

# Louisiana Believes

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## Alternative Education Redesign: Site Authorization and Confirmation Process

# Objectives

- Describe the goals of Alternative Education (AE) Redesign
- Build knowledge of the AE Redesign core components and guiding principles
- Share the new AE authorization and site approval process

# Agenda

- AE Redesign Background and Context
- AE Core Components and Policy Revisions
- AE Redesign Implementation Path Forward
- Questions and Answers

# AE Redesign Background and Context

# AE Background and Context: Study Group

- Louisiana Department of Education (LDOE) convened an AE Study Group in Spring 2017 to explore current practice and educational services provided in alternative schools and programs.
- The study group included administrators, AE principals, juvenile judge, curriculum staff, SPED directors, teachers and children's advocacy organizations.
- The Study Group charge was to:
  - Conduct a strategic assessment of current practice and policy;
  - Identify support services and guiding principles available to AE students, educators, and families; and
  - Explore partnerships to enhance and expand the effectiveness of AE.

# Alternative Education Redesign Alignment to State Statutes & ESSA

- The guiding principles of the study group's report align to current state statutes for AE schools and programs:
  - R.S. 17:252 – behavior and mental health interventions; data reporting
  - R.S. 17.416.2 – academic, behavioral, and mental health interventions
  - R.S. 17:221.4 – dropout prevention
- The study group also anticipated ESSA, which provides an opportunity to
  - Reconsider the evaluation and performance reporting on alternative schools; and
  - Leverage federal funds to support school systems in their implementation of strong AE redesign plans.

# Alternative Education Study Group

The study group report, issued Oct. 2017, provided guiding principles for redesign.

## LDOE should prioritize:

- **Appropriate accountability** for AE services and enhanced data reporting by school systems
- Providing **best practice guidance** around effective behavioral intervention
- Opportunities for **high quality professional development** to address comprehensive academic, behavioral and social/emotional needs of students
- Building **communities of support** for educators, students and families

## School Systems should prioritize:

- **Effective discipline practice** at the sending school
- Provision of **transitional processes** and supports to AE
- Implementation of academic and behavioral **interventions** to address the students' underlying issues
- **Support services**, as well as core academic and career readiness opportunities for students receiving AE services

# AE Core Components and Policy Revisions



# Revised Policy Promoting High-Quality AE

Improving AE required substantive policy revisions.

- [BESE Bulletin 131](#) revisions align to the guiding principles of the study group report.
- Policy revisions require a new authorization process to ensure all students have access to high quality services and supports:
  - Transitional Planning and Support
  - Student Learning Plan
  - Behavior Intervention
  - Academic Intervention
  - Specialized Staff Support
  - Educator Engagement

# Align AE Site Approval Process

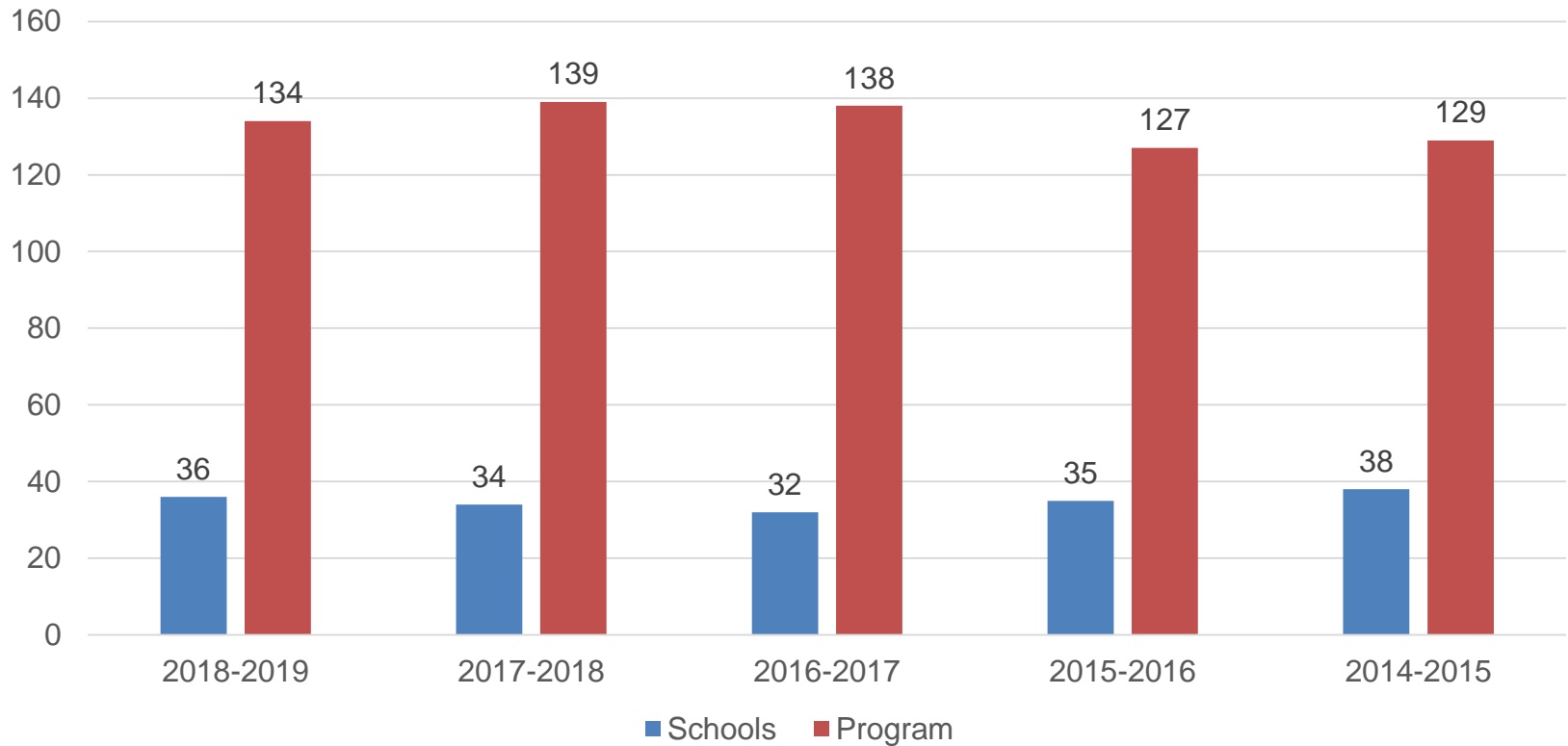
The new authorization process prioritizes school systems providing a comprehensive AE site plan that aligns to state statute:

- **Transitional Planning & Support** – to identify a structure that allows AE sites to receive information from the sending school to support timely student evaluation and planning
- **Behavior Intervention** – to ensure students' access evidence based interventions targeting the underlying cause of referral to AE site
- **Academic Intervention and Student Learning Plan** – to ensure students' have access to appropriate courses and interventions that lead to academic progress
- **Specialized Staff Support** – to identify specialized staffing able to meet the unique needs of students'
- **Educator Engagement** – to ensure educators access professional development that supports the needs of the targeted student population

# Annual Designation of AE Sites

In 2018-2019, there are 134 programs and 36 schools providing AE services.

## 5 Year Trend of School and Program Approval

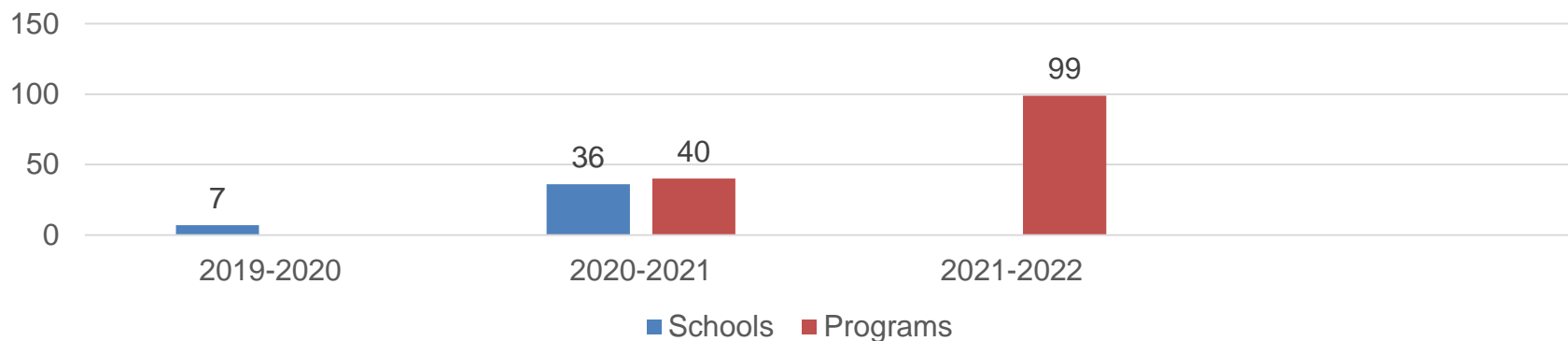


# Align AE Site Approval Process

A new authorization process will provide three years for school systems to achieve full AE redesign implementation (2019-2022).

- Year 1 (2019-2020): Pioneering AE schools will submit an application using the new process and to implement new policy, interventions and strategies
- Year 2 (2020-2021): All remaining AE schools and 30% of AE programs will submit using the new process
- Year 3 (2021-2022): All AE programs will submit using the new process

## 3 Year AE Redesign Approval Implementation



\* Annual scale of implementation is based on number of schools and programs approved by BESE in 2018-2019

# AE Redesign Implementation Path Forward

# AE Authorization Timeline and Process

Activity	Date
<ul style="list-style-type: none"> <li>• New AE Application released</li> <li>• All school systems must complete one of the three options:               <ul style="list-style-type: none"> <li>○ NEW AE sites must complete revised application</li> <li>○ Existing AE schools can decide to participate in new authorization process</li> <li>○ All school systems must confirm existing AE sites</li> </ul> </li> </ul>	January 30, 2019
LDOE hosts information webinar on new AE authorization process	February 7, 2019 3:00pm -4:00pm February 12, 2019 9:00am-10:00am
All Applications and school system confirmations due Interviews with LDOE on AE Site applications	March 1, 2019 March 11-15, 2019
LDOE presents BESE with final AE Site List for approval	April 16/17, 2019

# New AE Authorization Application and Guidance Document

[AE Authorization Guidance Document](#)

[AE Authorization Application](#)

Q & A



# LDOE Contact Information

Katie McGee Barras

Education Program Consultant, Office of Student Opportunities

[Katie.Barras@la.gov](mailto:Katie.Barras@la.gov)