

# Appleton Area School District

## At-Risk Supports, Services and Programs

### 2018-19

#### **BELIEF STATEMENT**

As members of the Appleton Area School District (AASD), we believe that all students can learn at high levels when we:

- ❖ Maintain and communicate high expectations
- ❖ Provide the highest quality instruction
- ❖ Foster a sense of belonging and create supportive learning environments
- ❖ Develop and maintain strong community and home-school connections

#### **VISION**

As members of the Appleton Area School District community, it is our collective responsibility to work together to raise the achievement of all students while closing the gaps between our highest and lowest performing students.

#### **AASD AT-RISK REPRESENTATIVES**

Ben Vogel, Assistant Superintendent [DPI contact]  
Al Brant, Principal, Kaleidoscope Academy  
Karen Brice, Principal, Horizons Elementary  
Justin Heitl, Principal, Appleton Central

Lisa Hunt, School Social Worker and Homeless Coordinator  
Kathleen Smith, Teen Parents Support and At-Risk Teacher  
Polly Vanden Boogaard, Assistant Superintendent of Student Services

#### **STUDENTS AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL**

1. “Children At-Risk” are pupils in grades 5 to 12 who are at-risk of not graduating from high school because they are dropouts or are two or more of the following:
  - a) one or more years behind their age group in the number of credits attained,
  - b) two or more years behind their age group in basic skill levels,
  - c) habitual truants, as defined in s.118.16(1)(a),
  - d) parents,
  - e) adjudicated delinquents,
  - f) 8<sup>th</sup> grade pupils whose score in each subject area on the examination administered under s.118.30(1m)(am)1. was below the basic level and 8<sup>th</sup> grade pupils who failed to be promoted to the 9<sup>th</sup> grade.
2. “Dropout” means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15(1)(b) to (d) or (3).

Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school.

The At-Risk Plan will be provided to the Board of Education for approval annually.

## GOALS

1. Increase school success and graduation rate for students identified as at-risk.
2. Reduce student failure and potential dropouts.
3. Provide early intervention for students identified as being at-risk.
4. Involve parents and community resources in meeting the needs of students identified as at-risk.
5. Provide access to resources to meet basic needs which impact student success.

## EDUCATIONAL SUPPORTS, SERVICES, PROGRAMS

Interventions for students at-risk of not graduating are imbedded into **all** aspects of the AASD curriculum, instruction, programming and staff development from preschool age through high school. Educational supports and services for at-risk students may include school counseling, extra help from teachers, homebound instruction, community-based programs as well as alternative programs both in the school and off-campus. The district may contract with community-based organizations for selected services.

- **District initiatives/Supports/Services/Programs** that assist in identifying and addressing the needs of students at-risk may include those listed below.

There is ongoing verbal and written communication with parents and/or adult students regarding student progress including parent/teacher conferences, quarterly (grades 7-12)/semester (grades K-6) progress reports and individual parent/student meetings. Students with disabilities receive written documentation of their progress at least quarterly (grades PreK-12). When it is determined that a student meets at-risk criteria, staff and parents and/or students collaborate to determine participation in at-risk programs/services to meet specific student needs. Designated school personnel notify parents **in writing** that their child is at-risk and identify the programs and services that are available to assist their child in making progress toward graduation. Additional questions are addressed by Ben Vogel, Assistant Superintendent and district at-risk contact, at 920-832-6301.

- Achievement Community Equity (ACE)
- Alternative School Programs (Appleton Central, Higher Ground, PRIDE, etc.)
- Appleton Community 4K
- Birth to 5 Screenings
- School Meal Programs
- Bullying Prevention
- Co-curricular and Intramural Programs
- Community Collaborations (i.e., 21<sup>st</sup> Century Community Learning Centers, alternative high school educational programs, vocational partnerships, etc.)
- Comprehensive School Counseling Services
- Consortium Summer School
- Continuous School Improvement Process (CSIP)
- Cultural Support Specialists
- English Learners (EL) Services
- Homebound Instruction

**District initiatives/Supports/Services/Programs (continued)**

- Homeless Support
- Indian Education Programming
- Individual Student Progress Monitoring
- Intervention Services
- Literacy and Reading Intervention
- Math Achievement Partnership
- Online Course Options
- Parent Engagement
- Parent Partnerships, Parent Portal
- School Resource Officers (SROs)
- Positive Behavioral Interventions and Supports (PBIS)
- Providing Access to Healing (PATH)
- Referrals to Community Resources
- Response to Instruction (RtI)
- Scholars on Track to Achieve Results (STAR)
- School Health Services
- Section 504 Accommodations and Services
- Special Education and Related Services
- Achievement Gap Reduction Program (AGR)
- Student Assistance Programs (SAP)
- Student Services Team Collaboration
- Student Transition Planning
- Summer School Feeding Program
- Talented and Gifted (TAG)
- Teen Parents Services
- Wellness Screen
- Title I Services
- Truancy Court
- Truancy Reduction and Assessment Center (TRAC)
- United for Reading Success (UFRS)

**Note:** Not all students enrolled in these programs and/or services meet the legal definition of at-risk.

## DISTRICT/COMMUNITY COLLABORATIONS

| PROGRAM/SERVICES  | DESCRIPTION   | PROGRAM/SERVICES GOAL   |
|---|---|---|
| <p><b>21<sup>st</sup> Century Community Learning Centers in partnership with Boys &amp; Girls Clubs of the Fox Valley or the YMCA of the Fox Cities (Select Elem and MS)</b><br/> <b>Contact: Lauren Jones at Boys &amp; Girls Club, 920-731-0555</b></p> | <p>Provide quality extended school day programming for students.</p>  | <ul style="list-style-type: none"> <li>✓ Inspire all youth to realize their full potential as respectful, caring and productive citizens.</li> <li>✓ Provide enrichment activities that support academic achievement through a variety of activities.</li> <li>✓ Offer literacy and other educational services to families.</li> </ul>  |
| <p><b>Charter Schools</b><br/> <b>Contact: Ben Vogel, 920-832-6301</b></p>  | <p>Appleton has 13 Charter Schools offering a wide variety of learning environments to meet specific student learning styles and goals.</p>   | <ul style="list-style-type: none"> <li>✓ Provide a learning environment that is learner specific.</li> <li>✓ Design and deliver innovative curriculum in nontraditional ways in order to meet the needs of participating students.</li> </ul>   |
| <p><b>Comprehensive School Counseling</b><br/> <b>Contact: Polly Vanden Boogaard, 920-832-6114</b></p>  | <p>School counseling services enhance student achievement through the Wisconsin Model Academic Standards. These 9 standards are student focused and address students' needs in the areas of academic, personal/social and career.</p>   | <ul style="list-style-type: none"> <li>✓ School counseling services are to support, facilitate, and encourage student achievement. These services are proactive and preventive and assist students in acquiring and using life-long learning skills. These strategies enhance academic growth, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart life skills for all students.</li> </ul> |
| <p><b>English Learners (EL) Programming</b><br/> <b>Contact: Amy Swick, 920-832-1729</b></p>  | <p>EL Programming provides a content-based approach to language learning through pull-out, integrated, and co-teaching services. The district provides an array of sheltered content-focused classes. Appleton Bilingual School (charter) offers at-risk services to EL in the district. Specifically, the model of instruction is dual language or dual language/bilingual.</p>      | <ul style="list-style-type: none"> <li>✓ Develop higher levels of literacy with transition to mainstream schedule.</li> </ul>   |
| <p><b>Healthy Kids Initiatives</b><br/> <b>Contact: Mikki Duran, 920-997-1399 ext. 2846</b></p>   | <p>Students who are well nourished, physically fit, and provided a character education curriculum are better able to focus in the classroom and achieve behaviorally and academically. An annual Healthy Kids and PBIS summer institute is an effort to enhance and promote PBIS and healthy lifestyles. Participating schools develop a wellness plan for their individual site.</p> | <ul style="list-style-type: none"> <li>✓ Improve student learning through the promotion of healthy lifestyles within our school community.</li> </ul>   |
| <p><b>Homeless Support</b><br/> <b>Contact: Lisa Hunt, 920-997-1399 ext. 6233</b></p>   | <p>The McKinney-Vento Homeless Assistance Act provides specific rights and protections for families experiencing homelessness.</p>  | <ul style="list-style-type: none"> <li>✓ Maintain school enrollment and attendance for students experiencing homelessness.</li> </ul>   |
| <p><b>Native American Education Programming (partnership with Goodwill)</b><br/> <b>Contact: Amy Swick, 920-832-1729</b></p>  | <p>Provide individual and targeted support in reading through Native American culture and other topics of interest to students. Native students participate in monthly cultural programs that help connect them to their heritage culture.</p>  | <ul style="list-style-type: none"> <li>✓ Raise awareness and encourage students to get involved in academic and co-curricular activities.</li> </ul>  |

| PROGRAMS/SERVICES (cont.)   | DESCRIPTION   | PROGRAM/SERVICES GOAL   |
|---|---|---|
| <b>Intervention Time (All levels)</b><br><b>Contact: Building Principal</b>   | Provide specific daily interventions/activities appropriate for students.   | <ul style="list-style-type: none"> <li>✓ Provide enrichment opportunities for students performing at or above grade level.</li> <li>✓ Provide specific interventions for students performing below grade level to close the achievement gap.</li> </ul>   |
| <b>Literacy Interventionist</b><br><b>Contact: Linda Kuhaupt, 920-832-2182</b>  | Provide literacy support and interventions for students.  | <ul style="list-style-type: none"> <li>✓ Raise the achievement of at-risk readers and struggling students.</li> <li>✓ Practice effective on-going formal and informal assessment of student progress and participate in on-going formative and summative assessment analysis to inform instruction and assure instructional differentiation to meet student needs.</li> <li>✓ Assist students in successful transitions to the classroom environment so they are able to maintain progress made during intervention.</li> </ul> |
| <b>Mentors/Tutors</b><br><b>Contact: Mary Greiner, 920-832-6319</b>   | Provide mentors/tutors to work with specific students one-on-one.   | <ul style="list-style-type: none"> <li>✓ Assist students in making progress in academic and/or personal growth.</li> </ul>  |
| <b>School Resource Officers (SRO's)</b><br><b>Contact: James Huggins, 920-832-6142</b>  | SRO's work in partnership with the schools and are a resource for staff, students, and parents. They become part of the school community. Students get to know and trust SRO's in the school setting, therefore allowing for a more trusting relationship outside of the school setting. This in turn allows for students to share concerns that are occurring outside of school as well as provide an opportunity for the SRO's to assist. Officers in the unit work as a cohesive group and work closely with school administrators and county agencies to ensure the safety of students, their families and school district employees. SRO's are also an integral part of truancy court proceedings. | <ul style="list-style-type: none"> <li>✓ Work collaboratively with the schools in a proactive manner to address youth concerns. When necessary, SRO's meet with small groups of students to mediate disputes and put plans in place to prevent further negative behaviors.</li> </ul>   |
| <b>Positive Behavioral Intervention and Supports (PBIS)</b><br><b>Contact: Sheree Garvey, 920-997-1399 ext. 2101</b>                        | PBIS is a systematic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.   | <ul style="list-style-type: none"> <li>✓ Reduce disciplinary interventions, increase academic achievement, build social competencies with students and establish safe learning environmental for all. Schools monitor student behavior by utilizing the school-wide informational system (SWIS) a web-based behavior management system.</li> </ul>  |
| <b>Providing Access to Healing (PATH) Counseling program sponsored by United Way</b><br><b>Contact: Polly Vanden Boogaard, 920-832-6114</b> | School-based program funded through United Way designed to improve access to mental health services provided by qualified licensed clinical staff for children and youth who are unable to obtain care elsewhere in the community.  | <ul style="list-style-type: none"> <li>✓ Remove barriers (i.e., waiting lists, financial resources, parent work schedules, etc.) in accessing mental health services. Timely access to services may improve student success in the learning environment.</li> </ul>   |

| PROGRAMS/SERVICES (cont.)   | DESCRIPTION  | PROGRAM/SERVICES GOAL  |
|---|--|--|
| <p><b>Scholars on Target to Achieve Results (STAR) Program sponsored by the Boys and Girls Club</b><br/> <b>Contact: Kayla McNamara (Boys &amp; Girls Club) at 920-750-5828 or Ben Vogel (AASD) at 920-832-6301</b></p> | <p>A community collaboration to support students who identify as Black or African American by providing additional support through our Opportunity Coordinators at the middle and high school levels.</p>  | <ul style="list-style-type: none"> <li>✓ Increase high school graduation rates and close opportunity gaps that currently exist for many of our Black/African American students.</li> <li>✓ Provide additional support to Black/African American students that will lead to high school graduation and a successful post-high school graduation plan.</li> </ul>  |
| <p><b>School Health Services</b><br/> <b>Contact: Polly Vanden Boogaard, 920-832-6114</b></p>   | <p>Provide for student's physical, emotional, and mental health by actively collaborating with student services providers and administration to promote healthy lifestyle choices in students. Interact effectively with community partners. Develop individual student health plans and provide consultation addressing student health needs.</p>                         | <ul style="list-style-type: none"> <li>✓ Assist students to be able to participate fully in their educational experience by preventing, removing and/or reducing health-related barriers that interfere with their development and learning.</li> <li>✓ Maximize student learning opportunities by supporting, maintaining and improving student's physical, emotional and mental health through collaboration with staff, students, parents and community resources.</li> </ul> |
| <p><b>Section 504</b><br/> <b>Contact: Polly Vanden Boogaard, 920-832-6114</b></p>  | <p>Accommodations and services provided to students identified as disabled under Section 504.</p>  | <ul style="list-style-type: none"> <li>✓ Provide classroom and/or environmental accommodations/services for students to be successful.</li> </ul>  |
| <p><b>Special Education and Related Services</b><br/> <b>Contact: Polly Vanden Boogaard, 920-832-6114</b></p>   | <p>Special education services available to students ages 3-21 who qualify through the special education evaluation process. Educational goals and services for each student are developed annually by an individual education plan team.</p>   | <ul style="list-style-type: none"> <li>✓ Services address the educational needs of students with disabilities, help support their meaningful access to the general curriculum and the regular education environment, and help prepare students for post-secondary opportunities.</li> </ul>  |
| <p><b>Student Services Support (Psychologists, Social Workers)</b><br/> <b>Contact: Polly Vanden Boogaard, 920-832-6114</b></p>   | <p>Student Services staff assist with early identification/prevention efforts through consultation with teachers and teams, support and assistance to families, and direct service to students (data supported). Services are provided within district response frameworks (PBIS, SST, PLCs, etc.) and when student specific needs are identified through other means.</p> | <ul style="list-style-type: none"> <li>✓ Early identification/response to the educationally related needs of students and families through screening, assessment and direct service.</li> </ul>  |
| <p><b>Teen Parents Services</b><br/> <b>Contact: Polly Vanden Boogaard, 920-920-832-6114</b></p>  | <p>Teen Parents services are designed to meet the needs of students who are facing the challenges of pregnancy and parenting while enrolled in school.</p>   | <ul style="list-style-type: none"> <li>✓ Assist teen parents in meeting high school graduation requirements and cope effectively with the responsibilities of pregnancy and teen parenting.</li> <li>✓ Inform and advise teen parents of post-secondary options for job training, education, and career planning to help prepare for economic self-sufficiency.</li> <li>✓ Facilitate with the needed and appropriate community services.</li> </ul>                             |

| <b>PROGRAMS/SERVICES (cont.)</b>  | <b>DESCRIPTION</b>  | <b>PROGRAM/SERVICES GOAL</b>  |
|---|---|---|
| <b>TRAC Program (of The Boys &amp; Girls Club of the Fox Valley)</b><br><b>Contact: Kayla McNamara at Boys &amp; Girls Club, 920-750-5828</b> | Students/families (K-12) with attendance concerns are referred to the TRAC Program to address underlying reasons for truancy and explore necessary steps for improvement. TRAC case managers provide an initial assessment and ongoing support through either school or Boys & Girls Club-based meetings.   | <ul style="list-style-type: none"> <li>✓ Proactively address the issues of truancy and promote school attendance.</li> <li>✓ Educate students/ families on truancy laws and process.</li> <li>✓ Connect students and families with additional resources to further assist in sustaining change.</li> <li>✓ Empower students/ families to acquire and utilize good decision-making skills for future life choices.</li> <li>✓ Provide assistance/support for families in the Truancy Court Process.</li> </ul> |
| <b>Truancy Court held at District Middle and High Schools</b><br><b>Contact: Ben Vogel, 920-832-6301</b>                                      | Provide middle and high school students with a proactive approach to address truancy concerns systemically and more consistently, allowing students a better chance to get back on track academically. Students will miss fewer classes by being able to attend truancy court at their home school. Opportunity to have school officials present at truancy court to better support students and parents. Provide better opportunities for school and county to share resources and communicate more efficiently and effectively. | <ul style="list-style-type: none"> <li>✓ Provide reinforcement and accountability for students to attend school.</li> </ul>   |

## **PRESCHOOL and ELEMENTARY**

| <b>PROGRAM/SERVICES</b>   | <b>DESCRIPTION</b>   | <b>PROGRAM/SERVICES GOAL</b>  |
|---|--|---|
| <b>Birth to 5 Screening and Programs</b><br><b>Contact: Pam Franzke, 920-832-6470</b> | Free developmental screenings to determine if a child needs further educational testing or services prior to kindergarten.   | <ul style="list-style-type: none"> <li>✓ Engage community resources to provide active and engaged language opportunities for all children, birth to 5, as they strive to develop their full potential.</li> <li>✓ Encourage families to participate in free screenings for all children ages 3 to 5 that are not enrolled in kindergarten.</li> <li>✓ Engage in early learning to prevent future dropouts.</li> </ul> |
| <b>Math Achievement Partnership</b><br><b>Contact: Stephen Harrison 920-832-5710</b>  | Volunteer tutors provide math support to selected students in grades 2-4 as determined by the school site plan.  | <ul style="list-style-type: none"> <li>✓ Improve math achievement in students participating in the math achievement partnership.</li> </ul>   |
| <b>Achievement Gap Reduction Program (AGR)</b><br><b>Contact: Building Principal</b>  | Provide lower class size to improve student achievement.   | <ul style="list-style-type: none"> <li>✓ Improve student achievement with lower class size, increased collaboration, use of specific curriculum, and improved professional development and staff-evaluation practices.</li> </ul>   |
| <b>Talented and Gifted (TAG)</b><br><b>Contact: Cassie Guilbeault, 920-832-6325</b>   | TAG teachers facilitate the process of matching identified student needs with appropriate learning options such as differentiated instruction, cluster grouping, TAG pull together, talent searches, subject and/or grade acceleration, and academic co-curricular activities. | <ul style="list-style-type: none"> <li>✓ Provide continuing assistance to staff planning differentiated activities for WIN/PIE/DEYO time.</li> </ul>  |

|  |   |  |
|--|---|--|
| <b>Title I School-Wide</b><br><b>Contact: Pam Franzke, 920-832-6321</b>                        | School-Wide programs serve all children in a school through a school-wide plan and evaluate the impact of services on student achievement. All staff in a school-wide school, including teachers and paraprofessionals, must be highly qualified. | ✓ Generate high levels of academic achievement in core subject areas for all students, especially those students most in need through high quality instruction; strategies and methods based on scientifically based research, strategies and methods to improved teacher quality and professional development; consolidated use of funds. |
| <b>United for Reading Success (UFRS) Program</b><br><b>Contact: Mary Greiner, 920-832-6319</b> | Volunteers provide tutoring to selected 1 <sup>st</sup> grade students who struggle with reading.   | ✓ Improve reading level of the students involved in the program.   |

## MIDDLE SCHOOL

| PROGRAM/SERVICES  | DESCRIPTION   | PROGRAM/SERVICES GOAL  |
|---|---|--|
| <b>Community Learning Center (Grades 6-8) at Appleton Central</b><br><b>Contact: Justin Heitl, 920-832-6136</b> | Meet the academic, social and behavioral needs of middle school students who have been expelled or voluntarily withdrawn. | ✓ Provide educational services to middle school students who are at-risk. Curriculum is primarily focused on mathematics, reading and writing. Science and social studies content is integrated into the communication arts coursework. Students participate in fitness activities, volunteering, individual and group work with the school social worker and professional counselor.<br><br>✓ Administrative Placement after specific conditions have been met. |

## HIGH SCHOOL

| PROGRAM/SERVICES  | DESCRIPTION   | PROGRAM/SERVICES GOAL  | AT-RISK CRITERIA   | ACCESS to PROGRAM/SERVICES   |
|---|---|--|--|--|
| <b>Appleton Central (Day Program)</b><br><b>Contact: Justin Heitl, 920-832-6136</b> | Meet the academic, social and behavioral needs of students who are significantly credit deficient. Includes program offerings during the school year and summer school. | Provide educational services to students in grades 9-12 who are at-risk. | <ul style="list-style-type: none"> <li>• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels <b>and</b></li> <li>• One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent.</li> <li>• Primarily second semester sophomores or older.</li> <li>• Require more intensive intervention than can be provided by the regular high school's at-risk programs.</li> </ul> | <ul style="list-style-type: none"> <li>• Referral from East, West or North High School.</li> <li>• Intake meeting is scheduled with Central staff and parent/student.</li> </ul> |



| <b>PROGRAM/SERVICES<br/>(cont.)</b>   | <b>DESCRIPTION</b>  | <b>PROGRAM/SERVICES GOAL</b>   | <b>AT-RISK CRITERIA</b>   | <b>ACCESS to<br/>PROGRAM/SERVICES</b>  |
|---|---|--|---|--|
| <b>At-Risk Credit Attainment Summer School</b><br><b>Contact: Kevin Steinhilber, 920-832-2186</b>   | Consortium Summer School includes the use of credit recovery on-line curriculum to assist credit deficient juniors or seniors in credit recovery, often times assisting seniors that did not graduate with his/her class, to recover the necessary credits to graduate over summer.   | Assist students in obtaining credits in order to graduate.   | <ul style="list-style-type: none"> <li>• Juniors or seniors who are identified at-risk and are credit deficient.</li> </ul>   | <ul style="list-style-type: none"> <li>• Two 3-week sessions.</li> </ul>   |
| <b>At-Risk Interventions for Students with Failing Grades</b><br><b>Contact:</b><br><b>East 920-832-6212;</b><br><b>North 920-832-6525;</b><br><b>West 920-832-6219</b> | Designated study/tutor time with peers or designated staff.   | Staff and/or peer support and tutoring for students to gain the necessary skills to be successful and form positive relationship with peers. | <ul style="list-style-type: none"> <li>• Failing grades</li> </ul>  | <ul style="list-style-type: none"> <li>• Designated school personnel enroll students based on student grades</li> </ul>  |
| <b>At-Risk Programs at East, North and West High School</b><br><b>Contact:</b><br><b>East 920-832-6212;</b><br><b>North 920-832-6525;</b><br><b>West 920-832-6219</b>   | At-Risk Programs are designed to provide alternative learning experiences for students who are in need of options in order to be successful in reaching district graduation requirements. Nontraditional methods are used to assist in areas of credit deficiency, attendance difficulties and development of positive attitudes regarding lifelong learning. | Connect students to programs and services that offer flexible learning options for successful outcomes.                                      | <ul style="list-style-type: none"> <li>• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels <b>and</b></li> <li>• One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent.</li> </ul> | <ul style="list-style-type: none"> <li>• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.</li> </ul> |
| <b>Community Based Instruction (CBI)</b><br><b>Contact:</b><br><b>Bob Woodford, 920-749-5859</b>  | Work, leisure and recreation opportunities and experiences in the community setting for students with disabilities.   | Develop skills for independent living and transition to adult life.  | <ul style="list-style-type: none"> <li>• Student with a disability and current IEP</li> <li>• May require long term support</li> </ul>  | <ul style="list-style-type: none"> <li>• IEP team determination</li> </ul>   |

| <b>PROGRAM/SERVICES<br/>(cont.)</b>   | <b>DESCRIPTION</b>   | <b>PROGRAM/SERVICES GOAL</b>  | <b>AT-RISK CRITERIA</b>   | <b>ACCESS to<br/>PROGRAM/SERVICES</b>  |
|---|--|---|---|--|
| <b>Dan Spalding Academy at Appleton Central</b><br><b>Contact: Justin Heitl, 920-832-6136</b>   | Meet the academic, social and behavioral needs of high school students who have been expelled or voluntarily withdrawn while also providing services to address the behaviors and decision making that resulted in the expulsion or withdrawal. Includes program offerings during the school year and summer school. | Provide educational services to high school students who are at-risk.   | <ul style="list-style-type: none"> <li>• Student has been expelled or voluntarily withdrawn.</li> </ul>   | <ul style="list-style-type: none"> <li>• Administrative placement after specific conditions are met.</li> </ul>  |
| <b>GED Option 2 Program at Appleton Central</b><br><b>Contact: Justin Heitl, 920-832-6136</b>   | Allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. Students who are successful in completing GED tests and all other graduation requirements earn a traditional high school diploma.     | Obtain a high school diploma.   | <ul style="list-style-type: none"> <li>• At least 17 years of age.</li> <li>• First year senior or older.</li> <li>• Reading above the 9<sup>th</sup> grade reading level.</li> <li>• One year behind their 9<sup>th</sup> grade class in credits.</li> <li>• Demonstrated 90% attendance.</li> <li>• Successfully completed: Health, PFM, .50 Civics</li> <li>• 30 hours of verified service learning at a not-for-profit agency.</li> </ul> | <ul style="list-style-type: none"> <li>• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.</li> </ul> |
| <b>Goodwill Industries</b><br><b>Contact: Bob Woodford, 920-749-5859</b>  | Structured work experience in an integrated community setting. A flexible program that can be part or full day.  | Students are offered an opportunity to experience work in an integrated community setting and gain work skills.   | <ul style="list-style-type: none"> <li>• Vocational evaluation to determine student capacity for employment</li> <li>• Students ages 16 years and older</li> <li>• Individual students with disabilities who require a work experience, transition plan</li> <li>• Need for structured, supervised work experience</li> </ul>   | <ul style="list-style-type: none"> <li>• IEP team determines that work experience is necessary</li> <li>• Attend orientation, follow work rules, complete various job responsibilities</li> </ul>                |
| <b>GPS Education Partners</b><br><b>Contact:</b><br><b>East 920-832-6212;</b><br><b>North 920-832-6525;</b><br><b>West 920-832-6219</b> | An alternative work-based learning program that meets state education standards while providing relevant work experience for students within a manufacturing setting. Students are paid an hourly wage for up to 40 hours per week while they are in the program.  | Provide academically disengaged juniors and seniors an opportunity to earn their high school diploma by attending school and working in a manufacturing job experience. | <ul style="list-style-type: none"> <li>• 21 month program</li> <li>• Students must be at least 16 years of age and credit deficient.</li> </ul>   | <ul style="list-style-type: none"> <li>• Referral process involving school staff, parents and/or student.</li> </ul>   |

| PROGRAM/SERVICES<br>(cont.)  | DESCRIPTION   | PROGRAM/SERVICES GOAL   | AT-RISK CRITERIA   | ACCESS to<br>PROGRAM/SERVICES  |
|--|---|---|--|--|
| <b>Higher Ground</b><br><b>Contact: Heidi Schmidt,</b><br><b>920-997-1399 ext. 2116</b>                                      | Higher Ground Program is an alternative program located at Valley Packaging Industries, Inc., and provides 11 <sup>th</sup> and 12 <sup>th</sup> grade students that are credit-deficient with an alternative path to earn a high school diploma through flexible/accelerated instruction and employment. Vocational readiness is emphasized. | Provide students the opportunity to earn their high school diploma through flexible instruction tailored to meet individual student needs. Also provides students with academic, vocational and social/behavioral skills to graduate from high school and gain competitive employment or volunteer. | <ul style="list-style-type: none"> <li>• Primarily 11<sup>th</sup> and 12<sup>th</sup> graders</li> <li>• Students considered at-risk of not completing high school due to credit deficiency, truancy, lack of motivation, inability to relate to authority, health concerns, and/or academic problems</li> <li>• Geared towards meeting the needs of students who require more intensive intervention than can be provided by the home high school's at-risk program</li> </ul> | <ul style="list-style-type: none"> <li>• Complete application process.</li> <li>• IEP team determination that includes the student and/or parent.</li> <li>• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.</li> </ul> |
| <b>Internships</b><br><b>Contact:</b><br><b>East 920-832-6212;</b><br><b>North 920-832-6525;</b><br><b>West 920-832-6219</b> | Internships integrate school-based and work-based learning. Interning at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action in the workplace, and informs the student about career choice.   | Provide work-based learning opportunities, which are the key to successful 21st century learning.   | <ul style="list-style-type: none"> <li>• Students ages 16 years and older</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete a job shadow</li> <li>• Submit a cover letter, resume and application to the YA Coordinator</li> <li>• Teacher interview</li> <li>• Business Interview</li> </ul>  |
| <b>PRIDE</b><br><b>Heidi Schmidt,</b><br><b>920-997-1399 ext. 2116</b>   | Meet the academic, social and behavioral needs of students with disabilities who have been expelled or voluntarily withdrawn. PRIDE may also serve as an alternative placement. Students are also provided with a work experience opportunity.  | Provide educational services to students with disabilities while they are removed from their school placement for disciplinary reasons.   | <ul style="list-style-type: none"> <li>• AASD student with a current IEP.</li> <li>• Student with a disability expelled from the district by the school board and placed by the district.</li> <li>• Student with a disability placed on a 45-day interim for drugs or weapons.</li> <li>• Student with a disability who voluntarily withdraws and agrees to a placement at PRIDE as an alternative to expulsion.</li> </ul>   | <ul style="list-style-type: none"> <li>• IEP team determines placement.</li> </ul>   |

| PROGRAM/SERVICES<br>(cont.)  | DESCRIPTION  | PROGRAM/SERVICES GOAL   | AT-RISK CRITERIA  | ACCESS to<br>PROGRAM/SERVICES   |
|--|--|---|---|---|
| <b>Project SEARCH</b><br><b>(in partnership with</b><br><b>Division of Vocational</b><br><b>Rehabilitation, St.</b><br><b>Elizabeth Hospital,</b><br><b>Long Term Care, Valley</b><br><b>Packaging Industries)</b><br><b>Heidi Schmidt,</b><br><b>920-997-1399 ext. 2116</b> | Project SEARCH provides pre-employment training for students with disabilities through internship experiences at St. Elizabeth Hospital. Students work with an AASD teacher, a job coach from Valley Packaging, and mentors from St. Elizabeth Hospital on site during their internships. Post-secondary placement services in competitive employment are provided by DVR. | Prepare students in their last year of high school attendance for competitive employment following graduation.  | <ul style="list-style-type: none"> <li>• Age 18 or older.</li> <li>• Developmentally disabled students who will likely qualify for long-term disability support.</li> <li>• School year prior to last expected year of high school attendance.</li> <li>• IEP goals emphasizing community, functional life and vocational activities within the student's next natural environment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Student application to Project SEARCH.</li> <li>• IEP team determination and successful screening.</li> </ul>  |
| <b>QUEST (in partnership</b><br><b>with Fox Valley</b><br><b>Technical College)</b><br><b>Heidi Schmidt,</b><br><b>920-997-1399 ext. 2116</b>  | An alternative educational program that provides at-risk students with an opportunity to earn a high school equivalency diploma (HSED) or regular high school diploma. Students participate in a competency based program through Fox Valley Technical College, and the program is available to both special education and regular education students.                     | Provide students with an alternative educational setting to work toward HSED or regular high school diploma     | <ul style="list-style-type: none"> <li>• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels <b>and</b></li> <li>• One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent.</li> <li>• Mandated students are 17 yrs. Old and started HSED in correctional facility</li> <li>• Permissive students are 17 yrs. Old and working toward HSED</li> <li>• Must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma.</li> </ul> | <ul style="list-style-type: none"> <li>• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.</li> <li>• Upon enrollment, students will determine if they wish to work toward an HSED or complete the additional requirements to be awarded a regular high school diploma.</li> </ul> |
| <b>Valley Packaging, Inc.</b><br><b>Contact: Bob</b><br><b>Woodford,</b><br><b>920-749-5859</b>  | Structured work experience in an integrated community setting. A flexible program that can be part or full day.  | Students are offered an opportunity to experience work in an integrated community setting and gain work skills. | <ul style="list-style-type: none"> <li>• Vocational evaluation to determine student capacity for employment</li> <li>• Students ages 16 years and older</li> <li>• Individual students with disabilities who require a work experience, transition plan</li> <li>• Need for structured, supervised work experience</li> </ul>   | <ul style="list-style-type: none"> <li>• IEP team determines that work experience is necessary</li> <li>• Attend orientation, follow work rules, complete various job responsibilities</li> </ul>   |

| PROGRAM/SERVICES<br>(cont.)   | DESCRIPTION   | PROGRAM/SERVICES GOAL  | AT-RISK CRITERIA  | ACCESS to<br>PROGRAM/SERVICES   |
|---|---|--|---|---|
| <p><b>Youth Apprenticeship (YA) Program</b><br/> <b>Contact: Rita O'Brien,</b><br/> <b>920-997-1399 ext. 2187</b></p>   | <p>Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.</p>  | <p>Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.</p>  | <ul style="list-style-type: none"> <li>• Students ages 16 years and older</li> </ul>  | <ul style="list-style-type: none"> <li>• Complete a job shadow</li> <li>• Submit a cover letter, resume and application to the YA Coordinator</li> <li>• Teacher interview</li> <li>• Business Interview</li> </ul> |
| <p><b>Wisconsin National Guard Challenge Academy (in partnership with Fort McCoy)</b><br/> <b>Contact:</b><br/> <b>East 920-832-6212;</b><br/> <b>North 920-832-6525;</b><br/> <b>West 920-832-6219</b></p> | <p>Designed for at-risk youth who have dropped out of high school or are credit deficient. The program consists of 22 weeks at Fort McCoy in a highly structured environment, followed by one year in the cadet's home community working with a local mentor.</p> | <p>Complete the academy's eight core components: academic instruction leading to Wisconsin's High School Equivalency Degree (HSED); job skills training; physical fitness; health, sex education and nutrition; leading and following; life-coping skills; responsible citizenship; and community service. Students who have previously attended an AASD high school are eligible to apply to receive an AASD diploma.</p> | <ul style="list-style-type: none"> <li>• 16 years 9 months through 18 years old (not yet 19 on enrollment date)</li> <li>• High school drop-out, habitual truant, expelled</li> <li>• Credit deficient; behind in basic skills</li> <li>• Legal resident of US and WI</li> <li>• Mentally and physically capable; demonstrating a strong desire to change</li> <li>• Not currently on parole or probation for other than juvenile status offenses, not awaiting sentencing, and not under indictment, charged or convicted of a felony</li> <li>• Voluntary choice</li> <li>• Drug and Tobacco free</li> <li>• Identified non-family member mentor in their community</li> <li>• Students must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. Graduation date is based on when they successfully complete all aspects of the program.</li> </ul> | <ul style="list-style-type: none"> <li>• Self-referral by the student and parents/guardians.</li> </ul>   |

## **EVALUATION OF SERVICES PROVIDED UNDER THE AT-RISK PLAN**

Interventions, supports and services for students at-risk of not graduating are imbedded into **all** aspects of the AASD curriculum, instruction, and programming from preschool age to high school. Evaluation of at-risk programs, services and supports is ongoing through student progress monitoring, site and District CSIP plan review, and data analysis that include the following areas:

- Attendance
- Discipline Referrals-SWIS
- Dropouts
- Enrollments
- Graduation
- Post-graduation plans
- Transfer students

**Updated: August 2018**