# Alternative Education Program (AEP) Quality Indicators Rubric

| Indicator | Needs Developing | Accomplished | Exemplary |
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| **1. Program Structure and Accountability:** AEPs are not limited in scope or design and are structured to complement the goals and objectives of the district and are designed to rigorously support the students enrolled in such programs. Accountability policies and procedures are established with fidelity. | | | |
| **1.1 Established and Engaged Mission and Vision:** Districts operating AEPs must ensure that each program's mission and vision is aligned to the goals of the district with a clear target population. Student success should be centered, and the mission should be embedded in the program. A process for annual review with stakeholder engagement is in place to ensure continued alignment. | A formal mission statement has not been developed or is underdeveloped with no evidence of how the program supports the district's goals and/or is not aligned to a targeted student population.<br><br>Student success is not central to the mission and vision.<br><br>Mission and vision are not evident in daily program culture.<br><br>No evidence of a process for district's annual review of mission and vision to ensure programming supports its purpose. Limited or no stakeholder involvement is evidence. | The program's mission and vision address how the program supports the district's goals but lacks clarity and aligns them to a generic student population.<br><br>Student success is central to the vision and mission of the program, but does not include the development of academic skills, social competencies, and college/career/life readiness skills.<br><br>Mission or vision is articulated but not consistently evident in daily program culture.<br><br>There is limited evidence of communication and collaboration with all stakeholders in a process for the district to review the mission and vision annually to ensure current programming continues to support its purpose. | The program's mission and vision clearly articulate how the program supports the district's goals and aligns them to the targeted student population.<br><br>Student success is central to the vision and mission of the program, which includes the development of academic skills, social competencies, and college/career/life readiness skills.<br><br>Strong evidence that mission and vision are part of daily practices and culture.<br><br>There is a comprehensive process in place for the district to review the mission and vision annually and ensure current programing continues to support its purpose. Communication and collaboration with all stakeholders are clear and consistent. |
| **1.2 Program Policies and Procedures:** In addition to the direct services to students, districts operating AEPs are required to maintain and annually review a variety of policies related to the operation of their program.<br>• Purpose of the Program | District policies and procedures for the AEP are minimal or lacking entirely.<br><br>Policies and procedures lack clarity and/or are not clearly communicated. Stakeholder roles are unclear or missing. Nor is there consistent review/updates of the policies and procedures. | District policy and procedure refers to the AEP.<br><br>Policies and procedures define roles and responsibilities of the program and all stakeholders involved. A process to evaluate and update these documents annually is in place. | District policy and procedure intentionally identify and support the AEP.<br><br>Policies and procedures clearly and directly support the program's purpose, direction, and the effective operation of the program. Stakeholder roles are clearly outlined. A process to evaluate |

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| • Eligibility Criteria<br>• Processes for Entering the Program<br>• Processes for Transitioning Out of the Program<br>• Processes for Developing the Individual Learning Plan Addendum (ILPA)<br>• Procedures for District Oversight and Monitoring<br>• Procedures for Selecting and Implementing Professional Learning for Staff | There is no written Code of Conduct, or a Code of Conduct is outlined but not consistently or clearly communicated. Expectations are unclear and students cannot readily articulate them.<br><br>Stakeholders are not made aware of policies related to AEPs. It is difficult to find or is inaccessible. | The Code of Conduct, including disciplinary actions, is outlined. Expectations, interventions, and consequences are defined and communicated. Students can articulate most of the expectations.<br><br>Stakeholders have minimal communication of and access to this information. | and update these documents regularly and with stakeholders' input is evident.<br><br>The Code of Conduct, including disciplinary actions, is outlined in detail. Rationale for expectations, interventions, and consequences is included.<br><br>This information is communicated clearly to stakeholders and is easily accessible. Students can articulate and appear to understand the expectations. |
| **1.3 Infinite Campus Reporting:** AEP site designation (onsite or offsite) must be indicated in the Kentucky Statewide Student Information System (KSIS), Infinite Campus (IC). Districts operating AEPs must maintain data and a complete education record including those created by partner organizations when required elements of the KSIS Data Standards. Program data should be used by the district to inform their monitoring. | The AEP is not properly designated in IC.<br><br>Student ILPA completion rate is under 85%. Sections of the ILPA are often incomplete for each student.<br><br>Statutorily mandated data collections for students in the program is inconsistent or not evident.<br><br>Protocols for the collection and documentation of student records are missing or underdeveloped. Behavior data including all incidents of in-program removals, suspensions, seclusions, and restraints are inconsistently recorded in IC, including those completed by a non-district staff member. | The AEP is properly designated in IC.<br><br>Student ILPA completion rate is between 85% and 94%. Most sections of the ILPA are completed for each student.<br><br>Most statutorily mandated data collections for students in the program is evident.<br><br>Protocols for the collection and documentation of student records are in place but inconsistent or unclear. Behavior data including all incidents of in-program removals, suspensions, seclusions, and restraints are designated in IC, including those completed by a non-district staff member. | The AEP is properly designated in IC.<br><br>Student ILPA completion rate is 95% or above. All sections of ILPA are completed for each student.<br><br>All statutorily mandated data collections for students enrolled in the program is evident.<br><br>Comprehensive protocols are in place for the efficient collection and documentation of student records. Detailed behavior data including all incidents of in-program removals, suspensions, seclusions, and restraints are properly designated in IC, including those completed by a non-district staff member. |

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| | District use of data collected in IC to inform their operation and oversight of the AEP is not evident. | District use of data collected in IC to inform their operation and oversight of the AEP is inconsistent or poorly documented. | It is well-documented and communicated that the district uses the data collected in IC to inform their operation and oversight of the AEP. |
| **1.4 Funding:** Policies and practices provide clear requirements, direction for and oversight of fiscal management. Districts must use the statewide fiscal management system and chart of accounts to track costs and expenditures associated with each AEP operating in the district. | District leadership does not prioritize funding and resources to protect the integrity of the program.<br><br>The educational opportunities provided to the students in the AEP are significantly fewer than A1 students. | District leadership allocates minimal funding and resources to protect the integrity of the program. Students enrolled in the AEP only receive some of the same services as students in an A1 school in the district.<br><br>Policies, processes, and procedures are implemented to ensure resources are comparable to A1 schools. | The district provides adequate financial support and other needed resources for implementation of quality alternative education services commensurate with peers enrolled in A1 schools (i.e., teaching, and non-teaching staff, equipment, technology, supplies, curriculum, etc.) to protect the integrity of the program.<br><br>Policies, processes, and procedures are implemented to ensure equitable resources are allocated to address the enhanced needs of AEP students. |
| **1.5 District Engagement and Support:** Districts must maintain clear procedures for regular, periodic monitoring & sufficient oversight to ensure quality programming while protecting the autonomy of the AEP's operation. | Evidence does not support established procedures for district staff visits to the AEP to meet regularly with administrators and teachers of the program.<br><br>There is little or no evidence of collaboration or shared decision making. Program monitoring is sporadic.<br><br>District staff do not distinguish between its roles and responsibilities and those of program leadership. Support and respect for program leadership's autonomy for improvement in student learning and | Procedures are in place for district staff visits to the AEP on a regular basis to meet with administrators and teachers of the program. Program needs are discussed, and plans are made for support.<br><br>District administration utilizes a collaborative approach to ensure shared decision-making in most aspects of education, high expectations for the program, and periodic monitoring of program quality.<br><br>District staff usually maintain a distinction between their roles and responsibilities and those of program leadership. Support and respect for the | Clear procedures are established for district staff visits to the AEP monthly to meet with administrators and teachers of the program. The program's ongoing needs are discussed with plans for support outlined and followed through promptly.<br><br>District administration utilizes a collaborative approach that ensures shared decision-making in all aspects of education (administration, staff development, guidance, support services, extracurricular activities, transportation, health and food services, and instructional delivery systems), high expectations for the program, and continuous monitoring of |

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| | daily operations of the program is not evident. | autonomy of program leaderships for improvement in student learning and day-to-day operations of the program is evident but may be inconsistent. | program quality.<br><br>District staff maintains a clear distinction between its roles and responsibilities and those of program leadership. Support and respect for program leadership's autonomy to accomplish goals for achievement and instruction and manage daily operations of the program is evident. |
| **2. Climate and Culture:** Maintains a safe, caring, and orderly climate and culture of mutual trust and positive attitudes that supports academic and personal growth of students and staff. | | | |
| **2.1 Positive Culture with Shared Values and Mutual Trust:** The program leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning, mutual trust and positive attitudes that supports academic and personal growth of students and adults. | The program does not have a coherent approach to culture-building; the tone of the program is not respectful or orderly.<br><br>Minimal or no evidence exists that indicates the program's culture is based on shared values and beliefs about teaching and learning. | The program's approach to culture-building promotes trust and connections between students and among students and program staff that are positive and encourage academic and social success aligned with the program's goals.<br><br>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders, staff, and students. | The program's approach to culture-building meaningfully involves, actively promotes, and develops mutual trust and connections between students and staff that are positive and encourage academic and social success aligned with the program's goals.<br><br>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is always reflected in communication among leaders, staff, and students. |
| **2.2 Safe and Nurturing Climate:** The program fosters a positive, trauma-informed climate conducive for youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Norms, values, and expectations create an environment of social, | Program connectedness is not evident. There is little to no support for the development of social and civic knowledge, skills and dispositions including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making. | Program connectedness is sometimes evident through positive identification and sporadic participation within program norms. The program supports development of social and civic knowledge, skills, and dispositions including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making. | Program connectedness is evident through positive identification and consistent participation within program norms. The program supports the comprehensive development of social and civic knowledge, skills, and dispositions including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making. |

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| emotional, intellectual, and physical safety. | Trauma-informed practices are minimal or lacking entirely.<br><br>Few or no opportunities exist for program staff to build long-term interaction with individual students. Few or no students have a staff member who advocates for their needs regarding learning skills, thinking skills and life skills.<br><br>Peer networks are not evident in the program.<br><br>The program does not have an established team that monitors the climate of the program. | Some trauma-informed practices are evident.<br><br>Program staff participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the program staff to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.<br><br>Some network of supportive peer relationships is encouraged.<br><br>There is a team that plans, monitors, and implements strategies to address program climate but may not include all stakeholders. | Trauma-informed practices are comprehensive and visible throughout the program.<br><br>Program staff participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the program staff to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills<br><br>An established systematic network of supportive peer relationships is in place.<br><br>The program has a designated team of representative administrative, teaching, support, and student representatives that strategically plan, monitor, and implement prevention and intervention strategies to address the program climate. |
| **2.3 Inclusion Is Valued:** The culture of the program is characterized by valuing inclusion and a sense of belonging and community among all stakeholders. | There is minimal purposeful planning for inclusive practices. | The program demonstrates the inclusion of students regardless of academic, behavioral, or cultural backgrounds and includes high expectations for all students. The program celebrates student diversity. All students are treated with respect.<br><br>Opportunities for inclusion are belonging are offered. | The program demonstrates the inclusion of students regardless of academic, behavioral, or cultural backgrounds and includes high expectations for all students. The program celebrates student and staff diversity. All students are treated with dignity and respect. |

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| | | Student and family voices are requested using surveys and considered when making decisions. | Structures are in place that foster inclusion and belonging such as clubs and affinity groups.<br><br>Structures are in place for family and student leadership roles to aid in collaborative decision making with intentional inclusion of families/students who are historically marginalized. |
| **2.3 Respect for Diversity:** Mutual respect for individual differences (e.g., gender, race, culture, ability, etc.) at all levels of the program—student-student; adult-student; adult-adult and overall norms for tolerance. | Decisions and actions seldom or never support diversity. Program staff may or may not consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among staff and students. | Program staff align their decisions and actions toward considering physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity differences among all staff and students when making program and service decisions. | Program staff intentionally and consistently align their decisions and actions toward valuing diversity. They encourage, support, and expect all students and staff to demonstrate respect and inclusive behavior. They consider physical, cultural, socio-economic, racial/ethnic, ability, gender and gender identity when making decisions about the program or services. |
| **2.4 Prioritized Equity**: The program supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff. | Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success.<br><br>There is little or no evidence that instruction practices focus on student engagement, depth of understanding or application of knowledge.<br><br>Students do not have access to extra or co-curricular activities | Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success.<br><br>Evidence indicates some instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.<br><br>Students have access to some extra and co-curricular activities such as clubs, art, music, etc. | Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.<br><br>Evidence indicates a strong commitment to instructional practices that include active student engagement, supplemental learning, enrichment activities, a focus on depth of understanding and the application of knowledge and skills. |

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| | | | Students in the program have access to a variety of extra and co-curricular activities such as clubs, art, music, etc. |
| **2.5 Behavioral Interventions:** Comprehensive and proactive intervention systems in place to address student social and emotional and behavioral needs | The program is punitive in nature either through language, consequences, and/or daily structure. There is limited or no evidence of a positive behavioral intervention system. Behavior data is rarely utilized in decision making. Minimal or no communication to stakeholders is evident.<br><br>There is little or no evidence that multi-tiered systems of support, such as Positive Behavioral Interventions and Support (PBIS) and trauma-informed practices, are utilized. Support for student social-emotional well-being is minimal.<br><br>Restorative practices are rarely or never utilized. | The culture and climate of the program is mostly positive behavioral management and student discipline. There is evidence of clearly developed behavioral interventions present with sporadic implementation and data usage in the decision-making process. Processes for review and monitoring of behavior data are evident. The system is integrated into the operations of the program. Communication with some stakeholders is evident.<br><br>Common expectations are posted in some areas of the facility. Most staff and students can communicate expectation.<br><br>Evidence of multi-tiered systems of support, such as PBIS and trauma-informed practices, is modest. Social-emotional curriculum or lessons are chosen at the discretion of the staff and regularly offered to students. Occasional use of restorative practices is evident. | Program culture and climate is characterized by a positive atmosphere for behavioral management and student discipline. A behavioral intervention system is clearly developed and implemented with fidelity through a databased decision-making process. Procedures are in place for regular review and monitoring of behavior data and areas of growth. Collective efficacy in this effort is visible and the system is an integral part of the daily functioning of the program. Clear communication with all stakeholders is evident.<br><br>Common expectations are visibly posted throughout the facility. Students and staff can clearly communicate expectations for all common areas and classrooms.<br><br>There is sufficient evidence that multi-tiered systems of support are in place, such as PBIS and trauma-informed practices, and a comprehensive, shared social-emotional learning curriculum and restorative practices are used consistently. |
| **2.6 Staff Wellbeing:** Faculty and staff wellbeing are a priority in the program. Shared decision making, collaboration, and opportunities to contribute | There is little to no evidence of the existence of programs that cover areas of wellbeing.<br><br>Program faculty and staff have no opportunities to make contributions to | There is some evidence of the existence of programs that cover areas of wellbeing (physical/biometric, mental, and emotional). The climate of the program sometimes prioritizes staff | There is significant evidence of the existence of robust programs that cover areas of wellbeing (physical/biometric, mental, and emotional). The climate of the program prioritizes positive staff |

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| are evident. Faculty and staff are recognized for their achievements and have access to a comfortable and clean lounge area. | initiatives. They are rarely, if ever, recognized for accomplishments and contributions to program.<br><br>Faculty and staff do not have a well-being area. | relationships, collaboration, shared decision making, and well-being.<br><br>Program faculty and staff have some opportunities to make contributions to initiatives. They are sometimes recognized for accomplishments and contributions to program.<br><br>Faculty and staff have a clean and comfortable well-being area. | relationships, collaboration, shared decision making, and well-being.<br><br>Program faculty and staff have ample opportunities to make substantial contributions to program initiatives.<br><br>They are recognized for accomplishments and contributions to program.<br><br>Faculty and staff have a designated clean, comfortable, and inviting well-being (such as a lounge). |
| **2.7 Facility:** The program maintains facilities, services, and equipment in a safe, clean, aesthetically pleasing, and physically accessible environment that supports optimal student learning. | Program facilities are not well-maintained and/or not safe, clean, or physically accessible environment. Facilities do not adequately accommodate the needs of staff and students to accomplish the established goals.<br><br>Areas for counseling and the delivery of community support services are not designated.<br><br>Program and district leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Few or no measures that assess these conditions are in place. Few or no staff work to improve these conditions. | Program facilities are well-maintained in a safe, clean, and physically accessible environment. Facilities usually accommodate the needs of staff and students to accomplish the established goals.<br><br>There are designated areas for counseling and the delivery of community support services.<br><br>Program and district leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate staff as necessary to improve these conditions. | Program facilities are well-maintained in a safe, clean, bright, aesthetically pleasing, and physically accessible environment.<br><br>Facilities adequately accommodate the needs of staff and students to accomplish the established goals with high quality. Accommodations are made for "privacy areas" for counseling and the delivery of community support services.<br><br>Program and district leaders have adopted clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and |

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| | Food services may not be provided near or within the facilities. Quality nutrition is not reflected and accommodation for student needs may not always be met. | Food services are provided near or within the facilities. Food services reflect quality nutrition and accommodate personal student needs. | implemented by appropriate staff to continuously improve these conditions.<br><br>Food services are provided near or within the facilities. Food services reflect high quality nutrition and accommodate personal student needs and desires for nutrition. |
| **3. Transition Planning and Supports:** The district has clear criteria and procedures for transitioning students from the traditional education setting to the alternative education setting and from the alternative program to the student's next education or post-secondary setting. The transition process ensures that the alternative education placement is the most appropriate placement for student's specific academic, behavioral, life skill, service coordination, transitional and occupational needs, which ensures the likelihood of student success. | | | |
| **3.1 Processes for Entering the Program:** The district clearly dictates the entry procedures for students that are transferring into an AEP. A formal entry transition process encompasses the student's placement into a new educational setting and incorporates collaboration with referring programs and stakeholders. | Established policies that outline requirements for identifying and enrolling students in the AEP are rarely, if ever, followed consistently across the district.<br><br>There is a not a formal entry transition process in place addressing at least two of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILP and/or IEP (Individual Education Plan) review, and short- and long-term goal setting.<br><br>The transition process does not appear to include communication between the referring program and the AEP and is not clearly communicated and implemented among all stakeholders. Students are unsure of the reasons they were placed in the AEP and cannot identify how the program's | Established policies that outline requirements for identifying and enrolling students in the AEP are usually followed across the district.<br><br>There is a formal entry transition process that includes at least three of the following: orientation for students and guardians, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILP and/or IEP review, and short- and long-term goal setting.<br><br>There is minimal evidence that the transition process includes communication between the referring program and the AEP and is inconsistently communicated and implemented among stakeholders. Students can partially identify their reasons for placement but may struggle to identify how the program's services will help them meet their goals. | Established policies that outline eligibility requirements for identifying and enrolling students in the AEP are consistently followed across the district.<br><br>There is a formal entry transition process including: orientation for students and guardians, assignment of adult advocate, assessment of students (academic, social-emotional, behavioral, and mental health needs), ILP and/or IEP review, and short- and long-term goal settings.<br><br>There is significant evidence that the transition process includes high levels of collaboration and communication between the referring program and the AEP and is communicated and implemented among all stakeholders. Students can fully articulate the reasons for placement and how the program services will help them meet their established goals. |

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| | services will help them meet their goals. | | |
| **3.2 Individual Learning Plan Addendum (ILPA):** The ILPA documents the ways that a student's time in the AEP will enhance their educational experience and support them on their path towards graduation and lifelong success. Districts should maintain clear systems that allow the ILPA to be informed by, and expand upon, the students Individual Learning Plan (ILP). | Few or no students enrolled for more than 10 consecutive school days have an ILPA and details are limited or lacking entirely in IC. The AEP does not identify how their services will help the students meet their goals while they are enrolled.<br><br>The program does not have a dedicated ILPA team and no procedures for monitoring and reviewing student ILPA is evident.<br><br>ILPAs are not part of the culture of the program. | All or most students enrolled for more than 10 consecutive school days have an ILPA and pertinent details are evident in IC. The ILPA describes students' academic and behavioral needs. Goals for reentry, graduation, or post-secondary opportunities are identified but how the services provided by the AEP will help the student meet their goals while they are enrolled is minimal or lacking entirely.<br><br>The program has an ILPA committee, but it is limited in scope. The team meets to review student ILPAs as needed.<br><br>ILPAs are partially integrated into the operation of the program. Most stakeholders can articulate how the ILPA is used in the program and benefits their students. | All students enrolled for more than 10 consecutive school days have a detailed ILPA in IC. The ILPAs include steps to support the academic and behavioral needs of individual students. Goals for reentry, graduation, or post-secondary opportunities are well documented, as well as how the services provided by the AEP will help the student meet the outlined goals while they are enrolled in the program.<br><br>The program has an ILPA committee including all defined stakeholders dedicated to the long-term success of the student. The team has an established process for regular monitoring and review of student ILPAs.<br><br>The ILPA process is embedded into the operation of the program. All stakeholders, including faculty, staff, students, caregivers, and external agencies (when applicable) can articulate how the ILPA is used in the program and benefits their students. |
| **3.3 Process for Exiting the Program:** The district clearly established and communicates the entry procedures for students that are transferring into an AEP. A formal exit process encompasses student reentry or post-secondary | Policies that outline requirements for student reentry into an A1 or post-secondary opportunities are rarely, if ever, followed consistently across the district.<br><br>There is a little to no evidence of a formal exit transition process that includes at least one of the following: | Established policies that outline requirements for student reentry into an A1 or post-secondary opportunities are usually followed across the district.<br><br>There is a formal exit transition process that includes an exit interview with students and caregivers and communication between the referring | Established policies that outline requirements for student reentry into the A1 or post-secondary opportunities are consistently followed across the district.<br><br>There is a formal exit transition process including an exit interview with the student and caregivers. High levels of |

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| transition and includes collaboration with stakeholders. | an exit interview with students and caregivers, communication between the referring program and the AEP about the strengths and needs of the student (academic, behavioral, and social-emotional learning needs; college and career readiness goals; etc.).<br><br>Transition plans for follow-up support to ensure student success is not evident.<br><br>The exit transition process is rarely or not at all communicated to stakeholders. Students are unable to articulate the criteria for exiting the program or how the ongoing support will help them meet their goals. | program and the AEP about the strengths and needs of the student (academic, behavioral, and social-emotional learning needs; college and career readiness goals; etc.).<br><br>Transition includes plans for ongoing follow-up support to ensure student success.<br><br>The exit transition process is communicated to most stakeholders. Students can partially identify the criteria for exiting the program and somewhat articulate how ongoing support | collaboration and communication between the referring program and the AEP fosters understanding of the strengths and educational needs of the student (academic, behavioral, and social-emotional learning needs; college and career readiness goals; etc.).<br><br>Transition includes "warm hand-off" and a commitment to ongoing support to ensure the student stays on course for graduation and college/career readiness.<br><br>The exit transition process is communicated and implemented among all stakeholders. Students can fully articulate the criteria for exiting the program and how ongoing support will help them continue to meet their goals. |
| **3.4 Post-Secondary Readiness:** Individualized planning for transition to post-secondary opportunities is embedded into the program's curriculum. Plans are regularly reviewed and modified as needed with opportunities for reflection. | There is no or limited evidence of student educational planning beyond high program graduation to assist students in successfully transitioning students to post-secondary experiences. Staff have little to no involvement in assisting the student with post-secondary planning or no plan is developed at all during the student's high program career.<br><br>Curriculum to help students plan for life after graduation is lacking. | The program has a system for post-secondary transition planning but may not be realistic or focused on the student's strengths. A plan is developed with students and staff, but consistent review is not evident. Reflection on student growth throughout high program is minimal or missing.<br><br>Curriculum is inconsistent to help students plan for life after graduation and long-term transition to self-sufficiency including employment, financial stability, enrollment in higher education, and supportive social relationships for adult life. | Student educational planning extends beyond high program graduation to assist students with a successful transition to post-secondary experiences that is aligned with student skills and interests. A plan is developed with students and staff and modified as appropriate as the student progresses through high program and includes a reflection on growth throughout high program.<br><br>A clearly defined curriculum is in place to help students plan for life after high program and long-term transition to self-sufficiency including employment, |

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| | | | financial stability, enrollment in higher education, and supportive social relationships for adult life. |
| **4. Resources, Services and Support Systems:** The AEP is adequately resourced and provides services that support its purpose and direction to ensure success for all students. | | | |
| **4.1 Sufficient Staff, Instructional Time, Material Resources:** Resources, professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the program's direction and purpose to provide every student with equitable and challenging learning experiences. | There is limited evidence that district and program leaders attempt to fill the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are rarely available to fund positions critical to achieve the purpose and direction of the program.<br><br>District and program leaders spend little or no effort allocating instructional time, material resources and fiscal resources to supporting the purpose of the program. | District and program leaders determine the number of staff necessary to fill the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the program.<br><br>District and program leaders demonstrate that instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the program. Instructional time is protected in policy and practice. | District and program leaders use a formal, systematic process to determine the number of staff necessary to fill all the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the program.<br><br>District and program leaders measurably demonstrate that instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the program and supporting equitable challenging learning experiences for students. Instructional time is fiercely protected in policy and practice. |
| **4.2 Support Services- Physical, Social, Emotional Needs:** The program provides support services to meet the physical and social-emotional needs of the student population being served that are efficiently organized into effective delivery systems whether the entity is an alternative | Evidence suggests underdeveloped structures to ensure targeted attendance, social-emotional learning, child/youth development, and guidance/ advisement supports to students, but supports do not consistently align with student learning needs.<br><br>Program staff attempt to determine the physical and social-emotional | Structures are in place to ensure that each student has coordinated attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.<br><br>Program staff implement a process to determine the physical and social-emotional needs of each student in the program. Program staff provide or | Structures are in place that personalize attendance supports and coordinate social-emotional learning, child/youth development, and guidance/advisement supports that impact students' academic and personal behaviors.<br><br>Program staff implement a clearly defined process to determine the physical and social-emotional needs of each student in the program. Program |

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| education program or classroom. | needs of some students in the program. Program staff sometimes provide or coordinate programs to meet the needs of students. Program staff rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed. | coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and program staff use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to meet the needs of students more effectively. | staff provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and program staff use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to meet the needs of all students more effectively. |
| **4.3 Support Services- Counseling, Assessment, Referral, Educational, Career Planning Needs:** The program provides and coordinates services that support the counseling, assessment, referral, educational and career planning needs of all students. The program provides and coordinates learning support services to meet the unique learning needs of students. | Program staff attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the program. Program staff sometimes provide or coordinate programs to meet the needs of students. Program staff rarely or never evaluate programs.<br><br>Program staff identify special populations of students based on proficiency and/or other learning needs (such as second languages). Program staff provide some learning support services to students within these special populations. | Program staff implement a process to determine and provide the counseling, assessment, referral, educational and career planning needs of all students. Measures of program effectiveness are in place, and program staff use the data from these measures to evaluate all programs.<br><br>Program staff use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). Program staff provide learning support services to students within these special populations. | Program staff implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. Program staff provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and program staff use the data from these measures to regularly evaluate all programs.<br><br>Program staff systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Program staff provide individualized learning support services to all students. |
| **4.4 Timely Referrals to Community Agencies:** Students are provided referrals and timely access to community agencies/support services such as mental | The program does not adequately facilitate referrals to community agencies and support services for basic needs and mental health. | The program facilitates referrals to community agencies and support services for basic needs and mental health, including making arrangements to ensure services are accessible. | The program facilitates referrals to community agencies and support services for basic needs and mental health, including making arrangements to ensure services are accessible and follow-up to ensure needs were met. |

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| health, public health, and housing | | | |
| **4.5 Adequate Access to Technology:** The technology infrastructure supports the program's teaching, learning and operational needs. | Students have little access to technology.<br><br>The technology infrastructure meets the teaching, learning and operational needs of a few stakeholders. A technology plan to improve technology services and infrastructure is missing or underdeveloped. | Students have access to quality technology. Policies are in place but are inadequate or not followed closely.<br><br>The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. Program staff have a technology plan to improve technology services and infrastructure. | There is sufficient evidence to support unlimited access to quality technology access for all students. Policies are followed and monitored closely.<br><br>The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders. Program staff develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. |
| **5. Data Informed Continuous Improvement Processes:** The program implements a comprehensive assessment system that generates a range of data about student learning and program effectiveness and uses the results to guide continuous improvement. | | | |
| **5.1 Data management & utilization:** Program staff continuously collect, analyze, and apply learning from a range of data sources, including tools built into the KSIS, comparison and trend data about student learning, instruction, program evaluation and organizational conditions for continuous improvement efforts to better serve their students and achieve the program's purpose and direction. | Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff.<br><br>Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.<br><br>Program staff rarely use data to design and implement continuous improvement plans. | Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff.<br><br>Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.<br><br>Program staff use data to design, implement and evaluate continuous improvement plans. | Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff.<br><br>Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.<br><br>All program staff use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions. |

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| **5.2 Shared Process to Evaluate Quality:** Staff has developed a shared process to evaluate quality of and revise curricular and instructional practices based on data from a comprehensive student assessment system. | Program leaders and staff do not have a process to evaluate and adjust curricular and instructional practices in response to student learning needs.<br><br>There is no written or communicated program improvement plan. | Program leaders and staff have a process in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs.<br><br>Program improvement plan is in place for compliance. Success criteria are emerging. | Program leaders and staff have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs.<br><br>A dynamic program improvement plan is in place with goals aligned with state and district criteria for success. The plan is frequently visited and includes specific measures for success. |
| **5.3 Process for Improving Student Learning and Readiness:** The program engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. | An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and program staff rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.<br><br>There is little to no evidence of a consistent framework for monitoring student progress. | Policies and procedures describe a process for analyzing data that determines verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and program staff consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.<br><br>The program framework for monitoring student progress is evidence-based. | Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and program staff systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.<br><br>The program framework for monitoring student progress is evidence-based and implemented with fidelity and/or adapted appropriately to align with the program's mission and vision. |
| **5.4 Evaluating Program Culture & Climate:** The program has a shared process to evaluate quality of and revise program culture and expectations. | Program leaders and staff do not have a process to evaluate the quality of program culture and climate and the ways expectations are developed and shared among program constituents, | Program leaders and staff have a process in place to sometime evaluate the quality of program culture and climate and the ways expectations are developed and shared among program | Program leaders and staff have a process in place to regularly and purposefully evaluate the quality of program culture and climate and the ways expectations are developed and |

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| | or they do not focus on adjusting supports. | constituents with a focus on adjusting supports. | shared among program constituents with a focus on adjusting supports. |
| **5.5 Behavioral Data/ Interventions:** Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement and multi-component interventions that influence student learning. | Some intervention strategies and assessment are utilized, but consistency is lacking. A form of leveling/point system is available and implemented.<br><br>Little or no intervention strategies used throughout the program, classrooms, or for individual students. Behavioral assessments are not developed and implemented for students. | Universal, targeted, and intensive intervention strategies are used throughout the program, within classrooms, and for individual students, respectively. | All aspects of the program utilize the most up-to-date universal, targeted, and intensive intervention plan for all students. All students receive behavioral assessments to identify causes and reasons for behavior. Replacement and self-management behaviors are taught and modeled by all staff. Behaviors are taught and are consistently and immediately implemented. |
| **5.6 Communication of Learning:** Program leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of program improvement goals to stakeholders. | Program leadership does not monitor information about student learning, conditions that support student learning and the achievement of program improvement goals. Leaders do not communicate results to all stakeholder groups. | Program leadership monitors some information about student learning, conditions that support student learning and the achievement of program improvement goals. Leaders sometimes communicate results to stakeholders. | Leadership monitors comprehensive information about student learning, conditions that support student learning and the achievement of program improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups. |
| **6. Staffing and Targeted Professional Development:** Procedures and practices for selecting, implementing, and monitoring the impact of professional learning designed to meet the needs of the teachers, staff and students served by the AEP. | | | |
| **6.1 Qualified Staff:** Staff working with students have the appropriate background, training, and experience to work with the student population. | Few faculty and staff are properly certified or qualified to teach within the AEP.<br><br>Policies, processes, and procedures are rarely followed by program leaders to access, hire, place and retain qualified professional and support staff. | More than half of all staff working with students have the appropriate background, training, and experience to work with the student population.<br><br>Policies, processes, and procedures describe how program leaders are to access, hire, place, and retain qualified professional and support staff. | All staff working with students are properly certified or qualified to teach at their grade level or specific content area and have the appropriate background, training, and experience to work with the student population. The staff have chosen to work with the program population.<br><br>Clearly defined policies, processes and procedures ensure that program leaders |

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| | | | have access to, hire, place and retain qualified professional and support staff. |
| **6.2 Rigorous Staff Hiring Process:** Program leadership recruits, hires, and trains qualified teachers and non-teaching staff. When staffing an AEP, district and program leadership apply the same considerations that they would apply to the staffing of a traditional A1 school. | There is little to no evidence that a clear hiring process is in place within the AEP.<br><br>Program leadership has little or no involvement in the selection of teaching and support staff. | District leadership provides program leadership with a list of screened applicants, but program leadership has limited involvement in the interview process for teaching and support staff. There are standards associated with the hiring process for new faculty and staff.<br><br>Ensuring diverse representation is emerging. | There are clear standards associated with the hiring process for new faculty and staff. Program leadership interviews all teaching and support staff and sends recommendations to district leadership for approval. Treatment team leadership is invited to participate in the interview process for teaching and support staff where applicable.<br><br>Every attempt is made to ensure that staff diversity is representative of the student/community demographic. |
| **6.3 Professional development planning and applicability:** Professional development offered by the district is accessible by AEP staff and opportunities for professional development relevant to the AEP needs are purposefully sought. | A professional development plan is not clearly defined or aligned with identified needs of the program's mission and vision. There is no process for revisiting the plan.<br><br>There is little to no evidence of professional development being offered to faculty or staff.<br><br>There is little resource allocation prioritized for supporting professional development. | There is a staff development plan that is shared from administration with some stakeholder input. Alignment with programs mission and vision is emerging. Plan is revisited but not annually.<br><br>Professional development is generic and intended to meet the needs of a large group of educators.<br><br>Administration allocates some resources to professional development of faculty and staff. | There is a clearly defined professional development plan that takes into account stakeholder input, is aligned with the program's mission and vision, and is revised annually.<br><br>Professional development is aligned with evidence-based practices to meet the needs of alternative education faculty and staff.<br><br>Administration invests in and prioritizes the continuous professional development of <u>ALL</u> faculty and staff. |
| **6.2 Relevant and Current** Instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. | Few of the instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Ongoing, relevant professional development is not provided. | Most of the instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Administration ensures ongoing professional development is provided as it relates to their role in the AEP. | All instructional staff are trained in current research-based teaching methods that facilitate active learning, promote creativity, and encourage self-evaluation. Administration ensures ongoing professional development is geared towards the specific needs of |

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| | | | teachers and support staff as it relates to their role in the AEP. |
| **6.3 Collaborative Improvement** Staff members engage in a professional learning community (PLC) that encourages an attitude of continuous improvement. | Staff members do not regularly engage in any PLC or common planning time. No routinely scheduled opportunities for teachers to meet for the purpose of reviewing student growth data and revising instructional practices are evident.<br><br>Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occurs among program staff. Program staff | Most staff members participate in informal/unstructured PLCs that meet occasionally. Staff members promote discussion about student learning. Successes and growth areas are shared, and individual student needs are discussed. Meeting outcomes are focused on student growth goals, with some attempts to revise instructional practices.<br><br>Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among program staff. Program staff express belief in the value of collaborative learning communities. | All staff members participate in formal PLCs across grade levels and content areas meet regularly and have clearly defined goals that are data driven. Sharing successes and growth areas to cultivate an attitude of continuous improvement. Individual student needs are reviewed regularly using data.<br><br>Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of program staff members. Program staff can clearly link collaboration to improvement results in instructional practice and student performance. |
| **7. Classroom Management, Instruction, and Assessment for Learning**: Policies and practices require and have mechanisms in place for monitoring effective curriculum, instruction and assessment that produce equitable and challenging learning experiences for all students and ensure teacher effectiveness. Students enrolled in the AEP have access to comparable coursework as in the traditional school. AEP is aligned to the Kentucky Academic Standards (KAS) and any applicable requirements of Kentucky's Consolidated State Plan. | | | |

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| **7.1 Equitable, Inclusive and Challenging Curriculum:** The program's curriculum is culturally inclusive and provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.<br><br>Instruction is rarely or never culturally responsive and integrates little or no life skills. Students are not given the opportunity to demonstrate acquired skills.<br><br>There is little or no evidence to indicate curriculum and learning experiences to prepare students for success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.<br><br>Instruction is usually culturally responsive and integrates some life skills into the curricula and students are given<br><br>There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the program's purpose.<br><br>Instruction is intentionally culturally responsive and 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.<br><br>Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. |
| **7.2 Student Engagement:** Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers seldom or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.<br><br>Teachers seldom or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.<br><br>Teachers seldom or never personalize instructional strategies. | Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.<br><br>Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.<br><br>Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. | Teachers are consistent and intentional in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.<br><br>Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.<br><br>Teachers personalize instructional strategies and interventions to address |

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| | | | individual learning needs of each student. |
| **7.3 Curriculum, Instruction, and Assessment Alignment:** The curriculum, instruction, and assessment tools are monitored and adjusted systematically in response to data from multiple assessments and an examination of professional practice. | Program staff rarely or never monitor and adjust curriculum, instruction, and assessment to ensure alignment with the program's goals. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. | Program staff monitor and adjust curriculum, instruction, and assessment to align with the program's goals for achievement and instruction and statement of purpose.<br><br>A process is sometimes implemented to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures alignment with the program's purpose is maintained and enhanced in curriculum, instruction, and assessment. | Using data from multiple assessments of student learning and an examination of professional practice, program staff systematically monitor and adjust curriculum, instruction, and assessment to ensure alignment with the program's goals for achievement and instruction and statement of purpose.<br><br>Program leaders monitor and support the improvement of instructional practices of teachers to ensure student success<br><br>There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure alignment with the program's purpose. |
| **7.4 Technology use in Curriculum**: The program integrates technology as a foundational base to support instruction and student learning aligned to Kentucky Academic Standards. | Very little to no evidence of technology skills being incorporated in the curriculum. Students have minimal use of technology in meaningful ways outside of completion of propriety curriculum for credit.<br><br>Limited to no evidence that technology skills necessary in the 21st century world are being taught. Kentucky Academic Standards not being met. | Technology is being incorporated into curriculum to enhance student learning as necessary. Students use technology in a variety of ways and are not limited to completion of propriety curriculum for credit.<br><br>Technology skills preparing students for the 21st century world of work is offered. Some Kentucky Academic Standards are being met. | Technology is woven into the planning process to support instruction and is used as an instructional tool to support differentiation. Students have access to use technology in a variety of courses and capacities and technology use is not limited to the completion of propriety curriculum for credit.<br><br>Technology skills preparing students for the 21st century world of work are emphasized and taught to all students and most of Kentucky Academic Standards are met. |

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| **7.5 Instructional Delivery:** Student instruction and assessment is delivered in various methods and through diverse instructional materials. | Students rarely receive instruction through a variety of methods.<br><br>Instructional activities do not regularly engage students or utilize scientific equipment, musical instruments, math manipulatives, and other learning tools appropriate to coursework.<br><br>Computer-based learning is used as the primary delivery method. | Students inconsistently receive instruction through various methods including direct instruction, project-based learning, inquiry-based learning, course-specific writing prompts.<br><br>Instructional activities occasionally engage students in learning tools such as scientific equipment, musical instruments, math manipulatives, and others appropriate to coursework.<br><br>Computer-based learning is used as a supplemental tool and rarely the primary delivery method. | Students are consistently receiving instruction through various methods including direct instruction, project-based learning, inquiry-based learning, course-specific writing prompts.<br><br>Instructional activities regularly engage students in learning tools such as scientific equipment, musical instruments, math manipulatives, and others appropriate to coursework.<br><br>Computer-based learning is used as a supplemental tool and never the primary delivery method. |
| **7.6 Grading and Reporting Practices:** Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident. | Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes and procedures may or may not be evaluated. | All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes and procedures are formally and regularly evaluated. |
| **7.7 Classroom Management:** Highly structured classrooms include behavior management, student self-management skills instruction, and opportunities for high rates of positive reinforcement. | Classrooms have few or no behavior management structures in place. Little or no positive reinforcement is observed.<br><br>Program staff receive minimal or no support in maintaining a positive learning environment. | Some teachers use behavior management techniques and teach self-management skills. Some positive reinforcement is observed.<br><br>Instructional staff receive some support from program administrators to maintain a positive learning environment. | A program-wide positive behavior management plan is in place and creates highly structured classrooms where self-management techniques are routinely observed and reinforced. Positive reinforcement and high academic expectations for all students are stressed. Transition strategies are developed and used for every student. |

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| | | | Instructional staff receive consistent support from district and program administrators to maintain a positive learning environment. |
| **8. Family and Community Engagement:** The culture is characterized by collaboration and a sense of community among all stakeholders. Leadership promotes collaboration among the program of origin, community, and home, thereby fostering an effective learning environment for the student. | | | |
| **8.1. Caregiver and Stakeholder Engagement:** Program leadership engages caregivers and stakeholders in meaningful ways in their student's education and keeps them informed of their learning progress. Non-judgmental, solution-based approaches that incorporate caregivers as respected partners throughout the student's length of stay at the program are emphasized. | Few or no programs that engage caregivers and stakeholders in the student's education are available. Program staff provide little relevant information about student learning progress.<br><br>Even when possible, caregivers are rarely included as partners throughout the student's length of stay. | Strategies that engage caregivers and stakeholders in the student's education are available. Program staff provide information about student learning progress.<br><br>When possible, caregivers are included as partners throughout the student's length of stay, but not on a regular basis. | Strategies implemented by the program that engage caregivers and stakeholders in meaningful ways in the student's education are designed, implemented, and evaluated.<br><br>When possible, caregivers have multiple ways of staying informed of their student's learning progress. The program uses strategies that help caregivers overcome the language, cultural, economic, and physical barriers that can limit their full participation.<br><br>When possible, caregivers are included on a frequent and regular basis throughout the student's length of stay at the program. |
| **8.2 Community Engagement:** The program creates structures and mechanisms to bring community groups and caregivers of all racial, ethnic, socio-economic backgrounds, which are representative of the student body, as partners and volunteers into the program. | The program rarely or never invites community groups and caregivers as partners and volunteers in the program.<br><br>There are insufficient, minimal, or no collaborative partners, such as agencies, organizations, or individuals serving youth. | The program occasionally invites community groups and caregivers as partners and volunteers into the program.<br><br>There is limited collaboration with agencies, organizations, or individuals. There is no clear process for identifying and/or identifying stakeholders | The program creates structures and mechanisms to bring community groups and caregivers of all racial, ethnic, socio-economic backgrounds, which are representative of the student body, as partners and volunteers into the program on a regular basis.<br><br>There is evidence of on-going authentic partnerships between the AEP, home, community agencies, industry, government, faith-based organizations, |

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|  |  |  | and law enforcement, based on mutual respect and collaboration are established. The partnerships are designed to enhance student engagement, improve student and program performance, and prepare students for their next transition. |

Rubric adapted from the following sources: KY Framework for Teaching, AdvancED Standards and Indicators (including some KECSAC adaptations), National Alternative Education Association exemplary practices and indicators, and New York DOE City Program Quality Report Indicators