

2016-2017 ALE Program Description

Approval Submission Form

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

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. What are the type of placement, progress, and transitional documentation used. (4.02) (Grades, AYP, and Conferences.)

*Placement: Upon recommendation by school administration for placement into the Alternative Learning Environment, a conference is set with the school administrator, ALE Director, regular class teacher, Parent, Student, Counselor and others that may provide relevant information about the student. At the referral 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.

*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 may be returned to the ALE environment to re-address behavior, academics and the need for continued support in social skill strategies to be successful.

2. Describe the ALE Placement Criteria and Placement Procedures. How will the procedures be monitored and all team members included? (4.02)

Students are recommended to ALE based on referral from self, parents, or school administration. The history provided must show teacher interventions, parent acknowledgement of the teacher concerns.

Teacher will submit name of student and data collected to the principal. The principal and counselor meet with the ALE director to review the academic, social and behavioral 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 students needs to be successful. The needs of the student, student goals and expectations, program goals and expectations are addressed in a Student Action Plan which is developed following consultation and is monitored monthly by the ALE director. Parents, student, and program director 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(i.e. virtual labs).

We will use the following criteria for social, behavioral, and academic criteria:

- Disruptive Behavior
- Dropout Risk
- Family or Personal situations or problems
- Recurring absenteeism
- Physical, Mental or Sexual abuse
- Frequent relocation
- Homelessness
- Mental/Physical Health problems
- Pregnancy
- Single Parenting

3. Describe how the ALE is a supportive/non punitive environment. (4.01)

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 Glen Rose 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 ALE classrooms are normal classrooms with smartboard technology and one ALE room having 15 student computer workstations. 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 may participate in extra curricular activities and school appropriate assemblies and events. 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.

4. Describe the proposed teacher/student ratios and how ratios will be monitored on a regular basis. (4.03.3)

Teacher/student ratio of 15:1 will be implemented and maintained during the instructional day. This will include one certified teacher who meets HQT status Science, certified Social Science, certified math and certified English teacher. Special education teachers serve students in the program as student needs dictate. Ratios are monitored by the ALE director and principals of the schools on a daily basis.

5. Describe how individual counseling services will be provided. (4.01.2)

Students and parents are made aware of available counseling services at placement meetings. 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, counselor, and principals. Each building has an assigned school counselor who provides group and individual sessions with students in the alternative learning environment as needed. An at-risk counselor (LIVING HOPE program) 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.

6. Describe how instruction will be supplemented by technology and list technology used. (4.04)

Teacher led instruction will consist of at least 55 percent of class time. In addition to teacher-directed instruction, students will complete course requirements through utilization of the A Plus Learning Systems and A+ credit recovery. A Plus is tied to state standards and frameworks to enforce teacher led instruction. Students are taught to use technology and internet resources to aid in problem solving. Students will also have access to internet resources to assist them in research projects and other avenues to obtain information for academic purposes.

- A Plus software
- A Plus Credit Recovery
- Smartboard
- Online encyclopedia
- Course relevant textbook websites.
- KUDER—career exploration

7. A. Define Credit Recovery.

B. If Credit Recovery is a component of the ALE program, describe how it is used and list curriculum materials used. (4.04)+

A. Credit recovery is defined as the repeating of a course a student has previously attempted and failed.

B. The Glen Rose Alternative Learning Environment will offer a Credit Recovery program that will be developed through the collaboration of the school counselor, content area teachers, parents, and special education personnel, when applicable. The program will focus on the fulfillment of course requirements that will lead to attainment of course credit pursuant to high school graduation requirements. Each student's individual credit recovery program will reflect alignment and coordination with other educational plans, such as Individual Education Plans (IEP), Academic Improvement Plan (AIP), and Intensive Academic Improvement Plan (IAIP) for each content area. The instructional materials that will be utilized include, but are not limited to computer-based software(A+ credit recovery), individualized and small group instruction from highly qualified content area teachers, career/technical teachers, textbooks, The Learning Institute formative assessments to monitor interim progress of skill attainment, and supplemental materials and modifications that meet individual student needs.

8. Describe the general school curriculum and instructional methods used; how is it aligned with Arkansas standards? (4.04)

Teachers in core content areas have taken the state frameworks and developed pacing guides, units of instruction, and weekly lesson plans. Teachers use direct instruction, examples, and individual and small group to deliver curriculum. 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. A Plus software curriculum is aligned with pacing guides so that there are two sources of learning for students. In addition, Glen Rose uses quarterly assessments for math and literacy in grades 7-8, 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.

9. If GED preparation is a component of the ALE program describe how it is used and list materials. (4.04)

What are the ages of students that participate in the GED preparation component?

GED preparation is not a component of the ALE program.

10. Describe how SPED students placed in ALE will receive services and be monitored. §6-48-103 (4.01 & 4.02)

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 may be assigned to the ALE classroom for 1 to 2 hours per instructional day to assist in the instructional

process. The ALE director and administration monitor to ensure SPED students are receiving services outlined in the IEP.

11. Describe the ALE Exit Criteria and how the transitional success will be monitored. (4.02)

Students who reach level 4 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 student 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 success 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 written transition form is documented including attendance, grades, and behavioral and education goals to implement some regular classes. 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 behavioral and career centered intervention services being implemented in the ALE program and list programs being used. §6-48-103 (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 building 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, Character Counts, The Way to Happiness 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. There are two Career Development Facilitators on campus along with the KUDER software program to assist students with career decisions.

13. Describe the immediate needs of the ALE program(s). (training, supplies, staff, etc.)

Textbooks and teacher resources/textbooks, staff training (for any new staff this year), study skills program, updates to A+Anywhere Learning System, introducing Character Counts and The Way to Happiness program. Changed Alternative Learning Environment name to Glen Rose SOS Academy to project more positive educational image, banners with this name. SOS(Student Opportunity for Success).