Alternative School Collaboration

Teacher Leader Summit 2018
LDOE is working to define effective alternative education and develop appropriate, unique accountability measures.

Changes (Improvements) are on the horizon.

- Katie Barras: LDOE Updates on Alternative Education
- Alternative Center for Education – New Iberia: A Day in the Life of an Alternative Student
- Break–Out Collaboration Groups
Presenters

- Katie Barras, Education Program Consultant, LDOE  katie.barras@la.gov
- Maxine Jones, Program Administrator, Alternative Center for Education  mjjones@iberia.k12.la.us
- Vernell Armstead, Master Teacher/High School  vearmstead@iberia.k12.la.us
- Lisa Boutte, Math/PBIS  liboutte@iberia.k12.la.us
- Scarlett Martin, ELA/504  anmartin@iberia.k12.la.us
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 charge was to:
- Conduct a strategic assessment of current AE practice and policy
- Identify support services and guiding principles available to AE students, educators, and families
- Explore partnerships to enhance and expand the effectiveness of AE
Background and Context

- Met 4 times from March through June 2017
- Assessed current practice and identified core components AE services must provide to be effective for students
- Analyzed student performance and discipline data
- The Advisory Council on Student Behavior and Discipline met concurrently to review existing statute and policy related to behavioral intervention and systems of support to address chronic misbehavior
In 2015–2016, more than 18,000 students were referred to an AE school or program.
  ◦ 88% of students are referred for minor to moderate behavior infractions (e.g. willful disobedience, disturbs the school/violates the rules, leaves school premises without permission, treats authority with disrespect, and habitually tardy/absent).

AE students referred are 5 times more likely to drop out of school compared to overall state dropout rate.

Students referred to AE were expelled an average of 2 times and suspended an average of 2.4 times annually.
AE student population exhibits significant disproportionality towards the most vulnerable and at-risk.

- 85% are African American, 11% are Caucasian, 3% are Hispanic.
- 85% of students in AE are economically disadvantaged.
- African American students are 3.25 times more likely to be expelled and 7.8 times more likely to be suspended.
- 66% of students in AE are male, yet males account for only 51% of the state’s student population.
- 26% of students in AE are students with disabilities, yet Louisiana’s students with disabilities population is 11%.

*All data from 2015–2016*
A New Vision for Alternative Education (AE)

- The study group report details the need for local school systems to provide AE services, short-term and long-term, that seek to improve supports, resources, wraparound services, and outcomes for students in need.
  - Short-term services should provide academic and behavioral remediation at the home school for mild-to-moderate behavioral challenges, (i.e. students who need intervention to avoid the risk of expulsion for behavior or truancy).
  - Long-term services should be designed for students that need intensive and extended academic and behavioral support, resources and remediation.
The report details the need for AE services to include:

- Evidence-based behavioral and academic interventions, supports, and resources, per BESE Bulletin 131;
- Effective transitional structures and community partnerships to ensure individualized comprehensive and appropriate services are provided to advance students toward a college and career pathway;
- Educators who are equipped to address the behavioral, social and emotional needs of students, per R.S. 17.252;
- Consistent data collection, performance measures, and evaluation of outcomes appropriate for schools serving unique populations; and
- Increased provision of student supports, individualized courses of study and use of alternative teaching methods per BESE Bulletin 741, §2901; RS 17.100.1 and 17.416.2
October 2017:
LDOE presented the AE study group report to BESE, who passes a motion directing LDOE to continue redesign work.

April 2018:
LDOE presented BESE a working definition of AE schools and programs to use as a framework to develop new accountability performance measures for AE, consistent with the state ESSA plan.

Fall 2018:
- LDOE will present policy recommendations for modified AE Accountability to BESE during Fall 2018
- LDOE will present policy revisions to BESE Bulletin 131 that align with the core components and guiding principles of the AE Study Group report
Support

- LDOE is launching a new portfolio of evidence based SEL curriculum and programs to support effective BI in schools
- BI Vendor Guide will be released Fall 2018
- BI Study Group provided recommendations around foundational components of effective and evidence based BI that will be released Summer 2018
- Advisory Council on Student Discipline and Behavior is working on recommendations to improve implementation and efficacy of the Model Master Discipline Plan
Alternative Center for Education

- Iberia Parish Alternative Placement – Behavior
- ISSP (Elementary & Middle/High) 3-5 days
- Alternative Program – Grades 4-8; minimum of 1 9-week grading period
- Grades 9-12; minimum of 2 4-week grading periods
Video
Programs will be introduced to assist students make better choices while continuing their educational growth and improvement.

These include:

**Level System**

Students will be required to complete a school-wide level system in order to transition back to their home base schools. All students will enter the Alternative Center for Education at the entry level and progress through two additional levels.

**Entry Level**
- White

**Intermediate Level**
- Yellow

**Advanced Level**
- Blue

**Students are NOT eligible to transition to their home base schools until they have completed the Advanced Level.**
ID Advancement Application

Name________________________________________

Date________________________________________

Color of current ID ________________________

Date received ID ____________________________
(or last suspension or date ID taken)

Have you met the requirements?
Time (1/2 weeks)
Attendance
Behavior

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# Daily Progress Report

**Dates:** 4/12/18 - 4/16/18

## Monday

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**Weekly Totals:**
- Goal #1: 46/50
- Goal #2: 50/50

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WEEKLY TOTALS: Goal #1 50/50  
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**WEEKLY TOTALS:**
- Goal #1: 33 / 50
- Goal #2: 38 / 50
Dress Code Policy (pgs. 24-32)

The purpose of the dress code policy is to maintain a positive learning environment while following rules/regulations with minimal distractions.

The focus must be on LEARNING, not fashion or style.

Uniform items that have slits, holes, tears, or cuts may NOT be worn.

**SHIRTS**

Color:  
Elementary Grade Level -- navy blue  
Middle School Grade Level -- hunter green  
High School Grade Level -- white
SHOES

Color: **solid** black (ONLY)

**TEENNIS SHOES – ARE REQUIRED**

✓ Tennis shoes **MUST** have laces and/or **velcro** fasteners.
✓ Laces **MUST** be kept tied.
✓ Velcro straps **MUST** be kept strapped.
✓ Tennis shoes with both **velcro** straps/laces **MUST** be kept strapped and tied.
✓ Slide tennis shoes are **NOT** allowed.
✓ Rhinestones, studs, writing, designs are **NOT** allowed.

**MALE**

**HAIR POLICY**

✓ Boys **MUST** wear low bald fade haircuts/crew cuts.
✓ Hair **CANNOT** be dyed or bleached any unnatural color.
✓ Boys are **NOT** allowed to have any type of design in their hair.
✓ Boys are **NOT ALLOWED** to have any facial hair (**MUST** be clean shaven).
Accessories/Supplies

- Jewelry
- Bookbags/Purses
- 1 Key
- Supplies Provided by School
Contraband

Any item that is brought to the Alternative Center for Education and is considered to be Contraband will be confiscated and NOT returned!
FAILURE TO COMPLY WITH THE DIRECTIVES FROM THE DRILL INSTRUCTORS WILL RESULT IN DISCIPLINARY ACTION.
Support Services

• Probation
• PEIP – Prosecutor’s Early Intervention Program
• MST Therapists
• Mental Health Agencies
• FINS – Families in Need of Services
• Parenting Class
• Change of Placement/PM School
Transition Criteria

1. A student must **COMPLETE** the allotted time specified by the Iberia Parish School Board Hearing Committee. If **NOT** specified, a minimum of **ONE** grading period will be assigned for elementary and middle school students and **TWO** grading periods will be assigned for high school students.

2. Parents/legal guardians along with their child **must attend** **TWO** parenting classes at New Iberia Senior High school in Room D-12 on Tuesday nights at 6:00 p.m.

3. A Transition Committee at the Alternative Center for Education **WILL** review the following:

   - Attendance – 90% (Elementary/Middle School)
   - 95% (High School)
   - Behavior – no suspensions/minimal # of minor infractions
   - Academic Growth – pre/post tests
TRANSITION RUBRIC
Elementary/Middle
2017 - 2018

Student: ________________________________

Grade: ____________  Home Base School: ____________________________________________

ENTRY DATE: ________________  RE-ENTRY DATE: ___________________

Grading Periods / (Progress Reports):

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
<th>Date</th>
<th>Start Date</th>
<th>End Date</th>
<th>Date</th>
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<tbody>
<tr>
<td>1st</td>
<td>Aug. 4 / Oct. 10</td>
<td>(Sept. 10th)</td>
<td>2nd</td>
<td>Oct. 11 / Dec. 21</td>
<td>(Nov. 16th)</td>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
<td>Mar. 16 / May 24</td>
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_____ REGULAR ED
_____ 504  _____ SPED  **45 DAYS (leave date) ____________

REASON FOR PLACEMENT AT ACE:


IPSB REQUIREMENTS:

_____ One complete grading period
_____ One semester
_____ Two semesters
_____ Remainder of the school year ____________

_____ SAFE Program / Drug Testing

Other: __________________________

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>1PR</th>
<th>1st</th>
<th>2PR</th>
<th>2nd</th>
<th>3PR</th>
<th>3rd</th>
<th>4PR</th>
<th>4th</th>
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<tbody>
<tr>
<td>Attendance (# Days Absent)</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
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<td>mm/dd/yyyy</td>
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<tr>
<td>Minor Infraction(s)</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
<td>mm/dd/yyyy</td>
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</tbody>
</table>
# Transition Rubric

**High School**

**2017 – 2018**

## Student:

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## Grade:

---

**Home Base School:**

---

## Entry Date:

---

**RE-Entry Date:**

---

### Grading Periods:

**FALL**

- 1<sup>st</sup> Aug. 4 / Sept. 5
- 2<sup>nd</sup> Sept. 6 / Oct. 10
- 3<sup>rd</sup> Oct. 11 / Nov. 13
- 4<sup>th</sup> Nov. 14 / Dec. 21

**SPRING**

- 1<sup>st</sup> Jan. 8 / Feb. 6
- 2<sup>nd</sup> Feb. 7 / Mar. 15
- 3<sup>rd</sup> Mar. 16 / Apr. 24
- 4<sup>th</sup> Apr. 25 / May 24

---

**REGULAR ED**

---

**504**

---

**SPED**

---

---

**45 DAYS (leave date)**

---

### Reason for Placement at ACE:

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### IPSB Requirements:

- Two complete grading periods
- One semester
- Two semesters
- Remainder of the school year

---

**SAFE Program / Drug Testing**

---

**Other:**

---

<table>
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<tr>
<th>Grading Period</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
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<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
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<td>No</td>
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</tbody>
</table>
Curriculum

Elementary/Middle

- Adhere to District Policies/Schedule
- Opportunity for Growth through Scaffolding
- Small Group/Individualized Instruction
- Technology

High School

- Edgenuity
- Earn Carnegie Units
- Electives
- Career Diploma Electives
- Consultation with Home–School Counselors
- EOC/LEAP 2025/ACT
Instructional Climate

- Eureka Math Modules
- LearnZillion Novel Lessons
- Nearpods
- Khan Academy
- Eureka Math Modules
- French
- Cursive Handwriting
- SuccessMaker
- Zearn
- Differentiated/SPED/504
Technology

- Chromebooks
  - Assignments
  - Sources
  - Research
  - Practice Tests
- Promethean/SMART Boards
- Wii
- Flip Videos
- Hot Dots
- LPB Virtual Field Trips
Edgenuity

- Variety of Courses
- Aligned to Carnegie Units and State Standards
- CTE Credits
- Grade Recovery
- Course Recovery
- Self-Paced
- Various Instructional Strategies
- HiSet Diploma Track
Electives

- Blended Learning
- Remediation
- CTE Credits
  - First Responders
  - Customer Service
  - Entrepreneurship
  - Technical Writing
  - Education for Careers
  - Basic Career Education
Professional Development

- Teacher Leader Collaboration
- Eureka Teacher Institute
- LACUE: Louisiana Association of Computer Using Educators
- PBIS Region Summer Conference
- 2018 LATM/LSTA Mathematics & Science Conference Shreveport, October 22–24, 2018
- WETshop 2018, Louisiana Department of Wildlife and Fisheries
- Louisiana Association of Principals, 2018 67th Annual Conference, September 9–11
Collaboration Guide

• Long Term Goals
• Short Term Goals to Achieve Long Term Goals
• Challenges
• Support System
Collaboration Groups

• District Level Supervisors
• Principals/Administrators
• High School Counselors/Teachers
• Elementary/Middle School Teachers
Contact Information

- Katie Barras, LDOE, 225–342–0149, katie.barras@la.gov (email preferred)

- Alternative Center for Education
  500 Bank Avenue, New Iberia 70560

- 337–369–3696
- Maxine Jones, Vernell Armstead, Lisa Boutte, Scarlett Martin