

At-Risk Programming Through the Cougar Commitments

Clinton Community School District
2021-2022

Mission Statement

*“Clinton Community School District is committed to providing a safe and inclusive environment in which we connect, engage, empower, and prepare all learners to make a positive impact”
Board Approved 3.6.19*

Clinton Community School District
Student Services Office
Reviewed: July 2021

At-Risk Programming Through the Cougar Commitments

"Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door." This quote by H. G. Wells highlights the challenges schools and communities face. Because the large and/or traditional school environment does not meet the needs of all students, especially those students who are at-risk, vulnerable, and disengaged, we must develop alternatives.

The short-term goal of our alternative educational pathways to graduation is to meet the needs of some students. Yet, the long-term goal must be to identify successful alternative education strategies and use these strategies as a basis for improving the learning opportunities for all children. Alternative education options are also available for Special Education students and Section 504 students.

Every school district in Wisconsin is required to identify and serve students who meet the statutory definition of a child at risk of not graduating from high school, under §118.153 (1), Wis. Stats. Annually, each school board must approve their district's plan on how it will identify and serve the children who meet the statutory and district definition of being a child at risk of not graduating from high school.

Thus, to meet §118.153 (1), Wis. Stats, the Clinton Community School District (CCSD) has created the Alternate programming pathways for our students. The pathways are built upon a series of sequential steps, beginning with the Clinton Commitments Application. Applicants should follow the steps, as much as possible, when considering these alternative pathways towards graduation. The only way a student could circumvent this systematic process would be through their expulsion from the Clinton Community School District.

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Pre-Requisites

1. The family and/or student has been part of the Student Support Team (SST).
2. There is sufficient data to support entry into an alternative educational pathway.
3. The family has been made aware of the lack of progress in the SST process.

Outline of steps to follow:

1. The SST has discussed, tried, and documented tier 2 or 3 academic and/or behavioral interventions for an appropriate period of time with fidelity.
2. The SST reviews the commitment educational options and determines if the student meets the prerequisites.
 - If yes, the student is now in consideration for the program and continues on.
3. The SST meets to answer and document the “Team Questions” outlined in this application.
4. The SST creates a Cougar Commitment Program Referral (parts of this process are fluid considering the situation):
 - The Cougar Commitment Program Referral must include:
 1. Student Name
 2. Answers to questions outlined in the packet
 3. Alternative graduation plan with course outline
 4. Transcripts
 5. SST meeting notes
 6. Student application if applicable at this point
5. The SST submits the Cougar Commitment Program Referral to the following:
 - Director of Student Services *and/or*
 - Director of Academics and Innovation.
6. Once granted approval, the SST sets up a meeting with the family and student.
 - At the meeting, the SST will complete the following:
 1. Review SST meeting highlights which have led to being at this point
 2. Review the educational options
 3. Review the team answers to the questions in this application
 4. Expectations of the program
 5. Review the student’s alternative graduation plan with a course outline
 6. Complete the application and obtains signatures
 7. Place all documents into a packet and put them into the student’s cum folder

Options for Alternative Educational Pathways

Clinton Community School District will fulfill the Cougar Commitments by offering:

Alternative Educational Pathways: A systematic framework designed for the student to be successful with the flexible *home, school, curriculum options and designed around student needs*.

GEDO #2:

The Wisconsin Department of Public Instruction has authorized the Clinton Community School District to operate a school-based GED Option #2 (GEDO #2) program. Students receive instruction that ultimately prepares them for successful completion of standardized GED content exams in areas that they have not previously met graduation requirements. This, in turn, allows them to earn a regular high school diploma. Students also participate in the Xello program to meet Academic and Career Plan (ACP) requirements. Requirements for completing the program are presented during an intake meeting, which includes a review of a student's transcript, attendance, and behavior infractions. Students who meet all requirements of the program are welcome to participate in graduation ceremonies and will earn a Clinton High School Diploma.

GEDO #2 Program Requirements:

- The student must have demonstrated a ninth-grade reading level for enrollment
- The student must have a social security number
- The student must be at least 17 years old, in their fourth year of high school, and a full year of credits behind their senior peers in order to qualify.
- student and family must participate in an intake meeting
- There is a work/ attendance requirement/piece
- Graduate requirements for Physical Education, Service Learning Hours, passing of the Civics Test, Health Class, and Personal Finance Class must be met.
- Student & parent or guardian must sign a Contract (participation is voluntary)

Competency-Based Program: The Clinton Community School District provides a competency-based option for students who do not meet the eligibility requirements for GEDO #2. This is a personalized approach, offering high school students an opportunity to demonstrate proficiency through a path that is specific to individual student needs.

Students in their second, third, or fourth year of high school may be eligible for this Competency-Based Program. All students who meet program requirements are eligible for graduation with a traditional high school diploma. Transcripts are reviewed to determine which academic requirements have previously been met. Students who meet all requirements of the program are welcome to participate in graduation ceremonies and will earn a Clinton High School Diploma.

Competency-Based Program Requirements:

- The student must demonstrate a reading level below ninth grade.
- *The student must be in their second, third, or fourth year of high school, and a full year of credits behind their peers in order to qualify.*
- Student and family must participate in an intake meeting
- There is a work/ attendance requirement/piece
- Graduate requirements for Physical Education, Service Learning Hours, the passing of the Civics Test, Health Class, and Personal Finance Class must be met.
- Student & parent or guardian must sign a Contract (participation is voluntary)

TEAM QUESTIONS

As previously noted, the SST must answer a number of questions when considering the alternative educational pathway for each student. Questions to be completed are listed below:

- 1. Has the student been involved with the SST process?**
- 2. How long has the student been involved in the SST process?**
- 3. What interventions have been tried in the past and what were the effects of those behavior or academic interventions?**
- 4. How long were the interventions implemented?**
- 5. Were they implemented with fidelity?**
- 6. Are there any other options to consider yet besides at-risk programming?**
- 7. What other options have been considered but rejected?**
- 8. What alternative options have been considered?**
- 9. Does the student have an IEP or a Section 504 plan?**
- 10. Does the student meet GEDO 2 or Competency prerequisites?**
- 11. Has attendance been considered?**
- 12. What is the likelihood of success?**
- 13. How has the family been involved in the above processes?**
- 14. Outline lack academic progress, credits, and behaviors that impede him/her from being successful?**
- 15. Have you considered alternative credit options for graduation?**

Cougar Commitments Application and Meeting

Clinton Community School District
2021-2022

Date of Meeting: _____

Student Name: _____ Current Grade: _____

Date of Birth: ____/____/____ Gender: ____ Does your child have an IEP Section 504 Plan

Parent/Guardian Name: _____

Home Phone: ____/____/____

Work Phone: ____/____/____

Parent Cell: ____/____/____

Student Cell: ____/____/____

Parent/Guardian Email Address:

Student Email Address:

Which Alternative Educational Pathway is being applied for?

GEDO 2 Program

Competency-Based Program

By signing this both the parent and student are committed to following the expectations set forth by the alternative program.

Student Signature: _____ Date: ____/____/____

Parent/Guardian Signature: _____ Date: ____/____/____

Building Principal Signature: _____ Date: ____/____/____

School Counselor: _____ Date: ____/____/____

At Risk Coordinator Signature: _____ Date: ____/____/____

Cc:
Director of Student Services
Director of Academics and Innovation
Cumulative Folder