
Alternative Learning Program

— at Avon High School —

Overview

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Program Goals

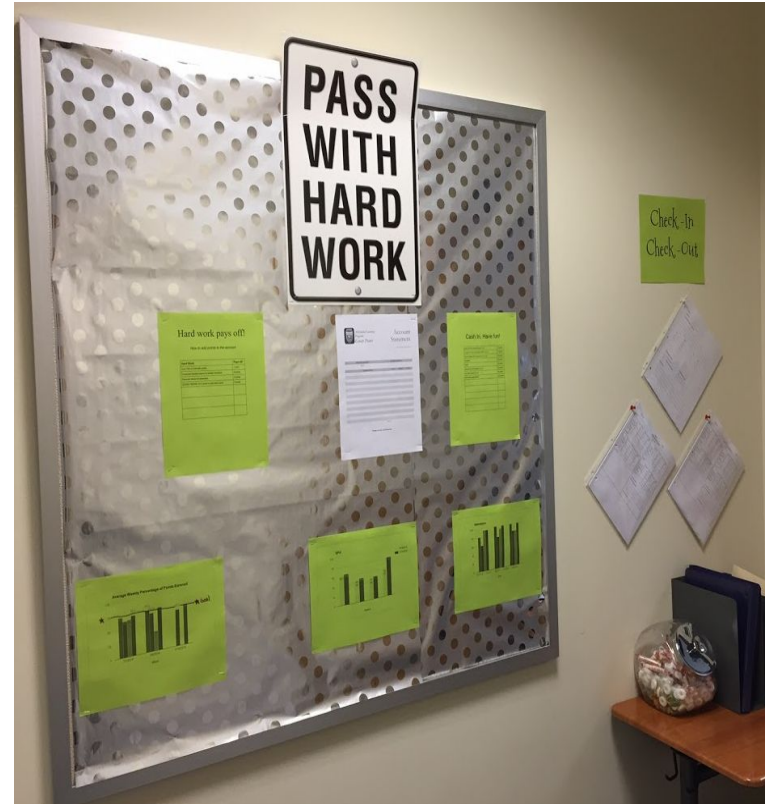
- 100% attendance in regular education classes in accordance with individual student schedules and the services within their IEPs.
- Development of confidence and a persistent work ethic in order to earn passing grades in all classes, regardless of the need for modifications or assistance.
- Improvement in organizational skills and positive behaviors that promote learning.
- Developmentally appropriate communication skills with peers and adults in social and academic settings. Students will continue to increase appropriate self-advocacy skills when in need of assistance.

Entrance/Exit Criteria

- Qualifying Criteria
 - Requires a clinical diagnosis and/or corresponding emotional/behavioral difficulties that require a small, structured therapeutic setting with high staff to student ratio and clinical support; to include those students in need of a stable interim alternative placement while undergoing further evaluation, at the direction of the Director of Pupil Personnel.
 - Requires coordination of transition services
- Disqualifying Criteria
 - Primary Dx of substance abuse
 - Chronic aggressive or threatening behavior
 - Social maladjustment identified as primary characteristic
 - Require frequent physical intervention
 - Insufficient evidence of prior intervention and/or assessment
- Exit Criteria
 - Mastery of IEP goals as demonstrated through progress monitoring methods
 - Emergence of disqualifying conditions
 - IEP Team, including the Director of Pupil Personnel, determines a change in placement is necessary to meet student needs

Check-in/Check-out

- Check-in with ALP teacher/psychologist before first class
 - Review weekly goal
 - Review strategies to meet goal
- Students will elicit teacher feedback throughout the day based on their progress in the program level system.
- Check-out with ALP teacher/psychologist last 5 minutes of the day
 - Review the day, teacher feedback and any effective strategies that worked



Rubric

	1- Failing to Meet	2- Approaching	3- Meeting	4- Exceeding
Attendance	No Show (unexcused absence/class cut)	More than 15 min. late <i>and/or</i> With no pass	Arrives to class on time <i>or</i> Within 15 min. with a pass	Arrives to class on time <i>and</i> Seeks out extra help when appropriate
Engagement	On task <50% of the period	On task 50%-75% of the period <i>and</i> Appropriately participates 1x (when possible)	On task 75%-100% of the period <i>and</i> Appropriately participates 1x (when possible)	On task 75%-100% of the period <i>and</i> Appropriately participates 2x (when possible)
Work Completion	<50% of assignments from current unit are complete	75% of assignments from current unit are complete	75% of all assignments are completed and turned in on time.	100% of all assignments are completed and turned in on time
Behavior	Not following AHS code of conduct 1 major infraction (requiring staff/administrator) <i>and/or</i> 3+ minor infractions	Followed AHS code of conduct for a majority of the period 1-2 minor infractions	Followed AHS code of conduct and classroom expectations for the entire period	Followed AHS code of conduct and classroom expectations for the entire period <i>and</i> Displayed at least 1 of “the 9”

Levels

LEVEL	To move to next level:	Student will:	Teacher will:	Student Privileges:
Full Support	<ul style="list-style-type: none"> Exhibit safe behaviors for 30 days Comply with program components for 30 days (binder, check-in, group participation etc...) 	<ul style="list-style-type: none"> Check-In, Check-Out Carry binder to all classes Solicit Teacher feedback Engage in program 	<ul style="list-style-type: none"> Check-In, Check-Out Provide 1:1 support when necessary in classes/hallway 	<ul style="list-style-type: none"> Limited access to technology for non academic material Supervision in classes, hallways, cafeteria and library based on the results of the student safety assessment.
Partial Support	<ul style="list-style-type: none"> Continue to meet previous level expectations 3 weeks of meeting goal (75%) No more than 50% of assignments missing 	<ul style="list-style-type: none"> Check-In, Check-Out Carry binder to all classes Solicit teacher feedback Engage in program 	<ul style="list-style-type: none"> Check-In, Check-Out Random check-ins during classes 	<ul style="list-style-type: none"> Access to technology and <u>AHS</u> privileges contingent on daily performance
Independence	<ul style="list-style-type: none"> Meet previous expectations 3 weeks of positive feedback from teachers No F's (quarter or semester) 	<ul style="list-style-type: none"> Carry binder and self score performance Share binder with staff Mentor students 	<ul style="list-style-type: none"> Check-In, Check-Out Email teachers weekly for feedback 	<ul style="list-style-type: none"> Full access to AHS student privileges

Weekly Goal Setting

- Independently complete google form on goal reflection
 - identify strengths, weaknesses and overall weekly progress.
- Conference with teacher/psychologist regarding individual weekly progress
- Create a SMART goal for the next week.

Weekly Goal Reflection

* Required

Who is completing this form? *

How many days in the last week did you earn 75% or more of your daily points?

Did you meet your personal weekly goal?

Identify 2 areas of strength from this week

Review your check-in sheet

Identify 2 areas of weakness

Review your check-in sheet

Based on your review, what should your goal be next week?

Make sure it is in SMART goal form

What would you like to earn if you meet your weekly goal?

Rewards

- **Group Rewards-** All students have the opportunity to earn points throughout the week. The group decides how they want to spend their combined earned points.
- **Individual Rewards-** Students are rewarded based on the completion of an individual weekly goal.



Alternative Learning
Program-
Group Points

Account Statement

DATE: FEBRUARY 22, 2016

OPENING BALANCE	CLOSING BALANCE		
\$0.00			
DESCRIPTION	DEBIT	CREDIT	TOTAL
TOTAL			

Cash In, Have fun!

Gym time (45 minutes period 7 or 2)	10 points
Group Wii Time (45 minutes period 7 or 2)	15 points
Board Games (45 minutes period 7 or 2)	15 points
Breakfast	20 points
Pizza	20 points
Movie Day (whole period 7 or 2)	25 points
Art class (period 7 or 2)	25 points
End of the year field trip	200 points

Thank you for your hard work!

Parent Communication

- Student driven reports
- Every two weeks
- Communicate progress
 - Overall Level
 - Weekly Goal Progress
 - Average daily points in class
 - Current grade progress
- Include strengths/weaknesses
- Solicit parent help when appropriate
- Home visits occur as needed

Dear Mom & Dad,

I have been working really hard for the last two weeks. Please see my progress below.

Level

I am currently on the Partial Support level. I need to work for 2 more weeks before I can move up to the Independent level.

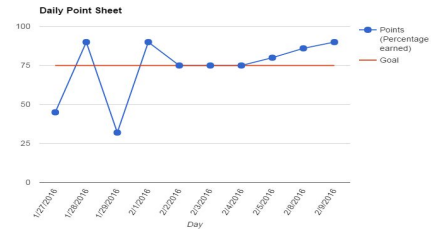
Weekly Personal Goals

Week One: Complete the daily check in and check out

Week Two: Improve work completion in History and Chemistry by making up 50% of missed work in both areas.

I met one of my goals in the last two weeks. I had a difficult time remembering to check in and out with Mrs. Suchenski. I did improve my work completion in history and science by using focusing strategies during my transition skills class.

Daily Point Sheet



I met or exceeded the daily point goal 8 days in the last two week. On average I earn 73.8 percentage of my daily points. The daily program goal is 75% of daily points.

Areas of Strength- I am regularly attending class on time and I regularly go above and beyond meeting the behavioral expectations at Avon High School. I have also maintained a B average in PE this semester.

Areas of Improvement - I am having difficulty completing homework in Math, Chemistry and History.

How you can help- Can you help me by reminding me to complete assignments and keeping a quiet work space for me at home?

Sincerely,

Sam

Counseling

- Weekly Individual and/or Group Sessions
- Address Individual IEP Goals & Objectives
- Easy accessibility for mid-day check-ins and crisis intervention when necessary
- Provide teacher consultation for individual student needs
- Communicate with outside providers to align interventions

Study Skills/Transition Skills

- Give structure to resource time
- Address IEP goals and objectives around organization, work completion, planning, self-advocacy
- M-TH: teach and/or practice new skill
- Friday: career/post-secondary education focused
- Remainder of block is for organization & work completion

	Assignment/Subject	Due Date
Missing assignments I owe		
Current assignments/homework		
Upcoming assignments/projects		

Plan:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Program Effectiveness

- Weekly Student Evaluation
 - GPA
 - Attendance
 - Points/Goal achievement
- Weekly Program Evaluation
 - If 10-15% of students are not making progress for 3-4 weeks, we conduct fidelity checks within the program.
- Clinical Team Meetings
 - Review student progress, brainstorm recommendations and overall program goals
- End of the year Review
 - Semester I compared to Semester II

Next Steps

- Graduation Plans
 - Detailing realistic student expectations and progress towards their goal
- Job Readiness
 - Providing internships, job shadowing and preparedness in conjunction with the school-wide expectations in this area
- Extended School Year
 - Provide services focused on credit recovery, internships, and career exploration
- Additional Family Support
 - Voluntary Home Visits- Provide voluntary services for families who would like additional support in the home environment
 - Parent Meetings- Monthly parent meetings will be offered to focus on group support and family education.

Testimonials

"ALP has been supportive because it provides me and other students with a quiet and positive environment to work and stay focused. ALP has also served as a "second home" within school that I can trust and come to for help of any sort. If ALP wasn't part of Avon High School, I would definitely be failing my classes and feel uncomfortable, lonely and very stressed when at school." - ALP student

"ALP is a support program that has provided me, and my classmates, with a quiet and reserved space where we can relax and work on school work. We can do so in a safe and supportive environment, free of anxiety or disruption." - ALP student

"ALP has saved me from completely failing my 9th grade year and has always been a reserved place for me and my classmates. It makes coming to school easier which keeps my attendance high." - ALP student

Questions?