



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: Gentry Public Schools

District's LEA Number: 0403

Total number of ALE programs: 1

Director's Name: Justin Ledbetter

E-Mail: jledbetter@gentrypioneers.com

ALE Program Name: Pioneer Learning Center

Grade levels of this ALE program: 6-12 (Middle School & High School) - Both will be in same building, but different classrooms.

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

ALE Physical Address: 1155 Pioneer Lane, Gentry, AR 72734

Phone#: 479.736.2667

Cell#: 479.414.6995

Fax#: 479.736.5202

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?

(Attendance) - Each GHSCC student will be allowed the maximum of 9 absences for each semester, or 14 absences for the entire school year. Both unexcused and excused absences will count towards a student's semester and yearly totals. At the point in which a student reaches 10 absences per semester or 15 absences for the entire year, the attendance committee will be alerted. The attendance committee will meet with the ALE Director on the next available date to determine whether the nature of the absences where excessive or if they were warranted. If deemed excessive, the student will be referred to the ALE Program. If the option of the student is to enroll in the ALE program then there will be a formal referral filed by the school counselor, and then given to the ALE Director. The ALE Director will then meet with the ALE placement committee to look at the student's prior interventions for any other criteria for ALE enrollment. If the ALE placement committee signs off on the placement of the student then the Director will set up a parent meeting via in-person or Zoom. Once all of the proper meetings and paperwork have been filed then the student will be placed into the ALE program the next available date. The school counselor and ALE Director will work together to collect all of the proper paperwork including: ALE referral, ALE placement form, previous documented interventions, student's transcripts and current grades, student's test score, student's 504, IEP, 504, ESL information if needed.

(Grades) - Each GHSCC student will be allowed to be enrolled in a maximum of (3) credit recovery classes each semester. Once a student reaches the (4) credit recovery class enrollment, the curriculum committee will be alerted. The curriculum committee will meet with the ALE Director on the next available date to determine whether the student needs to be placed into the ALE program, or to discuss on whether or not the student needs to be tested for SPED, an IEP, or a 504. If the student is recommended to the ALE program then the ALE Director will then meet with the ALE Placement Committee to look at the student's prior interventions for any other criteria for ALE enrollment. If the ALE placement committee signs off on the placement of the student then the Director will set up a parent meeting via in-person or Zoom. Once all of the proper meetings and paperwork have been filed then the student will be placed into the ALE program the next available date. The school counselor and ALE Director will work together to collect all of the proper paperwork including: ALE referral, ALE placement form, previous documented interventions, student's transcripts and current grades, student's test score, student's 504, IEP, 504, ESL information if needed. .

(Behavior) - Each GHSCC student will be subject to a 3 step behavior plan before being recommended to the ALE program. Any student that is referred to the Principal or Dean of Students for actions that are considered "disruptive behavior" will be given an official warning. If that same student is referred to the Principal or Dean of Students a second time for actions that are considered "disruptive behavior" he or she will be given a final warning. If that same student is referred to the Principal or Dean of Students for actions that are considered "disruptive behavior," it will be at the Principal's or Dean of Students' discretion as to whether or not the student is recommended to the ALE program. The ALE Director will then be notified of the referral in which he will then meet with the ALE Placement committee to look at the student's prior interventions for any other criteria for ALE enrollment. If the ALE placement committee signs off on the placement of the student then the Director will set up a parent meeting via in-person or Zoom. Once all of the proper meetings and paperwork have been filed then the student will be placed into the ALE program the next available date. The school counselor and ALE Director will work together to collect all of the proper paperwork including: ALE referral, ALE placement form, previous documented interventions, student's transcripts and current grades, student's test score, student's 504, IEP, 504, ESL information if needed.

(Teacher Intervention Referrals) - Any teacher at GHSCC will be allowed to refer a student to the ALE program if he or she feels that a student would benefit from an alternative learning environment. If the student is a special education student, has an IEP, or a 504 then the teacher must have documentation that all of the accommodations are being met before referring the student to the ALE program. If a teacher feels like a student meets all of the qualifications then he or she will contact the school counselor. The counselor will then sit down with the ALE Director to discuss the referral. The ALE Director will then meet with the ALE placement committee to look at the student's prior interventions for any other criteria for ALE enrollment. If the ALE placement committee signs off on the placement of the student then the Director will set up a parent meeting via in-person or Zoom. Once all of the proper meetings and paperwork have been filed then the student will be placed into the ALE program the next available date. The school counselor and ALE Director will work together to collect all of the proper paperwork including: ALE referral, ALE placement form, previous documented interventions, student's transcripts and current grades, student's test score, student's 504, IEP, 504, ESL information if needed.

Progress- What documents are used to determine if a student has progressed academically and socially, to include a Student Action Plan?

(Attendance) - Any ALE student that has been referred to the ALE program for excessive absences will be responsible for being absent free for (30) school days before a transition back to the high school can be initiated. A student that is referred to the ALE program for excessive absences will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student is needing to take for graduation. This will be included in the student's SAP.

(Grades) - Any ALE student that has been referred to the ALE program for exceeding the maximum amount of credit recovery classes will be responsible for reducing the amount of total credit recovery classes to (2) before a transition back to the high school can be initiated. A student that is referred to the ALE program will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student is needing to take for graduation. This will be included in the student's SAP.

(Behavior) - Any ALE student that has been referred to the ALE program because he or she reached the maximum of (3) "disruptive behavior" incidents will be responsible for being "disruptive behavior" free for an entire semester before a transition back to the high school will be initiated. A student that is referred to the ALE program for "disruptive behavior" will not be allowed to take classes in the high school until this has been completed unless the ALE program does not offer the class a student is needing to take for graduation. This will be included in the student's SAP.

(Teacher Intervention Referrals) - Any student that is referred to the ALE program through teacher interventions will be allowed to discuss transitioning back into the high school as long as they have completed their goals in his or her SAP.

Transition- What documents will be used to determine if a student has successfully transitioned, to include a written transition plan?

(Attendance) - See the above statement regarding the progress of attendance.

(Grades) - See the above statement regarding the progress of grades.

(Behavior) - See the above statement regarding the progress of behavior.

(Teacher Intervention Referrals) - See the above statement regarding Teacher Referrals through Interventions.

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

- Step 1: Student referral is given to the ALE Director from the school counselor. The referral must list at least (2) reasons why the student is being referred, and must also contain a list of any prior interventions to these issues.
- Step 2: A meeting is set with the ALE Director and the Placement Committee to determine whether or not this student should be placed into ALE. The student and the parent should have the opportunity to be at this meeting. The school counselor should bring the following information to this meeting: student's referral, prior interventions, transcripts and current grades, test scores, documentation of 504, IEP, SPED, ESL.
- Step 3: Once a committee has signed off on the student to be enrolled in the ALE program then the Director will set up a meeting with the student and parent if they were not able to attend the committee meeting. If the student & parent are okay with this and agree for the student to be enrolled into the ALE program then the parent and student will sign the ALE Handbook and Program Contact.
- Step 4: Once this has all been done then the student will be enrolled into the ALE program the next available date. The ALE Director will work the counselor to make a new schedule that is tailored for the student.
- Step 5: Build a SAP within 5 days of enrollment.

E. Who monitors to ensure the placement procedures are followed correctly? The school counselor, school principal, ALE Director, and Placement Committee are all responsible for making sure that all of the following steps are to be taken. The ALE Director will be the one directly involved in creating the student folder so he or she will ultimately be responsible.

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? The ALE Director is responsible for keeping up with these ratios, but has a shared document with the school counselor and all administration.

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)

The ALE program will have support from the high school at least 4 periods a day in which a certified Math, Science, English, and Social Studies teacher will provide instruction to the students. On top of this instruction, each student will be responsible for completing a minimum of (2) APEX assignments each week. The ALE program will have a 1:1 ratio in regards to students and chromebooks. Summit Learning will be used in place of APEX for specific classes. Each teacher will have a Google Classroom that is used for daily instruction and AMI days. On top of their every day curriculum, the ALE students will have access to 3D printers, 3-D CNC carving machines, Cricut software and machines for small business designs. They will learn to use all of these to create their own small business in order to gain additional life skills.

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):

The ALE students will use a mix of teacher driven lessons and APEX for their curriculum. On top of the (4) certified CORE teachers that will support the program, there will also be at minimum of (2) full time ALE teachers that have their 5511 certification.

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?

Teacher driven instruction and Project Based Learning will be the bulk of what the students receive, but each student will be responsible for completing at minimum of (2) APEX assignments per well in addition. Classroom teachers will monitor each student's instruction, as well as, their APEX progress.

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.

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

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?

Special education students needing placement in ALE will be identified and referred for the transitional high school. The placement process is identical to that of a traditional student, with the exception of the involvement of the special education teacher from the high school and the district's LEA being involved in the placement process and the placement meeting. The current IEP would also be included in the documentation. Due process as required by law for special education students will be followed.

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

The Special Education teacher who is employed with the Gentry Public School system and assigned to ALE for the amount of time required by student IEP's.

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)**

A current student that has met all of their goals set forth by their Student Action Plan will be eligible to transition back to the high school. This is outlined in the handbook that they sign before entering the program, and under the supervision of the ALE Director. The Director will work with the student to build a SAP within the first 5 days they are enrolled, and will outline everything that a student will need to be successful in the traditional classroom or life after high school. Once the goals have been met and the student agrees to be transitioned back to the high school then the ALE Director will contact the school counselor and principal. A plan for them to transition will be turned in, and all of the paperwork signed off on. Transitions will occur at the end of every 9-week cycle, or at the end of each semester.

A current junior or senior that will not transition back to the high school, but yet to a career, will build their SAP according. The SAP should include goals that lead up to and beyond graduation.

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.**

ALE is a fully integrated intervention service model. Student Success Plans are developed for every student and an advisor is assigned to support achievement and post secondary planning. Social skills training is provided by Ozark Guidance center and through readiness classes available through APEX Learning. Soft skills training is also provided through specific career and technical education courses that the students can be enrolled in.

All of the ALE staff will receive training Behavior eXtreme (BX3) model. This model is designed to increase staff capacity to work effectively with students with challenging behavior. ALE staff capacity will be enhanced through the participation and support from district level BX3 teams. District teams are trained, coached, and empowered by the Behavior Support Specialists (BSS) to work effectively with students with challenging behaviors.

ALE staff will also attend ALE conferences and professional development sessions provided and/or recommended by ADE. Staff will attend professional development to meet state requirements for licensure and individual growth as indicated in professional growth plans.

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.)

In the area of career education our Business teacher provides elective courses which provide our students with background knowledge and foundation necessary for career training. We also offer career education courses through APEX Learning. We will utilize Goodwill Industries and local business for workshops on resume writing, interview skills. Our students also have the opportunity to take the ASVAB to help identify specific career strengths, as well as, an interest assessment. Four year student success plans are completed for each student that assists them in choosing classes and activities that focus on their career pathways of interest.

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

The ALE conference is a good tool for our staff because it provides other point of views across the state that allow our teachers to take a different approach to what we are already doing.

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 ADE-Division of Elementary and Secondary Education.

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 Gentry Public Schools

School District LEA Number: 0403

Program Name: Pioneer Learning Center

Grade Levels: 6-12

Printed name of Superintendent

Terrie Metz

Signature of Superintendent

Date

Printed name of ALE Teacher/Director

Justin Ledbetter

Signature of ALE Teacher/Director

Date



3/8/22

Telephone Number

479-736-2667

Fax Number

479-736-5202

E-Mail

jledbetter@gentrypioneers.com

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