

# Alternative Education Process Guide



**Division of Elementary  
and  
Secondary Education,  
Office of Alternative  
Education**

September 2022

## **Office of Alternative Education Contact Information**

### **Jared Hogue, Director of Alternative Education**

Arkansas Department of Education  
Division of Learning Services  
1401 West Capitol Avenue, Suite 425  
Little Rock, AR 72201  
Phone: 501-324-9660  
[Jared.Hogue@ade.arkansas.gov](mailto:Jared.Hogue@ade.arkansas.gov)

### **C.W. Gardenhire, Ed.D., Program Advisor**

Arkansas Department of Education  
Division of Learning Services  
ASU-Beebe  
England Center, Room 106  
P.O. Box 1000  
Beebe, AR 72012  
Phone: 501-580-5660  
[CW.Gardenhire@ade.arkansas.gov](mailto:CW.Gardenhire@ade.arkansas.gov)

### **Lisa Johnson, Program Advisor**

Arkansas Department of Education  
Division of Learning Services  
1401 West Capitol Avenue, Suite 425  
Little Rock, AR 72201  
Phone: 501-580-2775  
[Lisa.Johnson@ade.arkansas.gov](mailto:Lisa.Johnson@ade.arkansas.gov)



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

### Introduction

The purpose of this document is to supplement the Arkansas Department of Education - Division of Elementary and Secondary Education (DESE) Rules Governing Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds, specifically Section 4.00 Special Needs - Alternative Learning Environment (ALE). Individuals using this document will be guided through particular contexts in the alternative education process. Each context provides a list of sample forms that can be used to satisfy regulatory compliance, a walk-through of those forms, and an overview of the process. Resources are provided where appropriate. For more information, please contact the [Division of Elementary and Secondary Education, Office of Alternative Education](#).

Throughout the document, green text boxes containing guidance will offer information and requirements for ALE programming. Alternative Learning Environment Rules are referenced with a notation of the regulation number in parentheses. Beyond requirements, there is best-practice. Best-practice suggestions will be listed in special sections demarcated with this symbol 💡.

Note: Within the process guide, and within the field in general, alternative education is referred to as both Alternative Education (AE) and Alternative Learning Environment (ALE). To clarify a difference, the term “Alternative Education” denotes specialized educational programming, while “Alternative Learning Environment” seems to place more emphasis on the location of the instruction. “ALE” has been the moniker historically, even in the law and rules governing alternative education, therefore it is used in this guide; however, a move to the term “AE” will hopefully solidify the understanding that alternative education is much more than a change of locale. It is specialized educational programming designed to eliminate barriers to traditional education faced by some students. In the state of Arkansas, alternative education is at the top of Tier Three of RTI (Response to Intervention) and is designed to assist the hardest-to-reach 2-3% of a district’s student population.

The DESE Office of Alternative Education would like to express sincere gratitude to the following stakeholders for their hard work and dedication in reviewing this process guide to support alternative education:

Brad Bateman, Arkansas River Educational Service Cooperative

Steve Baxter, Batesville School District

Deborah Bales Baysinger, DESE

Jason Burkman, Arch Ford Educational Service Cooperative

Dee Creed, Sheridan School District

Renee Curtis, Bryant School District

Dr. Coby Davis, Springdale School District

Mary Eary, Batesville School District

Dr. CW Gardenhire, DESE

Jared Hogue, DESE

Dr. Christy Jay, Bentonville School District

Jeff Kinkade, Mountain Home School District

Andrea Riggs, Heber Springs School District

Robin Stripling, DESE

Matt Sewell, DESE

Stephanie Tyer, McCrory School District

Lisa Tyler, DESE

Michelle Walling, Blytheville School District

## Table of Contents

<b>General Program Requirements</b>	<b>Page</b>
<b>ALE Defined -- 3.01 and 3.02</b>	<a href="#"><u>7</u></a>
<b>General Requirements -- 4.01</b>	<a href="#"><u>7</u></a>
<b>Student Eligibility and Placement -- 4.02</b>	<a href="#"><u>8</u></a>
Alternative Education Placement Team	<a href="#"><u>8</u></a>
Referral	<a href="#"><u>9</u></a>
Student Eligibility	<a href="#"><u>13</u></a>
Assessment Upon Placement	<a href="#"><u>14</u></a>
Student Action Plan (SAP)	<a href="#"><u>15</u></a>
<b>Administrative Program Requirements</b>	
<b>Personnel Requirements -- 4. 03</b>	<a href="#"><u>19</u></a>
Teacher-Student Ratios	<a href="#"><u>19</u></a>
Professional Development	<a href="#"><u>20</u></a>
<b>Curriculum and Program Requirements -- 4.04</b>	<a href="#"><u>21</u></a>
Curriculum	<a href="#"><u>21</u></a>
<b>Program Requirements -- 4.04</b>	<a href="#"><u>22</u></a>
<b>Program Approval, Reporting, and Monitoring -- 4.05</b>	<a href="#"><u>23</u></a>
Approval Procedures	<a href="#"><u>23</u></a>
ALE Data Reporting	<a href="#"><u>24</u></a>
Accreditation Review	<a href="#"><u>25</u></a>
<b>Funding -- 4.06</b>	<a href="#"><u>25</u></a>
FTE Calculation	<a href="#"><u>26</u></a>
Fund Usage	<a href="#"><u>26</u></a>
<b>Equity</b>	<a href="#"><u>27</u></a>

<b>Appendices</b>	
<b>Appendix A</b>	<a href="#"><u>28</u></a>
National Alternative Education Association's Exemplary Practices	<a href="#"><u>28</u></a>
<b>Appendix B</b>	<a href="#"><u>52</u></a>
ALE Paperwork	<a href="#"><u>52</u></a>
<b>Appendix C</b>	<a href="#"><u>71</u></a>
Teacher Qualifications/AQT	<a href="#"><u>72</u></a>
<b>Appendix D</b>	<a href="#"><u>84</u></a>
Risk Assessment	<a href="#"><u>85</u></a>
<b>Appendix E</b>	<a href="#"><u>86</u></a>
AE Student Placement Assessment Tool Ideas	<a href="#"><u>87</u></a>
<b>Appendix F</b>	<a href="#"><u>91</u></a>
eSchool Cycle 7 AE Report	<a href="#"><u>92</u></a>
<b>Appendix G</b>	<a href="#"><u>93</u></a>
APSCN ALE Coding - eSchoolPlus	<a href="#"><u>94</u></a>

## ALE Defined -- 3.01 and 3.02

An Alternative Learning Environment (ALE) is a student intervention program consisting of an alternate class or program within a public school or school district that:

- Affords all students an environment that seeks to eliminate traditional barriers to learning for students whose academic and social progress are negatively affected by the student's personal characteristics or situation; and
- Is not a punitive environment, but is one that is conducive to learning.
- For determination of funding only, an ALE is not a separate school even if the Arkansas Department of Education - Division of Elementary and Secondary Education (DESE) assigns the ALE a separate local education agency number.

An Alternative Learning Environment Hybrid Program is a program that provides ALE services through a combination of on-site and distance learning.

**Guidance:** An ALE is defined as an educational intervention program to accommodate the learning needs of students who meet the criteria for placement.

💡 Students can be in ALE classes for all or part of the day. Ideally, students should participate in ALE programming that meets their individual needs, while keeping them in the traditional environment to the maximum extent possible.

## General Requirements -- 4.01

Every school district shall provide one (1) or more eligible Alternative Learning Environments (ALE) for all students meeting the criteria of Section 4.02.1 of the Rules, by any of the following methods:

- A school district may establish and operate an ALE;
- A consortium of one (1) or more school districts may establish and operate an ALE, with one school district designated as the lead district;
- A school district may participate in an ALE operated by an education service cooperative established under Ark. Code Ann. § 6-13-1001 *et seq*; or
- A school district may partner with a state-supported institution of higher education and technical institute to provide concurrent courses and/or technical education options for academic learning to students in grades eight through twelve (8-12).
- An ALE hybrid program may be established to serve students in grades nine through twelve (9-12).
- A school district that provides an ALE through the methods outlined above remains responsible for all related school services and state reporting requirements. (4.01.1)

An ALE shall provide intervention services designed to address students' specific educational and behavioral needs. Intervention services shall include, without limitation, access to the services of a school counselor, a mental health professional, a nurse, and support services substantially equivalent to those provided to other students in the regular educational environment. Intervention services shall be coordinated with state and federal student assistance programs. (4.01.2)

💡 Alternative education interventions are in addition to all traditional resources provided to every student enrolled in a district. The intervention expectations for traditional students are more general and on an "as-needed" basis. In alternative education, interventions occur regularly, often as individual time with the students that addresses the social, emotional, home-life challenges and academic support systems to move every student forward.

See also the RTI Arkansas (Response to Intervention) website

<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention>

An ALE **shall not be punitive** but shall provide the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations. (4.01.3)

The ALE program shall (as cited in 4.02.3):

- Assess the student either before or upon entry into the ALE;
- Provide intervention services designed to address the student's specific educational needs; and
- Provide non-punitive intervention services designed to address the student's specific behavioral needs for long-term improvement of the student's ability to control his or her behavior.

## Student Eligibility and Placement -- 4.02

### Alternative Education Placement Team

A student may be enrolled in an ALE only on the referral of an Alternative Education Placement Team to be composed of the following individuals:

- The school counselor from the referring school;
- The building principal or assistant principal from the referring school;
- One (1) or more of the student's regular classroom teachers;
- A local education agency special education or 504 representative, if applicable;
- A parent or guardian of the student, if they choose to participate; and
- An ALE administrator or ALE teacher, or both.
- At the option of the school district, the student may be included as a member of the Alternative Education Placement Team.

The school district shall document efforts to contact the parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian’s convenience, and maintain such documentation in the student’s Student Action Plan (SAP). (4.02.2)

## Referral

<b>ALTERNATIVE EDUCATION REFERRAL</b>	
Student: _____	Date: ____/____/____
Referral initiated by: _____	
Reason for referral: _____	
_____	
_____	
_____	
Referral received on: ____/____/____	
Placement conference scheduled for: ____/____/____	

**Guidance:** Reason for referral should be precise and based on prior documented interventions. “Johnny is bad” or “Johnny is disruptive” does not provide enough information. Exactly what has Johnny been doing behaviorally and academically that led to a referral? Documentation on the referral form should be factual and specific, and placement cannot be made due to behavior or academics alone, but rather a combination of documented needs.

💡 “Date,” “Referral received on,” and “conference scheduled for,” should not be the same date. ALE cannot be based on a unilateral placement decision without the referral placement process (i.e., ALE is not to be used as a punishment).

Response to Intervention (RTI) / Interventions done prior to referral:

---

---

---

---

---

---

**Guidance:** Interventions for Alternative Education are not just academic. Academics alone is not a reason to refer a student to an ALE. Ask the question, “What has the district done to help the student with the reasons for referral.” Alternative Education is a Tier 3 intervention, providing programming for students in the top 2-3% of the RTI triangle, so the student should have been receiving Tier 1 and Tier 2 interventions on the RTI triangle. (See the link below.)

See the RTI Arkansas (Response to Intervention) website:

<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention>

💡 Punishments such as ISS, OSS, office visits and detention are not interventions. Offering a service such as after school tutoring or school based mental health is not an intervention if the student does not participate in the offered service.

THE FOLLOWING INFORMATION IS INCLUDED AS PART OF THE REFERRAL PROCESS:

ADE Data Center / Student GPS will have most of the items below. (Print and attach.)

<input type="checkbox"/> IEP (If applicable)	<input type="checkbox"/> Test Scores	<input type="checkbox"/> Latest Quarterly & State test results	<input type="checkbox"/> Current Grades
<input type="checkbox"/> Attendance Record	<input type="checkbox"/> 504 Plan (If applicable)	<input type="checkbox"/> Documented Prior Interventions	<input type="checkbox"/> Discipline Record
<input type="checkbox"/> Class Schedule	<input type="checkbox"/> Student Success Plan (If applicable)	<input type="checkbox"/> Emergency Contact Information	

**Guidance:** The Alternative Education referral must include the information shown above to ensure that faculty and staff in the ALE have a clear understanding of the student and his or her needs.

## ALE Placement Conference Decision Form

<b>Alternative Education Placement Conference Decision Form</b>			
Student _____	ID # _____	Grade _____	Age _____ DOB ____/____/____
_____ SCHOOL _____	____/____/____ Date of Placement	504 or Special Education <u>  </u> Y <u>  </u> N <u>  </u>	

**Guidance:** When filling out the Placement Conference Decision Form, make sure that the form includes all of the information above.

<b>ALTERNATIVE EDUCATION PLACEMENT TEAM</b>	<b>MEETING DATE</b>
<b>Name:</b>  _____ _____ _____ _____ _____ _____	<b>Position:</b>  SCHOOL ADMINISTRATOR SCHOOL COUNSELOR CLASSROOM TEACHER (Current Educator Assigned to Student) PARENT OR GUARDIAN ALTERNATIVE EDUCATION REPRESENTATIVE STUDENT 504, Special Education, External Support, Probation Officer, Relative, etc.

**Guidance:** The portion of the form shown above must include actual signatures for all members present at the referral conference. The positions or members shown are required by Alternative Education Rules, with the exception of the student, who can be invited to the conference but is not required to participate.

💡 It is beneficial to invite older students to participate in the conference, as they like to have things done “with” them and not “to” them. This helps foster investment on the student’s part.

💡 If a parent or guardian cannot participate in person, the district should offer a way to participate virtually, either by phone or internet. District staff may then initial and note that the parent or guardian participated using an alternative method.

Parent: _____	Address: _____	Phone: _____
Contact: <u>  </u> Attempted <u>  </u> Made	Date: ____/____/____	Contact Method: _____
Contact: <u>  </u> Attempted <u>  </u> Made	Date: ____/____/____	Contact Method: _____
Contact: <u>  </u> Attempted <u>  </u> Made	Date: ____/____/____	Contact Method: _____

**Guidance:** The portion of the form shown above must include attempts to contact the parent(s) or guardian(s).

Describe the current reason for referral: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Guidance:** In the portion of the form shown above, the reason for the referral should document enough detail to give each member a full understanding. For example, recording “ABSENCES” or “BEHAVIOR” would not give the team a full understanding of why the student is being considered for placement into an ALE, and doesn’t allow faculty and staff a clear picture of the student’s needs.


Were Mental Health Services discussed? YES \_\_\_\_\_ NO \_\_\_\_\_

If discussed, what was the outcome of discussion? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Student will be placed in Alternative Education

\_\_\_\_\_ Student will not be placed in Alternative Education

**Guidance:** Mental health services must be discussed at the placement conference. Mental health services can provide a valuable intervention to many students found to be in need of alternative education programming. Make sure to document whether the student is in need of services, and if so, how those services will be provided.

 All students should have access to mental health services. Many mental health providers will contract with a school, and as part of that contract, may provide services pro-bono for students who do not have any type of insurance coverage.

Here is a link to the DESE School-Based Mental Health website:

<https://dese.ade.arkansas.gov/Offices/learning-services/school-health-services/school->

If the student is being placed in Alternative Education, the following information shall be sent to AE upon entry:

<input type="checkbox"/> Discipline Record	<input type="checkbox"/> IEP (If applicable)	<input type="checkbox"/> Latest Quarterly & State test results	<input type="checkbox"/> Test Scores
<input type="checkbox"/> Attendance Record	<input type="checkbox"/> 504 Plan (If applicable)	<input type="checkbox"/> Current Grades	<input type="checkbox"/> Documented Interventions
<input type="checkbox"/> Class Schedule	<input type="checkbox"/> SSP (If applicable)	<input type="checkbox"/> Emergency Contact Information	

**Guidance:** The ALE paperwork must include the information shown above to ensure that those involved in the ALE Placement Conference have a clear understanding of the student and his or her needs.

## Student Eligibility

To be an eligible ALE student, a student must exhibit two (2) or more of the characteristics identified in Section 4.02.1 that negatively affect the student's academic and social progress and need innovative programs and strategies that typically cannot be provided through regular school options. Students will not be placed in the ALE based on academic problems alone.

- Situations that negatively affect the student's academic and social progress may include, but are not limited to:
  - Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
  - Abuse: physical, mental, or sexual;
  - Frequent relocation of residency;
  - Homelessness;
  - Inadequate emotional support;
  - Mental/physical health problems;
  - Pregnancy;
  - Being a single parent;
  - Personal or family problems or situations;
  - Recurring absenteeism
  - Dropping out of school; or
  - Disruptive behavior.

**Placement Considerations: Student exhibits two (2) or more of the characteristics listed below. Include supporting documentation if applicable.**

- |  |   |
|--|---|
| <input type="checkbox"/> Personal or family problems or situations   | <input type="checkbox"/> Drop out from school         |
| <input type="checkbox"/> Recurring absenteeism   | <input type="checkbox"/> Disruptive Behavior          |
| <input type="checkbox"/> Mental/physical health problems   | <input type="checkbox"/> Inadequate emotional support |
| <input type="checkbox"/> Frequent relocation of residency  | <input type="checkbox"/> Homelessness                 |
| <input type="checkbox"/> Abuse: physical, mental or sexual   | <input type="checkbox"/> Pregnancy                    |
| <input type="checkbox"/> Ongoing, persistent lack of attaining proficiency levels in literacy or mathematics | <input type="checkbox"/> Student is a single parent   |

**Guidance:** When determining eligibility for placement, team members should mark all characteristics exhibited by the student. Supporting documentation is required and must be included in the student's file. The documentation should support the reason for placement.

## Assessment Upon Placement

Section 4.02.3 of the Rules states that the ALE program shall assess the student and develop intervention services designed to address the student's specific educational needs. The ALE program shall provide non-punitive intervention services designed to address the student's specific behavioral needs for long-term improvement of the student's ability to control his or her behavior.

### ALTERNATIVE EDUCATION STUDENT ACTION PLAN

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CURRENT LEVEL OF FUNCTIONING (including Strengths and Weaknesses)**

These should encompass Social, Emotional, Academic, Career, and Behavioral components.

---

---

---

---



No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functional abilities and all relevant social, emotional, academic, career, and behavioral information and develop a Student Action Plan (SAP) outlining the intervention services to be provided to the student. (4.02.4) The Current Level of Function section should include the data from the assessments and be detailed enough to provide a clear understanding of the student's needs. Use additional pages if necessary.

💡 See Appendix E, *AE Student Placement Assessment Tool Ideas*

## Student Action Plan (SAP)

The Student Action Plan shall contain at a minimum:

- Documentation of the presence of the characteristics listed in Sections 4.02.1 for which the student was referred.
- A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
- Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
- Exit criteria on which to base a student's return to the regular educational environment; and
- Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or guardian (if they choose to participate), and the student, outlining the responsibilities of the ALE, parent or guardian, and the student to provide assurance that the plan for each student is successful.

A positive behavior or transitional plan shall be developed and added to the Student Action Plan prior to a student's return to the regular educational environment.

The Student Action Plan may be revised from time to time by the Alternative Education Placement Team as circumstances warrant.

**Measurable Long-term and Short-term S.M.A.R.T. Academic Goals**  
**(Specific, Measurable, Attainable, Relevant, Timely)**

**LONG TERM ACADEMIC GOAL:**

---



---

**SHORT-TERM ACADEMIC GOALS and How Measured:**  
 (Assessment intervals are 9 weeks.)

**ASSESSMENT REVIEW**

**Q1    Q2    Q3    Q4**

---



---

**Guidance:** Short term goals should be based on the reason for placement and need for improvement. Short term goals should provide the basis for the long term goals and form their development.

💡 Before you write goals, you must:

- Use the information in the referral.
- Listen to ALL of the concerns brought up during the placement conference.
- Use the documentation of the placement criteria.
- Use the results of the mandated assessments.
- Have a clear understanding of the individual student's current level of performance.
- Have a clear understanding of what the committee wants the student to gain during the placement in an ALE.
- Have a clear understanding of what the student wants to do after graduation.

Long-term goals involve results that will often take months or years to achieve. These might include long-term goals such as raising scores on a standardized achievement test, reading at a level commensurate with age and grade level, or successfully completing a vocational program.

A short-term goal is a specific objective the student must master before he or she is able to achieve the long-term goal(s). Short-term goals focus on specific targets, units, tasks, or steps and are usually achieved in a short time period. Short-term goals on which a student is working will usually change quickly as the student masters those and new short-term goals are established.



Both short-term and long-term goals must be specific in order to meet the student's individual needs. Documenting a goal such as "graduate" or "score at or above proficient on the state assessment" reflect requirements that are expected of all students within the district. Not only are these kinds of goals vague, but requiring a student receiving alternative education services to score at or above proficient on the state assessment as a condition of returning to the traditional classroom environment creates the very barrier that alternative education seeks to eliminate.

### **BEHAVIORAL INTERVENTIONS & MEASURABLE GOALS**

(To be reviewed during each grading period that the student is in Alternative Education)

#### **LONG TERM BEHAVIOR GOAL:**

---

---

#### **SHORT-TERM BEHAVIOR GOALS and How Measured:** (Assessment intervals are 9 weeks.)

#### **ASSESSMENT REVIEW**

**Q1    Q2    Q3    Q4**

---

---

**Guidance:** Be sure that listed goals are SMART:  
(Specific, Measurable, Achievable, Relevant, and Time-based).

💡 For example, goals for a behavior plan can go here; goals that both the teacher and mental health provider are working on together can go here as well as other behavior related goals.

💡 For more detailed assistance with establishing goals, please visit the Office of Alternative Education's [website](#) for resource materials, as well as a link to the OAE's [podcast channel](#), *Alternative Education in Arkansas*, which has an episode devoted to developing SMART goals.

## Student Folder

Student Folder ( Name)	AE Student Folder Outline
<b>Referral</b>	
Date referral made	
Name of person making referral	
Date referral received	
Reason for referral	
Date referral acted on	
<b>Placement Meeting/Conference – SNFR: 4.02</b>	
Date	
Required members present (signatures)	
Documentation of attempted parent contact	
Prior interventions discussed	
Documentation of information considered for placement	
Placement criteria documented	
Placement criteria met	
Placement found appropriate or not	
Mental health services discussed	
Student Action Plan developed	
Student/parent/program contracts signed	
<b>Required Assessments of current level of functioning- SNFR:4.02.3</b>	
Social	
Emotional	
Academic	
Career	
Behavioral	
<b>Student Action Plan- SNFR: 4.02.4 &amp; 4.04</b>	
Date of SAP	
Measurable long term goals	
Dates reviewed/met	
Goals relate to reasons for placement	
Measurable short term goals	
Dates reviewed/met	
Goals relate to reasons for placement	
Interventions outlined in SAP	
Exit Criteria	
Dates of expected reviews	
<b>Documentation of progress monitoring</b>	
<b>Exit Meeting/Conference</b>	
Date	
Criteria/Goals Met	
Required members present (signatures)	
<b>Transition Plan- SNFR 4.02.6</b>	
Date	
Required members present	
Person responsible is clearly named	
Ways to monitor progress is clearly listed	
Documentation appropriate staff has a copy of this plan	
Documentation of transition monitoring	

**Guidance:** The form shown above can be added to the student file. This form is used by DESE-AEU staff during technical assistance visits to ensure that requirements of the ALE Rules have been met and helps ensure that students receive the components necessary to assist in success.

As this form is the student folder outline, DESE-OAE (Office of Alternative Education) recommends using a copy of this form in all student files. A copy of the form can be found in the appendix of this process guide and on the DESE-OAE website.

# Administrative Program Requirements

## Personnel Requirements -- 4.03

Administrative, teaching, and other personnel in an ALE shall meet appropriate State licensure and renewal requirements for the positions to which they are assigned.

**Guidance:** Additional information regarding appropriate licensure and AQT (Arkansas Qualified Teacher) requirements can be found in Appendix C of this process guide.

## Classroom Teacher/Student Ratios

"Classroom Teacher" is an individual who is required to hold a teaching license from the Division and who is working directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian. (3.03)

Every classroom in an ALE program shall maintain student/teacher ratios as follows:

- For grades kindergarten through six (K-6), no more than ten (10) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than twelve (12) to one (1).
- For grades seven through twelve (7-12), no more than fifteen (15) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than eighteen (18) to one (1).
- For physical education courses that lend themselves to large group instruction, this ratio may be increased up to thirty (30) students to one (1) teacher when a paraprofessional is employed in addition to a licensed teacher.
- In a middle school where the grade configuration includes grades five (5) or six (6), or both, the student/teacher ratios for grades seven through twelve (7-12) may be applied.
- For an ALE hybrid program including any of grades nine through twelve (9-12), no more than thirty (30) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than thirty-five (35) to one (1). However, the number of on-site students on any day shall not exceed the ratios in 4.03.2 listed above.

**Guidance:** Make sure to evaluate the level of attention or service needed within the district's alternative education programming. This should be taken into consideration when determining staffing ratios. A paraprofessional might be beneficial for successful programming, even if the ratio requirements don't require it.

💡 It is best to avoid having lower grade levels served with upper grade levels. It is also best to have no more than 3 to 4 grade levels within a grouping. Suggested grade spans might be K-2, 1-3, 3-5, 4-6, 6-8, 7-9, or 9-12.

## **Professional Development**

Professional Development is a coordinated set of planned learning activities that (3.24):

- Improve the knowledge, skills, and effectiveness of teachers;
- Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
- Lead to improved student academic achievement; and
- Are research-based, standards-based, and continuous.
- Training activities for school bus drivers may also be included.

An ALE shall establish plans for professional development and in-service training for all licensed personnel working in the ALE in a teaching or administrative capacity.

- Professional development and in-service training for ALE personnel shall include training in classroom management, and training in additional areas related to the specific needs and characteristics of students in alternative education environments.
- All licensed personnel working in an ALE shall participate in specific alternative education professional development as part of the six (6) days required annually for licensed personnel by the Division's Rules Governing Professional Development.
- The Division shall award professional development credit for programs provided under this Section 4.03.4 and approved pursuant to the Division's Rules Governing Professional Development.

The Division shall identify information concerning best practices for educating students in Alternative Learning Environments and disseminate that information to teachers and administrators working in Alternative Learning Environments. (4.05.10)

**Guidance:** Examples of professional development ideally suited to meet the needs of alternative educators include:

- **Arkansas IDEAS** (<https://ideas.myarkansaspbs.org/>), which provides online training modules relating to areas of interest and importance for alternative educators,
- **Arkansas Association of Alternative Educators** (<http://arkaltedu.org/>), which provides trainings and conference opportunities, and
- **DESE-OAE** <https://dese.ade.arkansas.gov/Offices/learning-services/alternative-education>, which provides regular trainings throughout the year.

## Curriculum and Program Requirements

### ALE Curriculum

An ALE shall assess each ALE student either before or upon entry into the ALE with effective, research-based assessment tools to determine the student's current academic capability.

An ALE shall provide a curriculum including mathematics, science, social studies, and language arts aligned with the regular classroom instruction. Reading, writing, and mathematics shall be incorporated into all curriculum areas. (4.04.2)

- An ALE shall use the curriculum frameworks adopted by the Division to plan instruction leading to student demonstration of proficiency in the Arkansas Academic Standards.
- As an alternative to the curriculum required by Section 4.04.2, an ALE may allow an individual student to instead pursue a curriculum aligned with the standards for high school equivalency tests, subject to the following conditions:
  - The student must be sixteen (16) years of age or older;
  - The student must lack sufficient credits to graduate by the time the student turns eighteen (18) years of age; and
  - The student's parent or guardian, or the student if the student is eighteen (18) years of age or older, must consent in writing.
- Computer-based asynchronous instruction programs may be used only as a supplement to direct teacher instruction and must constitute less than forty-nine percent (49%) of total instructional time in any one (1) course.
- An ALE may use courses or teachers from a digital provider approved by the Division. The instruction provided must be synchronous to be considered direct teacher instruction. The physical classroom must be staffed by a licensed teacher who will monitor, assist, and facilitate as needed, and adhere to the ALE class size ratios identified in 4.03.2.

- An ALE hybrid program must meet all required components of an ALE program.
  - Students in an ALE hybrid program must participate on-site for direct support at least twenty percent (20%) of the total instructional time to be counted for funding.
  - A district using an ALE hybrid program must develop clear criteria for monitoring student success to determine the need for additional direct support if there is a lack of expected progress. Additional direct support may include an increased percentage of on-site instruction and additional services and supports.
  - An increased percentage of remote instruction, or placement of a student in an ALE hybrid program, should only be used to meet a student's academic and social and emotional goals outlined in the Student Action Plan, not as a punishment or negative consequence.

A student receiving fully remote instruction shall not be considered to be part of an ALE program.

**Guidance:** A licensed and qualified (AQT) teacher is required to be physically present when using distance learning or computer-based instruction, either synchronous or asynchronous. This is necessary to provide assistance to students as needed.

💡 Typically ALE students learn best by doing, so project-based learning is a great idea to reach multiple grade levels and cross-curricular topics.

💡 Requesting the assistance of members of your community and utilizing their experience is a great way to reach students and to teach topics including social skills and career-centered lessons.

💡 Using the G.U.I.D.E. for Life (see link below) is an excellent way to map out the social skills needed for each student at his or her individual grade/performance level.  
<https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life>

## Program Requirements

- All students attending an ALE operated by a consortium of school districts shall follow the lead district's school calendar. All students attending an ALE operated by an education service cooperative shall follow a school calendar designated by the cooperative.
- An ALE shall be furnished with the equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.
- Meals provided at ALE facilities shall follow the Arkansas Child Nutrition guidelines or shall be approved by the Child Nutrition Unit of the Department.
- An In-School Suspension (ISS) program for a regular educational environment may not be located in an ALE classroom.

# Program Approval, Reporting, and Monitoring -- 4.05

## Approval Procedures

Each ALE program shall submit to the Division every three (3) years, in electronic format, a program description documenting the program's compliance with Ark. Code Ann. § 6-48-101 *et seq.* and these Rules. Program descriptions are due before March 31 of the year assigned by the Division.

- ALE programs operating in separate facilities, even if located within the same school district, are deemed to be separate individual programs requiring separate approval and separate reporting.
- Deviations from prior approved ALE program descriptions must be submitted to the Division for review and formal approval.

On or before March 31, according to a three (3) year cycle established by the Division's Office of Alternative Education, each school district shall submit to the Division, in electronic format, an assurance statement, signed physically or electronically by the superintendent of the district, that the school district is in compliance with Ark. Code Ann. § 6-48-101 *et seq.* and these Rules.

### Guidance:

A Commissioner's Memo will be posted every year regarding ALE Program Description Approval Submissions (PDAS) prior to the March 31 submission deadline. The memo will contain information and instructions necessary to complete and submit the ALE PDAS.

A district can find which cohort they are in by going to:

[https://dese.ade.arkansas.gov/admin/Files/20201201102353\\_AE%20Approved%20Three%20Year%20Rotation%20Cycle.pdf](https://dese.ade.arkansas.gov/admin/Files/20201201102353_AE%20Approved%20Three%20Year%20Rotation%20Cycle.pdf)

On or before March 31, according to a three (3) year cycle established by the Division's Office of Alternative Education, each ALE program operated by a consortium of school districts or by an education service cooperative shall submit to the Division, in electronic format:

- A list of all school districts participating in the ALE; and
- A copy of the contract agreement or memorandum of understanding governing the ALE program and entered into by the participating school districts and, if applicable, the education service cooperative

### Guidance:

List of participating districts and Contracts/MOUs (Memoranda of Understanding) should be submitted to the DESE Office of Alternative Education via email to [ade.ale@ade.arkansas.gov](mailto:ade.ale@ade.arkansas.gov).

To be eligible for ALE funding under Section 4.06, an ALE program shall be approved annually by the Division.

- Program approval shall be contingent on a satisfactory review of the program description, annual report data, and assurance statement submitted pursuant to this Section 4.05.
- Program approval shall be for a term of up to three (3) years, running from July 1 or the date of program approval, whichever is later, through June 30 of the designated year.
- The Division shall give notice of approval or disapproval of an ALE program no later than July 15 of the year of program approval according to the posted three (3) year cycle, contingent on the ALE program timely submitting all required information.

### **ALE Data Reporting (DESE - Office of Alternative Education Responsibilities)**

Annually, the Division shall compile annual report data for each ALE program utilizing Arkansas Public School Computer Network (APSCN) student management data. The data compiled shall include:

- The number of students, subdivided by race, gender, and grade level, enrolled in an ALE program at any time during that school year;
- The number of students enrolled in an ALE program who returned to the regular educational environment, who dropped out of school, who graduated, or who received a high school equivalency diploma;
- The number of high school students graduating in that school year who, over their entire grades kindergarten through twelve (K-12) career, were enrolled in an ALE for a total of twenty (20) or more days;
- The number of students enrolled in an ALE program and participating in Workforce/Secondary Career Centers;
- The number of students enrolled in an ALE program and receiving special education services;
- The number of students enrolled in an ALE program who had previously exited an ALE program in the second or third prior school year;
- The total amount of all funds expended to operate the ALE program for that school year;
- The total amount of ALE funding received for that school year.
- The total number of ALE students per district with grade improvements after beginning the ALE intervention program.
- The total number of ALE students per district with attendance improvements after beginning the ALE program.
- The total number of ALE high school students per district with improved credit attainment after participating in the ALE intervention program.

After June 15 of each year, the Division may direct a district to provide the annual report data required under Section 4.05.4 if the information sought is not readily ascertainable from APSCN student management data.

**Guidance:** ALE Directors are encouraged to use the *eSchool Cycle 7AE Report* assistance document to provide the necessary information/data to those individuals inputting data into eSchool for cycle 7. This document is located at:  
[https://dese.ade.arkansas.gov/admin/Files/20201201103048\\_eSchool\\_Cycle\\_7\\_AE\\_Report.pdf](https://dese.ade.arkansas.gov/admin/Files/20201201103048_eSchool_Cycle_7_AE_Report.pdf).  
It is also available in Appendix F of this process guide.

On or before September 15 of each year, the Division shall provide to the House Interim Committee on Education and the Senate Interim Committee on Education a report on:

- The information reported to it under Section 4.05; and
- The effectiveness of ALE programs evaluated by the Division.

## Accreditation Review

As part of the Division's accreditation review of each school district under Ark. Code Ann. § 6-15-202, the Division shall evaluate each ALE to ensure that the ALE is:

- Established and operated in compliance with the Rules and Ark. Code Ann. § 6-48-101 et seq.; and
- Effective under the measurements established by the Division.

The Division shall identify a school district's noncompliance on the school district's annual report card.

**Guidance:** The DESE-OAE provides technical assistance via virtual means and onsite visits. Each year, district programs are reviewed using a risk assessment rubric to assist in evaluating programs as required by the Rules. The Student Folder Outline referenced earlier in this Guide is the document used during official technical assistance.

## Funding -- 4.06

Each school district shall evaluate programs supported by ALE funds annually to ensure that the programs are providing a nonpunitive environment that is conducive to learning, that eliminates traditional barriers to learning, and that complies with these Rules. The total ALE funds shall be budgeted in the school district's financial management software.

The ALE funding amount shall be the amount authorized by law multiplied by the district's eligible ALE students' full-time equivalents (FTE) in the previous school year as defined in the Rules. An ALE student shall be counted as no more than one (1) student for ALE funding purposes.

An eligible ALE student's FTE shall be calculated as follows: the sum of (the total number of days an eligible ALE student attends an eligible ALE, plus the total number of days absent while enrolled in an eligible ALE program) divided by the number of school days actually taught in the district's school year.

- If an eligible ALE student has less than six (6) hours per day of student/teacher interaction time in an eligible ALE, the student's FTE shall be calculated as the result of the calculation in Section 4.06.3 multiplied by the number of hours that student is taught in an eligible ALE each day divided by six (6) hours.
- In no case shall an eligible ALE student's FTE be calculated as greater than 1.0.
- If an eligible ALE student is educated in an eligible ALE for fewer than twenty (20) consecutive days, no ALE funding may be paid for that student, unless:
  - The student leaves the school district to transfer to another eligible ALE and is enrolled in an ALE for a combined total of twenty (20) or more consecutive days; or
  - The student is placed in a residential treatment program.
  - No school district may receive ALE funding for an eligible ALE student for any day the student is not enrolled in an eligible ALE in that district.

Each student participating in an ALE hybrid program for the required time specified shall be counted as .5 FTE for funding purposes.

ALE funding is restricted state aid. ALE funding shall be spent on eligible ALE programs identified in the Rules except as otherwise allowed by law or rule. ALE funding may be carried over from one fiscal year to the next but these funds shall remain restricted to the priority areas as defined in these Rules except as otherwise allowed by law or rule.

Wages, salaries or benefits may be paid out of ALE funds only to the extent of the time devoted by an employee to direct supervision of or direct work in an eligible ALE program.

**Guidance:** For additional assistance, see Appendix G *APSCN ALE Coding - eSchoolPlus* within this process guide.

## Equity

As stated previously in this guide, the Division compiles an annual report for the Arkansas legislature's House Interim Committee on Education and the Senate Interim Committee on Education, which includes (among other data):

- The number of students, subdivided by race, gender, and grade level, enrolled in an ALE program at any time during that school year (4.05.4.1 ); and
- The number of students enrolled in an ALE program and receiving special education services (4.05.4.5 ).

**Guidance:** Standard I, 1993 Revised Standards for Accreditation of Arkansas Public Schools, states:

"All school district policies and actions shall be non-discriminatory and shall be in compliance with state and federal laws."

Federal laws (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act, amended 2004) have specific requirements of public schools as recipients of federal funds.

**Appendix A**  
**National Alternative Education Association's**  
**[Exemplary Practices](#)**



## **Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014**

### **2014 Board of Directors**

President	Robert L. Eichorn, M.Ed
Vice-President	Kay Davenport, Ed.S
Treasurer	Thomas Trautman, Ed.D
Secretary	Edward Lowther, Ed.D
Director	Denise Riley, M.S.
Director	Jacquelyn Whitt, Ed.S
Director	Richard Thompson, M.Ed
Director	John Holmes, D.Min.

### **2018 Board of Directors**

President	Pam Bruening, Ed.D
President-Elect	Kathleen Chronister, M.Ed
Treasurer	Pat Conner, M.Ed
Secretary	Ja'net Bishop, Ed.D
Past President	Kay Davenport, Ed.S
Region-1	Justin DeMartin, M.S.
Region-2	Edward Lowther, Ed.D
Region-3	Michael Hylan, Ph.D
Region-4	Jacquelyn Whitt, Ed.S
Region-5	Glen Hoffman
Region-6	Coby Davis, Ed.D
Region-7	Sean Hollas, M.Ed
Region-8	John Holmes, D.Min.
Region-9	Valinda Jones, M.Ed
Advocacy	Frances Gooden, Ed.D
Technology	Richard Thompson, M.Ed

## Table of Contents

INTRODUCTION .....	3
EXEMPLARY PRACTICE 1.0: VISION AND MISSION.....	4
Indicators of Quality Programming:.....	4
EXEMPLARY PRACTICE 2.0: LEADERSHIP.....	5
Indicators of Quality Programming:.....	5
EXEMPLARY PRACTICE 3.0: CLIMATE AND CULTURE .....	6
Indicators of Quality Programming:.....	6
EXEMPLARY PRACTICE 4.0: STAFFING AND PROFESSIONAL DEVELOPMENT .....	7
Indicators of Quality Programming:.....	7
EXEMPLARY PRACTICE 5.0: CURRICULUM AND INSTRUCTION.....	8
Indicators of Quality Programming:.....	8
EXEMPLARY PRACTICE 6.0: STUDENT ASSESSMENT .....	9
Indicators of Quality Programming:.....	9
EXEMPLARY PRACTICE 7.0: TRANSITION PLANNING AND SUPPORT .....	10
Indicators of Quality Programming:.....	10
EXEMPLARY PRACTICE 8.0: PARENT/GUARDIAN INVOLVEMENT .....	11
Indicators of Quality Programming.....	11
EXEMPLARY PRACTICE 9.0: COLLABORATION.....	12
Indicators of Quality Programming.....	12
EXEMPLARY PRACTICE 10.0: PROGRAM EVALUATION .....	13
Indicators of Quality Programming.....	13
EXEMPLARY PRACTICE 11.0: School Counseling .....	14
Indicators of Quality Programming:.....	14
EXEMPLARY PRACTICE 12.0 SCHOOL SOCIAL WORK .....	15
Indicators of Quality Programming:.....	15
EXEMPLARY PRACTICE 13.0 DIGITAL AND VIRTUAL LEARNING .....	16
EXEMPLARY PRACTICE 14.0 POLICIES AND PROCEDURES .....	17
Indicators of Quality Programming:.....	17
EXEMPLARY PRACTICE 15.0 NONTRADITIONAL EDUCATION PLAN .....	18
Indicators of Quality Programming:.....	18
Postscript to Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014 .....	19
REFERENCES .....	20
Acknowledgments.....	23

## Introduction to Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014

Throughout the world, nontraditional and alternative schools serve students who require or thrive in an environment other than a traditional educational setting. This population of learners may face challenges in school, home, and community. As a result, their ability to access services in the traditional setting may be at-risk. Nontraditional and alternative education delivers innovative 21<sup>st</sup> Century approaches to teaching and learning which provides students with the opportunity to meet graduation requirements, engage in college and career readiness, and participate as productive members of their communities. In an effort to enhance the quality of nontraditional and alternative education in all fifty states, the National Alternative Education Association (NAEA) has identified 15 exemplary practices. Research based, field tested, and incorporating best practices in the field of education, *Exemplary Practices 2.0: Alternative Education Standards of Quality and Program Evaluation* represents unified standards and indicators of quality programming. *Exemplary Practices 2.0* provides educational leaders and practitioners with a standards based approach to program evaluation, identifies essential characteristics, and notes the importance of wrap-around services which include school counseling, social work, and technology; all of which play a role in successful schools and programs.

Each exemplary practice includes an overview of the practice and indicators. The practices relate to the following topic areas:

- 1.0 Vision and Mission
- 2.0 Leadership
- 3.0 Climate and Culture
- 4.0 Staffing and Professional Development
- 5.0 Curriculum and Instruction
- 6.0 Student Assessment
- 7.0 Transitional Planning and Support
- 8.0 Parent/Guardian Involvement
- 9.0 Collaboration

- 10.0 Program Evaluation
- 11.0 School Counseling
- 12.0 School Social Work
- 13.0 Digital and Virtual Learning
- 14.0 Policies and Procedures
- 15.0 Nontraditional Education Plan

The identified practices are appropriate for all nontraditional and alternative education settings including comprehensive campuses, interagency programs, co-facility schools, or stand-alone facilities. *Exemplary Practices 2.0* is designed to ensure quality nontraditional and alternative education programming occurs, is accountable to and for students, parents, and stakeholders, and fulfills the mission of helping students matriculate to the next grade level on their path to graduation.

*Exemplary Practices 2.0* is designed to:

- Assure high quality educational services for any student served by nontraditional or alternative schools are delivered with fidelity and accountability
- Develop standards, indicators, and technical language that will serve as operational and performance guidelines
- Promote 21<sup>st</sup> century learning in the creation of new nontraditional and alternative programs
- Evaluate the effectiveness of new and existing programs based on standards and indicators
- Create a common framework for future nontraditional and alternative education policy development

*Exemplary Practices in Alternative Education: Indicators of Quality Programming 2009* has been revisited and revised to reflect the most innovative exemplary practices for alternative programs. *Exemplary Practices 2.0: Alternative Education Standards of Quality and Program Evaluation 2014* provides an updated document with a research based evaluation instrument designed to assist educators in assessing current programs and to aide in the creation of new and effective schools.

## EXEMPLARY PRACTICE 1.0: VISION AND MISSION

- An exemplary nontraditional or alternative education school develops a guiding vision and mission that drives the overall operation of the program.
- All stakeholders (i.e., administrators, community representatives, parents/guardians, staff, and students) share in developing, implementing, directing and maintaining the vision and mission for the school.
- The vision and mission of the school includes the identification of the target student population and promotes the success of all students.
- Additionally, the vision and mission embody high expectations for academic achievement, and the nurturing of positive social interactions between staff and students.

### Indicators of Quality Programming:

- 1.1** The vision clearly articulates goals to the stakeholders.
- 1.2** The mission is documented, published and visible to students, parents/guardians, staff, and the community stakeholders.
- 1.3** All stakeholders are involved in developing the vision, mission, goals, and projected outcomes for the school.
- 1.4** The mission includes the identification of the student population for whom the nontraditional or alternative education school is designed to serve.
- 1.5** The vision and mission of the school has a unifying theme that evokes high levels of student and stakeholder support.
- 1.6** The driving vision and mission of the nontraditional or alternative school is consistent with the district's strategic goals while aligning with specific state standard(s).
- 1.7** Student success is central to the vision and mission of the school, which includes the development of effective and affective skills, social competencies, and career readiness skills.
- 1.8** The vision and mission of the school promotes a safe and secure environment while developing the emotional and physical wellness of all students.
- 1.9** The development of school culture and student ownership of their school is facilitated through the use of symbols, ceremonies, celebrations, and the development of traditions.
- 1.10** Resources are sought and obtained to support the implementation of the vision and mission.
- 1.11** Barriers to achieving the vision and mission are identified, clarified, and addressed through the schools strategic plan.
- 1.12** The vision and mission shape the educational plans and activities undertaken by the nontraditional or alternative school.
- 1.13** The vision and mission are monitored, evaluated, and revised (as needed) on a yearly basis.

## EXEMPLARY PRACTICE 2.0: LEADERSHIP

- An exemplary nontraditional or alternative school employs passionate, innovative, competent, and experienced leadership.
- School leadership purposely engages in opportunities to promote program success and strategically includes community, business, and media in celebrations.
- All stakeholders including administrators, teachers, and staff must be committed to full implementation of the mission and core values of the school.
- On-site leadership utilizes and engages in a collaborative approach that ensures shared decision-making, high expectations and continuous monitoring of program quality.
- The superintendent/designee sustains the independence of the school and allocates sufficient resources (i.e., financial or other necessary resources) to protect the integrity of the program.

### Indicators of Quality Programming:

**2.1** The Superintendent/designee provides sufficient oversight to ensure quality programming while protecting the autonomy of the nontraditional or alternative school's operation.

**2.2** The Superintendent/designee provides adequate financial support and other needed resources for implementation of quality alternative education services (i.e., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.).

**2.3** School administrators are experienced and competent, enabling them to be engaged in all aspects of the program's operation and management.

**2.4** The shared vision of the nontraditional or alternative school is communicated by leadership through the program's mission.

**2.5** School leadership engages stakeholders in a collaborative process when making program decisions (i.e., Advisory Board and other opportunities that promote stakeholder participation in the decision-making process).

**2.6** School leadership ensures decisions regarding operations align with state legislation and local policies and procedures.

**2.7** School leadership recruits, hires and trains highly qualified teachers and support personnel.

**2.8** School administrators ensure appropriate student to teacher ratios exist, that ratios reflect the needs of the student population, and that the student to teacher ratio never exceeds 12 to 1.

**2.9** Leadership promotes collaboration among the school of origin, community, and home, thereby fostering an effective learning environment for the student.

**2.10** Administration ensures that reliable data and student performance measures guide the instructional practices of the program.

**2.11** School and district leaders work to offer transportation, food services and appropriate health services to students.

**2.12** Consistent and constructive performance evaluations of administrative, teaching, and support personnel are conducted by leadership in a timely manner.

## EXEMPLARY PRACTICE 3.0: CLIMATE AND CULTURE

- A safe, caring, and orderly climate and culture that promotes collegial relationships among students, parents/guardians, and staff is maintained in an exemplary nontraditional or alternative school.
- The school culture and climate are characterized by a positive rather than punitive atmosphere for behavioral management and student discipline.
- School staff establish clear expectations for learning and conduct.
- The staff actively models and rewards appropriate student behavior.
- Proven practices to foster healthy communities are implemented at the school.
- Connections among all stakeholders that are positive and encourage academic, behavioral, and social success are actively promoted at the school.

### Indicators of Quality Programming:

**3.1** Services are efficiently organized into effective delivery systems whether the entity is a nontraditional or alternative school, program, or classroom.

**3.2** The program is housed in a safe, well maintained, aesthetically pleasing, and physically accessible environment that supports optimal student learning.

**3.3** Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.

**3.4** The program has a designated team of representatives (i.e., administrative, teaching and support personnel, parents/guardians, and, if possible, student representatives) that strategically plan, monitor, and implement prevention and intervention strategies that reflect the culture and climate of the nontraditional or alternative school.

**3.5** The school actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.

**3.6** The nontraditional or alternative school communicates high expectations for student and staff performance and celebrates success on a regular basis.

**3.7** Student, parent, and staff survey feedback are presented at staff meetings and used to make appropriate programming changes.

**3.8** The school demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of students, parents/guardians and the community.

**3.9** Short and long-term goals address the needs of the students, parents/guardians, and staff.

**3.10** School growth plans are measurable and built upon student performance in the effective and affective domains, attendance, matriculation, and graduation.

## **EXEMPLARY PRACTICE 4.0: STAFFING AND PROFESSIONAL DEVELOPMENT**

- An exemplary nontraditional or alternative school is staffed with effective, innovative, and qualified individuals trained in current research based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation.

### **Indicators of Quality Programming:**

**4.1** Enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles are employed at the school.

**4.2** The staff understands and practices the concept of facilitative learning.

**4.3** The diversity of the staff mirrors the diversity of the student body and the experience of the alternative education faculty mirrors the faculty experience of the school district.

**4.4** The teacher to student ratio of the nontraditional or alternative school promotes individualized instruction. The recommended student to teacher ratio is 12 to 1.

**4.5** Staff members create written professional development plans that facilitate personal and professional growth, identify the professional development needs of the individual, establish short and long term SMART(Specific, Measurable, Achievable, Results Focused, Time Bound) goals, and align professional development training to address the individual's overall plan.

**4.6** Staff members create a professional learning community (PLC), that encourages the sharing of successes and growth areas to cultivate an attitude of continuous improvement and lifelong learning.

**4.7** The focus of professional development is on student achievement, effective and affective skills development, social skills, and college and career readiness.

**4.8** A variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement are used at the school.

**4.9** Professional development opportunities include information related to effective collaboration with community agencies and services to support the student in the home and workplace.

**4.10** Increasing staff capacity through training to ensure the use of research based strategies that align with the needs of the program population is used strategically at the school.

**4.11** Sufficient fiscal and capital resources are allotted to allow all staff to participate in workshops, conferences, and seminars.

**4.12** Administration ensures ongoing professional development is geared towards the specific needs of teachers and support personnel as it relates to their role in the nontraditional or alternative school.

## EXEMPLARY PRACTICE 5.0: CURRICULUM AND INSTRUCTION

- Instructional practices and curriculum are rigorous and inclusive, support the needs of second language and disabled students, and are individualized to meet the needs of all learners.

### Indicators of Quality Programming:

- 5.1** Access to the academic core curriculum is ensured at the nontraditional or alternative schools.
- 5.2** Teachers are highly qualified in the content area based on individual state standards.
- 5.3** All faculty are competent in research based teaching techniques and behavior management strategies appropriate for the target student population.
- 5.4** The school is operated in full compliance with local, state, and federal laws governing students.
- 5.5** Curricular options reflect, but are not limited to, those offered in the traditional educational setting, which may include blended learning.
- 5.6** Credit by proficiency, as allowed by the local education agency and/or state, to increase probability of student graduation with his or her age cohort is investigated and applied.
- 5.7** Teachers identify and provide appropriate instruction designed to close gaps in student learning.
- 5.8** Differentiated Instructional strategies are culturally responsive and employed to accommodate for students with different backgrounds, differentiated according to individual learning styles (e.g. visual, auditory, and kinesthetic learners), and multiple intelligences. Personalized learning plans are evident and intentionally incorporate Social Emotional Learning.
- 5.9** Students have opportunities to learn and/or participate in non-core content areas to include, but not limited to, the following: fine and practical arts, leadership, health/physical education, music, service learning, and technical/vocational courses.
- 5.10** Community involvement using service learning as a teaching and learning strategy that integrates meaningful community service with instruction, teaches civic responsibility, and strengthens the student's role in his or her community through self-reflection is promoted at the school.
- 5.11** Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.
- 5.12** Using interest inventories and vocational investigation, opportunities for career exploration (e.g., job shadowing and training, mentorships, work-based learning, career fairs, etc.) related to the student's interests and postsecondary goals are provided at secondary programs.
- 5.13** Small group lessons in concert with project based learning are used to build social relationships by supporting collaboration and teamwork.
- 5.14** Researched based dropout prevention strategies for students at-risk of dropping out of school are used at the nontraditional or alternative school.
- 5.15** Technology is blended into the instructional delivery process across all content areas.
- 5.16** The curriculum is supported by access to a balance of up-to-date, well-maintained collection of textbooks, library media, technology, software, and other instructional materials that are age and grade appropriate for all learners.

8

## EXEMPLARY PRACTICE 6.0: STUDENT ASSESSMENT

- An exemplary nontraditional or alternative school includes screening, progress monitoring, diagnostic and outcome-based measurements and procedures to improve short and long term results at the student level.
- Student assessments are used to measure achievement and identify specific learner needs. The school uses reliable measures to monitor student progress and adjust program services.

### Indicators of Quality Programming:

**6.1** School administrators promote assessment as a means to identify individual and group learner needs.

**6.2** School administrators enforce data-driven accountability as required by state and local authorities.

**6.3** The purpose of assessments is clearly defined and communicated to students, parents/guardians, and staff which include program accountability for quality instruction and student qualification for matriculation or graduation.

**6.4** Data collection procedures are clearly outlined to ensure reliable and valid student assessment results.

**6.5** Teachers use reliable formative and summative assessment tools that align with curriculum and instruction to track student performance and progress.

**6.6** The program utilizes multiple measures to monitor student achievement, effective and affective performance, and preparation for matriculation or graduation with an emphasis on both informal and formal assessments.

**6.7** Quantitative and qualitative data are used to identify student progress as prescribed by the district and state.

**6.8** Assessments are directly linked to identifying appropriate curriculum and instructional methods to accommodate a variety of individual learning needs.

**6.9** Results of assessments are used to adjust instructional practices, provided to students and parents/guardians in a timely manner, and used to update student academic/graduation plans.

## EXEMPLARY PRACTICE 7.0: TRANSITION PLANNING AND SUPPORT

- Clear transition criteria and procedures are in place to address student enrollment, transfers, and reintegration, if applicable, to a traditional setting at exemplary nontraditional or alternative schools.
- Transition plans include college and career readiness support for high school students.
- School counselors or transition specialists are specifically trained to address student transitions.
- The transition process ensures the nontraditional or alternative school is the most appropriate placement based on the student's effective and affective needs, academic requirements, and post-baccalaureate goals.

### Indicators of Quality Programming:

**7.1** A screening committee to ensure the placement is most appropriate for the student's specific effective and affective needs, academic requirements, and post-baccalaureate goals is in place at exemplary nontraditional or alternative schools.

**7.2** A formal transition process for students from entry to exit which includes the following elements: an orientation which consists of rapport building, assessment of the student, IEP review, information and record sharing regarding the student, short and long-term goal setting, development of an individualized student plan, and other mechanisms designed to orient the student to the alternative education setting is in place at exemplary schools.

**7.3** Transition planning and the student plan afford students the opportunity to maintain and accelerate their current progress toward matriculation or graduation.

**7.4** A Student Support Team (SST) is established that consists of educators from the school of origin, educators from the nontraditional or alternative school, the student, parents/guardians and other trained transitional personnel. The team is directly involved in all aspects of the transition process including assessment, planning, and implementation of the student's transition plan.

**7.5** Transition planning includes referral and timely access to community agencies, and support services such as: mental health, public health, family support, housing, physical fitness activities, and other youth services.

**7.6** When appropriate, students are provided with opportunities to develop and maintain supportive links to the school of origin.

**7.7** Student areas of strength and growth are addressed as part of transition in, throughout, and upon exit of the nontraditional or alternative school.

**7.8** Prior to a student's entrance and exit from the school, transition services are coordinated by the SST with all appropriate entities to ensure successful entry into the student's next educational setting or workforce.

**7.9** Within the bounds of the Family Educational Rights and Privacy Act (FERPA), information sharing (availability of pertinent records) takes place between the school of origin, the nontraditional or alternative school, and other social service organizations. Copies of the student cumulative academic file should be sent to the nontraditional or alternative school to ensure adherence to second language, special needs, or medical plans, to establish accurate student schedules, and to ensure the student's areas of academic strength and growth are known and used by the nontraditional or alternative school to develop the individual student plan.

## EXEMPLARY PRACTICE 8.0: FAMILY ENGAGEMENT

- An exemplary nontraditional or alternative school actively involves parents/guardians beyond parent/guardian-teacher meetings.
- Non-judgmental, solution based approaches that incorporate parents/guardians as respected partners throughout the student's length of stay at the school are emphasized in nontraditional and alternative programs.
- The school works with parents/guardians to provide proper training and support to advance the learning and personal success of each student in the program.

### Indicators of Quality Programming

**8.1** Family Engagement is welcomed recognized as vital and actively recruited by opportunities for involvement in the nontraditional or alternative program is evident. All families are given equal opportunity for involvement with ever effort being made to reduce barriers such as language, transportation, or geographic location.

**8.2** Effective communication and interaction takes place between family and school staff to include consistent notification of student progress (regular progress reports or as needed).

**8.3** Family is recognized as equal partners and involved in the decision-making process for the student and the program, including the following: to serve on the Student Support Team (SST), to help develop the individualized student plan, to help guide and direct the mission and purpose of the program via an Advisory Council, and to help evaluate the overall effectiveness of the nontraditional and alternative program.

**8.4** Family participates as partners to create solution based strategies to support the effect and affect growth of their student.

**8.5** Consultation regarding strategies to support the learning and personal success of students is made readily available to all families.

**8.6** Families have access to parent education programs sponsored by the nontraditional or alternative school and other community agencies.

**8.7** Procedures are in place to address all family grievances in a timely manner with an emphasis on flexibility, accountability, and consistency.

## EXEMPLARY PRACTICE 9.0: COLLABORATION

- Partnerships with community agencies, businesses and groups based on trust, open communication, clearly defined goals, and shared responsibility at exemplary nontraditional or alternative schools.
- Collaborative efforts enhance the student's performance in the school, home, and community.
- Collaborative partnerships promote opportunities for life skills, soft skills, service learning and career exploration for all students.
- Community representatives have a role in the planning and resource development of the nontraditional or alternative school.

### Indicators of Quality Programming

**9.1** Partnerships with community resources are secured and established to help the nontraditional or alternative school solve problems and achieve goals as outlined in the program's vision and mission.

**9.2** Partnerships are designed to support and enrich the school by including the community as a resource for funding education, advocacy and volunteerism.

**9.3** A comprehensive outreach program utilizing the parent advisory council is established by the nontraditional or alternative school.

**9.4** Interagency and community partnerships exist to support the physical and mental health of students enrolled in the program.

**9.5** A student assistance program which allows for referrals to community agencies when appropriate is provided at exemplary nontraditional or alternative schools.

**9.6** Community representatives are drawn upon as resources during the planning phase of the individualized student plan that involves student planning for the following: community participation, employment, independent living and postsecondary education. All effort is made to ensure that representatives reflect the unique needs of the community demographics and serve to close any existing opportunity gaps.

**9.7** Community partners are utilized when integrating life skills, soft skills, college and career readiness and service learning into the nontraditional or alternative school.

**9.8** Community representatives serve on the Advisory Board and assist in planning, resource development, and decision-making for the nontraditional or alternative school.

## EXEMPLARY PRACTICE 10.0: PROGRAM EVALUATION

- Systematic program evaluations for continuous school improvement are conducted at exemplary nontraditional or alternative schools.
- Data triangulation is employed with three different sources of data:
  - program implementation ratings
  - student achievement data
  - and student/parent surveys
- All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the school.

### Indicators of Quality Programming

**10.1** Routine, yearly evaluations to determine progress toward meeting the vision and mission of the program and plans for continuous school improvement are conducted at nontraditional or alternative schools.

**10.2** Evaluation measures include a review of program implementation ratings (based on observable and measurable data). Ratings are given based on alignment with state specific standards and the *NAEA Evaluation Rubric*.

**10.3** Student outcome data (graduation rates, credits earned, grades, attendance, disciplinary data, and dropout statistics) is gathered as a means to evaluate the success of the nontraditional or alternative school and is disaggregated into sub-groups as appropriate.

**10.4** On a yearly basis, student, parent/guardian, staff and community surveys are administered by the nontraditional or alternative school to assess school improvement.

**10.5** Staff surveys are administered to assess attitudes and opinions about school culture and climate, the learning environment, staff-administrator/staff-staff relations, perceptions of program effectiveness and success relative to students' academic, behavioral, and social progress.

**10.6** Transition services are routinely evaluated to determine the program's effectiveness in preparing the student for the next educational setting or workforce.

## EXEMPLARY PRACTICE 11.0: School Counseling

- An exemplary professional school counseling program that serves nontraditional or alternative students targets academic performance, is grounded in research based practices, and addresses the current and future needs of students.
- Effective and affective strategies to enhance student achievement are integrated in exemplary school programs.
- Professional school counselors collaborate with school stakeholders to support best practices, articulate instruction, and create effective citizens.

### Indicators of Quality Programming:

- 11.1** Improvement of academic self-concept is promoted at the school.
- 11.2** Students acquire affective skills to become self-directed and independent learners.
- 11.3** Students develop interests and abilities to achieve school success.
- 11.4** An environment for academic preparation which promotes a wide range of post-secondary options including trade/technical school, the armed services, and college is created at the program.
- 11.5** Students work with professional counselors to establish challenging effective and affective academic goals.
- 11.6** Students understand the relationship between success in school and transition to the world of work.
- 11.7** Opportunities for students to engage in service learning are created at the program.
- 11.8** Students investigate the world of work as it relates to their interests, skills, and goals.
- 11.9** Students develop an awareness of self, others, and the importance of working effectively in teams.
- 11.10** Helping students establish job readiness skills is a goal of the program.
- 11.11** Students develop research and critical thinking skills which include the use of technology to explore and prepare for future employment.
- 11.12** Students acquire interpersonal skills to recognize, respect, and appreciate the differences in others.
- 11.13** Students develop a clear understanding of consequences of decisions and choices.

## EXEMPLARY PRACTICE 12.0 SCHOOL SOCIAL WORK

- A social work program that is proactive, promotes educational equity, and removes barriers to learning is a characteristic of an exemplary nontraditional or alternative school.
- Practices are consistent with local, state, and federal mandates.
- The program promotes the academic mission of the nontraditional or alternative school fostering policies that are responsive, rigorous, and emphasize intervention and prevention services.
- To maintain sustainability, the program is receptive to growth producing feedback from community stakeholders.

### Indicators of Quality Programming:

**12.1** Social justice is emphasized by the program.

**12.2** Social workers demonstrate knowledge of local, state and federal mandates related to informed consent, privacy, and confidentiality.

**12.3** Social workers have a graduate degree from a Council on Social Work Education (CSWE) accredited social work program and licensed by their state board of social work.

**12.4** Continuous assessment of students and families with the goal of improving social/emotional outcomes in school and community is conducted by the social work program.

**12.5** The program conducts annual needs assessments targeting the interactions of students, families, and school personnel.

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

**12.7** Intervention strategies use a multi-tier framework with an emphasis on salient *ecologies* (school, home, or community) to address a student's social/emotional growth.

**12.8** Yearly data related to practices are collected and analyzed.

**12.9** Accurate and confidential records that demonstrate outcome and ensure service accountability are maintained.

**12.10** The program is organized with an emphasis on student and program needs, professional skills of the social worker, and availability of resources.

**12.11** Social workers participate in ongoing professional development activities that target nontraditional, alternative, and at-risk populations.

**12.12** Social workers develop and demonstrate specialized knowledge of nontraditional and alternative populations and are culturally responsive to stakeholders needs.

**12.13** Social workers take a proactive role in the development of positive school climate and culture.

**12.14** Social workers provide stakeholders with training and engage the community with an emphasis on developing equal access of service for all students.

## EXEMPLARY PRACTICE 13.0 DIGITAL AND VIRTUAL LEARNING

- An exemplary digital or virtual learning program implemented in a nontraditional or alternative school is accessible via the World Wide Web and in secure facilities.
- Digital or Virtual courses are aligned to state/national standards and meet local education agency course content guidelines.
- Digital and Virtual courses are rigorous, prescriptive, and standard and assessment based.

### Indicators of Quality Programming:

**13.1** The course content is characterized by rigor, is aligned to state and local standards, and includes an overview, syllabus, and scope of sequence for delivery which may include blended learning.

**13.2** The course content incorporates literacy and communication skills, reflects multicultural education, and research based.

**13.3** The course design is clear, incorporates multiple ways to engage in learning, and organized in lessons and units that are organized and sequential.

**13.4** The course design provides students the opportunity to engage in critical thinking, readability is grade level appropriate, and assignments are aligned to course content.

**13.5** Course assessments are aligned with objectives, reliable and valid, and provide for timely and frequent feedback to inform teaching and learning.

**13.6** Grading tools and materials provide the student and teacher with immediate feedback, provide flexibility in assessment, and are easy to understand and manage.

**13.7** The course construction allows instructors to add content and activities, provides clear navigation parameters for students, and includes rich and varied multimedia.

**13.8** The course construction supports multiple schedules and pacing guides, clearly identifies technology requirements, notes prerequisite technology skills, and includes content specific tools.

**13.9** Course materials provide appropriate access for all students and student information remains confidential as required by the Family Educational Rights and Privacy Act (FERPA).

**13.10** The course is updated regularly noting changes in state and national standards and is facilitated by a highly qualified teacher.

## EXEMPLARY PRACTICE 14.0 POLICIES AND PROCEDURES

- A current policies and procedures manual that is consistent with the vision and mission of the nontraditional or alternative school, approved by the local board of education, and articulated to all stakeholders in the form of standard operating procedures (SOPs) is maintained.
- The manual is reviewed and updated on a yearly basis.
- The manual is made available in an electronic and hardcopy format.

### Indicators of Quality Programming:

**14.1** Clearly defined roles and responsibilities for all teaching and support personnel are written and fully explained to nontraditional or alternative school staff.

**14.2** Referral, screening, and intake procedures are outlined and promote timely, user-friendly access to program services for students.

**14.3** Procedures to collect, share, and store individual student records are developed for participants that ensure student confidentiality.

**14.4** Processes are established that coordinate effective placements, assess student needs to match appropriate program services and interventions, and formalize the transition of students from one learning environment to the next.

**14.5** Reliable assessments are identified and inform procedures for developing an individualized student plan that addresses student achievement, effective and affective growth, and college and career readiness skills.

**14.6** Schools have established a thorough written code of conduct and a comprehensive student discipline action plan that outlines rules and behavioral expectations, appropriate interventions, and consequences for infractions.

**14.7** Program policies encourage the active engagement of parents/guardians as equal partners in the planning, implementation, and development of the nontraditional or alternative school.

**14.8** Policies for developing collaborative partnerships with public and private agencies are established and formalized by school/division leadership (i.e., memoranda of understanding or MOU's) and outline the roles and responsibilities of partnered social service organizations in accordance with local education agency guidelines.

**14.9** A formal Crisis Management Plan is developed and managed by school leadership to include strategies that sustain a safe, well-maintained, caring, and orderly program environment that is in compliance with state and local policies, standards, procedures, and legislation.

**14.10** Lists and procedures for conducting emergency drills (fire/tornado drills, shelter in place, lock down) are included in both the school manual and Crisis Management Plan.

**14.11** Procedures to collect, store, and share program data ensure that students, parents/guardians, and staff are protected and identities are preserved.

**14.12** Procurement procedures, time and leave policies, professional development requirements, and professional responsibilities are outlined in a systematic, clear, and concise manner.

## EXEMPLARY PRACTICE 15.0 PERSONALIZED EDUCATION PLAN

- Individualized curriculum and instruction is implemented using individualized learning plans at exemplary nontraditional or alternative schools.
- The individual student plan targets student achievement, effective and affective growth, social skill development, and college and career readiness skills.

### Indicators of Quality Programming:

**15.1** A Student Support Team (SST) is established and involved in forming and monitoring the student's progress on the nontraditional education plan while further providing the reinforcement necessary for achievement.

**15.2** Parents/guardians are on the SST and involved in drafting, developing, and implementing the student's plan.

**15.3** Plans that are developed are culturally responsive based on the student's differentiated (accelerated or remedial) needs.

**15.4** Processes for the nontraditional education plan include reviewing current credit accrual and ensuring the student is making adequate progress toward graduation.

**15.5** Three strands are embedded into the nontraditional education plan that engages the student in post-secondary planning for the following: effective citizenship, independent living, and college and career readiness.

**15.6** Teachers and school counselors utilize individual student data in making instructional decisions and developing the nontraditional education plan.

**15.7** Plans incorporate goals for developing healthy behaviors and effective social skills.

**15.8** The nontraditional education plan addresses required services to meet the educational needs of students with disabilities and second language learners.

**15.9** Student plans are updated on a bi-yearly basis based on informal and formal assessment data, student feedback, and interest inventory results.

**15.10** The students maintain a copy of the plan and reference it during school counseling sessions, teacher conferences, and administrative meetings.

## Postscript to Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014

Students are provided with the opportunity to accelerate their learning, rediscover their capacity as life-long learners, and provide individualized and differentiated instruction to meet the needs of our global student community at exemplary nontraditional and alternative schools. *Exemplary Practices 2.0: Alternative Education Standards of Quality and Program Evaluation 2014* provides the structure to ensure students and those that serve them are provided with the human, capital, and technical resources to create and maintain exemplary schools. In addition, *Exemplary Practices 2.0* informs school districts, divisions, communities, and their stakeholders on the critical 'look fors' that should be evident in nontraditional or alternative schools and found in the school community that supports each program.

The result will be a nontraditional or alternative school that communicates high expectations for student and teacher performance, uses student performance data to initiate program development, creates long and short term goals in a transparent manner inclusive of all stakeholders, and celebrates success in an authentic and public manner.

We challenge your educational community to implement these practices not only in your nontraditional or alternative schools, but in your traditional schools. You will see graduation rates increase, dropout rates diminish, and most importantly your schools thrive and meet the needs of your 21<sup>st</sup> Century community.

### **2014 Board of Directors**

President	Robert L. Eichorn, M.Ed.
Vice-President	Kay Davenport, Ed.S.
Treasurer	Thomas Trautman, Ed.D.
Secretary	Edward Lowther, Ed.D.
Director	Denise Riley, M.S.
Director	Jacquelyn Whitt, Ed.S.
Director	Richard Thompson, M.Ed.
Director	John Holmes, D.Min.

### **2018 Board of Directors**

President	Pam Bruening, Ed.D
President-Elect	Kathleen Chronister, M.Ed
Treasurer	Pat Conner, M.Ed
Secretary	Ja'net Bishop, Ed.D
Past President	Kay Davenport, Ed.S
Region-1	Justin DeMartin, M.S.
Region-2	Ed Lowther, Ed.D
Region-3	Michael Hylen, Ph.D
Region-4	Jacquelyn Whitt, Ed.S
Region-5	Glen Hoffmann
Region-6	Coby Davis, Ed.D
Region-7	Sean Hollas, M.Ed
Region-8	John Holmes, D.Min.
Region-9	Valinda Jones, M.Ed.
Advocacy	Frances Gooden, Ed.D
Technology	Richard Thompson, M.Ed

©National Alternative Education Association - All Rights Reserved ([www.the-naea.org](http://www.the-naea.org))

## References

- American School Counselor Association. (2010). American School Counselor Association National Model. Alexandria, Virginia, (Author).
- An overview of alternative education. The Urban Institute: Washington, DC.
- Aron, L. Y. (2003). Towards a typology of alternative education programs: A compilation of elements from the literature. The Urban Institute: Washington, DC.
- Barr, R. D., & Parrett, W. H. (2001). Hope fulfilled for at-risk and violent youth: K-12 programs that work (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Chalker, C. S. (1996). Effective alternative education programs: Best practices from planning through evaluating. Lancaster, PA: Technomic Publishing Company
- Bureau of Legislative Research. (2006). Alternative learning environment report. Little Rock, AR: Government Printing Office.
- Comptroller of the Treasury. (2005). Tennessee's alternative schools. Nashville, TN: Government Printing Office.
- Council of Chief State School Officers. (2008). Educational leadership policy standards: 2008. Washington, DC: Author.
- DeJesus, E. (2000). Undervalued & overlooked: Educational standards and out-of-school Youth. Montgomery Village, MD: Youth Development & Research Fund.
- Eichorn, R. Garza, R., Jones, K. & Sobers, M. (2010). Graduation Credit Cards-Immediate Buy In, Immediate Payoff. The International Journal on School Disaffection 7(2), 50-52.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). Program evaluation: Alternative approaches and practical guidelines (3rd ed.). Boston: Pearson.
- Gardenhire, C. W. (2007). Alternative school administrators and teachers perception of effective school correlates in the organizational culture and operation of alternative schools . Unpublished doctoral dissertation. University of Arkansas at Little Rock: Little Rock, Arkansas.
- Georgia Department of Education. (2007). Alternative education self-assessment instrument. Atlanta, GA: Government Printing Office.
- The Joint Committee on Standards for Educational Evaluation. (1994). The program evaluation standards (2nd ed.). California: Sage Publications.
- Hamilton Fish Institute Reports and Essays Serial. Washington, DC: Hamilton Fish Institute, George Washington University.
- International Association for K-12 Online Learning. (2011). National Standards for Quality Online Courses. Vienna, Virginia, (Author).

- Kellmayer, J. (1998). Building educational alternative for at-risk youth: A primer. *The High School Magazine* . 6(2), 26-31.
- Lacey, R., & Sobers, M. (2005). The need for motivated and highly qualified teachers in alternative education. *International Journal on School Disaffection* 3(2), 33-38.
- Lange, C. M., & Sletten, S. J. (2002). *Alternative education: A brief history and research synthesis*. National Association of State Directors of Special Education: Alexandria, VA.
- Leorne, P., & Drakeford, W. (1999). *From a last chance to a proactive model*. San Jose' State University: San Jose', CA.
- Loflin, J. H. (2008). *Alternative education's spoiled image: When it happened, how it happened, why it happened, and what to do about it (Rev.ed.)*. Iowa Association of Alternative Education: Indianapolis, IN.
- Martin, N., & Halperin, S. (2006). *Whatever it takes: How twelve communities are reconnecting out-of-school youth*. American Youth Policy Forum: Washington, DC.
- McDonald, A. (2002). *Best practices for at-risk children*. Retrieved October 30, 2007, from <http://www.sanmarcos.net/ana/bestpractices.html>.
- National Alliance for Secondary Education and Transition. (2005). *National standards and quality indicators: Transition toolkit for systems improvement*. Minneapolis, MN:
- National Association of Social Workers. (2012). *NASW Standards for School Social Work Services*. Washington, DC, (Author).
- National Association of State Boards of Education. (1996). *Alternative education for students at Risk (State Education Standard)*. Alexandria, VA: Author.
- National Governors Association. (2001). *Setting high academic standards in alternative*
- North Carolina Criminal Justice Analysis Center. (2002). *North Carolinas alternative learning programs: An evaluation of juvenile structured day programs for suspended and expelled youth*. Raleigh, NC: Government Printing Office.
- North Carolina Department of Public Instruction. (n.d.). *Alternative education programs: Effective practices research brief*. Raleigh, NC: Government Printing Office.
- Oklahoma Technical Assistance Center. (2007). *Standards for evaluation: 17 criteria for alternative education academies*. Retrieved October 16, 2007 from, <http://csdcotac.org/New%20rubric%202006.pdf>.
- Orange, J., & Van Slyke, S. (2006). *Transitional services*. Conference on Juvenile Justice Education and No Child Left Behind, Orlando, FL.
- Oregon Department of Education. (2006). *Alternative education program toolkit*. Salem, OR: Government Printing Office.

- Pennsylvania Department of Education. (2007). Recommended parameters and best standards . Retrieved October 30, 2007 from, [http://www.pde.state.pa.us/alt\\_disruptive/cwp/view.aspx=3&q=108881](http://www.pde.state.pa.us/alt_disruptive/cwp/view.aspx=3&q=108881).
- Raywid, M. A. (1999). History and issues of alternative schools. *The Education Digest*, 64, 47-51.
- Raywid, M.A. (1994). Alternative schools: The state of the art. *Educational Leadership*, 52(1), 26-31.
- Reimer, M. S., & Cash, T. (2007). *Alternative schools: Best practices for development and education*. Clemson, SC: National Dropout Prevention Center/Network.
- Rutherford, P. (2005). *Leading the learning. A field guide for supervision and evaluation*. Alexandria, VA: Just ASK Publications.
- Ruzzi, B., & Kraemer, J. (2006). *Academic programs in alternative education: An overview*. Washington, DC: Government Printing Office.
- Schargel, F. P. (2005). *Best practices to help at-risk learners*. Larchmont, NY: Eye on Education.
- Schargel, F. P. (2007). *From at-risk to academic excellence: What successful leaders do*. Larchmont, NY: Eye on Education.
- Schargel, F. P. (2008). *152 ways to keep students in school: Effective, easy-to-implement tips for teachers*, Larchmont, NY: Eye on Education.
- Swarts, L. (2004). *Alternative education accountability: Kentucky's approach*. Impact. Retrieved October 16, 2007 from, <http://ici.umn.edu/products/impact/163/prof5.html>.
- Tennessee State Board of Education. (1996). *A model for alternative schools*. Nashville, TN: Government Printing Office.
- Tennessee State Board of Education. (2008). *Alternative education program model/standards*. Nashville, TN: Government Printing Office.
- Texas School Safety Center. (2007). *Best practices in Texas disciplinary alternative education programs*. San Marcos, TX: Government Printing Office.
- U.S. Department of Education. (2002). *Public alternative schools and programs for students at risk of education failure: 2000-01*. (NCES Publication 2002-2004). Washington, DC: Government Printing Office.
- U.S. Department of Education. (2007). *New directions for program evaluation at the U.S. Department of Education*. Washington, DC: Retrieved November 8, 2007 from, <http://www.ed.gov/news/pressreleases/2002/04/evaluation.html#continuous>.
- Virginia Department of Education. (2003). *Individual student alternative education plan (ISAP) program guidelines*. Richmond, VA: Government Printing Office.
- White, D.L., & Kochhar-Bryant, C. A. (2005, September). *Foundation for alternative education*.
- Witty, J. V. (2007). *A meta-evaluation of proposed support mechanisms aimed at enhancing the quality of alternative education in Tennessee*. Paper presented to the National Alternative Education Association, Orlando, FL.

## Acknowledgments

Our most socio-economically challenged, emotionally in need, and intellectually starved students deserve the best schools, teachers, and support services. When provided with a world class education, these students become self-sufficient, confident, and motivated life-long learners. They turn despair to hope, create happiness from sadness, and mold failure into success. The National Alternative Education Association, first and foremost, acknowledges the significant contribution our students played in the revision and development of *Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014*.

In addition to the educational professionals responsible for *Exemplary Practices in Alternative Education: Indicators of Quality Programming 2009*, the membership of the National Alternative Education Association would also like recognize the following organizations for their contributions to *Exemplary Practices 2.0: Standards of Quality and Program Evaluation 2014*: *The American School Counselor Association*, *National Association of Social Workers*, *International Association for K-12 Online Learning*, *Association for Supervision and Curriculum Development*, and Oklahoma Technical Assistance Center. Exemplary practices for nontraditional and alternative education students are derived from the best practices found in world class schools, exemplified by outstanding teachers, and illustrated in the outcomes found across the nation in our nontraditional and alternative schools.



## **Appendix B**

### **ALE Paperwork**

#### Sample Forms

Referral

Placement Conference Decision Form

Parent/Program Contract

Student Action Plan

Transition Plans

Exit Form

Exit Form (Seniors)

### ALTERNATIVE EDUCATION REFERRAL

Student: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Referral initiated by: \_\_\_\_\_

Reason for referral: \_\_\_\_\_

---

---

---

---

Referral received on: \_\_\_\_/\_\_\_\_/\_\_\_\_

Placement conference scheduled for: \_\_\_\_/\_\_\_\_/\_\_\_\_

Response to Intervention (RTI) / Interventions attempted prior to referral:

---

---

---

---

---

---

THE FOLLOWING INFORMATION IS INCLUDED AS PART OF THE REFERRAL PROCESS:

ADE Data Center / Student GPS will have most of the items below. (Print and attach.)

___ IEP (If applicable)	___ Test Scores	___ Latest Quarterly & State test results	___ Current Grades
___ Attendance Record	___ 504 Plan (If applicable)	___ Documented Prior Interventions	___ Discipline Record
___ Class Schedule	___ Student Success Plan (If applicable)	___ Emergency Contact Information	

### ALE Guidelines Prior to Making a Referral

Specific written guidelines prior to making a referral to ALE:

1. Download the student GPS documents.
2. Complete the referral packet which details the student's background and current areas of challenges and or struggles
3. IEP, full diagnostic reports, and any behavioral plans/documentation must be submitted with SPED Referral Form when considering combined services with alternative education and special education.
4. Make sure these areas are explored and have documentation: social, emotional, academic, clubs, activities, office referrals, nurse visits, attendance, bus discipline, Day Care-After School-or Boys Club/Girls Club community feedback...medical, school transitions, school retentions, family dynamics, etc.
5. Invite all committee members to a meeting for discussion of student needs. Committee members in attendance: Administrator, ALE teacher/director, counselor, traditional teacher, parent, student, 504 coordinator, special education personnel, DHS / foster parents/guardians, juvenile services, etc. The five required individuals are administrator, ALE and traditional teachers, parent- student, counselor the additional members are according to specific student needs and situations. If this is for a consortium, it needs to be clear which school the individual members should come from.
6. Review all prior interventions and information concerning student strengths, weaknesses and current challenges. This process should be more than simply review of prior interventions. There must be evidence that the interventions were evidence based and done with fidelity. All interventions must be documented. If the first set of interventions didn't work, re-vamp the interventions and try again. After school tutoring, for example, will not work for all students, the same information applies to many other interventions. Punitive measures aren't interventions. An intervention is something that an educator does or provides to benefit positive outcomes with a student. The educator must determine why an intervention was ineffective and then change the delivery to provide additional support. Questions to consider: Was the reasoning that the intervention wasn't successful due to the child, the timing, the delivery, the other surrounding factors, the inconsistency in implementation? All of the issues must be explored, documented, and delivered with fidelity.
7. Parent Conferences in general must be planned for positive new information and support from the parent or guardian. The parent should be the first person to begin sharing thoughts, opinions, and concerns; this is the primary time to get the full disclosure and open request for assistance. The parent and student must be heard from the beginning to allow them both to be an integral part of the meeting. It is important that the committee meeting be guided by discussion and documentation. This is not an informational only top down authoritarian decision process. This is an open communication filled with new information to help support the student growth process.
8. Detail in writing what the team expects the ALE placement to provide that a SPED placement cannot and why.
9. Alternative Education is an extension of the traditional school which is an intervention primarily for "gap students" that previously did not have additional support. ALE students that are also IDEA with an IEP may NOT be changed to "Indirect Services" or have minutes reduced for administrative convenience.

**Alternative Education  
Placement Conference Decision Form**

Student \_\_\_\_\_ ID # \_\_\_\_\_ Grade \_\_\_\_\_ AGE \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ R \_\_\_\_ G \_\_\_\_  
 \_\_\_\_\_ / \_\_\_\_/\_\_\_\_ 504 or Special Education \_\_\_\_ Y \_\_\_\_ N  
 SCHOOL Date of Placement

**ALTERNATIVE EDUCATION PLACEMENT TEAM**

Name: _____ _____ _____ _____ _____ _____ _____	Position: _____ MEETING DATE ____/____/____ SCHOOL ADMINISTRATOR SCHOOL COUNSELOR CLASSROOM TEACHER (Current Educator Assigned to Student) PARENT OR GUARDIAN ALTERNATIVE EDUCATION REPRESENTATIVE STUDENT 504, Special Education, External Support, Probation Officer, Relative, etc.
---	--

Parent: \_\_\_\_\_ Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_

Contact: ____ Attempted ____ Made ____ Date: ____/____/____	Contact Method: _____
Contact: ____ Attempted ____ Made ____ Date: ____/____/____	Contact Method: _____
Contact: ____ Attempted ____ Made ____ Date: ____/____/____	Contact Method: _____

Describe the current reason for referral: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Placement Considerations: Student exhibits two (2) or more of the characteristics listed below.  
 Include supporting documentation if applicable.**

- |  |   |
|--|---|
| ____ Personal or family problems or situations<br>____ Recurring absenteeism<br>____ Mental/physical health problems<br>____ Frequent relocation of residency<br>____ Abuse: physical, mental or sexual<br>____ Ongoing, persistent lack of attaining proficiency levels<br>in literacy or mathematics | ____ Drop out from school<br>____ Disruptive Behavior<br>____ Inadequate emotional support<br>____ Homelessness<br>____ Pregnancy<br>____ Single Parent |
|--|---|

Were Mental Health Services discussed? YES \_\_\_\_\_ NO \_\_\_\_\_

If discussed, what was the outcome of discussion? \_\_\_\_\_

\_\_\_\_\_ Student will be placed in Alternative Education

\_\_\_\_\_ Student will not be placed in Alternative Education

If the student is being placed in Alternative Education, the following information shall be sent to AE upon entry:

___ Discipline Record	___ IEP (If applicable)	___ Latest Quarterly & State test results	___ Test Scores
___ Attendance Record	___ 504 Plan (If applicable)	___ Current Grades	___ Documented Interventions
___ Class Schedule	___ SSP (If applicable)	___ Emergency Contact Information	

## PARENT/PROGRAM CONTRACT

### Joint Agreement/Contract

Student \_\_\_\_\_ ID# \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Beginning Date \_\_\_\_\_

We, the parents/legal guardians of \_\_\_\_\_ are aware of the following conditions and expectations:

Our student will attend school in the alternative education program, where he/she will participate in a program designed to assist him/her toward better social, behavioral and academic school performance and adjustment. The school will provide my child with all support services available to other students.

The length of time within alternative education will be based on the student's successful achievement of specific short-term and long-term goals. When the student has successfully attained these goals, there will be a review to determine if transition back to the traditional school is appropriate. Reviews usually occur quarterly.

Parent/Guardian Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I may be reached at the following phone number(s): \_\_\_\_\_ or \_\_\_\_\_

Email address: \_\_\_\_\_

Parent/guardian will communicate with the Alternative Education administrator about changes that occur concerning situations that may impact the student's ability to learn.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
DATE

[illegible]**Date:**

These should encompass Social, Emotional, Academic, Career, and Behavioral components.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Measurable Long-term and Short-term S.M.A.R.T. Academic Goals**  
(Specific, Measurable, Attainable, Relevant, Timely)

**LONG TERM ACADEMIC GOAL:**

---

---

**SHORT-TERM ACADEMIC GOALS and How Measured:**  
(Assessment intervals are 9 weeks.)

**ASSESSMENT REVIEW**

**Q1    Q2    Q3    Q4**

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**LONG TERM ACADEMIC GOAL:**

---

---

**SHORT-TERM ACADEMIC GOALS and How Measured:**  
(Assessment intervals are 9 weeks.)

**ASSESSMENT REVIEW**

**Q1    Q2    Q3    Q4**

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**BEHAVIORAL INTERVENTIONS & MEASURABLE GOALS**

(To be reviewed during each grading period that the student is in Alternative Education)

**LONG TERM BEHAVIOR GOAL:**

---

---

**SHORT-TERM BEHAVIOR GOALS and How Measured:**  
(Assessment intervals are 9 weeks.)

**ASSESSMENT REVIEW**

**Q1    Q2    Q3    Q4**

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**ALTERNATIVE EDUCATION PLACEMENT TEAM**

MEETING DATE

**Name:**

**Position:**

<hr/>	SCHOOL ADMINISTRATOR
<hr/>	SCHOOL COUNSELOR
<hr/>	TRADITIONAL CLASSROOM TEACHER
<hr/>	PARENT OR GUARDIAN
<hr/>	ALTERNATIVE EDUCATION REPRESENTATIVE
<hr/>	STUDENT
<hr/>	504, Special Education, External Support, Probation  Officer, Relative, etc.

## End of Semester/Year Student Action Plan Review

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Have all goals been met in the Student Action Plan? Yes      No

If no, what goals have not been met?

---

---

Please list the reasons the above goals haven't been met.

---

---

Does the Student Action Plan need to be modified at this time? Yes      No

If yes, what changes need to be made to the Student Action Plan?

---

---

Are there any other reasons to be considered to determine if the student is ready to transition back into the regular class environment?

---

---

Student will remain in an AE program. \_\_\_\_\_

Student will remain in AE, but a different program. (Ex.--moving from middle school to high school.) \_\_\_\_\_

Student will begin the transition process with a written transition plan. \_\_\_\_\_

### Review Team Signatures

---

---

---

---

---

---

---

---

Parent

AE Teacher/Director

School Administrator

School Counselor

Regular Classroom Teacher

Student

Other

Other

## **ALTERNATIVE EDUCATION TRANSITION PLAN**

Continual communication between the traditional school and the alternative program is essential for the student's success when transitioning back to the traditional environment. Two components which must be in place for an effective transition are:

1. A designated traditional school liaison and a designated alternative program liaison, and
2. A formal transition plan.

The following procedures are sequenced to show the responsibilities for transition activities during and after assignment to an alternative placement.

### **Traditional School Liaison Responsibilities:**

- to stay in communication with the alternative program liaison
- to track progress
- to review credits and course requirements for high school students
- to continue the IEP process (if applicable)
- to assist and oversee the extended day transition, when appropriate
- to prepare for student's return- team changes, special assignments, schedule
- to communicate and oversee the implementation of the transition plan
- to monitor 12<sup>th</sup> grade students prior to mid-point, i.e., cap/gown, diploma, graduation requirements meet
- to assist in tracking students' needs in the area of testing and to communicate those needs to the alternative school
- to make periodic visits to students in the alternative placement
- to have the student identify a home campus administrator or teacher who worked well with them-this person is subsequently invited to stop by for lunch with the student or check in with the student periodically via email or phone call.

### **Alternative Program Liaison Responsibilities:**

- to visit weekly with the traditional school's liaison to support implementation of the transition plan
- to visit with each student to discuss his/her adjustment and academic success
- to discuss the implementation of the student's transition plan with appropriate staff
- to confer with teachers, counselors, or administrators to discuss issues or concerns expressed by the student
- to suggest revisions of transition plan if the student is not being successful
- to discuss the possibilities of other students returning to the home school with appropriate staff members

### **Traditional School Reassignment**

A plan will be developed by the alternative team in conjunction with the traditional school liaison and team. This plan is shared with teachers and all staff in the traditional school as part of the procedure for the students return. The transition plan is implemented in the traditional classroom with the alternative liaison as support. The transition plan may include such things as:

- flexible scheduling
- regular continued visits from alternative center staff
- a mentor at home school
- assorted strategies, e.g.:
  - contact with alternative staff
  - progress report
  - school based mental health
  - group counseling

The student begins touring the traditional school campus building, sitting on scheduled classes, meeting with administrators, and gaining familiarity with practicalities such as lockers and lunch procedures.

### **Student Profile**

1. Short narrative on behavior, academics, attitude, etc. prepared by staff in the alternative program.

---

---

---

---

---

2. Describe the student's reason for leaving the program.

---

---

---

---

Signature: \_\_\_\_\_

Alternative Education staff

Prepare a brief narrative explaining how the student has met the expectations of his or her SAP.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

No student will be returned to a traditional school under any circumstances without a formal written transition plan prepared by the alternative program, parent, and student in consultation with the traditional school to which the student shall be returned. The transition plan will include action steps necessary to facilitate the transition, persons responsible, resources needed and any applicable timeline. The transition plan must be approved by the Transition Team prior to a student's return to a traditional school.

## Name:

[illegible]

SCHOOL ADMINISTRATOR

SCHOOL COUNSELOR

TRADITIONAL CLASSROOM TEACHER

PARENT OR GUARDIAN

ALE REPRESENTATIVE

STUDENT

504, Special Education, External Support, Probation Officer, Relative, etc.

### Transition Plan

Re-entry plan for: \_\_\_\_\_

Date of entry to Alternative Education: \_\_\_\_\_

Projected Date of Withdrawal from Alternative Education: \_\_\_\_\_

Traditional School: \_\_\_\_\_ Grade: \_\_\_\_\_

Alternative Education Counselor: \_\_\_\_\_

Alternative Education Liaison: \_\_\_\_\_

Traditional School Counselor: \_\_\_\_\_

Traditional School Liaison: \_\_\_\_\_

Goals to be addressed upon return to traditional school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Schedule Concerns (if any):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions for success in the traditional school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Alternative Education Transition Plan

No student will be returned to a traditional school under any circumstances without a formal written transition plan prepared by the alternative school, parent, and student in consultation with the traditional school to which the student shall be returned. The transition plan will include action steps necessary to facilitate the transition, persons responsible, resources needed and any applicable timeline. The transition plan must be approved by the Transition Team prior to a student's return to a traditional school.

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

What are the student's Strengths?

---

---

---

What are the student's Weaknesses?

---

---

---

What works well/does not work well for the student?

---

---

---

What should the regular classroom teachers watch for, and what do they do if they observe it?

---

---

---

How is the transition process going to be monitored for this student, and who will be responsible? (Fill in as many as apply to this individual student.)

1. \_\_\_\_\_  
\_\_\_\_\_

Person Responsible: \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Person Responsible: \_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Person Responsible: \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

Person Responsible: \_\_\_\_\_  
\_\_\_\_\_

(Attach another sheet if needed.)

#### **ALE TRANSITION TEAM**

**Name:**

**Position:**

\_\_\_\_\_

**SCHOOL ADMINISTRATOR**

\_\_\_\_\_

**SCHOOL COUNSELOR**

\_\_\_\_\_

**CLASSROOM TEACHER (Current Educator Assigned to Student)**

\_\_\_\_\_

**PARENT OR GUARDIAN**

\_\_\_\_\_

**ALE REPRESENTATIVE**

\_\_\_\_\_

**STUDENT**

\_\_\_\_\_

**504, Special Education, External Support,  
Probation Officer, Relative, etc.**

**All teachers who will be receiving this student must have a copy of this plan.**

## ALTERNATIVE EDUCATION EXIT CONFERENCE

\_\_\_\_/\_\_\_\_/\_\_\_\_  
DATE

Student: \_\_\_\_\_ School: \_\_\_\_\_

After a review of the student's goals when placed in Alternative Education, the team agrees that the student has adequately met the criteria and goals set for him/her and is ready to exit the student back to the home school.

\_\_\_\_\_ will begin traditional classes and be exited from Alternative Education on \_\_\_\_/\_\_\_\_/\_\_\_\_.

\_\_\_\_\_, a staff member at the home school, will  
Name & Title  
monitor his/her transition back into the school. This staff member will visit with the student to see how his/her return to the home school is progressing. This will be done at least once during each grading period. The student will be encouraged to come to this person any time he/she is having difficulty re-adjusting or encounters a problem that could result in a negative situation or experience.

### ALTERNATIVE EDUCATION TRANSITION TEAM

Name:	Position:
_____	SCHOOL ADMINISTRATOR
_____	SCHOOL COUNSELOR
_____	CLASSROOM TEACHER (Current Educator Assigned to Student)
_____	PARENT OR GUARDIAN
_____	ALE REPRESENTATIVE
_____	STUDENT
_____	504, Special Education, External Support, Probation Officer, Relative, etc.

## SENIOR TRANSITION/EXIT FORM

Student: \_\_\_\_\_

/ /  
DATE

**Checklist:** To be completed before the student's last day

<b>College Bound</b>	<b>Work Force</b>
<input type="checkbox"/> Submitted at least 2 college applications by Christmas	<input type="checkbox"/> Completed at least 2 applications
<input type="checkbox"/> All required paperwork submitted	<input type="checkbox"/> Completed Resume
<input type="checkbox"/> ACT	<input type="checkbox"/> 2 Reference Letters/Contacts
<input type="checkbox"/> FAFSA application	
<input type="checkbox"/> AR Challenge Scholarship	
<input type="checkbox"/> Completed Resume	<b>Military Assignment</b>
<input type="checkbox"/> Applied for at least 2 local scholarships	<input type="checkbox"/> Branch:

To be completed or obtained before graduation.

<b>Personal/School Related</b>
<input type="checkbox"/> Copy of Birth Certificate
<input type="checkbox"/> Social Security Card
<input type="checkbox"/> Driver's Permit/License
<input type="checkbox"/> Health Insurance Card
<input type="checkbox"/> Checking/Savings Acct
<input type="checkbox"/> Completed Voter Registration
<input type="checkbox"/> Selective Service- males, 18 yrs
<input type="checkbox"/> Thank You Letter
<input type="checkbox"/> All Fines Paid
<input type="checkbox"/> All Books Returned

\*You will receive one official copy of your transcript upon completion of high school. Other copies can be obtained through the high school office.

**Student's Future Goals/Objectives:** (Write a brief description of the student's short-term and long-term plans/goals/objectives for the future. Include in this higher education, work/career path, or military branch.)

---

---

---

---

---

---

---

---

---

---

After reviewing the student's goals and completion of the transition/exit form, the team agrees that the student has adequately fulfilled the criteria and goals set for him/her and is ready to exit the district.

**AOA TRANSITION TEAM**

Name	Position	Name	Position
_____	PARENT OR GUARDIAN	_____	SCHOOL ADMINISTRATOR
_____	STUDENT	_____	SCHOOL COUNSELOR
_____	ALIE REPRESENTATIVE	_____	OTHER PERSONNEL

**Additional Contact Information:**

**Email:** \_\_\_\_\_

**Contact (other than self):** \_\_\_\_\_

**Phone #** \_\_\_\_\_ **Relation:** \_\_\_\_\_

**Phone #** \_\_\_\_\_ **Relation:** \_\_\_\_\_

**Are you on any online social media platforms, and if so, which?**

\_\_\_\_\_  
\_\_\_\_\_

**Would you be interested in adding your name to an alumni group?**    **Yes**    **No**

## **Appendix C**

### **Teacher Qualifications/AQT**

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING THE  
ARKANSAS QUALIFIED TEACHER REQUIREMENTS  
August 2016**

**1.0 REGULATORY AUTHORITY; PURPOSE; APPLICABILITY**

- 1.1 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Arkansas Qualified Teacher Requirements.
- 1.2 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004 6-17-309, and 25-15-201 et seq.
- 1.3 These rules apply when:
  - 1.3.1 An educational entity is contracting with an individual for a teaching position in a core academic subject area for which licensure is otherwise required but the educational entity has obtained a legal waiver from licensure requirements (as defined herein); or
  - 1.3.2 The individual teaches in special education or in an alternative learning environment.
- 1.4 These rules do not permit a waiver from the requirements for licensure in special education.

**2.0 DEFINITIONS**

- 2.1 **“ARHOUSSE”** means the Arkansas High Objective Uniform State Standard of Evaluation matrix attached as Appendices A-C to these rules.
- 2.2 **“Core academic subject area”** means English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art, and Foreign Language.
- 2.3 **“Educational entity”** means an entity that is identified by the Department of Education as a local education agency.
- 2.4 **“Legal Waiver”** means that the educational entity is:
  - 2.4.1 A charter school that has obtained a waiver from the applicable requirement under a law allowing the waiver through the charter application process; or
  - 2.4.2 A school district that has obtained a waiver from licensure under applicable law.
- 2.5 **“Successful, relevant work experience”** means employment in a specific field or occupation for at least one (1) year that required the educator to demonstrate knowledge and skills in the content area to be taught, as supported by two (2) professional letters of recommendation from the educator’s employers or supervisors in the related industry or occupation.

### 3.0 ARKANSAS QUALIFIED TEACHER REQUIREMENTS

- 3.1 A teacher teaching in a core academic subject area at an educational entity that has received a legal waiver of licensure shall meet the requirements of an Arkansas Qualified Teacher.
- 3.2 Eligibility Requirements. To meet Arkansas Qualified Teacher requirements, the educator must have either:
  - 3.2.1 Previously met highly qualified teacher status under the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001; or
  - 3.2.2 Obtained a bachelor's degree or an advanced degree and meets one (1) of the following requirements:
    - 3.2.2.1 The bachelor's degree or advanced degree is in the content area in which the educator will teach;
    - 3.2.2.2 The bachelor's degree or advanced degree contains a minimum of eighteen (18) college credit hours in the content area in which the educator will teach;
    - 3.2.2.3 The educator has successfully completed a content area assessment approved by the State Board of Education for the content area in which the educator will teach;
    - 3.2.2.4 The educator is a National Board Certified Teacher for the content area in which the educator will teach; or
    - 3.2.2.5 The bachelor's degree or advanced degree is in any major and the educator has documented successful, relevant work experience in the teaching area;
- 3.3 For special education, an educator shall hold an Arkansas teaching license in special education or be teaching under an approved Additional Licensure Plan waiver for special education and either:
  - 3.3.1 Meet one other eligibility requirement under 3.02; or
  - 3.3.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).
- 3.4 For an alternative learning environment, an educator shall hold an Arkansas teaching license—unless waived by the charter for a public charter school, or by an approved school of innovation plan for a school of innovation, or by the State Board of Education for a traditional public school district—and either:
  - 3.4.1 Meet one other eligibility requirement under 3.02; or

- 3.4.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

### **3.5 Educational Entity Responsibilities**

- 3.5.1 The educational entity shall determine that the educator meets the eligibility requirements for the content area in which the educator will teach.
- 3.5.2 The school district shall indicate in eSchool that the educator is an Arkansas Qualified Teacher, and shall maintain records of the educator's eligibility and content areas taught. The records shall be made available for Department of Education review.

- 3.6 The ARHOUSSE matrix attached as Appendices A, B, and C to these rules will be reviewed after the 2016-2017 school year, and revised as necessary to align with the state's plan filed with the United States Department of Education under the Every Student Succeeds Act.

**Arkansas Department of Education**  
**Arkansas Qualified Teacher Designation Form (SINGLE SUBJECT)**

An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever AQT status is being sought.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of AQT status being sought.**

☐ Early Childhood/Elementary-K-6

☐ Middle Childhood/Grades 4-8

☐ Secondary/Grades 7-12

**If applicable choose the subject area.**

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment _____	Passing Score _____	Date taken _____
<b>OR</b>		

**3.B.** ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

**OR**

**3.C.** ☐ I am a Veteran teacher and I have accumulated >100 points in this area on the ARHOUSSE criteria survey. Score = \_\_\_\_\_  
 (Attach a copy of the ARHOUSSE form.)

**4) Are you AQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as an Arkansas qualified teacher in this area at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming an Arkansas Qualified Teacher in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation**

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.  
**This may be done by any teacher for whichever AQT status is being sought.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

**NOTE: CONTENT KNOWLEDGE ONLY**

**Choose level of AQT status being sought.**

**If applicable choose the content area.**

! Early Childhood/Elementary, K-6

! English

! Reading or Language Arts

! Middle Childhood, Grades 4-8

! Mathematics

! Science: (Specify subject \_\_\_\_\_)

! Secondary, Grades 7-12

! Art

! Social Studies: (Specify subject \_\_\_\_\_)

! Music

! Foreign Language: (Specify language \_\_\_\_\_)

The following evidence must be in the **content area indicated above.**

**Points**

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____	# of years served 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in <b>state or national</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 10 pts per activity (30 pts max)	

## AR HOUSSE p. 2

Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a ADE Certified Mentor Mentor <b>in this content area</b>	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, Curriculum Training, or some similar activity – Year Long (describe) _____ _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

\_\_\_\_\_  
Teacher's signature\_\_\_\_\_  
Date\_\_\_\_\_  
School District Administrator\_\_\_\_\_  
School District Administrator's signature\_\_\_\_\_  
Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**Appendix B**  
**Arkansas Department of Education**  
**Arkansas Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)**

An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Arkansas Qualified Teacher status as a Multi-Subject AQT.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

Choose level of AQT status being sought.

☐ Middle Childhood/Grades 4-8

**Indicate Instructional Class**

☐ Alternative Learning Environment

☐ Special Education

Choose the content areas.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

1) **BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

2) **ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

3) **DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)**

3.A. ☐ I passed the Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment, or Multi-Subject licensure content test in other state.

Assessment \_\_\_\_\_

Passing Score \_\_\_\_\_

Date taken \_\_\_\_\_

OR

3.B. ☐ I am a Veteran teacher and I have accumulated >100 points on the Multi-Subject ARHOSSE criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOSSE form.)

4) **Are you AQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as an Arkansas Qualified Teacher in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming an Arkansas Qualified Teacher in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSE)  
for Middle Childhood grades**

To establish Arkansas Qualified Teacher status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSE a minimum of 50 points is required per content area taught.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of AQT status being sought.</b> <input type="checkbox"/> Middle Childhood/Grades 4-8	<b>Indicate the content areas to be considered for this AQT designation.</b> <input type="checkbox"/> English <input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science:(subject _____) <input type="checkbox"/> Art <input type="checkbox"/> Social Studies:(subject _____) <input type="checkbox"/> Music <input type="checkbox"/> Foreign Language:(subject _____)
<b>Indicate Instructional Class</b> <input type="checkbox"/> Alternative Learning Environment <input type="checkbox"/> Special Education	

The following would demonstrate content knowledge for Multi-Subject AQT criteria in full. **Points**

Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

<b>Content Area 1:</b> _____  College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points
NBTS Certification for this content area	100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSE form: _____ _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____ _____	10 pts per yr 25 points maximum
Must be a minimum of 50 points <span style="float:right"><b>CONTENT AREA 1 Total Points:</b></span>	

<b>Content Area 2:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: <b>X 3 points</b>
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 2 Total Points:</b> _____		
<b>Content Area 3:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: <b>X 3 points</b>
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 3 Total Points:</b> _____		

**Duplicate form as needed to add additional content areas.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

## Arkansas Department of Education

## Arkansas Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)

An Arkansas qualified teacher (AQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Arkansas Qualified Teacher status as a Multi-Subject AQT.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ School District \_\_\_\_\_

## Choose level of AQT status being sought.

☐ Secondary/Grades 7-12

## Indicate Instructional Class

☐ Alternative Learning Environment

☐ Special Education

## Choose the content areas.

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

## 1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

## 2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)

☐ INITIAL

☐ NTL P PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

## 3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)

☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOSSE criteria survey.

☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOSSE criteria survey.

## 4) Are you AQT (i.e., do you have all of 1, 2, and 3 above)? Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet all three criteria (1, 2, & 3 above) you cannot be designated as an Arkansas Qualified Teacher in this area at this time. IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT

ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING AN ARKANSAS QUALIFIED TEACHER IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.

\_\_\_\_\_  
 Teacher's signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 School or District Administrator's name

\_\_\_\_\_  
 School or District Administrator's signature

\_\_\_\_\_  
 Date

TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.

**Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Secondary grades**

To establish Arkansas Qualified Teacher status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 100 points is required per content area taught.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of AQT status being sought.</b>	<b>Indicate the content areas to be considered for this AQT designation.</b>
! Secondary/Grades 7-12	! English    ! Reading/Language Arts ! Math      ! Science:(subject _____)
<b>Indicate Instructional Class</b>	! Art        ! Social Studies:(subject _____)
! Alternative Learning Environment	! Music     ! Foreign Language:(subject _____)
! Special Education	

**NOTE: CONTENT KNOWLEDGE ONLY  
USE MULTIPLE SHEETS AS NECESSARY**

Subject (from page 1) \_\_\_\_\_

The following evidence must be in the **content area indicated above**.

**Points**

Praxis II Middle School: Content Knowledge test (#0146) , Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment <b>if the subject area above is Math, Science, English or Social Studies</b>	25 points	
National Teacher Exam Content Area Assessment(s) <b>for this content area</b> (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points	
NBPTS Certification <b>in this content area</b>	100 pts	
Content test <b>in this area</b> taken for licensure in another state. (Describe)	100 pts	
Years of teaching experience <b>in this subject area</b> within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> or Education Service Co-operatives curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 5 pts per activity (25 pts max)	

Sec. MS-HOUSSE page 1 of 2

MS-HOUSSE Subject area (from page 1) \_\_\_\_\_

Documented Committee service in <b>state or national</b> curriculum development in <b>this content area</b> in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	
Textbook adoption committee service in <b>this content area</b> over the last five years Describe: _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a ADE Certified Mentor Mentor or Subject Area Mentor Participant, Peer review of content specific experience in <b>this content area</b> . _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, or similar curriculum training – Year Long (Describe.) _____ _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

## **Appendix D**

### **Risk Assessment**

## AE Technical Assistance Visit Risk Assessment

Name of District \_\_\_\_\_ LEA # \_\_\_\_\_ Date 2022-2023 SY  
 Reviewer \_\_\_\_\_ Date of most recent TA \_\_\_\_\_

*Consistent with the policies and procedures specified in the AE Law and Rules, staff from the Arkansas Division of Elementary and Secondary Education (DESE) - Office of Alternative Education will use the following risk assessment to determine Technical Assistance needs for each district.*

Criteria	Value	Yes	No	Comments
1. History of Significant Program Issues	25			
2. New Director-				
a. Previous AE experience at another Arkansas district	5			
b. No previous AE experience	10			
3. New start up program; existing program with significant changes	10			
4. Percentage of students returned to traditional educational environment the previous year:				
36%-50%	15			
11%- 35%	20			
0%-10%	25			
5. Greater than 75% FTE-to-population ratio	15			
6. Percentage of students showing improvement in academic proficiency after AE placement:				
51%-75%	15			
0%-50%	25			
7. Percentage of students showing improvement in attendance after AE placement:				
51%-75%	5			
0%-50%	10			
8. Special Education population over 20%	15			
9. AE reporting issues/errors (Funding, Cycle Reports, etc.)	10			
10. Identification concern:				
FTE-Under 1%	5			
FTE-Over 3%	5			
Total possible points: 150	<b>Total Score</b>			
A district scoring 50 or greater is considered at more risk.				

DESE reserves the right to implement technical assistance activities on or off site at any time based on a variety of risk factors that may not be included on the checklist. A random sampling of districts that have not been identified as high risk may also receive onsite technical assistance visits or desk reviews during any year. Districts may request technical assistance at any time.

## **Appendix E**

### **AE Student Placement Assessment Tool Ideas**

TABE – GED pre-test can be used in secondary programs

Moby Max for elementary

<http://www.mobymax.com/>

EasyCBM – Response to Intervention

<https://easycbm.com/>

Screening Tools Chart- elementary and secondary

<https://mtss4success.org/essential-components/screening>

Functional Assessment Tool (IAT) – Pearson

<https://qualifications.pearson.com/en/support/support-topics/centre-administration/onscreen-testing/onscreen-testing-for-functional-skills.html>

Other Screening Ideas:

- WIAT screeners
- Brigance
- Woodcock Reading and Key Math

### SOCIAL/EMOTIONAL/BEHAVIOR

<https://www.act.org/content/act/en/products-and-services/social-emotional-learning/assessment.html>

<https://cyfar.org/construct-areas/life-skills>

<http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf>

<http://do2learn.com/JobTIPS/DeterminingInterests/SocialSkillsAssessments/Assessments.html>

<https://conservancy.umn.edu/bitstream/handle/11299/195762/readiness-inventory.pdf?sequence=1&isAllowed=y>

Nichols Behavior Checklist

<https://www.firelightbooks.com/nichols-behavior-checklist/>

Jung Typology Test

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

Get to Know Your Personality Type

<http://www.lifehack.org/articles/lifestyle/get-know-your-personality-type.html>

Other Screening Ideas:

- Behavioral Assessment System for Children<sup>3</sup> (BASC)
- Hawthorne
- Adaptive Behavior Evaluation Scale (ABES)

### **RTI Arkansas Resource Page**

<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention>

### **Universal Screening and Progress-Monitoring Measures**

**SEDL collected this data to serve educators, parents and others concerning universal screening and progress monitoring measures.**

<https://sedl.org/reading/>

**[Accelerated Reader \(AR\)](#), Renaissance Learning, Inc.**

AR tests basic reading skills. A flexible system, it may be used with any core or supplemental reading curriculum and is intended to promote individualized reading practice and progress monitoring.

<http://www.renlearn.com/ar/>

### **[Curriculum-Based Measurement \(CBM\) Writing Measures](#), Research Institute on Progress Monitoring**

CBM tests writing fluency. The teacher chooses a writing prompt. Students have 30 seconds to think about what they will write and 5–7 minutes to respond to the prompt. Teachers read the entire sample before beginning to score. Passages are scored for correct and incorrect word sequences by using the definition and rules provided in the article. Teachers graph baseline data, set a long-range goal, and use data to make instructional decisions.

[http://progressmonitoring.org/RIPMProducts2.html#cbm\\_secondary](http://progressmonitoring.org/RIPMProducts2.html#cbm_secondary)

**Gates-MacGinitie Reading Tests (GMRT), Riverside Publishing**

GMRT helps teachers and schools recognize the general level of reading achievement of individual students.

<http://www.riverpub.com/products/gmrt/>

**Group Reading Assessment and Diagnostic Evaluation (GRADE), Pearson Assessments**

GRADE is a normative diagnostic reading assessment that determines what skills students have mastered developmentally and the areas in which they need instruction or intervention.

<http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=GRADE>

**STAR Math, Renaissance Learning, Inc.**

STAR Math is a computer-adaptive assessment of general mathematics achievement that can be administered to individuals or groups of students in grades 1–12 in approximately 12 minutes. The tool provides information on student performance in mathematics and can assess mathematics computation, application, and concepts. The difficulty of items is adjusted automatically to reflect the skill level of all students, including students with special needs.

<http://www.renlearn.com/sm/RTI.aspx>

**STEEP Rtl Systems, iSTEEP, LLC**

STEEP tests basic reading comprehension (Maze). To monitor the progress of reading comprehension, the Maze student form is used by students completing the sentence Maze assessment. The probe is leveled appropriately for the student's grade and assesses basic reading comprehension.

<http://www.isteep.com>

<http://www.isteeplearning.com>

**<https://www.proedinc.com/Products/14210/toma3-test-of-mathematical-abilitiesthird-editi.aspx>, PRO-ED, Inc.**

The TOMA-3 measures performance in the two traditional major skill areas in mathematics (i.e., story problems and computation), as well as attitude, vocabulary, and general application of mathematics concepts in real life. It can be used to monitor progress and evaluate programs.

<http://www.proedinc.com/customer/productView.aspx?ID=847>

<https://www.proedinc.com/Products/13790/toswrf2-test-of-silent-word-reading-fluencyseco.aspx>,  
**PRO-ED, Inc.**

TOSWRF tests reading fluency and word comprehension. Designed to measure the ability to recognize printed words accurately and efficiently, it primarily measures word identification and speed (i.e., reading fluency) but also measures word comprehension.

<http://www.proedinc.com/customer/ProductView.aspx?ID=3088&sSearchWord=toswrf>

<https://www.proedinc.com/Products/13910/towre2-test-of-word-reading-efficiencysecond-edition.aspx>,  
**PRO-ED, Inc.**

This test, which can be administered very quickly, provides an efficient means of monitoring the growth of two kinds of word-reading skills that are critical in the development of overall reading ability: the ability to accurately recognize familiar words as whole units or “sight words” and the ability to “sound out” words quickly.

<http://www.proedinc.com/customer/productView.aspx?ID=1608>

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Reading/Woodcock-Reading-Mastery-Tests-%7C-Third-Edition/p/100000264.html>, **Pearson Assessments**

WRMT-R provides thorough coverage of basic reading skills, as well as comprehension.

<http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa16640&Mode=summary>

## **Appendix F**

### **eSchool Cycle 7 AE Report**

## eSchool Cycle 7 AE Report

This provides further explanation for district coding personnel concerning Alternative Education Cycle 7 fields. The State Information Systems (SIS) Handbook also includes this information.

---

- **General Curriculum** - Number of ALE students who returned to general curriculum
- **ALE Intervention** - Number of students graduated as a direct or indirect indication of ALE Intervention
  - \*Students who returned to traditional education after being in ALE greater than 20 days
- **ALE GED** - Number of ALE students who received a GED
- **ALE Exit Returned Prior Year** - Number of students enrolled in ALE in previous school year that returned to ALE in current school year
- **ALE Exit Returned Current Year** - Number of students who exited ALE and returned to ALE in the current year
- **ALE Paraprofessional** - Number paraprofessional employed to work in ALE
- **ALE Ratio** - ALE student/teacher ratio in compliance with rules and regulations (Section 4.03.3)
- **ALE Program** - ALE program included in the district's current year ACSIP plan as a separate activity, as required by rules (Section 4.5.7)
- **Non-Punitive Program** - Recognition that ALE is a supportive non-punitive program and not in-school suspension
- **ALE Consortium** - ALE a consortium partnership program
- **Technical Support Visit** - ALE program reviewed by the ALE technical support team in the past three years
- **Technical Support Visit Date** - Date of ALE technical support visit in the past three years, if any
- **ALE Funds** - Total amount of ALE categorical restricted funds received for the current year

## **Appendix G**

### **APSCN ALE Coding - eSchoolPlus**

## APSCN ALE Coding - eSchoolPlus

ALE funding is calculated per student using the formula:

$(\text{ALE Minutes Per Day} \div \text{Total Minutes in School Day}) \times (\text{ALE Days} \div \text{Total Days in Year}) = \text{ALE FTE}$

### 1. Total Minutes in School Day

- Administration > System Setup > Building > Building Data Entry > School Demographics.
- Click on the Building List button and select a building.
- Update the Minutes Per Day field which should contain the amount of instructional minutes per day for the selected building.

### 2. ALE Days

- Student Center > Search
- Find Student and click on the student's name.
- Under Student Center, go to Demographic > Academic, then click on the link beside Curriculum.
- If the student is new to the district, enter a Start Date, which would be the student's first day in Alternative Education and the Value code AE – Alternative Education.
- If the student is changing curriculums, enter an End Date to close the previous curriculum code, which will be the day after the student's last day in the program. The student is NOT considered to be enrolled in the program on the date entered in this field. Create a new row by entering a Start Date, which would be the first day the student was in Alternative Education, and enter the Value code AE – Alternative Education.
- After students have been coded you can search and print a list of students marked as curriculum AE using the following Advanced Search:

And/Or	Area	Field Name	Condition	Value
	Curriculum	Curriculum	= (equals)	AE
And	Curriculum	Curriculum Start Date	>= (is greater than or equal to)	8/14/2017

**Note:** This search pulls all students marked as Curriculum AE at any point during the designated school year. If only active students are wanted, an additional line of criteria would need to be set for Demographic > Current Status > = (Equals) > A.

### 3. Course Catalog

Prerequisite for adding ALE sections in the Master Schedule for Student Scheduling.

- Scheduling Center > Building Course Setup > Course Catalog
- ALE courses should be added to the Course Catalog.
- On the Course SIS Data screen for an ALE course, the Alternative Environment field checkbox should be checked which sets a default when adding ALE course sections in the Master Schedule. Only check this checkbox in the Course Catalog's Course SIS Data screen if all sections of the course are ALE sections.

Any ALE course being offered for high school credit must use the applicable academic course code. Course code 97100, which is a non-academic course number, should **not** be used if the course is offered for high school credit.

Course 971000 is to be used for ALE specific courses (GED Preparation, Social Skills, etc.) only.

#### 4. ALE Minutes Per Day –Master Schedule

- The Master Schedule along with Student Schedules is used to determine ALE Minutes Per Day.
- Scheduling Center > Master Schedule > Course SIS Data
- Instructional teacher should be indicated in the Master Schedule on the course (Scheduling Center > Master Schedule > Master Schedule).
- ALE course sections should reflect course minutes in the Course Minutes field and Alternative Environment should be checked on the Master Schedule Course SIS Data screen (Scheduling Center > Master Schedule > Course SIS Data).
- Searches can be performed to find errors. Below is an example of a search set-up to find course sections that are marked as AE but do not have minutes or the minutes are set to '0' (zero).

And/Or	Area	Field Name	Condition	Value
	Master Schedule	Building	= (equals)	(bldg#)
And	Master Schedule Course SIS Data	Alternative Environment	= (equals)	Y
And	Master Schedule Course SIS Data	Course Minutes	is blank	
Or	Master Schedule	Building	= (equals)	(bldg#)
And	Master Schedule Course SIS Data	Alternative Environment	= (equals)	Y
And	Master Schedule Course SIS Data	Course Minutes	= (equals)	0

#### 5. ALE Minutes Per Day – Student Schedules

- Student Schedules along with the Master Schedule is used to determine ALE Minutes for a student (see item #7, bullet 2).
- Student Center > Scheduling > Entry
- Student should be scheduled into ALE courses.

#### 6. Cognos Reports

- Public Folders > Student Management System > Demographics > State Reporting Reports
  - APSCN ALE Student FTE
  - APSCN ALE Student List
  - APSCN Current ALE Student List
- Public Folders > Student Management System > Scheduling > State Reporting Information
  - APSCN ALE Schedules with Minutes
  - APSCN ALE SIS Errors
  - APSCN State Report MS Check

#### 7. State Reporting and the ALE funding calculation

- ALE funding calculation uses the formula:  

$$(ALE\ Minutes\ Per\ Day \div Total\ Minutes\ in\ School\ Day) \times (ALE\ Days \div Total\ Days\ in\ Year) = ALE\ FTE$$
- **ALE Minutes Per Day** is determined by the amount of time per day that a student is scheduled into actual ALE courses as designated in the Master Schedule.
- **Total Minutes Per Day** (Administration > System Setup > Building > Building Data Entry > School Demographics) pulls in state reporting cycle 7.
- **ALE Days** is based on the curriculum code AE.
- ALE course information pulls in state reporting cycle 7 due June 15.
- The *SIS Manual* by year can be accessed on-line at <http://www.apscn.org> under the SIS > Statewide Information System. The *eSchool SMS Required Fields* document is under SIS > Information and Forms.