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 support and services aligned to BESE Bulletin 131.

ALTERNATIVE EDUCATION (AE) AUTHORIZATION PROCESS AND TIMELINE	
ACTIVITY	**DATE**
2023-2024 AE application released for all school systems to seek AE authorization, based on one of the following conditions: • A new AE site • A change to an existing AE site • Verification of an existing AE site (no intent to make changes to site)	**December 12, 2024**
All applications and school system confirmations DUE to LDOE	**February 27, 2025**
Interviews with LDOE for 2023 -2024 AE site authorization	**March 10 - 13, 2025**
LDOE presents AE site list to BESE for approval	**April 9, 2025**

Application Section/Component	Description of Section/Core Component	Strategies to Support Implementation
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 for students transition back to the sending school, including bridge supports to assist with readjustment, or to post-secondary or the workforce.
Interventions and Site Climate	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	• Evidence-based interventions from the [Student Engagement and Success Partner 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

	academically and socially and emotionally.	• and social and emotional improvement. • A climate survey to assess and respond to site culture and climate needs.
Academic Intervention and Individual Academic Plan	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 acad**emically behind - to facilitate** exiting the alternative site on track academically.	• 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.
Graduation and Post Secondary Pathways	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.	• Continued access to Jobs for America's Graduates (JAG), if previously participating. • Continued access to Jump Start pathways available in the school system, if previously participating • Specific support for students with IEPs seeking an alternate diploma/graduation pathway.

Specialized Staff Support and Educator Engagement	AE sites should implement strategies and to identify, recruit, train and retain effective teachers and staff to address the comprehensive academic, and social and emotional needs of the students receiving alternative services.	Planning of AE site professional development for staff to include, but not be limited to, evidence-based behavioral interventions, classroom management, trauma informed response, adverse childhood experiences and implementation strategies for behavioral interventions used at the site.

Community Partnerships	The students referred to AE sites often need support that is beyond the capacity of the site staff. School systems and AE sites should identify and develop partnerships with community based organizations that assist the AE site in providing supplemental supports and resources to students and their families.	Partnerships to address counseling, family engagement, mental health, social-emotional learning, etc., that are beyond the capacity of school or program site staff.
Evaluation and Accountability	AE sites must annually review programmatic and academic components to ensure struggling students are receiving effective interventions and have the opportunity for both academic and behavioral remediation.	- 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.