

# Alternative Schools & Creating School Codes

- Dr. Gary C. Wenzel, SDE/School Improvement
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Georgia Association for Alternative Education



**The message to send about Alternative Education is that Alternative Programs and Alternative Schools are great for students because we do not live in a one size fits all society**

## **160-4-8-.12 Revised Jan 2018**

- **1 (b) AYP determination changed to state and federal accountability**
- **2 (f) still lists GPS (Georgia Performance Standards) although we switched to GSE (Georgia Standards of Excellence)**
- **3 (a) included STUDENT AND STAFF DATA COLLECTIONS for reporting**

## **160-4-8-.12 Important Items**

- **LEAs must decide the type of Program or School their system will develop**
- **2(d)(1) Make sure if using an outside agency they do not provide a GED and if so, then the state and federal funds cannot be utilized**
- **3(n) Awarding of course credit – make sure to set policy on how a student may take a competency exam and receive credit, i.e. – passing EOC or EOG**

# Program or School?



# Program

**Alternative/Non-traditional Education Program** – is an alternative or non-traditional educational program that operates in affiliation with a school or schools. A program does not report Full-Time Equivalent (FTE) or receive a state or federal accountability determination. Achievement data for students enrolled in the program are reported back to the school where the student is reported for FTE purposes. The program may be housed within a school, on the same site, or at a different location.

# School

**Alternative/Non-traditional Education School** – is an alternative or non-traditional educational school that has an official school code and serves as the home school for the students enrolled. The school receives a state or federal accountability determination; reports FTE counts for all enrolled students; and earns Quality Basic Education (QBE) formula funds directly.

# Difference

Program and then	School
Disruptive and Non-disruptive Students	Disruptive and Non-disruptive Students
FTE stays at the base school	FTE goes with the student
Non-disruptive students may participate in sports	Non-disruptive students cannot play after the first year of school if it's in there now because we had it now we're going to align it to the center School Association) and build athletic department
Graduate with base school	School has their own graduation
Usually adhere to the course requirements of the base school	May adjust course requirements to provide competency in course areas
Administration is usually someone within the school and reports to the base school administration	Develops the administration team to set the policies and procedures for the school



# Difference

Program	School
May provide CTAE course from the base school if schedules allow	Can develop CTAE to fit the needs of the students and usually digital curriculum provides more opportunities
Students are still a part of the base school and cannot separate themselves	Students become members of the school and build a network of people like them
Staff may include teachers who serve in the program while providing little autonomy for the administration in teacher selection	Autonomy of developing staff to fit the needs of students
FAY does not become a factor on CCRPI	FAY – revolving doors cuts down on the number of students that actually count towards CCRPI
Nominal Testing Size is not a factor	Nominal Testing Size can be effected by FAY and cause a school to not receive points.

# Creating a School

- Planning is key to developing a school.
  - Develop a vision
  - Develop a mission
  - Decide on curriculum
  - Brand your school
- Utilize the [Alternative School Standards](#)

# STANDARDS

- **AEP Standard 1:** Conducts routine and systematic program evaluations to improve educational programs and services
- **AEP Standard 2:** Implements a transition process to support a seamless entry to the alternative education program and a seamless return to the traditional home school or external agency, which includes a plan for transition success
- **AEP Standard 3:** Provides students with opportunities to maintain or accelerate their current progress toward graduation
- **AEP Standard 4:** Develops and implements a graduation plan for each student
- **AEP Standard 5:** Provides meaningful service learning opportunities that are aligned to the Georgia Standards of Excellence to support student achievement

# STANDARDS

- **AEP Standard 6:** Program leadership communicates effectively and efficiently
- **AEP Standard 7:** Supports the academic success of students with a counseling program that is grounded in research based practices, addresses the current and future needs of students, and targets academic performance
- **AEP Standard 8:** Facilitates the academic success of students with a social work program that is responsive, rigorous, and emphasizes intervention and prevention services
- **AEP Standard 9:** Supports the academic success of students with the effective implementation of a rigorous, data-driven digital and virtual learning program aligned to state content standards \*This standard is only applicable to alternative education program schools that use digital and virtual learning programs.

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