurricular activity while they are on any type of suspension from their classes or in the Intervention Program. Alternative students are to abide by the same rules as regular education students when participating in regular education classes or activities, or when being transported on school buses.

Special Services Students in Alternative Education

Generally, special services students on current individualized education plans (IEPs) are better-served by the special services department than by the Alternative program. Occasionally, a student on a current IEP has succeeded in the special services program so well that he or she is going to be subsequently enrolled only in mainstream classes. Under these circumstances, it may be appropriate for this student to enroll in the Alternative program on a mainstream IEP. Such a placement must be recommended by the student's IEP team, by the school psychologist assigned to the Alternative program, and by the Alternative School principal. Following these approvals, the student will be considered for enrollment.

Class Options

Alternative students are offered an array of scheduling options. Students are allowed to take a smaller or larger number of classes than traditional students as is required by their unique situation. For example, some students may not be able to cope with a full day of classes and may need an abbreviated school day. Conversely, returning drop-outs may need to be allowed to take extra classes so they can catch up on their credits.

In addition to the daily four-period Alternative block class, students may have the option of attending elective classes at UHS or the HS Freshman Academy, attending a two-period elective class at the Alternative site, attending Tulsa Technology Center classes, taking a pre-approved online course, participating in the work/ study program, or performing school or community service.

Students must have the recommendation of the Alternative School principal to participate in these classes. Other scheduling options may be developed as the Alternative program evolves. Students may participate in a combination of these options to catch up on credits.

Graduation Checks

A graduation check is made at the time of enrollment in the Alternative program, and each student's progress toward graduation is consistently monitored by his or her counselor and teachers. Alternative students should be on a track to graduate before their twenty-first birthdays. Applicants who have no reasonable expectation of being able to graduate (e.g., a nineteen-year-old applicant who has accumulated a small number of academic credits) may be referred to a GED program.

Progress Reports

Parents or legal guardians may contact the Alternative teachers at any time to check on a student's progress in class. Teachers will notify parents if failure seems imminent. Parents should keep careful track of students' absences and be aware that students will not receive academic credit if they fail to attend at least eighty percent of the class sessions each block. Individualized instruction is available for all students as needed; however, students are expected to perform to the best of their abilities. Students who fail classes

due to lack of attendance seriously jeopardize their continued enrollment in the Alternative program. due to lack of attendance seriously jeopardize their continued enrollment in the Alternative program.

Classifications

Students are assigned a grade classification based on the number of academic credits they have earned. Alternative students who have earned zero to five credits at the beginning of a semester are classified as freshmen; students with six to nine credits are sophomores; students with ten to fifteen credits are juniors; and students with sixteen or more credits are seniors. The Alternative School requires the same number of credits for graduation as does Union High School.

Change of Address

In-District: Students should immediately notify the Alternative school of any changes of address, home telephone, or parent's work telephone. This is important so the school can communicate efficiently with the parents, particularly in the case of emergency.

Out-of-District: Notification of the school is necessary when students move outside of the school district so the student can be withdrawn and his or her transcript can be forwarded to the new school. When a student moves out of the district, he or she may remain in the Alternative School to complete the current school year if the parents supply transportation. As always, the staff will reassess each student's continued enrollment in the Alternative program at the end of each semester.

Homebound Instruction

When a student is seriously ill, injured or otherwise incapacitated, the Alternative program has the option of developing a short-term homebound instruction plan. Also, in rare instances, homebound instruction may be deemed appropriate for a student who is temporarily unable to function in the Alternative educational environment. This type of instruction is developed on an individualized basis and is offered only if other options have been exhausted and if it can be done without overburdening the Alternative teaching staff.

If the student's situation calls for a long-term homebound instruction program, this should be requested through the district's Special Services Department.

Student Residency Requirements

The Alternative program is intended for the use of Union district patrons. Only students who reside within the boundaries of the Union Public School District and students who reside full-time with parents or legal guardians who are Union Schools employees are eligible to enroll. Students who move out of the district during their junior or senior years may be eligible to remain in the program as transfer students.

Legal Custody

Non-custodial parents have the same rights of access to students and student records as do custodial parents unless a court order to the contrary has been filed with the Alternative school.

A person who has obtained legal guardianship of a student must present appropriate legal guardianship documents before the student is permitted to enroll. Legal guardianship is not to be taken lightly. It carries the responsibility of accepting full responsibility for a student's care and support until he or she reaches adulthood, and the student must reside full-time with the legal guardian. Legal guardianship will not be accepted simply for the purpose of attending a particular school.

Students who do not live with their parents or guardians must file an affidavit of residency and an affidavit of self-support with the district. Students seeking self-support status must also be able to prove to the district that they have the financial means to support themselves fully.

Age Restrictions

Students may not enroll in the Alternative program if they are twenty-one years of age or older. Additionally, they may not enroll unless they can graduate from high school before their twenty-first birthday. Exceptions may be made in the cases of students on active IEPs, students with physical disabilities, and students who have been on active duty in the U.S. Armed Forces. Anyone wanting an exception should submit a request in writing to the Alternative program principal well in advance of the desired entry date. The request should state a rationale for the exception.

Open/Closed Campus

In keeping with policies deemed appropriate for regular education students, Alternative students who are enrolled in the ninth or tenth grades will have a closed campus during lunch, and students who are enrolled in the eleventh or twelfth grades will have an open campus during lunch. This reflects the general belief that Alternative students should not be denied privileges that are granted to regular students or granted privileges that are denied to regular students.

A student will be considered a ninth or tenth grader if he has earned fewer than ten credits at the beginning of a semester. An exception to this rule will be granted to students who have fewer than ten credits but who have been enrolled in classes at UHS.

Students who leave the Alternative campus for lunch should understand that this right may be revoked if they fail to behave responsibly while off campus or if they fail to return to campus on time. Also, students may not leave the campus afoot during the lunch period.

Students with large vehicles should park on the north side of Building A, while other students should park on the south side of Building A. Students should not park in either Building C parking lot.

Under no circumstances is a student to park a vehicle or loiter on the grounds of any of the businesses in the vicinity of the campus before, after, or during school hours.

Off-Campus Behavior

Students are reminded that on the way to school, on the way home from school, and off campus during the lunch period, they are under the jurisdiction of school authorities and are bound by their student agreements.

Visitors/Guests

Parents and legal guardians are always welcome at the Alternative program. The staff ask that appointments be made to see a teacher or to visit classes so personnel will be available and so the educational process will not be disrupted.

Students should not bring or invite other guests without previous permission from the Alternative principal.

Visitors/Guests cont.

For security reasons, all visitors are asked to report to the main office upon entering the building and sign the guest register. Unidentified visitors may be asked for identification and may be required to leave the campus. Anyone who refuses to leave the campus when asked to do so by a staff member is subject to arrest.

Attendance

The need for consistent school attendance is stressed in the Alternative program. The student agreement with the school dictates that students will attend regularly and that students will not receive credit for any class in which they don't attend at least eighty percent of class meetings.

For the purpose of receiving class credit, no distinction is made between excused and unexcused absences; however, teachers may wish to use their discretion in assigning grades to students who have missed too many days under extraordinary circumstances. In some cases, students may be allowed to make up class time following serious injuries, accidents, or other unavoidable situations. Students should understand that they are not allowed to miss school for frivolous reasons and that their continued participation in the Alternative program is severely jeopardized by unexcused absences.

Whenever a student is absent, his or her parent or legal guardian should telephone the school as soon as possible to excuse this absence. If a parent or guardian fails to telephone the school, the school will attempt to make contact if possible. If no contact is made between the parent and the school, the absence will be considered to be unexcused.

Supplemental contracts may be drawn up to address trancies, habitual absences, or tardies. Students who fail to receive academic credit due to excessive absences may be dropped from the Alternative program. Students who miss four consecutive days and do not contact the school will be automatically dropped from the Alternative program. The Student Contract stipulates that students will arrive at school on time, and all students are expected to abide by this stipulation. Students who repeatedly arrive late for class will be counseled and solutions to tardiness will be discussed. If a student persists in being late to class, his or her driving privilege may be revoked and the student may be required to take school bus transportation to classes or to be driven to school by his or her parents to ensure prompt arrival.

Leaving School

Students who need to leave the school while their classes are in session should check out through the main office. Parents or legal guardians must verify and approve the student's need to leave. Leaving school without permission is classified as truancy and may lead to dismissal.

Student IDs

Each student will be issued a school ID upon enrollment and it will be the expectation of the Union Alternative School to wear the ID at all times while on any Union Public Schools Campus. Wearing a school-issued ID promotes a culture of safety and security, and students must adhere to this expectation. If a student needs a replacement ID, they can be purchased at the front desk. ID replacement will cost \$5.00.

Student Dress Code

The desire for individual expression is respected by the Alternative program staff. However, certain concessions to conventionality are necessary to maintain an appropriate and safe educational environment.

Though individual situations will require subjective evaluation by school personnel, the following guidelines will be enforced by all Alternative employees:

1. Hats, caps, bandannas and sunglasses will not be worn inside the school building.
2. Clothing which is associated with gangs will not be tolerated.
3. Students who attend classes at UHS or the HS Freshman Academy must abide by the dress codes of those schools when on those campuses.
4. Students who attend regular education assemblies or school activities must abide by the dress codes of those schools while in attendance.
5. Clothing should not include insignias or wording which promotes illegal drugs, alcohol, or tobacco products or which is obscene or which promotes hate toward some person or group.
6. Students who participate in the work/study program must wear work apparel which is appropriate and safe while on the job.
7. Chains or other objects which could be used as weapons may not be worn.

Student Dress Code cont.

8. Clothing should not be overly revealing.
9. Students will not be allowed to bring blankets, pillows, or other types of bedding to school with them.
10. No pets or other unauthorized animals are allowed to be brought to school.

Violations of the student dress code will be treated as minor contract violations. Additionally, students will be required to change into appropriate clothing before attending classes. Any time missed from class due to dress code violations will be counted against the student's attendance in that class.

Telephone Use

Telephone usage must be kept to a minimum. Students may use the telephones for important purposes only. When it is necessary that a student phone call be made, the call should be brief. No teacher is obliged to allow students to use the classroom telephone. Students may not use cellular phones while classes are in session without permission from the teacher. Students who use cell phones during class without permission will be instructed to give their cell phone to the teacher until the end of the school day. Refusal to hand over a cell phone to a staff member when directed to do so will be considered as a Significant Violation of the Alternative Education Student Contract.

Outstanding Suspensions

Students with outstanding suspensions from other school districts are not allowed to enroll in the Alternative program to avoid serving the suspension. In some circumstances, a student suspended from a Union school may be allowed to enroll in the Alternative program with the permission of both the suspending principal and the Alternative principal on a probationary basis with a supplemental student contract.

Disciplinary Procedures

Every attempt is made to create and maintain a positive atmosphere in the Alternative program. Since traditional disciplinary tactics have been generally unsuccessful with students in this program, a different approach is used. Students are required to sign a student agreement before they are enrolled in the Alternative program. With this document, students

agree: (1) not to use or possess tobacco, alcohol, illicit drugs, vaping devices or any other harmful substance on school property or while participating in school-related activities and not to come to school while under the influence of these substances, (2) not to participate in violence or threats of violence or to use or possess any type of weapon on school property or while participating in school-related activities, (3) to attend school regularly and be in class on time, (4) to participate in classroom activities as the teachers ask, (5) to respect classmates, school employees, and school property, and (6) to abide by the same rules as regular education students when at regular education buildings or activities.

The contract also stipulates that each student's continued attendance in the Alternative program is to be reassessed at the end of each semester and that students may be involuntarily sent to the Intervention Program, returned to regular education, or referred elsewhere if this agreement is violated. Supplemental contracts may be created to address individual situations.

Through this system, students understand that they may remain in the Alternative program only as long as they are willing to obey these rules, and they must make steady progress toward graduation. Students who fail two classes are subject to dismissal from the program.

Minor Contract Violations

When students commit minor contract violations, such as tardiness, minor instances of disrespect to a classmate, or occasional non-participation in classroom activities, a problem-solving approach is taken. School personnel discuss the situation with the student, and a solution is sought. Parents may be consulted. This process is continued as long as it is successful in bringing about appropriate behavior.

If minor contract violations persist, the student may be removed from the program.

Major Contract Violations

Major contract violations, such as fighting, directing profanity at a school employee, possessing weapons or drugs on campus, or coming onto campus while under the influence of drugs or alcohol, will cause the student to be sent home or arrested following a conference with the principal. Parents will be notified, and the event will be documented. The student may be sent to the Intervention Program or in-home

Major Conduct Violations cont.

suspension for the remainder of the current semester or 45 days and then returned to regular education.

At the discretion of the regular education principal, additional penalties may be assessed in accordance with the regular education handbook when the student returns to regular education.

When a return to the regular education environment is inadvisable, students may be referred to another type of program such as the Union General Equivalency Diploma Program or the Thunderbird Program.

In rare cases, a student will be considered for re-entry into the Alternative program following a major contract violation if he successfully undergoes a program of professional counseling or rehabilitation at his or her parents' expense.

Significant Contract Violations

Significant contract violations, such as smoking on campus, rudeness or minor belligerence toward school personnel, truancy, or disrupting learning are documented and parents are notified. Students are counseled by the principal and may be sent home for the remainder of the school day. A supplemental contract or other intervention may be necessary to ensure compliance with the student contract. If significant contract violations persist, the student may be removed from the program, sent to the Intervention Program, or sent to in-home suspension for the remainder of the current semester, and then returned to either the Alternative program or regular education.

Intervention Program

Alternative Education students who are assigned to the Intervention Program at Union High School or the HS Freshman Academy are expected to attend that program successfully. Alternative students who misbehave in the Intervention Program and/or are placed on home suspension will seriously jeopardize their standing in the Alternative School.

Vandalism

The Union district has provided a unique facility for the Alternative program, and it is the responsibility of all students and staff that this facility be maintained in excellent condition. Intentional destruction or defacement of the program's building or equipment

will not be tolerated and will be considered as a major contract violation.

Re-Entering the Alternative Program

Students who leave the Alternative School once and then wish to re-enter the program may turn in a new application but must wait until at least one full semester has passed since their departure. These students may be scheduled an opportunity to appear before the school's teaching and counseling staff to explain why they wish to re-enter the program and to update the staff on any changes in their situation which might affect their performance in the program. They will then either be put on the school's waiting list or referred to another educational placement. Students who have entered and then left the Alternative School twice are not eligible for re-entry.

Confidentiality

Counseling is an important component of the Alternative program. Students are encouraged to seek solutions to their problems, to avoid harmful behaviors, and to develop their strengths. Weekly staff meetings are held in which staff members keep one another informed of the progress of students in the program and share ideas concerning students. Students should expect that information concerning them will be treated with respect for their privacy. However, staff members have a duty to report information concerning students who intend to hurt themselves or others to appropriate persons or agencies.

Free Initial Assessment

When a student appears to be suffering from emotional problems or substance abuse problems, staff members may offer the student or his parents or legal guardians the opportunity to go for a free initial assessment at one of a number of designated professional agencies. If the student receives such an assessment, the school expects permission for the Alternative counselor or the school psychologist assigned to the program to discuss the findings with the agency's professional staff. Follow-up services are received at the parents' or legal guardians' discretion and at their expense.

Crisis Management

If a crisis develops in a student's academic program or personal life, the entire staff of the Alternative program is available for consultation and counseling. A problem-solving approach is taken to help students learn how to deal with problems and to help remove barriers to learning. In some cases, outside agencies will be contacted to assist the student. Parents and the school psychologist assigned to the Alternative program will be notified as appropriate.

Staff members should refer to the district's Emergency Procedure Guide for direction in the handling of various crisis situations.

Student Transportation

To maintain all scheduling options, a somewhat complex transportation system has been developed. It is each student's responsibility to learn how to use this system so that he will arrive at all classes on time. If a student misses his or her ride, parents should be contacted for transportation. Students may not loiter about a school building.

Students who attend the Alternative School and need bus transportation will be picked up by their regular school buses and delivered to UHS.

Upon arrival, they should board a shuttle bus which will take them to the Alternative School. Students who attend afternoon elective classes at UHS will take a shuttle bus to the site following the morning block of instruction. Students who attend afternoon elective classes at the Alternative School will take a shuttle back to the High School at the end of the day and then take their regular school buses home.

Students enrolled in Tulsa Technology classes should meet with both Tulsa Technology and Alternative School counselors to arrange bus transportation on an individual basis if it is needed.

Students who drive or ride in private transportation to the various schools do so at their own risk. The Alternative School reserves the right to deny driving privileges to students at the discretion of the principal.

Student Driving and Parking Regulations

Operating a motor vehicle on campus is a privilege available to students who demonstrate responsible behavior in the operation of their vehicles. The administration reserves the right to levy fines and suspend or revoke the driving privileges of any student. All Oklahoma traffic laws and the following regulations must be observed on campus:

1. All motor vehicles driven to school must have a current Union Alternative School, UHS or HS Freshman Academy parking permit displayed on the rear-view mirror. Each car driven to the Alternative campus must be registered with the security office of Union Alternative. Temporary arrangements are to be made with the principal ahead of time if it becomes necessary to park a second vehicle on the lot.
2. Anyone driving a motor vehicle onto campus must have a current, valid Oklahoma driver's license and proof of insurance.
3. All students are to obey the 10 MPH campus speed limit and Oklahoma traffic laws when operating a motor vehicle on campus.
4. School-zone speed limits are not to be violated, and reckless driving in these zones is prohibited.
5. Students should park only in the designated student parking lots on the south and north sides of Buildings A or B. Students should not park in handicapped spaces unless authorized to do so by school personnel. Students with large vehicles should park on the north side of Building A or B.
6. In an effort to secure student vehicles, students are not permitted in the parking lots during class periods or between classes. Upon arriving on campus, students should immediately park their cars and go directly into the school building. Smoking is not allowed in cars on school property.
7. A student who has been involved in an accident on school property or who has had his or her vehicle tampered with or vandalized should file a report with the security office immediately.

Daily Class Schedule

Monday - Thursday

Morning Block	8:45 a.m. - 11:55 a.m.
Critical Thinking Skills	11:55 a.m. - 12:45 p.m.
Lunch	12:45 p.m. - 1:25 p.m.
Mini Block	1:25 p.m. - 3:25 p.m.

Friday

Morning Block	8:45 - 12:30 p.m.
Lunch	12:30 p.m. - 1:10 p.m.
Mini Block	1:10 p.m. - 2:40 p.m.
Teacher Collaboration	2:45 p.m. - 3:30 p.m.

(Please refer to the district calendar for the Early Release days)

Scheduling Days

Due to the complexity of scheduling students into block classes and the need to conduct periodic graduation and progress checks with all students, a scheduling day maybe set before a new block begins. On these days, classes are suspended and each student is assigned a time to appear. Teachers go over the student's final grade in his previous classes, determine what class the student should take next and schedule that class, counsel with the student on areas of strengths and weaknesses that need to be addressed, confirm the student's graduation plan, discuss the student's continued enrollment status in the Alternative program, and introduce the student to his next teacher. Students may be required to remain at school to do make-up assignments or for counseling or guidance.

If possible, students should arrange private transportation on this day so that they don't have to remain in the building until the buses run. Students who attend regular education classes or Tulsa Technology classes or night school classes must attend these classes as usual on scheduling/testing days. Students who fail to appear for scheduling day activities will be counted absent for the day. An unexcused absence on scheduling day is considered to be a significant violation of the Student Contract. Scheduling days may be abbreviated or eliminated if necessary to provide a minimum number of instructional days in an upcoming block of instruction.

FERPA Statement of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance

FERPA Statement of Rights cont.

committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of records request unless it states in its annual notification that it intends to forward records on request.)

The following student directory information may be published or transmitted by Internet without prior parent consent:

- Student's name, address, telephone, date and place of birth;
- Student's participation in officially recognized activities, sports, weight and height of members of athletic teams;
- Student's date of attendance, name of school, degrees and awards received;

Parents may request in writing that the above directory information not be published or transmitted by the school district.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202

The office of the Superintendent of Schools shall maintain the official FERPA policy.

Activities and Organizations

The Activity Director clears and coordinates all school activities and projects and places them on the school calendar. Before any organization plans activities, they must go through this office. The Activity Director's office will check the school calendar before approval for any activity is given. All club meetings should be cleared through this office, also. An activities calendar is located in the activities office. Before planning any event, you should have it cleared through the activity or organizational sponsor.

Student activities and organizations are divided into two major categories - school-sponsored and non-school-sponsored. In order to meet on school property and/or have the privilege of publicizing meetings and events, the following guidelines must be followed.

The following guidelines apply to all organizations:

1. All organizations must have a faculty sponsor or faculty monitor authorized by the principal.
2. All organizations must annually complete a required application for organizations which requires written by-laws or a constitution as well as a summary description of the purpose and anticipated actions of the organization.
3. All organizations must have approval from the administration for designated meeting place(s) on school property. Any organization using school facilities outside of the regular school hours must submit the proper facility usage form for approval (first through the administration, then to the UMAC Management Office) and pay any required rental fees. There may be rental fees for using the UMAC, UPAC, and Union Tuttle Stadium.
4. All publicity pertaining to clubs and organizations must be signed by the sponsor/monitor and approved through the principal's office. The school may prohibit publicity items that are defamatory, violent, obscene, or disruptive to the educational environment and will regulate locations, times, and types of publicity.
5. Use of district logos is regulated by the Union Board of Education policies and all organizations must have administrative permission in order to use a logo.

School-sponsored Organizations

School-sponsored organizations are those groups which have been initiated by the school district to promote and enrich the school curriculum and include those competitive sports and activities under the auspices of the Oklahoma Secondary School Activities Association (OSSAA). The following list includes, but is not limited to, the organizations sponsored by Union Public Schools.

Athletics: Baseball, Basketball, Football, Golf, Soccer, Softball, Swimming, Tennis, Track & Field, Wrestling

Spirit: Cheer, Drill, Pom

Fine Arts: Art Club, Band, Chorus, Colorguard, Drama, Jazz, Choir, Speech/Debate

Academic: National Honor Society, Student Council,

Activities and Organizations cont.

Yearbook, History Club, Academic Team, Drug-Free Youth, Business Professionals of America; Family, Career, Community Leaders of America

Non-School-sponsored Organizations:

Non-school-sponsored organizations are those groups which are not under the direct control of the district and include athletics that are not under the auspices of the Oklahoma Secondary School Activities Association. In order to meet on school property or advertise meetings, these organizations must be open to all interested students and obtain a faculty monitor who attends all meetings and activities on school grounds. These clubs and organizations include, but are not limited to, the following: Fellowship of Christian Athletes, Teenage Republicans, Teenage Democrats, Share/Care Support Groups, Rugby, Hockey, & Bowling.

Non-school-sponsored groups are allowed limited privileges such as monitored meeting space and posting of events but should not expect the same recognition as school-sponsored organizations. These groups will not be included in the school yearbook, will not be permitted to use district activities funds, and will not be recognized during spirit assemblies or in school publications. Additionally, they cannot use the school name, mascot or logos without permission.

Safety Sweeps

To assist in creating a safe and drug-free learning environment for Union students, staff, and patrons, a canine contraband detection service will be utilized to conduct safety sweeps.

Upon arrival, random sweeps occur in parking lots, locker banks, common areas (i.e. restrooms), and/or in classrooms.

Parking Lots: the dogs do not enter or touch any vehicles. If an alert is made, site administrators will step in to investigate in accordance with Board policy.

Locker banks, common areas, and classrooms: Students are not present and are not swept. If an alert is made, site administrators will step in to investigate in accordance with Board policy.

-SAFE SCHOOL NOTICE- UNION PUBLIC SCHOOLS IS A GUN- FREE, DRUG-FREE, ALCOHOL-FREE, AND TOBACCO-FREE ZONE.

This property is under 24-hour surveillance. All vehicles entering this property are subject to search.

Thank you for keeping our schools safe!



Board Policies

To view board policies
click **HERE**.