



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia Alternative Education Program Standards

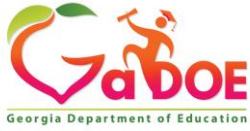
Alternative Education Program Standards

Introduction

The Georgia Alternative Education Program (GAEP) Standards are designed to improve alternative education programs through improvement and accountability. They serve as a tool for identifying areas of strength and areas needing improvement for each alternative education program or school within a school district. **The GAEP Standards describe what Georgia's alternative programs and schools need to know, understand, and be able to do beyond the Georgia Performance Standards.** They enhance opportunities for Georgia's alternative/ non-traditional programs to provide standards-based learning in order to make education work for all Georgia's students.

The GAEP Standards were developed using the following foundation documents and input.

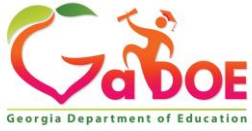
- National Alternative Education Association's Exemplary Practices in Alternative Education: *Indicators of Quality Programming*
- *School Keys: Unlocking Excellence through the Georgia School Performance Standards*
- Georgia System of Continuous Improvement framework
- Common Alternative Education Program Standards from other states
- Scientifically researched, effective programs and practices for educating alternative education students
- Discussions with students, parent, school staff, and community leaders
- Alternative Education Advisory Board comprised of representatives throughout Georgia



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Alternative Education Program Standards

GAEP Standard 1: Conducts routine and systematic program evaluations to improve educational programs and services GSCI Coherent Instruction 4- Refining the instructional system GSCI Effective Leadership 5- Driving improvement efforts			
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
District and/or local school personnel work collaboratively to conduct ongoing program evaluations. Multiple sources of data (e.g., student achievement, budgets, course completion, graduation rate, attendance, disciplinary, classroom observation, perception, teacher quality, etc.) are collected, analyzed, and used to determine progress of the GAEP.	District and/or local school personnel conduct frequent evaluations to determine progress of the GAEP. Sources of data are collected and used to determine specific strengths and next steps needed to promote student achievement.	District and/or local school personnel conduct sporadic evaluations to determine progress. Limited data are used in the GAEP evaluation process.	District and/or local school personnel do not conduct program evaluations.
Sample School Level Data Artifacts (include but are not limited to): <ul style="list-style-type: none"> • CCRPI Scores • Milestones scores • TKES and informal Observation data/feedback • Surveys • Monthly reports on discipline, attendance, and performance • Benchmark data • School Improvement Plan • Leadership Team minutes and agendas • School leadership can articulate how available resources are effectively utilized to support the progress of the whole child 		Sample District Level Data Artifacts (include but are not limited to): <ul style="list-style-type: none"> • Evidence of frequent district-led instructional walks • District-supported professional learning • District Improvement Plan and/or Strategic Plan • Specific budget allocations to support Alternative School/Program • Evidence of staffing decisions that support the development of the whole child • Systematic, routine system of progress monitoring of the Alternative School/Program's data 	



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GAEP Standard 2: Implements a transition process to support a seamless entry to the GAEP and a seamless return to the traditional home school or external agency which includes a plan for transition success

[GSCI Coherent Instruction 3- Monitoring student progress](#)

[GSCI Family and Community Engagement 3- Supporting student success](#)

[GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports](#)

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>The GAEP and traditional schools have collaborated to establish a well-defined process (e.g., orientation, assessment of the student, individual student transition plan, etc.) to address transition success. Student needs are deliberately addressed before, during and after the student's transition.</p> <p>Student support teams facilitate transitional services for each student. This process is also used each time a student is enrolled in an Ombudsmen program, Department of Human Resources (DHR), Department of Juvenile Justice (DJJ).</p> <p>Transitional planning includes referrals to community agencies and support services as appropriate.</p>	<p>The GAEP and traditional schools have agreed upon a process (e.g., orientation, assessment of the student, individual student transition plan, etc.) to address transition success. Student records, including the status of where the student is in the Response to Intervention (RTI) process from the sending school, are reviewed to determine appropriate placement and services both pre- and post-transition.</p> <p>Procedures for students to transition among external agencies (Department of Human Resources (DHR), Department of Juvenile Justice (DJJ), etc.), schools and group homes are implemented.</p>	<p>The GAEP has established a process to address transitions and has communicated the process to traditional schools. Student records are not shared in a timely manner and pre-entry and post-exit transitions are inconsistent and unmonitored.</p>	<p>There is little or no communication between the traditional school and the GAEP regarding students' pre-entry and post-exit transitions.</p>

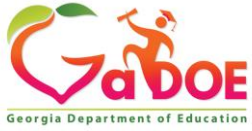
Alternative Education Program Standards

Sample School Level Data Artifacts (include but are not limited to):

- Orientation process guide
- Orientation process artifacts (minutes, agendas, student profiles)
- Individual student transition plans
- School to school transition agreements (including ongoing monitoring of student)
- Milestones scores of transitioned students
- School leadership of traditional and alternative schools can articulate transition process and the effectiveness of that process
- Student success rate after transition
- Benchmark data
- School Improvement Plan
- Leadership Team minutes and agendas
- Student support team minutes and agendas
- Waivers
- Evidence of wrap-around services as part of the transition process

Sample District Level Data Artifacts (include but are not limited to):

- District-supported professional learning
- District Improvement Plan and/or Strategic Plan
- Specific budget allocations to support Alternative School/Program
- Evidence of staffing decisions that support the development of the whole child
- Systematic, routine system of progress monitoring of the transition processes between traditional and alternative school/program
- Artifacts showing the monitoring of student success rate data



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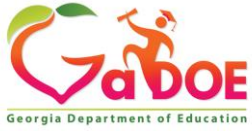
GAEP Standard 3: Provides students with opportunities to maintain or accelerate their current progress toward graduation

GSCI Coherent Instruction 3- Monitoring student progress

GSCI Family and Community Engagement 3- Supporting student success

GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Opportunities for students to maintain or accelerate their progress toward graduation are extensive (e.g., credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.)</p> <p>Individualized graduation plans afford students opportunities to maintain and accelerate their current progress towards graduation.</p> <p>Student progress toward graduation is consistently monitored.</p> <p>Successes are celebrated and barriers to academic progress are addressed in a timely manner.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are regularly available. Students are provided opportunities to participate in programs (e.g., credit recovery, internships, service learning, virtual school courses, work-ready programs, co-ops, mentorship programs, etc.) that maintain their progress toward graduation.</p> <p>Student progress toward graduation is periodically monitored.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are occasionally available but are limited in scope and nature.</p> <p>Student progress toward graduation is sporadically monitored.</p>	<p>Opportunities for students to maintain or accelerate their progress toward graduation are rarely, if ever, offered.</p>



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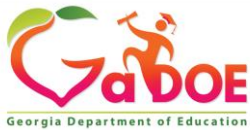
Alternative Education Program Standards

Sample School Level Data Artifacts (include but are not limited to):

- Individual student graduation plans
- Student transcripts
- Credit Recovery Logs
- Virtual School Logs/Reports
- Mentoring Logs
- Service Learning Logs
- Co-Op/Work Ready Logs
- Student Interviews/Data
- Individual student transition plans
- School leadership can articulate opportunities for students to maintain or accelerate progress toward graduation
- School Improvement Plan
- Leadership Team minutes and agendas
- Student support team minutes and agendas

Sample District Level Data Artifacts (include but are not limited to):

- District-supported professional learning
- District Improvement Plan and/or Strategic Plan
- Specific budget allocations to support Alternative School/Program
- Evidence of staffing decisions that support the development of the whole child
- Systematic, routine system of progress monitoring of the graduation plan processes and alignment between traditional and alternative school/program
- Artifacts showing evidence of the effectiveness of student graduation plans
- District leadership can articulate opportunities and success of students to maintain or accelerate progress toward graduation



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GAEP Standard 4: Develops and implements a graduation plan for each student GSCI Coherent Instruction 3- Monitoring student progress GSCI Family and Community Engagement 3- Supporting student success GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports			
<input type="checkbox"/> Level 4 <input type="checkbox"/> Exemplary	<input type="checkbox"/> Level 3 <input type="checkbox"/> Operational	<input type="checkbox"/> Level 2 <input type="checkbox"/> Emerging	<input type="checkbox"/> Level 1 <input type="checkbox"/> Not Evident
<p>Graduation plans are developed and implemented for all students, and the students have scheduled times to discuss graduation and career options including scheduled student-led conferences. Graduation plans incorporate goals for changing negative behavior patterns that may have impeded students' progress and success (e.g., tardiness, absences, suspension, expulsion, etc.).</p> <p>Graduation teams meet extensively to monitor student progress and revise graduation plans, as needed.</p>	<p>Graduation plans are developed and implemented for most students. Graduation plans are differentiated based on each student's needs and address required services to meet the educational needs of all students.</p> <p>Students frequently discuss graduation and career options during scheduled student-led conferences.</p> <p>Graduation teams are formed and meet regularly to monitor student progress.</p>	<p>Attempts are being made to develop graduation plans for some students. There is some evidence that limited opportunities to discuss graduation and career options are made available to students.</p> <p>Initial efforts are being made to form graduation teams.</p>	<p>There is no evidence of a graduation plan for students. Students are rarely provided an opportunity to discuss graduation or career options.</p> <p>There are no graduation teams in place.</p>
<p>Sample School Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • Individual student graduation plans • Graduation Coach Logs • Graduation team agendas and minutes • Graduation team roster • Completion rate of graduation plans 		<p>Sample District Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • District-supported professional learning • District Improvement Plan and/or Strategic Plan • Specific budget allocations to support Alternative School/Program 	

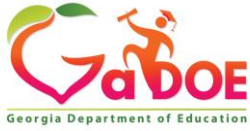


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Alternative Education Program Standards

- Student transcripts
- Student Interviews/Data
- Individual student transition plans
- School leadership can articulate the process implemented to address individual student barriers to progress within the graduation plans
- School Improvement Plan
- Leadership Team minutes and agendas
- Student support team minutes and agendas
- Artifacts to show celebration of student success
- Attendance Logs/Records
- Suspension Records
- Expulsion Records

- Evidence of staffing decisions that support the development of the whole child
- Systematic, routine system of progress monitoring of the graduation plan processes and alignment between traditional and alternative school/program
- Artifacts showing evidence of the effectiveness of student graduation plans
- District leadership can articulate the process for developing student graduation plans
- District personnel tracks and can articulate the graduation rate data of alternative school students
- Evidence of district support for successful implementation of graduation plans



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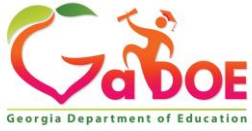
GAEP Standard 5: Communicates effectively and efficiently GSCI Effective Leadership 1 - Creating and maintaining a school climate and culture conducive to learning GSCI Family and Community Engagement 3- Communicating effectively with families/the community GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports			
<input type="checkbox"/> Level 4 <input type="checkbox"/> Exemplary	<input type="checkbox"/> Level 3 <input type="checkbox"/> Operational	<input type="checkbox"/> Level 2 <input type="checkbox"/> Emerging	<input type="checkbox"/> Level 1 <input type="checkbox"/> Not Evident
<p>District and school staff have developed and implement a detailed process to ensure the consistent and active communication of transition and graduation plans, rules, policies, practices, and procedures with stakeholders (parents, community members, business partners, district staff, traditional school staff, students and school staff).</p> <p>Collaboratively developed school improvement plan is presented to local Board of Education and published on the local education agency's website.</p>	<p>District and school staff communicate with stakeholders (parents, community members, business partners, district staff, traditional school staff, students and school staff) in a timely manner. Transition and graduation plans, rules, policies, practices, and procedures are regularly articulated and communicated throughout the school community through a variety of ways (e.g., websites, newsletters, email, surveys, meetings, etc.)</p> <p>School improvement plan is presented to local Board of Education and published on the local education agency's website.</p>	<p>District and school staff attempt to communicate with stakeholders (parents, community members, business partners, district staff, traditional school staff, students and school staff) through random methods. Transition and graduation plans, rules, policies, practices, and procedures are inconsistently articulated and communicated throughout the school community.</p>	<p>Rules, policies, practices, and procedures are infrequently articulated and communicated throughout the school community.</p>
<p>Sample School Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • Communication Protocol/Processes • Evidence of communications • Surveys 		<p>Sample District Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • District-supported professional learning • District Improvement Plan and/or Strategic Plan 	



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<ul style="list-style-type: none">• Agendas• Meeting Minutes• Updated Website• School Improvement Plan process and evidence of parent and community involvement• Evidence of School Improvement Plan being presented to local Board of Education• School leadership can articulate how all stakeholders are involved in the development of the school improvement plan	<ul style="list-style-type: none">• Specific budget allocations to support Alternative School/Program• Evidence of staffing decisions that support the development of the whole child• Systematic, routine system of progress monitoring of the development and implementation of the alternative school's improvement plan• Artifacts showing evidence of the effectiveness of student graduation plans• Evidence of district support for the communication of the alternative school's improvement plan
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Alternative Education Program Standards

GAEP Standard 6: Supports the success of students with a counseling program that is grounded in evidence-based practices to address the academic, social, and emotional success of students.

[GSCI Effective Leadership 1 - Creating and maintaining a school climate and culture conducive to learning](#)

[GSCI Family and Community Engagement 6- Collaborating with the community](#)

[GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports](#)

[GSCI Student Learning Environment 3- Ensuring a student learning community](#)

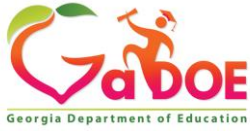
<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Counselors coordinate with other support staff to purposefully monitor the effective implementation of individual transition and graduation plans that meet the academic, social and emotional needs of students and adjust as necessary.</p> <p>Counselors implement evidence-based practices to actively and successfully remove barriers to students' academic, non-academic, social and emotional growth.</p> <p>An environment for academic preparation exists that promotes a wide range of post-secondary options for students as well as supports students in establishing job readiness skills.</p>	<p>Counselors regularly coordinate with other support staff to effectively implement and monitor transition and graduation plans.</p> <p>Counselors work to remove barriers to students' academic, non-academic, social and emotional growth.</p> <p>Students are routinely supported in preparation for post-secondary success.</p>	<p>Counselors sporadically coordinate with other support staff to implement and monitor transition and graduation plans.</p> <p>Counselors sporadically work to remove barriers to students' academic, non-academic, social and emotional growth.</p> <p>Opportunities for students to access post-secondary and career preparation programs are occasionally available but are limited in scope and nature.</p>	<p>Counselors rarely, if ever implement and monitor transition and graduation plans.</p> <p>Counselors rarely, if ever work to remove barriers to students' academic, non-academic, social and emotional growth.</p> <p>Opportunities for students to access post-secondary and career preparation programs and to develop effective interpersonal skills, are rarely, if ever, offered.</p>



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<p>Sample School Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • Counselor schedules of meetings with students • Student transition plans • Student graduation plans • Evidence of parent involvement • Orientation process • Student profiles • Evidence of counseling practices (e.g. Small groups) • Agendas and meeting minutes • Evidence of coordination with post-secondary institutions • Evidence of student exposure to post-secondary options • Individual student academic, social and emotional goals • Counselors can articulate the use of evidence-based practices within the counseling program • Student interviews/data • Students can articulate progress in transition and graduation plans, and how counselors have assisted them in meeting their goals 	<p>Sample District Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • District-supported professional learning • District Improvement Plan and/or Strategic Plan • Specific budget allocations to support Alternative School/Program • Evidence of staffing decisions that support the development of the whole child • Systematic, routine system of progress monitoring of the effectiveness of the counseling program • District supports the school in acquiring additional social and emotional resources for students
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Alternative Education Program Standards

GAEP Standard 7: Facilitates the success of students with a social work program that is responsive, rigorous, and emphasizes intervention and prevention services

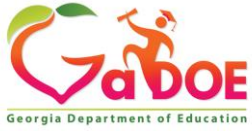
GSCI Effective Leadership 1 - Creating and maintaining a school climate and culture conducive to learning

GSCI Family and Community Engagement 6- Collaborating with the community

GSCI Student Learning Environment 2- Developing and monitoring a multi-tiered system of supports

GSCI Student Learning Environment 3- Ensuring a student learning community

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Social work programs consistently and effectively support the academic, social and emotional growth of students and families while contributing to a school environment and culture of positive, results-oriented teaching and learning.</p>	<p>Social work program continuously works with students and families through a multi-tier framework with an emphasis on salient ecologies (school, home and community) with the goal of improving academic, social and emotional outcomes for the student and family.</p> <p>School-based intervention, research and evidence, and informed practices are routinely utilized in social work services.</p> <p>Data related to practices are routinely collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.</p>	<p>Social work programs sporadically address the needs of the students and families.</p> <p>Programs to support the academic, social and emotional growth of students are seldom accessed by students, families and staff.</p> <p>Data related to practices are sporadically collected, analyzed and used to inform appropriate interventions and removal of barriers to student success.</p>	<p>Opportunities for students and families to access social work programs are rarely, if ever, offered.</p>



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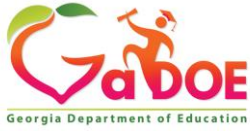
Alternative Education Program Standards

Sample School Level Data Artifacts (include but are not limited to):

- Social worker schedules of meetings with students and with outside agencies
- Student transition plans
- Student graduation plans
- Evidence of parent involvement
- Orientation process
- Student profiles
- Agendas and meeting minutes
- Evidence of coordination with outside agencies
- Social workers can articulate the use of school-based interventions implemented within the school
- Student interviews/data
- Students can articulate progress in transition and graduation plans, and how social workers have assisted them in meeting their goals
- Data sources corroborating interventions and success and/or weaknesses of interventions

Sample District Level Data Artifacts (include but are not limited to):

- District Improvement Plan and/or Strategic Plan
- Specific budget allocations to support Alternative School/Program
- Evidence of staffing decisions that support the development of the whole child
- Systematic, routine system of progress monitoring of the effectiveness of the social work program
- District supports the school in acquiring additional social and emotional resources for students
- District staff can articulate the role of the social worker and the school-based interventions that are implemented in the alternative school



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Alternative Education Program Standards

GAEP Standard 8: Supports the academic success of students with the effective implementation of a rigorous instructional framework aligned with the Georgia Standards of Excellence (GSE)

GSCI Coherent Instruction 1- Planning for quality instruction

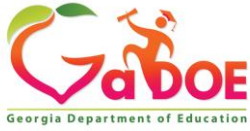
GSCI Coherent Instruction 2- Delivering quality instruction

GSCI Coherent Instruction 3- Monitoring student progress

GSCI Coherent Instruction 4- Refining the instructional system

GSCI Effective Leadership 3- Ensuring high quality instruction in all classrooms

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
<p>Instruction is consistently delivered using evidence-based best practices and is monitored to ensure positive impact on student achievement</p> <p>Instruction is purposefully designed and data-driven to meet the specific learning needs of individual students</p>	<p>Instruction that is aligned to the GSE is delivered using evidence-based best practices</p> <p>Instruction is designed with some consideration of specific learning needs of individual students</p>	<p>Instruction sporadically uses evidence-based practices and is poorly aligned to the GSE</p> <p>Instruction is sporadically designed to meet specific learning needs of students.</p>	<p>Instruction does not use evidence-based practices and is not aligned to the GSE</p> <p>Instruction does not address the specific learning needs of the student</p>
<p>Sample School Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • Lesson plans • Curriculum guides • Pacing Guides • Assessment data • Evidence of student tracking of progress 		<p>Sample District Level Data Artifacts (include but are not limited to):</p> <ul style="list-style-type: none"> • District Improvement Plan and/or Strategic Plan • Specific budget allocations to support Alternative School/Program • Evidence of staffing decisions that support the development of the whole child 	



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- Systematic, routine system of progress monitoring of the effectiveness of the instructional framework

GAEP 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

[GSCI Coherent Instruction 1- Planning for quality instruction](#)

[GSCI Coherent Instruction 2- Delivering quality instruction](#)

[GSCI Coherent Instruction 3- Monitoring student progress](#)

[GSCI Coherent Instruction 4- Refining the instructional system](#)

[GSCI Effective Leadership 3- Ensuring high quality instruction in all classrooms](#)

***This standard is only applicable to GAEP schools that use digital and virtual learning programs.**

<input type="checkbox"/> Level 4 Exemplary	<input type="checkbox"/> Level 3 Operational	<input type="checkbox"/> Level 2 Emerging	<input type="checkbox"/> Level 1 Not Evident
Digital and virtual learning programs are consistently and seamlessly used to provide enhanced, rigorous learning opportunities that further the academic growth of students.	<p>Students routinely access rigorous digital and virtual learning programs that incorporate literacy and communication skills as well as engage students in multiple ways to learn.</p> <p>The digital and virtual learning programs used provide timely, reliable and valid feedback that is routinely used to inform teaching and learning.</p>	<p>Students occasionally access digital and virtual learning programs that sometimes incorporate literacy and communication skills as well as engage students in multiple ways to learn.</p> <p>Data from digital and virtual learning programs are infrequently used to inform teaching and learning.</p>	This category is not applicable for this standard.
Sample School Level Data Artifacts (include but are not limited to): <ul style="list-style-type: none"> • Lesson plans • Curriculum guides 		Sample District Level Data Artifacts (include but are not limited to): <ul style="list-style-type: none"> • District Improvement Plan and/or Strategic Plan 	



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<ul style="list-style-type: none">• Pacing Guides• Assessment data• Evidence of student tracking of progress• Evidence of digital/virtual learning program participation• Feedback forms of usage/proficiency on digital/virtual platforms.	<ul style="list-style-type: none">• Specific budget allocations to support Alternative School/Program• Evidence of staffing decisions that support the development of the whole child• Systematic, routine system of progress monitoring of the effectiveness of the instructional framework
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