

Alternative Education Program Standards

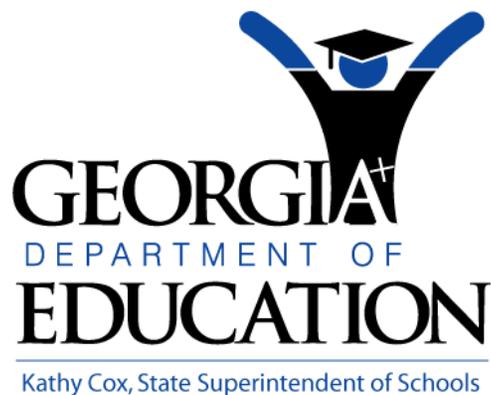


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Introduction

The Alternative Education Program Standards are designed to improve alternative education programs through improvement and accountability. The Alternative Education Program Standards serve as a tool for identifying areas of strength and areas needing improvement for each alternative education program or school within a school district. In the same manner that the **Georgia Performance Standards (GPS)** guide student learning, the **School Keys** serve as a foundation for Georgia's comprehensive system of school improvement and support, the **CLASS Keys** guide the instructional practices of teachers, and the **Leader Keys** define effective, high impact practices for school and district leaders, the **Alternative Education Program Standards describe what Georgia's alternative programs and schools need to know, understand, and be able to do.** The Alternative Education Program Standards enhance Georgia's alternative/non-traditional programs to provide standards-based learning in order *to lead the nation in improving student achievement.*

The Alternative Education Program Standards were developed using the following foundational documents and input.

- National Alternative Education Association's Exemplary Practices in Alternative Education: *Indicators of Quality Programming*
- School Keys: *Unlocking Excellence through the Georgia School Standards*
- Common Alternative Education Program Standards from other states
- Scientifically researched, effective programs and practices for educating alternative education students
- Discussions with students, parents, school staff, and community leaders
- Alternative Education Advisory Board comprised of representatives throughout Georgia

I. CURRICULUM AND INSTRUCTION – *An effective alternative education program (AEP) utilizes the Georgia Performance Standards (GPS) and offers research-based instructional strategies to foster student achievement.*

CI 1.1 Aligns curriculum documents with the GPS and district requirements with a focus on reading, language arts, mathematics, science, and social studies.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|--|--|
| Few, if any written curriculum documents (e.g., maps, units, scope and sequence documents, guides, etc.) exist to support the implementation of the GPS, or the textbook is the curriculum. | Some written curriculum documents exist to support the GPS, but they are not complete at all grade levels and subject areas and/or do not address all of the GPS. | Most curriculum documents reflect a planned, systematic alignment of content and skills with the GPS across a majority of grade levels and subject areas, particularly reading, language arts, mathematics, science, and social studies. | Written curriculum documents fully align with all of the GPS and serve as useful guides for instructors to ensure that students know, do, and understand requirements for each grade level and subject area particularly reading, language arts, mathematics, science, and social studies. |

CI 1.2 Addresses personal responsibility and self-discipline, as well as career preparation.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|---|---|
| <p>Few, if any opportunities are provided for students to learn life skills and explore careers.</p> | <p>Isolated opportunities are provided for students to learn life skills and explore careers (e.g., career day, field trips, whole class counseling sessions, etc.).</p> | <p>Instruction includes life skills (e.g., career exploration, citizenship, conflict resolution, decision-making skills, problem solving, public speaking, self-management, social skills, positive behavioral skills, time management, work-based learning, etc.) as a part of the curriculum. Secondary programs provide opportunities for career exploration (e.g., job shadowing and training, mentorships, work-based learning, career fairs, etc.).</p> | <p>Instruction integrates life skills (e.g., career exploration, citizenship, conflict resolution, decision-making skills, problem solving, public speaking, self-management, social skills, positive behavioral skills, time management, work-based learning, etc.) into the curriculum and affords students opportunities to apply the acquired skills. Secondary programs provide opportunities for career exploration (e.g., job shadowing, training, and placement, mentorships, work-based learning, career fairs, etc.) related to the student’s career interests and postsecondary goals.</p> |

CI 1.3 Implements a variety of effective and balanced assessment techniques.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|---|---|
| <p>Assessment data is rarely analyzed to plan instruction and monitor student performance.</p> | <p>Teachers use summative assessment data to plan instruction and monitor student performance.</p> | <p>Teachers collaborate to develop and implement a variety of common, balanced assessments (e.g., diagnostic, formative, summative, etc.) to assess student learning and adjust instruction to maximize student achievement. Teachers and peers provide feedback to students.</p> | <p>Teachers collaborate and seek input from traditional school teachers to develop and implement a variety of common, balanced assessments (e.g., diagnostic, formative, summative, etc.) to assess student learning and adjust instruction to maximize student achievement. Teachers and peers provide feedback to students. Students use assessment results and teacher/peer feedback to set learning targets and monitor their own progress.</p> |

CI 1.4 Develops, implements, and monitors individualized graduation plans.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|--|---|
| <p>Plans to support students in the AEP are not developed or are not organized as individualized graduation plans.</p> | <p>Teachers develop individualized graduation plans. Parents/guardians are informed of decisions made. The plan is monitored based on summative assessment results.</p> | <p>Teachers and support staff collaborate with the referring traditional school staff, students, and parents/guardians to develop and implement individualized graduation plans. Parent/guardian and student input are considered in the decision-making process. The plan is monitored and results are used to differentiate instruction and revise the individualized graduation plan.</p> | <p>Teachers and support staff collaborate with the referring traditional school staff, students, and parents/guardians to develop and implement individualized graduation plans. Parents/guardians are recognized as equal partners and involved in the decision-making process and are regularly notified of student progress. The plan is continuously monitored by the student, teacher(s), and parent(s) and results are used to differentiate instruction and revise the individualized graduation plan. The student utilizes the results and feedback to track progress and revise goals.</p> |

CI 1.5 Implements research-based instructional strategies aligned with student needs.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|--|---|
| <p>Instructional strategies are implemented in isolation and may not align to student needs.</p> | <p>A variety of instructional strategies are discussed and some are implemented to support the student's individualized graduation plan.</p> | <p>A variety of research-based, instructional strategies (e.g., flexible grouping, differentiated instruction, etc.) are implemented to support students' individualized graduation plans. Teachers collaborate to research, learn, and implement new strategies. Teachers encourage students to use higher-order thinking skills and processes.</p> | <p>A variety of research-based, instructional interventions are designed and implemented to support the student's individualized graduation plan. Teachers encourage students to use higher-order thinking skills and processes. Teachers implement timely, systematic, and data-driven interventions that address learning weaknesses. Teachers collaboratively implement new strategies and review student work to assess impact on student learning.</p> |

CI 1.6 Provides access to balanced, current, relevant, and well-maintained media resources and technology.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|--|--|--|
| <p>The AEP does not have balanced, current, relevant and well-maintained media resources. There is little evidence that technology use is present in the AEP.</p> | <p>There is an effort to expand media resources and technology to support the curriculum. Technology is limited or confined to a lab setting. Print materials are limited to the media center.</p> | <p>There is a well-maintained collection of literature and information in a variety of print and non-print media that supports the curriculum and addresses the needs of 21st century learners. Technology is integrated into the curriculum design, development, implementation, and evaluation process.</p> | <p>There is a well-maintained collection of literature and information in a variety of print and non-print media that supports the curriculum and addresses the needs of 21st century learners. Media resources support the various instructional and independent reading levels of students served by the AEP. Technology is integrated into the curriculum design, development, implementation, and evaluation process. Teachers and students work collaboratively to use current technology to support and demonstrate achievement of standards.</p> |

II. PROGRAM ASSESSMENT AND EVALUATION - *An alternative education program (AEP) conducts routine and systematic program evaluation and uses the data for program improvements.*

PAE 2.1 Implements strategic, long-range planning to continuously improve educational programs and services.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|--|---|
| <p>There is little or no evidence that strategic, long-range planning exists.</p> | <p>The AEP leadership has begun to develop a long-range plan to evaluate educational programs and services.</p> | <p>The AEP leadership and school staff have developed and are implementing a strategic, long-range plan, including short-term benchmarks, to evaluate educational programs and services.</p> | <p>The AEP leadership works in collaboration with district personnel, school staff, and external stakeholders to develop a strategic, long-range plan, including short-term benchmarks, program goals, evaluation methods, resources, person(s) responsible, timelines, artifacts, evidence, etc. The plan is communicated to all stakeholders who work collaboratively to continuously review and update the plan as needed.</p> |

PAE 2.2 Conducts routine and systematic program evaluations.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|---|--|
| <p>District and local school personnel do not conduct program evaluations.</p> | <p>District and/or local school personnel conduct sporadic evaluations to determine progress. Limited data is used in the AEP evaluation process.</p> | <p>District and/or local school personnel conduct frequent evaluations to determine progress of the AEP. Sources of data are analyzed to determine specific strengths and next steps needed to promote student achievement.</p> | <p>District and local school personnel work collaboratively to conduct ongoing program evaluations. Multiple sources of data (e.g., student achievement, graduation rate, attendance, disciplinary, classroom observation, perception, etc.) are used to determine progress of the AEP. The AEP leadership and staff work collaboratively to determine next steps for continuous AEP improvement. The AEP leadership communicates progress and seeks feedback from key stakeholders. The long-range plan is evaluated and revised on an ongoing basis to determine the most effective strategies to improve student achievement.</p> |

III. TRANSITIONS - *An effective alternative education program (AEP) provides appropriate services in a fair and equitable manner to assist students during transition, from pre-entry through post-exit.*

T 3.1 Implements a transition process to ensure a seamless entry to the AEP and a seamless return to the traditional home school or external agency.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|---|---|
| <p>There is little or no communication between the traditional school and the AEP regarding students' pre-entry and post-exit transitions.</p> | <p>The AEP has established a well-defined process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transitions and has communicated the process to traditional schools. Student records are not shared in a timely manner and pre-entry and post-exit transitions are inconsistent.</p> | <p>The AEP and traditional schools have collaborated to establish a well-defined process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transitions. Student records and needs (e.g., academic, behavioral, social, emotional, etc.) are reviewed to determine appropriate placement and services pre- and post-transition. Procedures for students to transition between external agencies (Department of Human Resources [DHR], Department of Juvenile Justice [DJJ], etc.), schools, and group homes are implemented.</p> | <p>The AEP and traditional schools have collaborated to establish a well-defined process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transitions. Student needs (e.g., academic, behavioral, social, emotional, etc.) are deliberately addressed before, during, and after the student's transition. Transitional planning includes referrals to community agencies and support services as appropriate. The program staff and system administrators have extensive knowledge of state policy for transferring students. Student Support Teams exist to facilitate transitional services for each student. This process is also utilized each time a DHR or DJJ placed student enrolls.</p> |

T 3.2 Provides students with opportunities to maintain or accelerate their current progress toward graduation.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|--|--|
| <p>Opportunities for students to maintain or accelerate their progress toward graduation are rarely offered.</p> | <p>Occasionally opportunities are available for credit recovery. Graduation plans are developed for some students.</p> | <p>Transition planning includes an individualized graduation plan, which affords students opportunities to maintain and accelerate their current progress towards graduation. Students are provided opportunities to participate in credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc. Student progress toward graduation is systematically monitored.</p> | <p>Transition planning includes an individualized graduation plan which affords students opportunities to maintain and accelerate their current progress towards graduation. Students are provided opportunities to participate in credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc. Student progress toward graduation is is regularly and systematically monitored. Successes are celebrated and barriers are addressed in a timely manner.</p> |

IV. PLANNING AND ORGANIZATION - *An effective alternative education program (AEP) develops processes, procedures, structures, and products that focus the operations of the school on ensuring high levels of learning for all students.*

PO 4.1 Develops and communicates a mission that clearly states the purpose, goals, and expectations of the AEP.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|--|--|
| <p>The AEP has no written mission or the mission lacks a unifying theme that describes the purpose of the program.</p> | <p>The AEP has a mission that vaguely describes the purpose but does not clearly articulate the goals and expectations.</p> | <p>Stakeholders are involved in developing the mission which describes the purpose, goals, and expected outcomes for the program. The mission is visible throughout the alternative school setting and communicated to all stakeholders.</p> | <p>Stakeholders are involved in developing or refining the mission which describes the purpose, goals, and expected outcomes for the program and can articulate how the mission drives the decision-making process and shapes plans, policies, and activities undertaken by the AEP.</p> |

PO 4.2 Utilizes a data-driven and consensus-oriented process to develop and implement the School Improvement Plan (SIP).

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|---|---|
| <p>There is no written SIP; or the SIP is not current; or there are multiple plans that may compete against one another. There is little or no evidence of consensus building, input from stakeholders, or the use of data to guide the development of the SIP.</p> | <p>The planning process exists, but involves a limited number of staff with little or no evidence of consensus building or collaborative input.</p> | <p>A data-driven and consensus-oriented process guides and informs the development or revision and implementation of the SIP. Stakeholders have input during planning and implementation of the plan. The process and plan help staff to achieve short- and long-range performance goals.</p> | <p>A data-driven and consensus-oriented process pervasively guides and informs the development or revision and implementation of a current SIP. This process and its related plan consistently guide the work of administrators, faculty, staff, and students to achieve designated short- and long-range performance goals (e.g., academic, behavior, career, social, etc.).</p> |

PO 4.3 Operates under a current policies and procedures manual.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|---|---|
| <p>AEP leadership does not operate within the guidelines of a written policies and procedures manual or the manual does not exist.</p> | <p>AEP leadership establishes written policies and procedures. However, policies and procedures are not readily available or defined within a policies and procedures manual.</p> | <p>AEP leadership develops and operates under a policies and procedures manual that is consistent with the mission and purpose of the AEP. The policies and procedures are approved by the local board of education and articulated and distributed to stakeholders. The manual should include the following:</p> <ul style="list-style-type: none"> • Clearly defined roles and responsibilities for all staff members. • Procedures for referral, screening, orientation, entry, and exit. • Procedures to collect, share, and store individual student records. | <p>AEP leadership and external stakeholders collaboratively develop a policies and procedures manual. AEP operates within the guidelines of the policies and procedures manual, which is consistent with the mission and purpose of the program. The policies and procedures are approved by the local board of education and articulated and distributed to stakeholders. The manual should include the following:</p> <ul style="list-style-type: none"> • Clearly defined roles and responsibilities for all staff members. • Procedures for referral, screening, orientation, entry, and exit. • Procedures to collect, share, and store individual student records. <p>Implementation of the procedures in the manual is monitored and revisions are collaboratively made to the document as necessary.</p> |

PO 4.4 Provides the resources needed to support high levels of student learning.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|---|--|
| <p>The AEP does not have the financial support and other needed resources for implementation of quality alternative education services. There is extensive evidence that the AEP is inappropriately financed and supported. Evidence may include, but is not limited to, overcrowded classrooms, lack of technological resources, lack of media and print resources, unclean physical plant, or inadequate number of textbooks.</p> | <p>The AEP has limited financial support and other needed resources (e.g., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.) for implementation of quality alternative education services. There is evidence that the AEP is adequately funded. Evidence may include, but is not limited to, teacher-student ratio is in compliance to state and local policy, availability of media, print resources and clean classrooms.</p> | <p>The AEP has appropriate financial support and other needed resources (e.g., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.) for implementation of quality alternative education services. There is evidence that the AEP is appropriately funded. Evidence may include, but is not limited to, appropriate teacher-student ratios, availability of media and print resources, clean classrooms, and a one-to-one ratio for students and textbooks.</p> | <p>The AEP has appropriate financial support and other needed resources (e.g., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.) for implementation of quality alternative education services. The AEP works with the district to use multiple data sources to determine financial support and other needed resources. There is extensive evidence of collaborative planning involving the district and the AEP in all aspects of fiscal management and resource distribution. As a result, there are no evident gaps in student achievement extending from a lack of available human, technological, or material resources.</p> |

V. LEARNING SUPPORT - *An effective alternative education program (AEP) has a comprehensive system of student assistance that provides collaborative services to support optimal student development.*

LS 5.1 Provides guidance and counseling, school social work, and school psychological services to support student performance.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|--|---|---|
| <p>There is little or no evidence of guidance and counseling, school social work, and/or school psychological services that are available to students in the AEP.</p> | <p>Guidance and counseling, school social work, and school psychological services are inconsistently available to students. Some students are given an intake needs assessment so that strategies can be developed to address their academic, behavioral, social, and emotional needs.</p> | <p>Guidance and counseling, school social work, and school psychological services are available to students. Students are given an intake needs assessment so that strategies can be developed to address their academic, behavioral, social, and emotional needs. Parents/guardians are consistently informed of the services provided by support staff. District and local leadership frequently monitor for service delivery fidelity.</p> | <p>Guidance and counseling, school social work, and school psychological services are readily available to and utilized by students. Each student is given an intake needs assessment so that strategies can be developed to address their academic, behavioral, social, and emotional needs. There is extensive collaboration and scheduled meetings among the parents/guardians, school counselor, school social worker, and school psychologist to address the academic, behavioral, social, and emotional needs of students. District and local leadership provide ongoing monitoring of the service delivery system.</p> |

LS 5.2 Develops and implements a graduation plan for each student.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|---|--|
| <p>There is no evidence of a graduation plan for students. Students are rarely provided an opportunity to discuss graduation or career options. There are no graduation teams in place.</p> | <p>Initial efforts are being made to form graduation teams and attempts are being made to develop graduation plans for students. There is some evidence that limited opportunities to discuss graduation and career options are made available to students.</p> | <p>Graduation teams are formed and graduation plans are developed and implemented. The teams meet regularly to monitor student progress and revise graduation plans as needed. Students discuss graduation and career options via scheduled, student-led conferences. Graduation plans are differentiated based on each student's needs. Processes for graduation planning include, but are not limited to, transcript review, analyzing GHSGT and EOCT data, SAT/ACT test preparation and internship opportunities. The graduation plan addresses required services to meet the educational needs of students with disabilities.</p> | <p>Graduation teams use data to develop plans based on student needs. Strategies are differentiated to provide additional support, accelerate learning, address learning styles, etc. Students have graduation plans and scheduled times to discuss graduation and career options including scheduled student-led conferences. Processes for graduation planning include, but are not limited to, transcript review, analyzing GHSGT and EOCT data, SAT/ACT test preparation, and internship opportunities. Graduation plans incorporate goals for changing negative behavior patterns that may have impeded the student's progress and success (e.g., tardiness, absences, suspension, expulsion, etc.). The graduation plan addresses required services to meet the educational needs of students with disabilities.</p> |

LS 5.3 Provides meaningful service learning opportunities that are aligned to the GPS to support student achievement.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|--|--|
| <p>There is little or no evidence that service learning opportunities are provide by the AEP.</p> | <p>There is a community service program, but it does not align to the GPS. There are project-based activities that involve students in the community.</p> | <p>Service learning is intentionally used as an instructional strategy to meet learning goals aligned to the GPS. Service learning actively engages participants in meaningful and relevant service activities. Service learning projects are of sufficient duration and intensity to address community needs and meet specified outcomes. Service learning incorporates multiple reflective activities.</p> | <p>Service learning is intentionally used as an instructional strategy to meet learning goals aligned to the GPS. Service learning actively engages participants in meaningful and relevant service activities. Service learning projects are of sufficient duration and intensity to address community needs and meet specified outcomes. Students are involved in planning, implementing, and evaluating service learning experiences with guidance from adults. Service learning partnerships are collaborative, mutually beneficial, and address community needs. The community involvement component includes student reflection as a part of the learner’s experience.</p> |

LS 5.4 Collaborates with parents, state and local government agencies, and community service agencies to improve student achievement.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|---|--|
| <p>There is little or no collaboration with parents, state and local government, or community services agencies.</p> | <p>There are occasional opportunities for collaboration with parents, state and local government, or community agencies.</p> | <p>There are regularly scheduled times for program collaboration with parents, state and local government, and community agencies to coordinate interventions and services for students, which allows for referrals to community agencies when appropriate.</p> | <p>There are regularly scheduled times for program collaboration with parents, state and local government, and community agencies to coordinate interventions and services for students, which allows for referrals to community agencies when appropriate. As needed, collaborative partnerships with public and private agencies are established. Roles and responsibilities are outlined for partner social service organizations (e.g., mental health, juvenile justice, public health, advocacy agencies, child welfare, family support, judicial/legal, youth service agencies, and research evaluation institutions, etc.).</p> |

VI. PROFESSIONAL LEARNING - *An effective alternative education program provides professional learning opportunities through which teachers, administrators, and other school and system employees acquire, enhance, and refine the knowledge, skills, and commitment necessary to support high levels of learning for all students.*

PL 6.1 Provides ongoing professional learning that supports the school improvement plan (SIP).

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|---|--|
| <p>Professional learning is only addressed through single, stand-alone events that are not aligned with the SIP. There is little, if any, evidence of implementation or change in instructional practices in classrooms.</p> | <p>Professional learning is evident in the SIP and includes limited sessions on a single focus randomly throughout the school year. Opportunities are limited for knowledge gained to be transferred into instructional practice.</p> | <p>Professional learning supports the goals of the SIP and provides follow-up throughout the school year including practice and feedback from coaching. There is evidence of change in teacher practices and increased student achievement. Professional learning is provided and supported through a combination of strategies (e.g., study groups, collaborative lesson planning, examining student work, peer observations, coaching, workshops, etc.) that are appropriate. Equitable funds are provided for professional learning.</p> | <p>Professional learning is directly aligned to the goals of the SIP and provides ongoing follow-up throughout the school year including practice and feedback from coaching. Staff are provided with differentiated professional learning based on their prior knowledge and instructional content areas(s) (e.g., study groups, collaborative lesson planning, examining student work, peer observations, coaching, workshops, etc.). All staff members participate in extensive collaborative experiences over multiple years that results in improved teaching practices and increased student achievement. The necessary funds are provided to implement focused professional learning.</p> |

PL 6.2 Engages in job-embedded professional learning.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|--|--|---|
| There is little or no evidence of structures that support job-embedded professional learning. | Structures (e.g., common planning time, schedules, etc.) are established to support job-embedded professional learning during the work week. | Teachers spend time during each work week collaborating with colleagues about curriculum, assessment, instruction, and technology. | During a significant part of the work week, teachers are engaged in job-embedded learning (e.g., lesson study, peer observations, modeling, teacher meetings, collaborative planning, etc.) and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. |

PL 6.3 Aligns professional learning with expected teacher learning outcomes that result in improved student achievement.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|--|--|
| <p>The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the SIP or teacher learning outcomes.</p> | <p>The principal and other leaders provide multiple workshops on the same topic throughout the year. Activities are only generally aligned with the SIP or related priorities. Learning goals are articulated, but do not define the expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices.</p> | <p>The principal and other leaders align a variety of professional learning designs (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback) with expected teacher learning outcomes. Generally, activities are aligned with the SIP and teacher learning outcomes.</p> | <p>The principal and other leaders align a variety of professional learning designs (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback) with expected teacher learning outcomes. Expectations for implementation are clearly communicated and staff can articulate how the expectations or practices align with the SIP. The professional learning is long-term (two-to-three year period) and in depth with extensive school-based support for the implementation of new practices. Professional learning is monitored and evaluated to determine its impact on student learning.</p> |

VII. LEADERSHIP - *An effective alternative education program (AEP) operates under leadership, including a governing board, district leadership, and administrative leadership, that support the vision, mission, standards, and plan for improved student achievement.*

L 7.1 Provides leadership in the school community by building, maintaining, and communicating the school’s vision, mission, and beliefs that focus on improved student achievement.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|---|--|
| <p>There is little or no evidence that program leadership engages appropriate stakeholders in a process to improve student learning and develop positive staff and student relationships. A written school vision and/or mission do not exist.</p> | <p>Isolated attempts are made to improve student learning and develop positive staff and student relationships. A written school vision/mission exists, but there is little evidence that it guides and informs the continuous improvement process.</p> | <p>Program leadership engages appropriate stakeholders in a collaborative process to improve student learning and develop positive staff and student relationships. The program administrator ensures the collaborative development of the vision/mission of the school and articulates the vision/mission to ensure the implementation by all staff members.</p> | <p>Program leadership engages appropriate stakeholders in collaboration to design, implement, and monitor a systematic process for improving student learning and developing positive staff and student relationships. The program administrator fosters and ensures the collaborative development of the vision/mission of the school and articulates the vision/mission to ensure implementation by all staff members.</p> |

L 7.2 Promotes the effective implementation of the AEP through the governing board’s policies, procedures, and recommendations.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|--|---|
| <p>The AEP does not have a governing board and/or written policies and procedures.</p> | <p>The AEP has established a governing board that includes some stakeholders. Isolated policies and procedures are developed from which the governing board makes decisions and recommendations about AEP operations and procedures.</p> | <p>The governing board includes stakeholders (e.g., teachers, community leaders, business leaders, parents, agency representatives, program staff, etc.). The governing board has developed a manual for policies and procedures that is consistent with the mission and purpose of the AEP and approved by the local board of education. The governing board assists in resource development, problem-solving, and decision-making to provide recommendations for improvement to the AEP.</p> | <p>The governing board includes stakeholders (e.g., teachers, community leaders, business leaders, parents, agency representatives, program staff, etc.). The governing board has developed a manual for policies and procedures that is consistent with the mission and purpose of the AEP and approved by the local board of education. The governing board uses multiple sources of data (student achievement, process, discipline, attendance, etc.) to assist in resource development, problem-solving, and decision-making to provide recommendations for improvement to the AEP.</p> |

L 7.3 Communicates effectively and efficiently.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|--|--|
| <p>Rules, policies, practices, and procedures are infrequently articulated and communicated throughout the school community.</p> | <p>AEP leadership attempts to communicate with stakeholders through random methods. Rules, policies, practices, and procedures are inconsistently articulated and communicated throughout the school community.</p> | <p>AEP leadership communicates with all stakeholders in a timely manner. Rules, policies, practices, and procedures are regularly articulated and communicated throughout the school community through a variety of ways, (e.g., newsletters, email, surveys, meetings, etc.).</p> | <p>AEP leadership has developed and implements a deliberate process to ensure all stakeholders receive clear and specific communication routinely and in a timely manner. Rules, policies, practices, and procedures are consistently and effectively articulated and communicated throughout the school community through a variety of ways, (e.g., newsletters, email, surveys, meetings, etc.).</p> |

L 7.4 Seeks district support to ensure effective implementation of the AEP.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|---|--|
| <p>Program leadership rarely seeks district support.</p> | <p>Program leadership seeks district support for implementation of the AEP when needs or issues arise, but a process for consistent district support is not in place.</p> | <p>Program leadership and district personnel collaboratively support implementation of the AEP. District personnel identify and provide appropriate resources (e.g., financial, personnel, equipment, facilities, etc.) to improve implementation of the AEP.</p> | <p>Program leadership and district personnel collaboratively design and implement a strategic process to monitor implementation of the AEP. Program leadership and district personnel collaboratively problem solve and identify and provide appropriate resources (e.g., financial, personnel, equipment, facilities, etc.) to improve implementation of the AEP.</p> |

VIII. PROGRAM CULTURE - *An alternative education program (AEP) utilizes standards and best practices to provide a safe, positive, and nurturing learning environment that supports student achievement.*

PC 8.1 The school environment is safe and orderly and is conducive to learning.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|--|---|
| <p>The school's physical plant reflects a low state of maintenance and contains many examples of out-of-date or inefficient mechanical systems and technology. Repairs (including plant and technology issues) are non-existent or significantly late. Key personnel (e.g., custodial, technical, maintenance, etc.) are needed throughout the building to ensure a safe and orderly environment that is conducive to improved student achievement.</p> | <p>The school's physical plant indicates some maintenance required to improve the efficiency, functionality, and safety. Repairs (including plant and technology issues) are erratic. Some personnel are needed to ensure a safe and orderly environment that is conducive to improved student achievement.</p> | <p>The school's physical plant is generally well maintained and systems are in place to address the efficiency, functionality, and age of mechanical systems and technology. Repairs are appropriate and address the needs in both physical plant and technology. Adequate personnel are in place to ensure a safe and orderly environment that is conducive to student achievement.</p> | <p>The school's physical plant reflects a very high state of maintenance and contains extensive examples of up-to-date or efficient, even state-of-the-art, mechanical systems and technology. Repairs are timely and efficient with a clear process for identifying and addressing needs in both physical plant and technology. Adequate personnel are in place to ensure a safe and orderly environment that is conducive to student achievement. Personnel are devoted to ensuring a nurturing learning environment.</p> |

PC 8.2 Supports academic achievement of each student.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|--|--|---|
| <p>The AEP lacks a clear or sustained focus to support the academic growth and achievement of each student.</p> | <p>The AEP articulates a commitment to the academic growth and achievement of each student, but practices and organizational structures do not consistently demonstrate evidence of this commitment.</p> | <p>The AEP articulates a commitment to the academic growth and student achievement of each learner and implements practices and strategies to sustain this growth, including work with such practices as advisements and mentoring programs. Parents/guardians are actively engaged in the planning, implementation, and development process to improve student achievement and increase graduation rates.</p> | <p>The AEP consistently provides counseling, academic advisement, and transitional planning. Individual needs and strengths are addressed to ensure each student achieves academic success so that each student has the necessary skills and knowledge to be successful. Parents / guardians are actively engaged in the planning, implementation, and development process to improve student achievement and increase graduation rates. Student-led conferences are scheduled regularly with parents and teachers, and administrators, when appropriate.</p> |

PC 8.3 Utilizes flexible scheduling to meet the educational needs of each student.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|---|---|---|---|
| <p>The AEP does not implement flexible scheduling options. The program’s schedule reflects traditional school scheduling priorities. Stakeholders are resistant to exploring flexible scheduling options.</p> | <p>The AEP has identified a variety of scheduling options for the school day (e.g., block scheduling, alternate day scheduling, morning and evening schedules, rotating schedules, etc.).</p> | <p>The AEP implements a variety of flexible scheduling options to address students’ needs (e.g., block scheduling, alternate day scheduling, morning and evening schedules, rotating schedules, etc.). Stakeholders are committed to meeting the needs of students as demonstrated by a willingness to support flexible scheduling options.</p> | <p>The AEP implements a variety of flexible scheduling options as determined by student needs (e.g., year-round, flexible start times, block scheduling, alternate day scheduling, morning and evening schedules, rotating schedules, etc.). There is a shared commitment by all stakeholders to meet the needs of students as demonstrated by willingness to evaluate and support flexible scheduling options. Schedules are reviewed frequently and modified to address individual student needs. Transportation is not an obstacle for daily attendance.</p> |

PC 8.4 Supports the social, relational, and emotional growth of each student.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|---|--|---|
| <p>The AEP does not support or enhance the social, relational, and emotional growth of each student.</p> | <p>The AEP supports the social, relational, and emotional growth and development of a majority of its students, but additional services are needed (e.g., advisement, coaching, mentoring, shadowing, counseling services, etc.) to meet the needs of each student.</p> | <p>The AEP supports the social, relational, and emotional growth and development of each student by providing additional services (e.g., advisement, coaching, mentoring, shadowing, career exploration, counseling services, etc.) to meet the needs of each student.</p> | <p>The AEP consistently and proactively supports and enhances the social, relational, and emotional growth and development of each student, ensuring that each student acquires the ability to interact positively and effectively with peers and adults within the school and community. The AEP provides additional services (e.g., advisement, coaching, mentoring, shadowing, career exploration, counseling services, etc.) to meet the needs of each student.</p> |

PC 8.5 Supports the behavioral growth of each student.

| <input type="checkbox"/> Not Evident | <input type="checkbox"/> Emerging | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
|--|--|---|---|
| <p>The AEP does not have a written student code of conduct that supports high expectations for appropriate student behavior.</p> | <p>The AEP has a written student code of conduct that outlines rules and behavioral expectations for students. The code of conduct provides a general overview of desired student behaviors.</p> | <p>The AEP has established a written code of conduct that outlines rules and behavioral expectations for students. The code of conduct identifies appropriate student behavior. The code of conduct has specific interventions for struggling students and consequences for serious and/or continued misconduct. The AEP celebrates individual and schoolwide successes. The leadership regularly collects discipline data and makes adjustments to address student behavior.</p> | <p>The AEP has established a written code of conduct that outlines rules and behavioral expectations for students that clearly communicate high expectations for appropriate student behavior. This promotes improved student academic achievement and opportunities to celebrate individual and schoolwide successes on a regular basis. The leadership consistently collects discipline data and makes adjustments to address student behavior. Rules and behavior expectations are clearly written (e.g., code of conduct and comprehensive discipline action plan), communicated, understood, and accepted by leadership, staff, students, and parents/guardians.</p> |

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