Louisiana Believes

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.
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.
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
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
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

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>• New AE Application released</td>
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<td>• All school systems must complete one of the three options:</td>
<td>January 30, 2019</td>
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<tr>
<td>○ NEW AE sites must complete revised application</td>
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<tr>
<td>○ Existing AE schools can decide to participate in new authorization process</td>
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<tr>
<td>○ All school systems must confirm existing AE sites</td>
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| 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                   | March 1, 2019               |
|   Interviews with LDOE on AE Site applications                         | 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
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