2021-2022 Alternative Education Site Application Guidance

Alternative Education (AE) sites exist to ensure that all Louisiana students have access to education services and supports that best meet the needs of the individual student. Exemplary alternative education sites provide a guiding mission and purpose that drives the overall operation of the site. The mission and purpose include the identification of the target student population, the reasons students' transition to the alternative site, and identified outcomes for students to achieve while at the alternative site. The guidance document will assist school systems with the development of a plan and application that ensures AE sites provide students with supports and services aligned to **BESE Bulletin 131**.

ALTERNATIVE EDUCATION (AE) AUTHORIZATION PROCESS AND TIMELINE	
ACTIVITY	**DATE**
● 2021-202 AE application released for all school systems to seek AE authorization, based on the following condition: ○ A new AE site (that has not already gone through the AE Redesign Application Process)	**December 1, 2020**
Informational **webinar** on 2021-2022 AE Authorization	**December 9, 2020:** 9:00 - 10:00 am **December 10, 2020:** 3:00 - 4:00 pm
● 2021-202 AE application released for all school systems to seek AE authorization, based on the following condition: ○ A change to a previously approved AE site; including CLOSURE ○ Verification of a previously approved AE site (no intent to make changes to site)	**January 5, 2021**
All Applications for View/Verify or Change DUE to LDOE	**February 2, 2021**
All NEW applications DUE to LDOE	**February 12, 2021**
Interviews(as requested) with LDOE for 2021 -2022 AE site authorization	**March 9-10, 2020**
LDOE presents AE site list to BESE for approval	**April 21, 2020**

Application Section/Component	Description of Section/Core Component	Strategies to Support Implementation
Mission & Purpose	Exemplary alternative education sites develop a guiding mission and purpose that drives the overall operation of the site. All stakeholders share in developing, implementing, directions and maintaining the mission and purpose. Should include - identification of the target student population, - reasons a student is transitioned to the site' - identified outcomes for students to achieve while at the site.	- Meeting with stakeholders to utilized surveys or tools to identify the needs - Research current evidence-based curriculum and behavior interventions to support the underlying issues causing the student to attend the site. - Prominently posting of the mission statement throughout the school
Transitional Planning and Support	Alternative education (AE) sites should address the unique needs of students through transitional planning and support that provides a consistent and comprehensive process for students to maximize the time spent accessing services. The services detailed in the transition plan should lead to a successful transition back to the home/traditional school, or to post-secondary education, or the workforce.	- Development of a transition plan detailing appropriate academic, and social and emotional interventions, and goals that lead to student progress. - Review of Individualized Education Plan (IEP) to capture student accommodations and supports in the transition plan. - Review of student's complete behavior records. - Development of a plan or use of the LDOE Transition Plan Template for students transition back to the sending school, including bridge supports to assist with readjustment, or to post-secondary or the workforce.

Behavior Interventions	AE sites will provide expanded services and evidence-based interventions to assist students displaying social and emotional challenges, per Louisiana law and Board of Elementary and Secondary Education (BESE) policy. Sites should provide a supportive school/program climate to ensure students progress academically and socially and emotionally.	● Evidence-based interventions from the 2020-2021 Louisiana Student Well-Being Vendor Guide to provide students a tiered system of support and services. ● Identification and use of student growth measures, such as evaluation plans, assessments and learning outcomes, for academic and social and emotional improvement. ● A climate survey to assess and respond to site culture and climate needs.
Workforce Talent	Alternative Education sites will create an annual professional development plan that will: ● identify staff training needs; ● match needs to relevant training; ● emphasize quality implementation of evidence-based and best practices; and ● establish performance evaluations aimed at improving program and student outcomes and overall school or program quality. The sites must identify and provide annual staff professional development trainings and tools that support the target student population as identified in the application which includes, but is not limited to: ● behavioral interventions ● classroom management ● trauma-informed response; ● adverse childhood experiences (ACEs) ● implementation strategies for selected behavioral interventions.	● Establish an annual PD plan ● Regularly present and implement appropriate professional development training. ● Track outcomes of training to student performance. ● Reference and apply the guidance in the Guide to Supporting the Well-Being of Students and Staff Planning of AE site professional development

Application Section/Component	Description of Section/Core Component	Strategies to Support Implementation

Academic Intervention and Graduation Pathways	AE sites will provide academic interventions, aligned to standards-aligned curriculum, delivered through high quality instruction and curriculum supports. Academic interventions should prioritize inclusive and individualized approaches to meet the needs of all learners - English language learners, students with disabilities and students that are academically behind - to facilitate exiting the alternative site on track academically. AE sites should provide all students equitable access to academic and career readiness opportunities. Students should have access to Jump Start opportunities and graduation pathways available in the school system.	● Review and use of Individual Academic Plan (IAP) and Pupil Progression Plan.
		● Review of student's full academic records upon entry to AE site to determine appropriate courses, schedule and targeted instructional methods.
		● Identification and use of standards aligned curriculum (Vendor Catalog).
		● Identified structure and plan, with timeline, for frequent progress monitoring of student's academic performance.
		● Provide access to Post-Secondary Education Pathways:
		   ○ TOPS U
		   ○ Jumpstart Tops Tech
		   ○ Jumpstart Pathways or credentials
		● Specific support for students with IEPs seeking an alternate diploma/graduation pathway .

School Climate and Culture	Sites must have a plan to address and continually evaluate school climate and culture to ensure academic and behavioral improvement.	● Utilize an annual climate survey to assess stakeholder attitudes and perception of the environment and overall culture of the site. ● Publish results of annual climate survey to Stakeholders no later than May 15 of each academic year.
Mental Health Supports and Interventions	Sites must provide students with academic, behavioral, and social-emotional counseling designed to promote student academic progress and to address the underlying causes of student behavioral misconduct.	● Well-Being Leadership teams utilize universal behavior screeners throughout the year to gauge student need and monitor improvement ● Identify and engage with community partnerships to address counseling, family engagement, mental health, social-emotional learning, etc., that are beyond the capacity of school or program site staff.

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Evaluation and Accountability	AE sites will annually conduct systematic program evaluation for compliance and continuous improvement . Submit an annual report to the LDOE that captures upcoming program revisions, summarizes site climate survey results and annual staff professional development.	● Annual submission to LDOE detailing site mission, staffing structure, interventions used, community partner, and strategies to support student success. ● Implementation of annual climate survey. ● Use of implementation fidelity measures to gauge efficacy of selected academic and behavioral interventions as well as staff professional development and training.