



# Alternative Learning Environment Unit Core Quality Program Indicators and Assessment Tool

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## Mission and Purpose

### Quality Indicators:

§ 6-48-102

- Student success is central to all management of learning across academic, behavior, vocational, social, and life skill domains.

<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
0	1	2

## Leadership

### Quality Indicators:

§ 6-48-102, ADE-Special Needs Funding Rules (SNFR): 3.00, 4.00, 6.00, 7.00, 8.00

- The district provides sufficient oversight to ensure program quality in a manner that protects the autonomy of the alternative education program operations.
- Decisions made regarding program operation align with state legislation and local policies and procedures
- Program organization ensures low student to teacher ratios that reflect the student needs.
  - **Student to teacher ratio of 1:15 for 7<sup>th</sup> -12<sup>th</sup>, w/para 1:18**
  - **Student to teacher ratio of 1:10 for K-6<sup>th</sup>, w/para 1:12**

0	1	2
0	1	2
0	1	2



# Alternative Learning Environment Unit

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### Culture and Climate (Safe and Orderly Environment)

§ 6-48-102, ADE-Special Needs Funding Rules (SNFR): 4.00

- Rules and behavioral expectations exist which are written, clearly understood and accepted by staff, students, and parents and are actively taught, rewarded or recognized and monitored to guide student behavior, evaluate progress, and manage the learning experience.

	<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
	0	1	2

### Professional Development

#### Quality Indicators:

§ 6-48-104, ADE-SNFR: 3.00, 4.00, 6.00, 7.00, and 8.00

- Focus of staff development are positive student outcomes across academic, social, behavior, life skill, vocational, and transition domains that will enhance the student's success in present and future settings.

0	1	2
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### Parental Involvement

#### Quality Indicators:

§ 6-15-1702, 6-18-1005, ADE-SNFR: 4.00

- Parents are recognized as equal partners and involved in all decision-making levels for their child that includes but is not limited to:
  - Placement,
  - Assessment, development, and modification of the student's personal educational plan, Functional Behavioral Assessment as needed.
  - Development, implementation, and monitoring of the student's Behavior Intervention Plan as needed,
  - Service coordination and transition planning.

0	1	2
0	1	2
0	1	2
0	1	2



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## Curriculum, Instruction and Opportunity to Learn Quality Indicators:

§ 6-48-103, § 6-41-202, ADE- SNFR: 3.00, 4.00

	<b>Not <u>Implemented</u></b>	<b>Partial <u>Implementation</u></b>	<b><u>Implemented</u></b>
• Students have an individualized plan for achievement.	0	1	2
• All students have access to the academic core curriculum.	0	1	2
• Teachers are highly qualified in the content area based on state standards.	0	1	2

## Collaboration with Community Quality Indicators:

§ 6-48-104, ADE-SNFR: 4.00

• Program planning incorporates community and other support services.	0	1	2
• Partnership with community agencies facilitate integrated case management and wraparound services for students and families.	0	1	2
• Program has a community advisory board that assists in planning, resource development, and decision-making.	0	1	2
• Partnerships are designed to support and enrich the program learning environment by including the community as a resource for education, advocacy, and volunteerism.	0	1	2



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## Transition Planning and Support

### Quality Indicators:

§ 6-48-103, § 6-18-1005, ADE-SNFR: 4.00

- Clear transition planning procedures are in place that address well-defined goals of the alternative education program placement, information and record sharing, and follow-up support following placement in the student's next education or vocational setting.

<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
0	1	2

## Monitoring and Assessment

### Quality Indicators:

§ 6-48-103, ADE-SNFR: 4.00

- Alternative Education Program uses program-wide, staff, and student measures to monitor both program and student goals and objectives.
- The program implements Response to Intervention practices that utilizes continuous assessment for placement, instruction, intervention, and transition decisions.
- Teachers use multiple evaluation and assessment strategies that are reliable, frequent, rigorous, and aligned with program, curriculum, and individual student goals.
- Teachers use standardized, traditional, and non-traditional methods of assessment to track academic, behavior/school climate, and transition performance at both program and student levels.

<u>Not Implemented</u>	<u>Partial Implementation</u>	<u>Implemented</u>
0	1	2
0	1	2
0	1	2
0	1	2



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### Mental Health Services

#### Quality Indicators:

§ 6-48-103, ADE-SNFR: 4.00

• Program services include access and availability of mental health services that are integrated into the alternative setting.	0	1	2
• Services provided within the program are of a comprehensive, wrap-around nature that includes both:			
○ Individual therapy based on the needs of each student despite SES of student,	0	1	2
○ Group therapy based on the needs of students.	0	1	2



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<u>Standards and Number of Items</u>	<u>Partial Implementation</u>	<u>Implemented</u>	<u>Total</u>	<u>Total Possible</u>
Mission/Purpose-1	_____	_____	_____	<u>2</u>
Culture and Climate—1	_____	_____	_____	<u>2</u>
Leadership-3	_____	_____	_____	<u>6</u>
Professional Development-1	_____	_____	_____	<u>2</u>
Parental Involvement-4	_____	_____	_____	<u>8</u>
Curriculum, Instruction and Opportunity to Learn-3	_____	_____	_____	<u>6</u>
Collaboration with Community-4	_____	_____	_____	<u>8</u>
Transition Planning and Support-1	_____	_____	_____	<u>2</u>
Monitoring and Assessment-4	_____	_____	_____	<u>8</u>
Mental Health Services- 3	_____	_____	_____	<u>6</u>
School Summary Score- 25	_____	_____	_____	<u>50</u>

  

<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
↓	↓	↓	↓	↓
<b>≤ 29</b>	<b>34</b>	<b>38</b>	<b>44</b>	<b>50 ≥</b>



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**Strengths:**

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**Areas in Need of Improvement:**

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**NON – NEGOTIABLE INDICATORS:**

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## District and School Information

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

District: \_\_\_\_\_

District Address: \_\_\_\_\_

District Phone #: \_\_\_\_\_

District Superintendent: \_\_\_\_\_

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

School Address: \_\_\_\_\_

School Phone #: \_\_\_\_\_

School Principal/Director/ Coordinator: \_\_\_\_\_



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