

Georgia Alternative Education Program Standards

GAEP Standard 1: Conducts routine and systematic program evaluations to improve educational programs and services

District and/or local school personnel conduct frequent evaluations to determine progress of the GAEP. Sources of data are collected and used to determine specific strengths and next steps needed to promote student achievement. *

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

The GAEP and traditional schools have agreed upon a process (e.g., orientation, assessment of the student, individual student transition plan, etc.) to address transition success. Student records, including the status of where the student is in the Response to Intervention (RTI) process from the sending school, are reviewed to determine appropriate placement and services both pre- and post- transition. Procedures for students to transition among external agencies (Department of Human Resources (DHR), Department of Juvenile Justice (DJJ), etc.), schools and group homes are implemented. *

GAEP Standard 3: Provides students with opportunities to maintain or accelerate their current progress toward graduation

Opportunities for students to maintain or accelerate their progress toward graduation are regularly available. Students are provided opportunities to participate in programs (e.g., credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.) that maintain their progress toward graduation. Student progress toward graduation is periodically monitored. *

GAEP Standard 4: Develops and implements a graduation plan for each student

Graduation plans are developed and implemented for most students. Graduation plans are differentiated based on each student's needs and address required services to meet the educational needs of all students. Students frequently discuss graduation and career options during scheduled student-led conferences. Graduation teams are formed and meet regularly to monitor student progress. *

GAEP Standard 5: Communicates effectively and efficiently

District and school staff communicate with stakeholders (parents, community members, business partners, district staff, traditional school staff, students and school staff) in a timely manner. Transition and graduation plans, rules, policies, practices, and procedures are regularly articulated and communicated throughout the school community through a variety of ways (e.g., websites, newsletters, email, surveys, meetings, etc.) School improvement plan is presented to local Board of Education and published on the local education agency's website. *



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GAEP Standard 6: Supports the success of students with a counseling program that is grounded in evidence-based practices to address the academic, social and emotional success of students

Counselors regularly coordinate with other support staff to effectively implement and monitor transition and graduation plans.

Counselors work to remove barriers to students' academic, non-academic, social and emotional growth. Students are routinely supported in preparation for post-secondary success. *

GAEP Standard 7: Facilitates the success of students with a social work program that is responsive, rigorous, and emphasizes intervention and prevention services

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.

School-based intervention, research and evidence, and informed practices are routinely utilized in social work services.

Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success. *

GAEP Standard 8: Supports the academic success of students with the effective implementation of a rigorous instructional framework aligned with the Georgia Standards of Excellence (GSE)

Instruction that is aligned to the GSE is delivered using evidence-based best practices.

Instruction is designed with some consideration of specific learning needs of individual students *

GAEP 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

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.

The digital and virtual learning programs used provide timely, reliable and valid feedback that is routinely used to inform teaching and learning. *

***Operational Rating:**

The specific standard has been implemented, and the implementation has generated considerable evidence of progress

