



2010-2011 ALE Program Description Approval Submission Form

ADE USE ONLY: DATE &

INITIALS

Approved: _____

Pending: _____

Approval: _____

Unapproved: _____

Please provide the following data regarding the alternative learning environment (ALE) for the 2010-2011 school year:

District Name: Lonoke School District 4301

Director's Name: Cindy O'Riley E-Mail: cindy.oriley@lonoke.k12.ar.us

ALE Program Name: Lonoke Alternative Learning
(Districts with more than one program must complete a separate Program Description for each program.)

Address: 401 W. Holly Street, Lonoke, AR 72086

Phone#: 501 676 7066 Cell#:501 350 1518Fax#: 501-676 7092

Please complete the following state-mandated components for every ALE provided.

Make sure you have included your district ALE forms as a Word Document.

Note: Provide complete thorough answers to the questions; boxes will expand as you type.

1. Describe the type of placement, progress, and transitional documentation used. (4.02.19) (Grades, AYP, and Conferences.)
Upon recommendation by school administration for placement into the Alternative Learning Environment, a conference is set with the school administrator, ALE Director, Parent, Student, Counselor and others that may provide relevant information about the student. At the referral/intake conference the student's permanent records, class schedule, current grades, attendance history and reasons for recommendation are discussed. If a student has a Section 504 Plan or IEP these are addressed. The team discusses strategies and interventions that have been tried. The student found eligible demonstrates 2 or more of the characteristics identified in 4.01.1.1 and 4.01.1.2 (checklist attached). Progress: Students are placed based on identified need, with a plan developed to address social, emotional and academic concerns. A point and level system is used to determine and monitor progress toward plan components that address the key skills needed for success in the general education environment. Students work toward success on their individual plans. Students meet with staff and at risk counselor on a regular basis to discuss their progress and modify or adjust plans as found appropriate. Transition Monitoring: As students progress and begin demonstrating readiness to return to the general education environment, a conference is set

with the building principal and teachers to develop a plan of transition for the student. Transition is monitored for 10-20 days with daily communication between ALE staff and teachers (e-mail, phone, and student transition form). Once student has demonstrated consistent readiness and success in the general education environment a conference is set with parents and student to return the student to the general education environment. If a student demonstrates concerns, the student is returned to the ALE environment to re-address behavior, academics and the need for continued support in social skill strategies to be successful. *Students who are returning to the public school setting after a stay in day or residential placement are provided a transition window of 4 - 9 weeks in the ALE setting, where staff assist the student with understanding of district curriculum expectations, district student handbook, and classroom behavior routines that will ensure success in the general education environment.

2. Describe how the ALE is a supportive/non punitive environment. (4.02.1.10)

The ALE is an intervention program designed to provide guidance, counseling, and structured academic support to students who are experiencing emotional, social, or academic difficulties in the Lonoke School District. Referrals are made through the local campus administration, but may originate through parent, student (self) or teacher contact with administration. The ALE classrooms are staffed by licensed teachers who provide curriculum that is appropriately aligned with the general education curriculum. The students are expected to take the same assessments as the general education students therefore the curriculum is individualized to the student for mathematics, science, social studies and language arts. Students receive curriculum through in-class activities, teacher provided lessons, and computer instruction. The general education program, from which the student has been removed, is the curriculum that is taught; as the expectation is that each student will exit the ALE program therefore the student needs to be at the same instruction milestones as classmates. Students are provided with visual cues, verbal cues, self-checklists, direct instruction, individualized instruction, staff modeling, role playing, discussion and application of skill in real life situation by all staff. Students are taught directly and systematically social skills in communication, conflict resolution, anger management, stress management, decision making, empathy, character education, appropriate classroom routines, listening, following directions and goal setting behaviors. Students are provided access and time with counselors, school resource officer, principals, and coaches to provide student with a link to the general education setting. Outside district services come into the ALE setting to meet with students and outside case managers visit with staff and students to address any needs that may arise. In order to ensure more parent involvement we will use a counseling agency that does all of the family connection and provides staff with some training on topics that may be of interest to the population.

3. Describe the proposed teacher/student ratios and how ratios will be monitored on a regular basis. (4.02.1.3 & 4.02.1.4)

Elementary program averages 1 teacher to 6 students. Middle school program will be 1 teacher to no more than 10 students. High school will be 1 teacher to no more than 10 students. A third teacher will provide instruction in middle and high school level. Special Education teachers and math teachers serve students in the program. Time varies dependent upon student needs. Ratios are monitored by communication between the ALE Director and the principals of the schools. Classroom teachers meet with director to discuss student loads and dynamics to ensure that no one teacher is overloaded due to the type of student in the program.

4. Describe how individual counseling services will be provided. (4.02.1.5)

Students who have been receiving counseling through parent intervention have their counselor see them during the school day on the schedule set by the parent. Each building has an assigned school counselor who provides group and individual sessions with students in

the alternative learning environment about 1 hour per week. An at-risk counselor is utilized to provide individual and group sessions with 9-12th grade student in the alternative learning program. This counselor uses e-mail, phone and in-house sessions with students. Students e-mail if they need individual time outside of the 2-5 hours per week already spent with the students. Family counseling services are available to families who request the service through a private company that comes into the classroom, monitors, and meets with students and or families as they deem appropriate. Students in need of more intensive services are referred out to a day treatment program or parents are involved in obtaining services for the child.

5. Describe how instruction will be supplemented by technology. (4.02.1.11)

The elementary ALE teacher is certified K-6 and in the four core middle grade subjects. This teacher follows pacing guides. Computer access is provided in remediation skills, accelerated reader, math, vocabulary, STAR and success maker are used, plus on-line remediation sites. Students may receive course work through Arkansas Distance Learning, Odyssey ware and textbook. Students have access to internet, e-mail, on-line dictionary, encyclopeida and on-line literature books. Students supplement core subject areas by using the internet connection sites provided by text publishers. AETN, United Streaming, webct, and document cameras are used to present activities/lessons and supplement or enrich academic and social skills areas.

6. List the supplemental technology used.

Computers, internet access, Oddeyware for curriculum support.

7. If Credit Recovery is a component of the ALE program describe how it is used and list materials used.

Not a component of the program.

8. Describe the placement process and how all team members will be included. (4.02.1.8)

Students are recommended to ALE based on referral from self, parents, or school administration. The history provided must show teacher interventions and parent acknowledgement of the teacher concerns. Teacher submits name of student and data collected to the principal. The principal and counselor meet with the ALE Director to review the academic, social and behavior concerns, strategies and interventions attempted, current grades, class schedule, attendance records and discipline records, if the student has an academic improvement plan, 504 plan or IEP/behavior plan is included for the review. After consultation, if it is deemed appropriate to continue with the ALE referral; principals, ale director, teachers, parents and student, counselor attend initial conference to address all data and discuss what the student needs to be successful. Parents and student sign commitment and participation expectations. The general education staff provides the curriculum outline or pacing guides to the ALE staff. The ALE staff work with the general education teachers and student to ensure the student is current in his/her classroom lessons. If a course involves labs, the general education teacher is asked to provide an alternative form of measurement for the student.

9. Describe the general school curriculum used and how it is aligned with Arkansas standards. (4.02.1.13)

Teachers in core content areas have taken the state frameworks and developed pacing guides, units of instruction, and weekly lesson plans. The core teachers provide the ALE staff with pacing guides, course outline and grading period lessons which are used to guide academic instruction in the ALE classrooms. Odyssey ware on-line curriculum is aligned with pacing guides so that there are two sources of learning for

students. In addition, Lonoke uses quarterly assessments for math and literacy in grades 2-11, developed by Hot Spring learning Institute, which reflect student learning mastery for each nine week grading period, allowing for alignment of instruction for individual students in the ALE.

10. Describe how SPED students placed in ALE will receive services and be monitored. §6-18-509 (b) (2)

The ALE director notifies the special education department when a student is being considered for placement, the student's IEP is reviewed and services are addressed. Once the student is placed in the program the special education teacher provides modifications, direct or indirect services to assist the student continue to develop skills as addressed in the IEP. The special education teacher is assigned to the ALE classroom for 1 to 2 hours per instructional day to assist in the instructional process.

11. Describe the ALE Exit Criteria and how the transitional success will be monitored. (4.02.1.14)

Students who reach level 5 are eligible for exit. They must be able to demonstrate honesty and responsibility for self, academics, and mistakes. Student must be passing core course work and have demonstrated effort and responsibility toward their academic career. The must have reached their plan goals that are developed specific to their initial placement. Students are monitored through a point and level system to address key skills needed for succes in the general education environment. As students progress and begin demonstrating readiness to return to the general education environment, a conference is set with the building principal and teachers to plan a smooth transition. A check sheet is provided to the general education teacher that is completed on a daily basis to monitor specific skills. The teachers email the alternative teachers if the student has been unsuccessful so that a student conference can be set or the student returns to the ale until he/she is ready to try again. Once students demonstrate consistent readiness a conference is set with parents and student to return the student back to his/her home school.

12. Describe the ALE Placement Criteria and how the process will be monitored. (4.02.1.9 & 4.02.1.16)

Upon recommendation by school administration for placement into the ALE, a conference is set with the school administrator, ALE Director, Parent, Student, Counselor and others that may provide relevant information about the student. At the referral/intake conference the student's permanent records, class schedule, current grades, attendance history and reasons for recommendation are discussed. If a student has a Section 504 plan or IEP these are addressed. The team discusses strategies and interventions that have been tried. The student found eligible demonstrates 2 or more of the characteristics identified in 4.01.1.1 and 4.01.1.2. Building administrators, ALE Director and staff meet regularly to discuss concerns or improvements that may need to be addressed for the success of the program. Through these meetings guidelines have been established that assist in ensuring placement criteria are monitored and followed when students are identified as possibly needing an alternative learning environment to be successful in the school setting.

13. Describe the career centered intervention services being implemented in the ALE program. §6-18-509 (b) (2) (career ed, social skills curriculum, etc.)

Interventions services include group and individual work with counselors and ale staff, social skills instruction through the ale staff, progress monitoring through ale staff and support from builing level principals through student conferences and parent conferences. The social skills instruction addresses classroom routines (i.e. how to answer questions, how to contribute to discussions, working in groups or pairs, independent study/work habits, etc...), listening and following directions, goal setting (behavior and academic), communication

skills, decision making, conflict resolution, anger management, character education, and stress management. Core concepts are derived from : P.E.A.C.E Curriculum, Prepare Curriculum, The Society for the Prevention of Violence, Anger Replacement, and the Stop and Think Social Skills Program. Concepts are presented as isolated skills to students, they practice the skill in applications to real life situations. Activities may be for group or individual completion. Throughout the day/week the students are cued to notice when the skill is used outside of the original lesson.

14. Describe the immediate needs of the ALE program(s). (training, supplies, staff, etc.)
Textbooks and teacher resources/textbooks, student area for relaxing, staff training (all new staff this year), study skills program, remediation software for additional practice of skills in academic basics.

By my signature below, I hereby certify that this is the program description for 2010-2011 school year, in compliance with all laws and rules governing alternative learning environments. Districts out of compliance with § 6-18-508 & § 6-18-509 will be identified and not approved according to Arkansas Department of Education procedures.

School District Lonoke School District

School District LEA Number: 4301

John Tackett

Printed name of Superintendent

Signature of Superintendent

Date

Cindy O'Riley

Printed name of ALE Teacher/Director

Signature of ALE Teacher/Director

Date

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Telephone Number

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DUE ON OR BEFORE March 31, 2010

E-mail to: gail.brown@arkansas.gov

and

Mail original forms to:

Lori Lamb, Director

Arkansas Department of Education

Alternative Learning Environment

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Greenwood, AR 72936