



2013-2014 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 2013-2014 school year:

District Name:	LONOKE SCHOOL DISTRICT	District's LEA Number:	4301000	Total number of buildings with ALE programs:	2
Director's Name:	Cindy O'Riley	E-Mail:	cindy.oriley@lonokeschools.org		
ALE Program Name:	CORE Program				
Grade levels of this ALE program:	6, 7, 8, 9, 10, 11, 12				
(Districts with more than one program must complete a separate Program Description for each program.)					
Address:	500 East Locust Street, Lonoke, AR 72086				
Phone#:	501-676-7066	Cell#:		Fax#:	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 written documentation used. (4.02.19) (Grades, AYP, and Conferences.)

c)Placement Considerations:

Upon recommendation by school administration for placement into the CORE program, a conference is set with the school administrator, ALE Director, Parent, Student, Counselor and others that may provide relevant information about the student. This conference consists of reviewing the student's permanent records, class schedule, current grades, attendance history and reasons for recommendation to the program. If a student continues with a Section 504 Plan or an Individualized Education Plan these are reviewed and determinations are addressed that allow the student to continue to have access to these supports and plans. The team discusses and addresses strategies and interventions that have been used, results of these interventions and appropriateness of placement into the program. The student found eligible for the program will be determined to demonstrate two or more of the characteristics identified in section 4.02.1.1 and 4.02.1.2 of ADE ALE rules and regulations.

Progress Considerations:

Students are placed based on identified needs. A plan is developed for the individual student that addresses social, emotional, and academic areas. Monitoring of student progress in meeting his/her plan is through a point and level system, with evaluation to determine continuation in the program or move to transition is addressed with the student weekly and with district staff prior to the end of a grading period, to ensure a smooth transition in connection with an identified grading period.

Transition Monitoring Considerations:

As students progress and begin demonstrating readiness or desire to return to the general education environment, a conference is set with the building principal, teachers identified by the principal, and program staff to develop a plan of transition for the student. Transition is monitored for 10-20 days with daily communication between program staff and building level teachers (e-mail, phone, and student transition form). Once a student has demonstrated consistent readiness and success in the general education environment a conference is set with parents, student and school administration to return the student to the general education environment.

If the student is unable to maintain progress or competency in the general education environment during the 10-20 day period of transition the student is returned to the program where behavior, academic, social and emotions support is continued until the student reaches a level of success that will allow him/her to be successful at the home campus.

2. Describe the ALE Placement Criteria and process. How will the process be monitored and all team members included? (4.02.1.8-.9 & 4.02.1.16)
Students are recommended to CORE based on referral from parents, school administration, or self. 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 CORE 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 this is included in the review. After consultation, if it is deemed appropriate to continue with the CORE referral; principal, director, teachers, parents, student, and counselor attend initial conference to address all data and discuss what the student needs to be successful. Parents and student sign a commitment and participation form. An intervention plan is developed with the student that addresses expectations and criteria needed to ensure student success. The CORE staff work with the general education teachers and student to ensure quality of academic services offered to the student. All team members are invited through e-mail or letter to attend the staffing and any further conferences set. CORE staff meets weekly with students to review progress in the program and document progress toward meeting goals of intervention plan. CORE staff meets monthly to discuss students and student progress in the program. CORE district representatives meet quarterly to address ongoing integrity of the program and services offered to students in the program.
Students considered eligible for placement into an alternative learning environment must exhibit two (2) or more of the characteristics that negatively affect the student's academic and social progress. Those characteristics include, but are not limited to, ongoing, persistent lack of attaining proficiency levels in literacy and mathematics, suspected or confirmed mental, physical, or sexual abuse; high mobility, homelessness, inadequate emotional support, mental or physical health problems, pregnancy or single parenting. Students at risk for consideration may demonstrate the above and situations or problems in family or personal life, history of recurring absenteeism, statement or desire to drop out of school, history or return from a prolonged hospitalization or residential placement for medical or emotional support, and ongoing behavioral disruptions that limit access to or involvement in academic programs in the school setting.
3. Describe how the ALE is a supportive/non punitive environment. (4.02.1.10)

The CORE program is an intervention program designed to provide guidance, counseling, and structured academic support to students who are experiencing emotional, social, or academic difficulties. Referrals are made through the local campus administration, but may originate through parent, student (self) or teacher contact with administration. The classrooms are staffed by licensed teachers who provide curriculum that is appropriately aligned with the common core standards. 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 (English). Students receive curriculum through in-class activities, teacher provided lessons, and computer instruction. Students are provided with visual cues, verbal cues, self-checklists, direct instruction, individualized instruction, staff modeling, role playing, discussion and application of skills in real life situations. 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 linkage to the general education setting. Outside services (counseling, case management, etc...) come into the CORE setting to meet with students and visit with staff or students to address needs that may arise. In order to ensure more parent involvement, parent meetings will be set quarterly where topics listed above, outside agency programs, and transition plans will be discussed with parents.

4. Describe the proposed teacher/student ratios and how ratios will be monitored on a regular basis. (4.02.1.3 & 4.02.1.4)
The middle school classroom will consist of 1 certified middle school teacher. The ratio of 1:10 will be maintained. The program may house up to 1:12 but consideration will be made regarding level of student need, students with disabilities in the program and services or interventions that need to be implemented for success of the students. There will be one classroom for 6-8th grade.
The high school program will consist of 3 certified staff members. There will be two classrooms – one 9-10 classrooms and one 11-12 classroom. The ratio will be 1:15 per classroom as established under ADE/ALE rules and regulations.
The plan is to have dually licensed teachers with one having special education certification (4-12) as well as a curriculum area. The middle school teacher will have middle school certification. High school staff will have English, Math, Science, and History certification in one or more combinations.
Monitoring will occur via director communication with principals/administrators regarding current numbers and projections through quarterly meetings or staffing as necessary. 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.

5. Describe how individual counseling services will be provided. (4.02.1.5)
Students will have access to counselors and a social worker to address services that may be necessary for mental health reasons. The Lonoke District has an agreement with Families, Inc. to assist in programming and groups or individual counseling at no additional cost to the district. Students who receive counseling from private, parent arranged service providers will continue to receive those services, but counselors are welcome to serve students in the school and work with the school and families for the success of the student.
School counselors are contacted in the event of an immediate need by a student. Students with needs outside the realm of school are referred to outside agencies/counseling services through parent staff meeting and agreement and in coordination with the school social worker.

6. Describe how instruction will be supplemented by technology. (4.02.1.11)
The CORE program has 15 desktop computers currently. Teachers have one computer each, leaving 7 student computers. The plan is to establish a computer lab with a minimum of 15 computers for student access. Students have access to internet, e-mail, on-line dictionary, encyclopedia, literature books, Kahn Academy, and Word, Excel, and PowerPoint. Students use computers to supplement academic skills and to create podcasts, learning activities, and student papers. There is one smart board, a document camera, a projector for the program. OddyssyWare, an online learning program, has built in assessment components for literacy and math, these will be used to assist in development of each student's educational plan, as well as to supplement teacher instruction, provide virtual labs, and reinforcement of skills. The use of the ADE Digital Sandbox will be used to establish teacher mentor communication with students served in the program.

7. List the supplemental technology used.
Smart board, document camera, projector and computers
8. If Credit Recovery is a component of the ALE program describe how it is used and list materials used.
Credit recovery is used for students who are on graduation track and lack one or two required courses for graduation. It is not used to supplement or as instruction. It is only used for those students who are seniors and have a missing credit but have taken the traditional course in a previous year and failed to pass the required course.
9. Describe the general school curriculum and instructional methods used; how is it aligned with Arkansas standards? (4.02.1.13)
Instruction is individualized to the student and his/her academic program. Teachers align curriculum with common core standards and work together to design lessons, activities, and learning service projects that incorporate the common core into real life situations and learning experiences for the students. Students in the program earn grades and credits through completion of lessons and activities designed by the staff. Supplemental practice and reinforcement of educational skills are provided through computer applications and direct teacher instruction. The curriculum of the CORE Program is aligned to State requirements and leads to student demonstration of proficiency on State assessments. The curriculum includes teacher led and computer based instruction in mathematics, science, social studies, and language arts (English), aligned with regular classroom instruction. The curriculum incorporates reading, writing, and mathematics into all curriculum areas. Computer-based instruction and /or virtual learning are used to supplement direct teacher instruction less than 40% of the instructional day. On an individual basis, students may participate in a credit recovery course, if they have taken the class in the traditional setting, failed to pass it, and need the class to reach requirements of graduation.
10. If GED preparation is a component of the ALE program describe how it is used and list materials. (4.02.1.9)
What are the ages of students that participate in the GED preparation component?
GED is not a component of the program.
11. Describe how SPED students placed in ALE will receive services and be monitored. §6-48-103
Placement considerations for students identified under Individuals with Disability Act or Section 504 of the Rehabilitation Act
Students identified under these two laws will be considered based on data that demonstrates the Individual Education Plan and/or Section 504 Plan have been implemented and modified based on the student's individual needs. Prior to consideration of placement into an alternative program, the school team will provide all documentation, as listed above, and provide documentation as to the implementation of a behavior plan that has addressed the characteristics that are the basis of referral to the alternative program. When reviewing the student plan, the team should ensure that the behavior plan has been implemented and modified to address the concerns the student presents with and that those services that have been in place through this plan have continued to be unsuccessful in reaching the needs of the student. A copy to the behavior intervention plan, the current individual education plan, or Section 504 plan become a component of the data sent to the referral committee. Students with disabilities under either law will be considered for the program, but schools must attempt to determine that the behavior under consideration is not a manifestation of the disability, whereby services through special education programming and placement are more consistent with meeting the needs of the student, rather than an alternative program placement, which by law, becomes a more restrictive placement than can be offered in the school setting through the continuum identified under the Individuals with Disability Education Act. A student placed into the alternative environment with either plan, will receive services as directed by their plan through certified special education teachers, or others as deemed appropriate in their plans. Monitoring to ensure appropriate placements are made and the program does not become a special education student placement will be monitored by the Special Education Director, the Alternative Learning Director, and the Section 504 Coordinator
12. Describe the ALE Exit Criteria and how the transitional success will be monitored. (4.02.1.14)

Students who reach level 5 based on their SAP 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 (SAP) 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 check sheet is provided to the general education teacher that is completed on a daily basis to monitor specific skills and can be emailed to the CORE teacher/mentor. The teachers email the program teachers if the student has been unsuccessful so that a student conference can be set or the student returns to the program 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 (sometime between 10 and 20 days).

- 13. Describe the behavioral and career centered intervention services being implemented in the ALE program. \$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, and 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. It is intended to apply for a JAG program for middle and high school students. Service learning opportunities are provided to students once they become immersed in the program.

- 14. Describe the immediate needs of the ALE program(s). (training, supplies, staff, etc.)
Staff (dually certified or highly qualified teachers)
Computers, technology
Staff training/professional development (behavior management and other)
Remediation software or practice software (Apex, K-12 Learning, Oddessyware, etc...)

- 15. Describe consortium arrangements.
The Lonoke School District is the lead district. The Carlisle and Hazen School Districts are members of the consortium. Lonoke School District provides facilities, staff, food services, and overall access to curriculum for all students in the program. The Carlisle and Hazen School Districts submit referrals through the district level designee, meet for placements and exits, provide transportation for their students, and maintain records associated with program implementation and ongoing sustainability of the program. A memorandum of understanding for each districts responsibility is approved through each districts board annually. Financial arrangements are understood to be billed twice during the school year, based upon an agreed to financial obligation tied to seats reserved by each district.

By my signature below, I hereby certify that this is the program description for 2013-2014 school year, in compliance with all laws and rules governing alternative learning environments. Districts out of compliance with § 6-48-102 & § 6-48-104 will be identified and not approved according to Arkansas Department of Education procedures.

CORE Program

School District

LONOKE SCHOOL DISTRICT

School District LEA Number: 4301000

Printed name of Superintendent

DR JOHN TACKETT

Signature of Superintendent

Date

Printed name of ALE Teacher/Director

Cindy ORiley

Signature of ALE Teacher/Director

Date

Telephone Number: 501-676-7066

Fax Number: 501-676-7092

E-Mail: cindy.oriley@lonokeschools.org

DUE ON OR BEFORE MARCH 31, 2013

Mail original forms to:

Lori Lamb, Director
Arkansas Department of Education
Alternative Learning Environment
420 North Main
Greenwood, AR 72936