

**Kaukauna Area School District
At-Risk Plan**



Board Approved: May 22, 2023

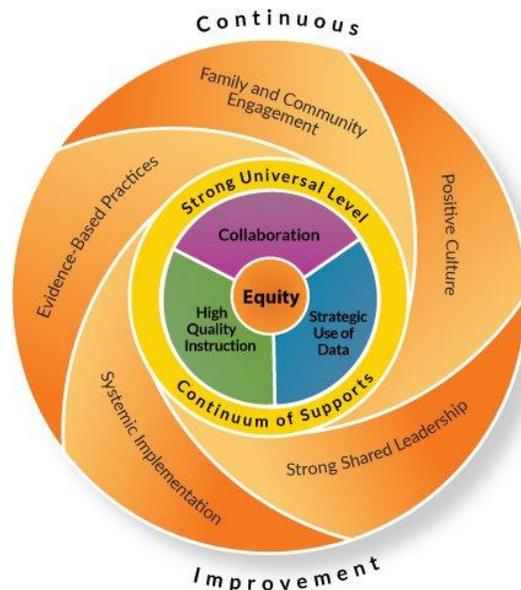
Table of Contents

KASD Mission Statement	Page 3
RtI and At-risk Programming	Pages 4-5
District At-risk Programming	Page 6
Eagle Academy At-risk Programming	Page 7-9
KHS At-risk Programming	Pages 10-14
Parent Notification Process	Page 15
Accommodations	Page 16
Ongoing Implementation	Page 17

**Kaukauna Area School District
Mission Statement**

The Kaukauna Area School District, in partnership with our community, will provide a rigorous and relevant curriculum through best instructional practices which emphasize student achievement and accountability, delivered in a safe and caring environment.

RtI and At-Risk Programming in KASD



Culturally Responsive Practices

Kaukauna, a small community of approximately 16,165 residents, is located in the Fox Cities area just north of Lake Winnebago. The community has supported Alternative Education programming options for over twenty-five years. Equitable education opportunities and services are offered to ensure that all students are successful socially, academically, and emotionally. Programming is offered within buildings to support the belief that students are a part of the community.

Collaboration

Teachers at all levels collaborate to meet the needs of all students. The Pupil Services Team/Building Consultation Team meets weekly to discuss students' needs and support staff members in assisting all students.

Balanced Assessments

Each grade level is working towards balanced assessments for all core subjects. The Common Core Curriculum is implemented in English and Mathematics to create common, balanced experiences and assessments for all students.

High Quality Instruction

High-quality instruction (curriculum, instruction and assessment) is:

- Engaging and differentiated
- Standards based
- Data driven
- Research and evidence based

Curriculum, instruction, and assessment that are grounded in the culturally responsive practices of relevance, identity, belonging, and community will serve to best engage all students. High-quality curriculum and instruction should be culturally appropriate for the students being served and prepare all students for a multicultural world.

Multi-Level System of Support

A multi-level system of support is the practice of systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention. Within an RtI system, schools do the following:

- Use data to identify students at-risk for poor learning outcomes or in need of increased challenge
- Monitor student progress
- Intervene based on student need
- Adjust the intensity and nature of interventions or challenges depending on a student's responsiveness

An at-risk program is part of a comprehensive multi-level system of support designed to provide the right level of support, at the right intensity, at the right time.

District At-Risk Programming

At-risk education is a system of supports that assist students who may struggle in school due to atypical circumstances. Mental health, home life, addiction, truancy, and poverty are examples of the myriad of struggles with which at-risk students deal with. The Kaukauna Area School District Alternative Education Programs provide a caring, safe, and consistent learning environment to promote student success. We achieve this through forming healthy relationships, promoting positive decision making, having smaller class sizes, closely monitoring assignments, and providing unique learning opportunities. Our goal is to support students on their educational journey and to prepare them for a successful and productive future.

Alternative Education: River View Middle School Eagle Academy

Eagle Academy Goals:

- Increase attendance rate to a minimum of 90%
- Exhibit an improved attitude toward school and learning
- Increase motivation for learning
- Develop a strong sense of self
- Successfully complete the school year and program to the next level
- Reduce in class behavior problems by a minimum of 75%
- Complete 90% of their assignments in a timely fashion
- Reduce number of in-school suspensions by a minimum of 75%
- Decrease number of failing grades to fewer than two
- Exhibit reading and mathematics academic performance consistent with students of their age and grade level

Identification and Placement

River View Middle School

Identification:

Grades 5-6 students will be identified through the building level process and supported by the appropriate professional staff members. Transition through grade levels will be facilitated with communication of an intervention plan that aligns with Wisconsin Statute PI 118.153.

Grades 7-8 students will be identified through the building level process and placed in the Eagle Academy program. Students transferring to River View Middle who were identified at-risk at a previous district will also be considered for placement in the program. Transfer students will be considered for placement based on prior school district information. Services that support students align with Wisconsin Statute PI 118.153.

Transition to the high school will be coordinated by the Eagle Academy teacher to include a tour, individualized scheduling, and conferencing with the high school staff.

Eagle Academy students will be reviewed for placement in the Skills for Success class/intervention by the District At-Risk Committee.

River View students will be identified for Eagle Academy through the considerations listed below.

1. Interventions:
 - a. Have there been interventions in the classrooms?
 - b. What was the plan from the intervention?
 - c. Was it implemented? For how long?
 - d. Was there follow-up?
 - e. What was the degree of success?
 - f. Were the parents contacted?
 - g. Any community resources?
2. Has the student been identified as 504 and have the accommodations been identified and met?
3. The student has to want to be in the program.
4. Parent permission and student signature on the acceptance letter are required to enter the program.
5. The Pupil Services Team makes the final decision.

Factors for Consideration into the Program:

1. Academic Performance

The student is significantly below expected grade level performance:

- grade point average in core areas is 1.0 or below
- discrepancy with standardized test scores
- Two or more F's in consecutive quarters in the same subject area

2. Attendance Concerns:

- identified as a truant or
- missing more than 15 days in a semester

3. Low motivation is a contributing factor to school issues.

Placement Plan:

During the first two weeks of January each 6th and 7th grade level team will create a list of students to be considered as candidates for the Eagle Academy and rank them according to the following criteria:

- 1- the student meets the criteria and should be a priority candidate.
- 2- the student meets some of the criteria.
- 3- the student could benefit from the program.

Each house will turn in their lists to the Pupil Services Team by the second Friday in February.

The Pupil Services team meets in March and early April to analyze data, and make decisions on placement.

Letters to new candidates will be mailed by the last week in April with a request to be returned by the second week of May. The Eagle Academy teacher will be responsible for the mailing.

During the third week of May, the Eagle Academy teacher will make follow up phone calls to parents that have not returned forms. Additionally, the Eagle Academy teacher will schedule meetings as needed with administration and/or parents to discuss concerns.

Placements will occur as needed for students. This could include at the start of the school year and/or throughout the school year.

Alternative Education: Kaukauna High School

Kaukauna High School Goals:

- Increase attendance
- Earn passing grades in all classes
- Graduate with their class
- Make positive and healthy choices
- Exert independence and responsibility

Identification and Placement

Kaukauna High School

Identification:

All students in grades 9-12 can be considered for Alternative Education . Services that support students align with Wisconsin Statute PI 118.153.

Factors for Consideration into the Program:

1. Prior Alternative Education interventions
2. Disciplinary record
3. Attendance concerns
4. State standardized test data
5. Professional staff recommendations
6. Home/community concerns
7. Previous student functioning
8. Student is willing to accept help

Placement Plan:

Freshmen students are identified and placed by River View staff in the spring of their 8th grade school year. Students from Eagle Academy will be reviewed by the Student Support Team (SST) and placed in the appropriate intervention.

Current KHS students are considered for at-risk programming each trimester. A data review meeting is scheduled mid-trimester to review students who could be considered for Alternative Education. The school psychologist will schedule and facilitate the meeting, while at-risk teachers, administration, and counselors attend. The team reviews student data and generates a list of students that meet at-risk criteria. The school

psychologist will then send out letters to parents notifying them that their student has met criteria for at-risk intervention programming and will be scheduled for an at-risk class. If parents do not decline placement, counselors will then meet with the student and change his/her schedule. Initially, students cannot opt out of the program.

Students that do not meet the criteria for intervention can be identified and placed through the RtI framework. On occasion, a parent or teacher may request that a student be considered for at-risk programming after the student did not meet placement criteria. The first step is to hold a Student Support Team meeting with a team comprised of the student, parents or guardians, teachers (including an Alternative Education teacher), the school psychologist, other members of pupil services (as required by student needs), and an administrator. This team will first consider interventions that can be tried without altering the student's schedule. Depending on the success of those interventions, subsequent meetings may consider placement in at-risk programming.

It should be noted that once a student is identified as needing at-risk programming, they will continue to be scheduled for at-risk programming until exited from the program (see exit criteria section for more specific information). However, students can exit from at-risk programming if they have made improvements and are independent and ready to be mainstreamed OR students have shown that they are not committed to accepting the help and are not ready for an intervention class at this time. Students that need more intensive support will be referred to our BCT team for a more structured plan.

Programming Options:

Alternative Education offers a variety of programming including, but not limited to:

- Skills for Success
- GEDO #2
- Algebra
- Geometry
- Biology
- English 9
- English 10
- Health
- Physical Education
- ~~Foundations of Success (Class)~~
- Credit Recovery

	Teacher 1	Teacher 2	Teacher 3	Limited Term
Hour 1	PE 10-12 (1st tri) Health 10-12 (2nd tri) Health 9 (3rd tri)	Skills for Success	English 9 (1st tri) Prep (2nd tri) English 9 (3rd tri)	Prep
Hour 2	GEDO	Algebra (1st tri) Algebra (2nd tri) Credit Recovery (3rd tri)	Prep (1st tri) Off-Site (2nd tri) Prep (3rd tri)	Foundations of Success
Hour 3	GEDO	Prep	Off-site	Foundations of Success
Hour 4	GEDO Career Prep/OW (3rd tri only)	Skills for Success	Off-site	Foundations of Success
Hour 5	Prep	Skills for Success	Off-site	Foundations of Success

Current course descriptions can be found on the Kaukauna High School webpage or through this [link](#).

GEDO#2 Program

The GEDO#2 Program allows students to earn a high school diploma from KHS which is different from the traditional GED/HSED Programs that are offered at the technical colleges. It is designed for credit deficient high school seniors, who meet entrance criteria, to graduate on time by earning credits through rdGED testing. Students have a modified day with independent instruction. Students need to demonstrate employment skills by maintaining a steady job and completing a variety of other requirements. Some of the activities include a GEDO portfolio, completing volunteer activities, and self-improvement hours.

GED scores are recorded on student transcripts for documentation purposes. At some technical colleges, higher GED test scores can transfer into college credit and/or entrance tests being waived. For recording GED test scores on transcripts, the GEDO#2 teacher should make a copy of the GED Test Score Report from the GED website and submit it to school administration. A copy of the student's score report will be kept in the student's cumulative file.

Credit Recovery

The credit recovery classroom allows 9-12 graders the opportunity to use Odysseyware to earn credits. Credit recovery students are eligible if they have failed the same class twice and are looking for a different environment to work towards the credit. Students are able to earn .5-1.0 credit for each course ~~completed with a minimum score of 73%.~~

Credit recovery is offered in all four core areas including Health and some electives. All courses in credit recovery are offered online.

Skills for Success 9-12

This course examines how different approaches to life and choices made can impact a person's level of happiness in life and contribute to a more balanced existence. Students are empowered to explore how they can lead a more fulfilling life whether it is in the classroom or beyond. Being successful in the classroom is studied by looking at a variety of organizational systems and good study habits along with different methods of taking notes and test-taking strategies. The steps in seeking employment are dissected to ensure hiring pitfalls can be avoided. Students are also exposed to strategies that will help with problem solving, dealing with stress, and building self-confidence which leads to more independence. Financial responsibilities and dealing with stress are analyzed to prepare students for a healthy existence. The course offers academic and emotional support while checking student progress and grades in all classes weekly.

Credit Rescue

This is offered through Skills for Success classes. Credit rescue focuses on allowing a Senior to finish the requirements of a class that was narrowly failed to earn a passing grade. The at-risk teachers work with the student and mainstream teacher to ensure that the student takes care of this responsibility.

Off-Site Program

Students eligible for the off-site alternative education program have proven that, despite their best efforts, they have not been able to be successful in the traditional school setting. This may manifest through credit deficiency, anxiety, deferred expulsion, or any change of placement.

Students will be referred to the program by an IEP team, building administrator, counselor, parent, or self.

Prior to admission into the off-site alternative education program, students and their parents/guardians are required to attend a meeting with a building administrator, alternative education teacher, and any other school staff or administration as needed.

If a student satisfies all of the program's requirements, the student, parent/guardian, building administrator, off-site teacher, and any other school staff or administration will meet to determine if a change in placement back to the traditional school setting is in the student's and the school's best interest. All parties must be in agreement for the student to be eligible to enroll in a course at the school.

Exit Criteria

Team recommendation for exit from at-risk programming will be made based on the individual needs of the student in consideration of the following factors:

- Attendance improves and becomes more consistent
- Passing grades in all classes
- On track to graduate with class
- Community based behavior incidents will be considered if relevant
- A newly structured plan is put in place based on the BCT recommendation.

Parent Notification Process

District Contact Information:

District At-Risk Coordinator
Sarah Newberry
(920) 766-6100 Ext. 2000

River View Middle School
Building Principal
Lucas Cromell
(920) 766-6111 Ext. 6136

Eagle Academy Contact Person
Alternative Education Teacher
Laura Lindberg
(920) 766-6111 Ext. 4138

Kaukauna High School
Building Principal
Chris McDaniel
(920) 766-6113 Ext. 6151

Kaukauna High School
Associate Principal
Michelle Vraney
(920) 766-6113 Ext. 6153

Kaukauna High School
Alternative Education Teacher
Matthew Dale
(920) 766-6113 Ext. 5711

Kaukauna High School
Alternative Education Teacher
Amber Ortega
(920) 766-6113 Ext. 5709

Kaukauna High School
Off-site Alternative Ed Teacher
Chris Larson
(920) 766-6113 Ext. 5721

Kaukauna High School
School Psychologist
Kristina Scott
(920) 766-6113 Ext. 5314

Process:

Parents of eligible students will be notified and involved during interventions at each level including transitions between levels (River View Middle School to KHS).

If parents elect for their child to not participate in the recommended plan, then that information will be documented in the District student information system.

Enrollment will begin at the earliest date possible to accommodate the new plan and/or program.

Accommodations

The Kaukauna Area School District uses accommodations and interventions, some of which are listed below, to assist identified at-risk students in grades 5-12 to be successful in school, at home, and in the community.

- Homework differentiation
- Assignment notebook assistance
- Modified daily schedule
- Specific time to meet with guidance counselors, social workers, nursing staff, School Resource Officer (SRO), etc.
- Individual guidance sessions
- Personalized Education Plans (P.E.P) (River View Middle School only)
- Opportunities to turn in work late without penalty
- Advocates that serve as a liaison between students and staff
- Identified “safe” places to go when needed
- Opportunities to retake tests
- Optional testing areas
- Alternative Education teacher(s) support students with individual needs
- Smaller class sizes
- Individualized schedules
- Tutoring
- Lunch/recess area to complete work
- Modification Plans
- Self-paced computer instruction (Odysseyware)
- Assistance with long and short term goal setting
- A.T.O.D.A. education and support
- Student Support Team (SST)

Ongoing Implementation

Monthly:

The high school Alternative Education staff, school psychologist, and administration will meet monthly to discuss at-risk programming and student needs.

Quarterly:

Alternative Education staff and administration will meet quarterly to discuss the following:

- Program issues
- Program improvement plans
- Criteria
- Goals
- Student concerns
- Any new agenda items brought by the group
- Upcoming meeting dates

Annually:

Alternative Education staff and administration will meet at the end of each academic school year to discuss the following:

- Goals
- Improvements
- Strategies
- Training opportunities
- Conference attendance
- To meet DPI compliance, the district at-risk plan needs to be updated and approved by the Board of Education by August 15th of each year

Prior to the start of each school year:

Alternative Education staff and administration will meet in August, prior to the start of the school year, to discuss and implement the following:

- Meeting dates and times
- Strategies
- Goals
- New student information
- Review procedures
- Home visits for incoming and returning at-risk students in grades 9-12