



2021-2022 ALE Program Description Approval Submission Form

Please provide the following information regarding alternative learning environment (ALE) for the 2021-2022 school year:

District Name: Earle School District

District's LEA Number 1802000

Total number of ALE programs: 1

Director's Name: Claudie M. Forrest

E-Mail: cforrest@esdbulldogs.org

ALE Program Name: Earle Alternative Learning (ALE)

Grade levels of this ALE program: 7, 8, 9, 10, 11, 12

(Districts with more than one program must complete a separate Program Description for each program.)

ALE Physical Address: 16432 Highway 64

Phone#: 870 792 8716

Cell#: 870-636-8155

Fax#: 870 792 1004

Please complete the following state-mandated components for every ALE program provided by the district. Make sure you have attached your district's ALE forms as a Word Document.

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

1. What are the types of placement, progress, and transitional documentation used?

We certify that we use various types of written documentation including but not limited to required prior interventions that have been done, grades, teacher notes, attendance records, behavior plans, etc... Yes No

Placement-What documents are gathered and reviewed to help with the decision process to determine student placement, to include prior documented interventions? Upon recommendation for placement into the Earle Alternative Learning Academy, a conference will be held with all individuals involved: Building Administrator, School Counselor, Parent/guardian, Student, ALE representative, Regular Education Teacher, Nurse, SPED (if needed) and other needed members that have an impact on the student's learning environment. During the placement conference the student's permanent records, class schedule, current grades, attendance history, and the reasons for recommendation and if there is/are special needs identified all these items will be addressed at this conference and information showing intervention results. If the student has an IEP or is 504 the information from these items will be used for the discussion. The team will document and discuss strategies and interventions that have been tried. The student that is being recommended must demonstrate at least two or more characteristics identified in the checklist in 4.02.1.1

Progress- What documents are used to determine if a student has progressed academically and socially, to include a Student Action Plan? The student is placed into the program based on the identified characteristics with a plan to address the social, emotional and academic concerns. A rubric is available to determine and monitor progression toward the components of the plan that addresses the skills that are needed for success in the general education population. Students play a vital role in determining their goals and as they work toward their individual goal plan and meet with the team and counselor on a monthly basis to discuss progression or adjustments to the plan.

Transition- What documents will be used to determine if a student has successfully transitioned, to include a written transition plan? As progress is documented and the student demonstrates a continual readiness or achievement of the goals set forth then the student(s) may begin the transition to the general education population. A conference will be held with the team: building administrator, ALE representative, school counselor, teachers, nurse, students and parents/guardians. The Rubric scores the Student's selected goals on a 1-5 range, 1-lowest and 5-highest, Character Caring, and Citizenship making references to how the student demonstrates these traits from always to never Behavior Preparedness Goals: Attention, Attitude, Participation, Disruption, Following Directions, Job Completion, Quality of Work, and Productivity and all points gained are calculated to decide if the student is Advanced, Proficient, Basic, Below Basic, or Unsuccessful, if the student scores Advanced or proficient depicting the number of goals selected the student is presumed to be successful.

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

A. *We certify that we follow the placement criteria set forth by DESE ALE rules*

4.02.1 To be an eligible ALE student, a student must exhibit two (2) or more of the characteristics identified in Section 4.02.1.1 and Section 4.02.1.2. Students will not be placed in the ALE based on academic problems alone.

4.02.1.1 Situations that negatively affect the student's academic and social progress may include, but are not limited to:

Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;

Abuse: physical, mental, or sexual;

Frequent relocation of residency;

- Homelessness;
- Inadequate emotional support;
- Mental/physical health problems;
- Pregnancy;
- Single parenting.

4.02.1.2 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:

- Personal or family problems or situations;
- Recurring absenteeism;
- Dropping out of school;
- Disruptive behavior.

Yes No

B. We certify that we use the proper placement team set forth by DESE ALE rules

- The school counselor from the referring school;
 - The building principal or assistant principal from the referring school;
 - One (1) or more of the student's regular classroom teachers;
 - A local education agency special education or 504 representative, if applicable;
 - A parent or guardian of the student, if they choose to participate; and
 - An ALE administrator or ALE teacher, or both.
- At the option of the school district, the student may be included as a member of the Alternative Education Placement Team.

***The school district shall document efforts to contact the parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP). Yes No

C. We certify that we develop a Student Action Plan (SAP) set forth by DESE ALE rules

Yes No

D. What are the placement procedures? What are the steps taken from the time a student is referred to ALE to when a student is placed in ALE?

Describe the placement procedures here 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 plans or IEP/behavior plan is included for the review. After consultation, if it is deemed appropriate to continue with the ALE referral; principal, ALE director, teachers, parents, student, guardian and counselor attend initial conference to address all data and discuss what the student needs are to be successful. Parents and students sign commitment and participation expectations. In addition, Graduation Alliance supports the work of the

Placement Team by providing academic skill assessments upon intake into the dropout recovery program. Additional social, emotional, and behavioral information is assessed by the enrollment team during the intake process and scored according to Graduation Alliance's proprietary risk assessment algorithm. A local advocate is assigned to students to provide students with social emotional support alongside the academic support they receive from teachers, tutors, and academic coaches.

E. Who monitors to ensure the placement procedures are followed correctly? The ALE Director, student, parent and the remaining team members of the ALE Team will review the progress toward the goals established in the initial conference set forth with parent/guardian and student on a twenty (20) day basis. OA student action plan is developed with the student, parent, and teachers and ALE Director. The Student Action Plan includes Academic information, Interventions (Academic and Behavioral), Goals (Long and Short term) that addresses Academic, Behavioral, and Social needs, Record of Action after each meeting (9 weeks occurrence), Parent Comments, Students Comments and each team member signature and position

- 3. The ALE is a supportive/non punitive environment. (4.01)
We certify that our AE program is not used as a punishment.
We certify that our AE program provides all necessary support components (mental health services, social skills training, counseling, etc.)
We certify that our AE students are afforded the opportunity to participate in school activities with their peers in a traditional environment, including but not limited to common break times, field trips, assemblies, after school programs and extra-curricular activities.
Yes No

- 4. Proposed teacher/student ratios and how ratios will be monitored on a regular basis. (4.03.2)
We certify that we follow the following teacher student ratios: Yes No

4.03.2.1 For grades kindergarten through six (K-6), no more than ten (10) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than twelve (12) to one (1).

4.03.2.2 For grades seven through twelve (7-12), no more than fifteen (15) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than eighteen (18) to one (1).

4.03.2.2.1 For physical education courses that lend themselves to large group instruction, this ratio may be increased up to thirty (30) students to one (1) teacher when a paraprofessional is employed in addition to a licensed teacher.

4.03.2.3 In a middle school where the grade configuration includes grades five (5) or six (6), or both, the student/teacher ratio for grades seven through twelve (7-12) may be applied.

Who monitors to ensure ratios are maintained? MONITORING is performed by ALE Director and committee members that will meet on a monthly basis to discuss adjustments for the students and program.

- 5. Individual counseling services will be provided. (4.01.2)

Alternative education interventions are in addition to all traditional resources provided to every student enrolled in a district. The school counseling expectations for traditional students are more general, on an "as needed access" basis. In alternative education, school counseling occurs regularly

during an individual time with the students that address the social, emotional, home life challenges and also the academic support systems to move every student forward. Every student has a Student Action Plan (SAP) and a written transition plan that describes the specific needs and addresses how the individual counseling interventions will occur.

Many school districts allow an outside provider to work with their students through school based mental health provisions or additional support services that are contracted. Most students begin the program with more intensive counseling needs that taper down in preparation for transition. During the transition time, the contact is planned as a safety gauge to help the student with social, emotional, and academic success back to the traditional setting.

We certify that School Based Mental Health (SBMH) services will be discussed at all placement meetings. Yes No

We certify that individual counseling services will be provided. Yes No

6. Describe how instruction will be supplemented by technology and list technology used. (4.04)
Instruction will be supplemented by technology to allow students to attempt credit recovery or remediation/enrichment via software packages (Virtual Arkansas). Teachers are expected to incorporate/integrate technology into their presentations and lessons plans as is performed in the regular classroom. Our classrooms are equipped with: Wi-Fi and wireless connections with projectors and computers, iPads, document cameras and the overhead projectors are used by some for transparencies. Our students have access of 1:1 technology. Virtual Arkansas is our provider. Computer based programs such as the Edmentum Suite, IXL, Khan Academy, Lincoln Learning, ACT Aspire, YouTube, Texas Instruments Calculators, Laptops, Chromebooks , jigsaw cameras and other Internet Selection are used to supplement the teaching process. .

7. Credit Recovery

- A. *We certify that Credit recovery is only used for students who have actually participated / attempted (tried to do the work) in a course but failed. Credit recovery is not for first time course attempts. Credit Recovery within the AE is only for students who have gone through the placement process, been placed in AE, and are also taking first time courses in the AE.* Yes No
- B. **If Credit Recovery is a component of the ALE program, describe how it is used and list curriculum materials used. (4.04):**
Credit Recovery will be used to help the students to become current (grade level of the peers with whom they started) with the number of credits to be earned for graduation. If a student has failed a class, this criterion will make them eligible for recovery. IXL, Edmentum/Plato and Virtual Arkansas and Lincoln Learning are the computer-based programs that will be used and Keystone Credit Recovery is paper and pencil.

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

A. *We certify that the curriculum used is aligned with the Arkansas Curriculum Standards.* Yes No

B. **What are the instructional methods and materials used?**

The curriculum will follow the regular high school curriculum which is aligned with the Arkansas frameworks along with the Common Core State Standards as the transition is aligned in all areas. The students will receive all of their instruction at the high school campus. We have teachers that are assigned to present lessons in their highly qualified area, lesson plans that are incorporating CCSS and technology will accompany the teacher. All teachers are highly qualified. The teachers will present lessons in lecture form, student facilitated learning, project-based learning and they will use textbooks, resources from internet, presentation from visitors and community people resources. All teachers are licensed by the ADE for their teachable subject area.

9. Drop Out Recovery/High School Equivalency testing preparation may be a component of the ALE program (4.04.3)
We certify that we use Drop Out Recovery/High School Equivalency as set forth by DESE ALE rules Yes No

Describe how it is used and list materials. N/A

What are the ages of students who participate in the High School Equivalency preparation component?
N/A

10. Students with disabilities placed in an ALE will receive services and be monitored. §6-48-103 (4.01 & 4.02)
A. *We certify that students with disabilities receive services as outlined in the IEP.* Yes No
B. **Are SPED services provided in the ALE environment or resource room?** Yes

C. **Who monitors to ensure SPED services are being provided?**

The student's IEP is used to drive the instructional process. It is the district's responsibility to identify, evaluate and if the student deemed to be eligible under IDEA (Individuals with Disabilities Education Act) to be provided access to appropriate education services. The student's IEP (Individual Education Plan) is established on the student's current education level of achievement that is established for their progress or teaching method and the teacher that teaches these students is a member of the ALE team. The students with disabilities will be taught by all teachers in the program with differentiation provided in their instruction. The teacher for students with disabilities will provide direct services in accordance with the IEP. Our district's LEA is a member of the ALE committee

11. **Describe the ALE Exit Criteria and how the transitional success will be monitored.** (4.02) (Transition Plan for returning to traditional environment or Life Plan for Graduating Seniors)

Each student will be allowed to exit the program as they master their goals that they set along with the committee on their student action plan. We will begin the transitioning process at the stated intervals within our calendar (9 weeks/Semester). The ALE will collaborate with the staff as to how the student is progressing. If the student has mastered the determined goals, those that were determined with the placement team/committee, returning the student to the regular population/environment and the continued support of monitoring the student's progress. All of this information will be discussed by the placement team/committee, not an individual determination. The student, parents along with the placement team/committee and using the data will help to drive the decision.

Transition Rubric Addresses: Student Goals, Character Goals, Behavior Goals, and a point system for evaluation of student's progress.

Transition Plan: Part A: School Counselor Profile (A narrative that addresses behavior, academics, and attitude) Explains the student's reason for exiting the program.

Transition Plan: Part B A narrative explaining how the student has met the determined goals of their Student Action Plan.

Transition Plan: Part C is a meeting held to facilitate the process with ALE team, student and parents/guardians to discuss any responsibility established, resources and timeline needed to continue the growth.

12. A. Describe the “Positive Behavioral Supports” to include social skills curriculum (personal competencies), specialized trainings attended, programs used, and other tools/resources that benefit students.

Earle School District is using the PBIS(Positive Behavior Intervention and Support) program which gives a foundation on how: prevent unwanted behaviors, use evidence-based practices to teach the new behavior, teach the new behavior explicitly, mindfully, and step-by-step, keeping data to track progress toward meeting the social skills goals.

- B. Describe career-centered intervention services being implemented in the ALE program and list programs being used. §6-48-103 (career ed, social skills curriculum, etc.)

Our district provides Carpentry and Construction career areas for our students, family and consumer sciences, financial literacy, banking and accounting are a part of the CTE Department. Career Development and Training Institute (CDTI) will be as resource for juniors and seniors with Disabilities. ALE students would have an opportunity to attend these career centered intervention areas. We also have access to a vocational rehabilitation counselor for students with disabilities (SWD) to continue their post high school choices are summer internships of enrichment and our students are offered the opportunity to attend the local community college on the Technology Side and General Education for further credit. Our school uses ACT Prep in subject areas of the teachers, our school provides four fee waivers for ALL juniors and seniors between their junior and senior years of completion to take the ACT on their scheduled time. DESE provides an ACT in the spring semester of their junior year. Social Curriculum is embedded in each course curriculum. Since there is a small ratio: We use Ready to Use Social Skills Lessons and Activities grad-12 by Ruth Weltmann Begunn; as part of the Social Skills Curriculum Activity Library. Remember that the ALE is not a punitive situation, the Guidance Counselor help to facilitate the college preparations and the student will attend activities that are presented to the non-ALE seniors. ALE students will have Student Success Plans and meet with the Student Success Team to determine individual paths.

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

Training for the ALE staff is an ongoing process because of the various diagnoses of some of our students (bi-polar, anxiety, ADHD) we would like to address the whole student. Differentiated instruction is a need for our staff because as we can see each of our students almost need a 1:1 teaching situation in order to address their specific need, but we have improved immensely. More mental capacity training to better serve the need and electronic equipment would be an asset to our particular program. Home support would be an asset to our particular program and it would help propel our students much farther along. More PBIS training is on the horizon for us.

14. Is the ALE program part of a consortium? Yes No If yes describe the arrangement(s) and send MOUs along with signature page:

15. List all waivers the District has been provided by the ALE-Division of Elementary and Secondary Education.
NONE

By my signature below, I hereby certify that this is the program description for 2021-2022 school year, in compliance with all laws and rules governing alternative learning environments. Districts out of compliance with § 6-48 -102 & 104 will be identified and not approved according to Arkansas Department of Education, Division of Elementary and Secondary Education procedures.

School District Earle

School District LEA Number: 1802000

Program Name: Earle Alternative Learning Academy

Grade Levels: 7, 8, 9, 10, 11, 12

Printed name of Superintendent

Tish Knowles

Signature of Superintendent

Date

Printed name of ALE Teacher/Director

Claudia M. Forrest

Signature of ALE Teacher/Director

Date

Telephone Number

870-792-8716

Fax Number

870-792-8155

E-Mail

cforrest@esdbulldogs.org

DUE ON OR BEFORE March 31, 2021

Email completed form to ade.ale@arkansas.gov
and

mail signature page along with
MOUs (if applicable) for each program to:

Jared Hogue, Director
Division of Elementary and Secondary Education
Alternative Learning Environment
Four Capitol Mall, Room 302-B
Little Rock, AR 72201