

Characteristics of genuine alternatives

"Learning alternatives for everyone all the time."

~ Dr. Donald Glines

1. Open **enrollment** to **any student** on a **voluntary basis** in **all alternative programs**—this will rid alternatives of their negative image by putting them on par with options and magnets. "In whatever form, segregation is harmful and particularly insidious when based on a status of being in need."
2. Allow students **to stay and graduate** from the alternative.
3. Keep schools **small**. Create **learning communities of support**.
4. **Emphasize learning**—styles, multiple intelligence(s), brain-based education.
5. Build on each student's **strengths** and **interests**.
6. Strength-based **I.E.Ps for each student**--personalize curriculum and instruction. Allow students to go at their own rate.
7. **Fuse high expectations** for students **with shared decision-making**, allowing students input into school and classroom rules and decisions.
8. Allow **alternative assessment(s)** that provide options for student success as well as traditional testing.
9. Allow **site-based decisions/management**. Give alternatives the freedom charters do to be innovative, flexible, and free of traditional regulations.
10. **Use all the best practices** herein. Do not limit alternative schools to the few "Making a Difference" suggested.

From: Type I-III Alternatives by John Loflin

<http://learningalternatives.net/weblog/post/32/>