



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Alternative Education Program Standards

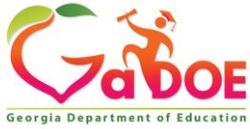
Georgia Alternative Education Program Standards

Introduction

The Georgia Alternative Education Program Standards (GAEPS) are designed to improve alternative education programs through improvement and accountability. They serve as a tool for identifying areas of strength and areas needing improvement for each alternative education program or school within a school district. **The GAEPS describe what Georgia's alternative education programs (AEP) and schools need to know, understand, and be able to do beyond the Georgia School Performance Standards (GSPS).** They enhance opportunities for Georgia's alternative/non-traditional programs to provide standards-based learning in order to make education work for all Georgia's students.

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

- National Alternative Education Association's Exemplary Practices in Alternative Education: Indicators of Quality Programming
- Georgia School Performance Standards (GSPS)
- Common Alternative Education Program Standards from other states
- Scientifically researched, effective programs and practices for educating alternative education students
- Discussions with students, parent, school staff, and community leaders
- Alternative Education Advisory Board comprised of representatives throughout Georgia



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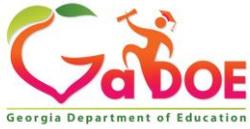
Georgia Alternative Education Program Standards

ALTERNATIVE EDUCATION PROGRAM

Based on SB Rule 160-4-8-.12

Serve as a tool for identifying areas of strength and areas needing improvement for each alternative education program or school within a district.

AEP Standard 1: Conducts routine and systematic program evaluations to improve educational programs and services			
Level 4 <input type="checkbox"/> Exemplary	Level 3 <input type="checkbox"/> Operational	Level 2 <input type="checkbox"/> Emerging	Level 1 <input type="checkbox"/> Not Evident
District and/or local school personnel work collaboratively to conduct ongoing program evaluations. Multiple sources of data (e.g., student achievement, budgets, course completion, graduation rate, attendance, disciplinary, classroom observation, perception, teacher quality, etc.) are collected, analyzed, and used to determine progress of the AEP.	District and/or local school personnel conduct frequent evaluations to determine progress of the AEP. Sources of data are collected and used to determine specific strengths and next steps needed to promote student achievement.	District and/or local school personnel conduct sporadic evaluations to determine progress. Limited data are used in the AEP evaluation process.	District and/or local school personnel do not conduct program evaluations.

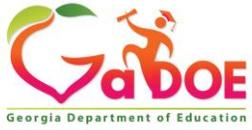


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AEP Standard 2: Implements a transition process to support a seamless entry to the alternative education program and a seamless return to the traditional home school or external agency, which includes a plan for transition success

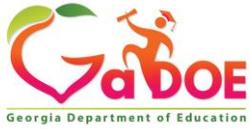
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>The AEP and traditional schools have collaborated to establish a well-defined process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transition success.</p> <p>Student needs are deliberately addressed before, during and after the student's transition. Student Support Teams (SST) facilitate transitional services for each student.</p> <p>This process is also used each time a student is enrolled in an Ombudsman program, Department of Human Services (DHS), or Department of Juvenile Justice (DJJ).</p>	<p>The AEP and traditional schools have agreed upon a process (e.g., orientation, assessment of the student, development of an individualized graduation plan, etc.) to address transition success.</p> <p>Student records, including the status of where the student is in the SST process from the sending school, are reviewed to determine appropriate placement and services both pre- and post-transition.</p> <p>Procedures for students to transition among external agencies (DHS, DJJ, etc.), schools and group homes are implemented.</p>	<p>The AEP has established a process to address transitions and has communicated the process to traditional schools.</p> <p>Student records are not shared in a timely manner and pre-entry and post-exit transitions are inconsistent.</p>	<p>There is little or no communication between the traditional school and the AEP regarding students' pre-entry and post-exit transitions.</p>



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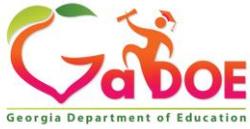
Transitional planning includes referrals to community agencies and support services as appropriate.			
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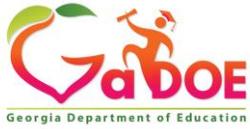
AEP Standard 3: Provides students with opportunities to maintain or accelerate their current progress toward graduation			
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Opportunities for students to maintain or accelerate their progress toward graduation are extensive (e.g., credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.) Individualized graduation plans afford students opportunities to maintain and accelerate their current progress towards graduation.</p> <p>Student progress toward graduation is consistently monitored.</p> <p>Successes are celebrated and barriers are addressed in a timely manner.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are regularly available. Students are provided opportunities to participate in credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.</p> <p>Student progress toward graduation is systematically monitored.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are occasionally available but are limited in scope and nature.</p> <p>Student progress toward graduation is sporadically monitored.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are rarely, if ever, offered.</p>



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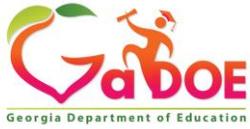
AEP Standard 4: Develops and implements a graduation plan for each student			
Level 4 <input type="checkbox"/> Exemplary	Level 3 <input type="checkbox"/> Operational	Level 2 <input type="checkbox"/> Emerging	Level 1 <input type="checkbox"/> Not Evident
<p>Graduation plans are developed and implemented for all students, and the students have schedule times to discuss graduation and career options including schedule student-led conferences.</p> <p>Graduation plans incorporate goals for changing negative behavior patterns that may have impeded students' progress and success (e.g., tardiness, absences, suspension, expulsion, etc.).</p> <p>Graduation teams meet extensively to monitor student progress and revise graduation plans, as needed.</p>	<p>Graduation plans are developed and implemented for most students.</p> <p>Gradation plans are differentiated base on each student's needs and address required services to meet the educational needs of all students.</p> <p>Students frequently discuss graduation and career options during scheduled student-led conferences.</p> <p>Graduation teams are formed and meet regularly to monitor student progress.</p>	<p>Attempts are being made to develop graduation plans for some students.</p> <p>There is some evidence that limited opportunities to discuss graduation and career options are made available to students.</p> <p>Initial efforts are being made to form graduation teams.</p>	<p>There is no evidence of a graduation plan for students.</p> <p>Students are rarely provided an opportunity to discuss graduation or career options.</p> <p>There are no graduation teams in place.</p>



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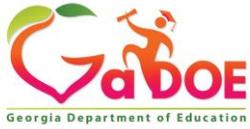
AEP Standard 5: Provides meaningful service learning opportunities that are aligned to the Georgia Standards of Excellence to support student achievement			
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>There is extensive evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP.</p> <p>Students are involved in planning, implementing, and evaluating service learning experiences with guidance from adults.</p> <p>Service learning incorporates multiple reflective activities for students that support student achievement.</p>	<p>There is considerable evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP.</p> <p>Service learning actively engages participants in meaningful and relevant service activities that support student achievement.</p>	<p>There is limited evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP.</p> <p>There are some project-based activities that involve students in the community.</p>	<p>There is little or no evidence that service learning opportunities aligned to the required curriculum standards are provided by the AEP.</p>



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AEP Standard 6: Program leadership communicates effectively and efficiently			
Level 4 <input type="checkbox"/> Exemplary	Level 3 <input type="checkbox"/> Operational	Level 2 <input type="checkbox"/> Emerging	Level 1 <input type="checkbox"/> Not Evident
AEP leadership has developed and implements a detailed process to ensure consistent communication with stakeholders.	AEP leadership communicates with 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.).	AEP leadership attempts to communicate with stakeholders through random methods. Rules, policies, practices, and procedures are inconsistently articulated and communicated throughout the school community.	Rules, policies, practices, and procedures are infrequently articulated and communicated throughout the school community.

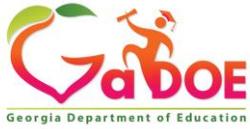


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AEP Standard 7: Supports the academic success of students with a counseling program that is grounded in research based practices, addresses the current and future needs of students, and targets academic performance

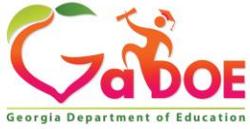
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Opportunities for students to establish and achieve challenging academic goals are extensive, regularly monitored and adjusted as necessary.</p> <p>The successful usage of effective interpersonal skills is celebrated and barriers are addressed in a timely manner.</p> <p>Students are routinely supported in preparation for post-secondary success.</p>	<p>Students regularly work with counselors to establish and achieve challenging academic goals.</p> <p>Students routinely work with counselors to acquire interpersonal skills that supports students in interacting effectively with others.</p> <p>An environment for academic preparation exists that promotes a wide range of post-secondary options for students as well as supports students in establishing job readiness skills.</p>	<p>Students sporadically work with counselors to establish and monitor academic goals.</p> <p>Programs to support students in developing interpersonal skills are available, but are infrequently accessed by students.</p> <p>Opportunities for students to access post-secondary and career preparation programs are occasionally available but are limited in scope and nature.</p>	<p>Students, with the support of counselors, rarely, if ever, establish and monitor academic goals.</p> <p>Opportunities for students to access post-secondary and career preparation programs and to develop effective interpersonal skills, are rarely, if ever, offered.</p>



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AEP Standard 8: Facilitates the academic success of students with a social work program that is responsive, rigorous, and emphasizes intervention and prevention services			
Level 4 <input type="checkbox"/> Exemplary	Level 3 <input type="checkbox"/> Operational	Level 2 <input type="checkbox"/> Emerging	Level 1 <input type="checkbox"/> Not Evident
<p>Social work programs consistently and effectively support the academic, social and emotional growth of students and families while contributing to a school environment and culture of positive, results-oriented teaching and learning.</p> <p>School-based intervention, research and evidence, and informed practices are routinely utilized in social work services.</p> <p>Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.</p>	<p>Social work program continuously works with students and families through a multi-tier framework with an emphasis on salient ecologies (school, home and community) with the goal of improving academic, social and emotional outcomes for the student and family.</p> <p>School-based intervention, research and evidence, and informed practices are routinely utilized in social work services.</p> <p>Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.</p>	<p>Social work programs sporadically address the needs of the students and families.</p> <p>Programs to support the academic, social and emotional growth of students are seldom accessed by students, families and staff.</p> <p>Data related to practices are sporadically collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.</p>	<p>Opportunities for students and families to access social work programs are rarely, if ever, offered.</p>



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AEP Standard 9: Supports the academic success of students with the effective implementation of a rigorous, data-driven digital and virtual learning program aligned to state content standards

***This standard is only applicable to alternative education program schools that use digital and virtual learning programs.**

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Students consistently access rigorous digital and virtual learning programs that incorporate literacy and communication skills, as well as engage students in multiple ways to learn.</p> <p>Digital and virtual learning programs are consistently and seamlessly used to provide enhanced, rigorous learning opportunities that further the academic growth of students.</p>	<p>Students routinely access rigorous digital and virtual learning programs that incorporate literacy and communication skills, as well as engage students in multiple ways to learn.</p> <p>The digital and virtual learning programs used provide timely, reliable and valid feedback that is routinely used to inform teaching and learning.</p>	<p>Students occasionally access digital and virtual learning programs that sometimes incorporate literacy and communication skills as well as engage students in multiple ways to learn.</p> <p>Data from digital and virtual learning programs are infrequently used to inform teaching and learning.</p>	<p>This category is not applicable for this standard.</p>