

River Bend Education District Program Guide

Revised August 2024

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Program Overviews

Area Learning Center

Alternative school for students “at risk” of not graduating. This is a 7-12 program that serves approximately 125 (10 yr average) students each year.

Imprints Program

Federal Level IV setting focused on working with students identified with emotional and behavioral issues. This is a K-12 program that serves 35-45 students each year.

Raptors Program

Federal Level IV setting focused on working with students in need of a small learning environment to address autism, behavioral, and learning needs. This program serves 12-20 students per year.

RISE Program

Federal Level IV setting focused on working with Autism Spectrum and Developmental Cognitive Delayed students. This K-12 program serves 14-18 students each year.

WORK Program

Provides academic, social, and transitional skills education and assessment in a small group environment to students from across the education district. This high school program serves 20-40 students each year.

Area Learning Center

The Minnesota Department of Education's alternative education mission is to provide viable educational options for students who are experiencing difficulty in the traditional system. The first legislated State-Approved Alternative Programs (SAAP) began in 1988 with four sites serving 4,000 students. Today, more than 162,000 students access alternative education on a part-time or full-time basis. This represents about 17 percent of Minnesota public school students.

Alternative education is designed for students who are at risk of educational failure. State-Approved Alternative Programs are classified as Area Learning Centers (ALC), Alternative Learning Programs (ALP), Contracted Alternatives, and Targeted Services for students in kindergarten through grade 8. They are learning-year programs and are funded with General Education Revenue. Students are eligible to generate up to 1.2 average daily membership (ADM) for their district.

There were 263 Area Learning Centers, 61 Alternative Learning Programs, 16 Contracted Alternatives and 259 Targeted Services programs during the 2010-11 school year. Alternative programs are year-round and may be offered during the day and after school. They are characterized by smaller class sizes and using a hands-on/experiential approach to learning.

Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on vocational and career skills, including independent study options. Community, county and state partnerships provide additional support and resources.

State-Approved Alternative Programs are governed by these statutes:

- Graduation Incentives Criteria are used to identify at-risk students (Minnesota Statutes, section 124D.68).
- A Continual Learning Plan (CLP) is developed annually for each student to outline the steps necessary for grade promotion and/or graduation (Minnesota Statutes, section 124D.128, Subdivision 3).
- Information to students and families regarding alternative education options (Minnesota Statutes, section 124D.68, Subdivision 6).

Area Learning Center Vision

The Vision of River Bend Area Learning Center is to support students in a positive and caring manner that allows for their success in high school, to prepare students for the challenges beyond high school, and to instill in them a sense of self-worth and productive citizenship in our society.

Mission

Our mission encourages and supports collaboration among the schools, families, businesses and community.

The success of every learner is the primary mission of River Bend Area Learning Center. River Bend Area Learning Center recognizes that the uniqueness of the individual and life circumstances creates the need for an alternative to the traditional school setting. The staff is dedicated to providing an individual learning plan for each student emphasizing a practical and community-centered approach to addressing the needed academic and life skills. To accomplish this goal we promote:

1. Quality academic achievement for each student.
2. Development of a sense of self-worth and positive self-concept for each student.
3. Development of a sense of citizenship.
4. Students be productive members in society.

River Bend Area Learning Center Goals

- * Empower students to successfully complete state requirements and earn a High School diploma.
- * Improve academic achievement among at-risk and truant students.
- * Reduce and prevent truancy.
- * Reduce alcohol, tobacco, and other drug use.
- * Reduce the level of violence among students.
- * Expose students to educational and social opportunities that they may not have otherwise experienced.

Eligibility & Referral

To be eligible a student must be in grades 7-12 or past their graduation year and under the age of twenty-one. Each student must meet *one* of the following criteria:

A pupil under the age of 21 or who meets the requirements of section [120A.20](#), subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

- _____ (1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;
- _____ (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
- _____ (3) is pregnant or is a parent;
- _____ (4) has been assessed as chemically dependent;
- _____ (5) has been excluded or expelled according to sections [121A.40](#) to [121A.56](#);
- _____ (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section [124D.69](#);
- _____ (7) is a victim of physical or sexual abuse;
- _____ (8) has experienced mental health problems;
- _____ (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;
- _____ (10) speaks English as a second language or has limited English proficiency; or
- _____ (11) has withdrawn from school or has been chronically truant; or
- _____ (12) is being treated in a hospital in the seven-county metropolitan area for cancer or and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

Registration

Once a student meets the eligibility requirements, s/he must meet with the Principal for registration. The following will be completed: transcript review and credit report, and a discussion of the Area Learning Center's philosophy and policies. Parent permission is necessary for a student who is enrolled in high school and under eighteen years of age.

If a student is receiving Special Education services a team meeting must be scheduled prior to referral to determine appropriateness of the program for the student. Individuals involved should include, but may not be limited to: principal and/or designee, ALC Principal, case manager, regular education teachers, parents and student. Parents are encouraged to be present at the meeting.

Academics

All High School students attending River Bend Area Learning Center must complete a total of 46 courses/credits to graduate. There are 31 required courses and a total of 15 electives. Each course is one semester and worth 1 credit. Students cannot work ahead in gaining credits

English: 8 required courses

English 9A & English 9B
English 10A & English 10B
American Literature & World Literature
Elective & Elective
(Lit of Diversity, Writers Workshop, and Classic Theater)

Science: 6 required courses

Science 9A & Science 9B
Biology A & Biology B
Physics A/B or Chemistry A/B

Mathematics: 6 required courses

Geometry A & Geometry B
Algebra IIA & Algebra IIB
Consumer Math / Business Math
Probability/Statistics

Social Studies: 7 required courses

Am. History A & Am. History B
World History A & World History B
Human Geography & American Government
Economics

Art: 2 required courses

Art I
Art II

Physical Education: 2 required courses

Physical Education/Lifetime Fitness
Health Education

Electives: 15 required courses

FACS I
Family Living
Housing
MAAP STARS
Kick Back & Read/Advisory

Survival Foods
Textiles
Pop Culture
Study Skills
Sociology

The content area electives can also be used, as well as the many options in OdysseyWare.

Grade Advancement

A student must have successfully completed 12 credits to be considered in 10th grade.

A student must have successfully completed 24 credits to be considered in 11th grade.

A student must have successfully completed 36 credits to be considered in 12th grade.

A student must successfully complete 46 credits to be recommended for his/her diploma and to walk through the River Bend Area Learning Center Graduation Ceremony in May.

No student is allowed to work ahead in credits, or to graduate early.

Hybrid / Credit Recovery Classes

A Hybrid class is essentially a self-paced class using an online program called Edgenuity. Every Hybrid class is closely monitored by a supervising teacher. Progress is tracked with two percentages, a completion percentage that tracks how much of the class has been completed, and an overall grade percentage that tracks what scores the student has earned on the work completed.

Hybrid classes are not time bound like semester long classes and can be worked on at the students own pace. Students who are behind in credits may take Hybrid classes to get caught up. When a Hybrid class is finished, the student can begin another. At the end of a semester, school year, or summer school an Incomplete will be entered for the grade in a Hybrid class that is not finished. The student will then be scheduled into a Hybrid period to complete the class.

In some cases, the class might be a credit recovery class that the student is retaking due to not passing a previous attempt. Credit recovery gives the student credit for what s/he knows by starting each unit in the class with a pretest. If the student scores 60% or above, they have “passed” that unit and are moved on to the next unit pretest. If a student scores below 60%, the system sorts out what they knew and answered correctly from what they didn’t know and then only requires lessons be completed on the unknown material.

Since Hybrid classes are online they can be worked on outside of school as well. Students know their username and password and can log in 24/7 to Edgenuity. All pretests, quizzes, and tests must be proctored by a teacher at school.

All Hybrid class grades are weighted as follows;

Lessons 20%, Projects 30%, Quizzes 15%, Tests 35%

Mid-Level Program

The Mid-Level program is available for 7th and 8th grade students who meet the “at risk” criteria. This is a self-contained group of students who have a minimum number of teachers that work with them. This program is more highly structured than the High School Program. There is a focus on emotional, behavioral, and academic skill building that includes the use of the Boy’s Town Educational Model.

Academics

All 7th and 8th grade students must pass both semesters of the four core subject area courses to advance to the next grade.

English 7 2 semesters
Math 7 2 semesters
Life Science 7 2 semesters
US History 2 semesters

English 8 2 semesters
Algebra I 2 semesters
Earth Science 2 semesters
Global History 2 semesters

Art 7 2 semesters
Physical Ed 7 2 semesters

Art 8 2 semesters
Physical Ed 8 2 semesters

Kick Back and Read

Kick Back and Read

Behavior

River Bend ALC Mid-Level Program uses the Boy’s Town Education Model. The Boys Town Education Model (BTEM) is a multicomponent program designed to assist schools in addressing challenging behavior through healthy relationships and the explicit teaching of social skills. All students accepted into the program will be expected to participate.

RiverCare Program

The RiverCare Program serves students in grades 7-12 who struggle with mental health issues. The program focuses on working with students to increase their social-emotional skills to allow them to be successful in the academic setting. The program has two groupings of multigrade, self-contained classes. The school counselor and school social worker provide group and individual skills instruction. Academics follow the Area Learning Center programming.

Referral & Eligibility

To be eligible a student must be in grades 7-12 or past their graduation year and under the age of twenty-one. Each student must meet criteria #8) has experienced mental health problems, from the list on page 6 of this guide.

Parents, Therapists, County Social Workers, School Counselors, or the student themselves may refer to the program. In the case of minor students, the parents must be in agreement and sign the referral.

After referral, a meeting will be held that may include Parents, Therapists, County Social Workers, School Counselors, River Bend Administrator, RiverCare Advisor, and the student to discuss the program and to determine if the student is a good fit. It will also be a time to discuss when and how a student would exit the program.

Imprints Program

Purpose

The Imprints Program provides an academic program with a focus on stabilizing student emotional and behavioral difficulties, helping students develop the skills necessary to transition to and be successful in their home schools and prepare for post-secondary educational opportunities or the workforce.

This is done in a small group environment using the Boy's Town Education Model, which is a comprehensive social skills curriculum and multi-tiered motivation system to create and sustain an orderly, inclusive learning environment.

The Boy's Town Education Model strives to:

- Address students' social and emotional deficits with a focus on teaching replacement behaviors
- Reduce office referrals and disruptive behaviors
- Increase academic engagement and instructional time
- Increase on-task behaviors
- Improve student motivation

Mission

River Bend Education District Imprints Program staff members are highly trained and motivated individuals who will work to provide a safe and positive learning environment that empowers students to develop the emotional and behavioral life skills needed to become independent, contributing members of society.

We believe that:

1. The relationship between staff and students sets the stage for positive change, and we encourage mutual respect between students, staff, and parents.
2. Every student has a right to learn and should be given the opportunity to do so.
3. A safe environment for students and staff is a prerequisite for learning.
4. Students are responsible for their own behavior and learning.
5. Students' needs are best met with individualized and flexible programming when appropriate.
6. Students learn best when the environment provides consistency and stability.
7. Students who are internally motivated have a better chance at success.

Education

The central focus of the Imprints Program is to recognize and meet the unique needs of each of the students enrolled. The Imprints Program is designed to replicate a mainstream school in a one-room classroom environment. The students in the program learn how to successfully interact with staff and other students in this setting while gaining academic skills. Classes are taught with an emphasis on class structure using various teaching methods, including lectures, cooperative learning, small groups, and individual instruction.

Family Involvement

Parents have several opportunities to become involved in their child's program through participation in program planning. Parent input regarding academic, emotional, and behavioral issues is very important. Parents will be contacted regularly regarding their child's progress via in-person contact, telephone, e-mail, or letter.

Parent participation is vital for effective programming.

Parents are asked to sign the student's point sheet when that is part of the student's program. We want parents/guardians to be informed and actively involved so they can encourage the student's academic achievements.

If parents wish to communicate with school personnel, they can call or e-mail the employee. Contact information is found at the front of the handbook.

Eligibility / Referral

The Imprints Program is a Federal Setting Level IV program designed for students needing special education and related services in a public, separate day school facility. Eligible students may fall into one or more disability categories, including Emotional/Behavioral Disabilities (EBD), Autism Spectrum Disorder (ASD), and Other Health Disabilities (OHD), but must primarily be exhibiting behavioral difficulties in the mainstream setting in the home school.

- A candidate must be on an IEP and in a Level II or higher educational setting, or returning from a residential placement, to be eligible.
- A candidate must be referred by the home school, parent, or social worker.
- A candidate must be observed after the referral by the Behavior Specialist.
- The home school district must call the IEP meeting to determine if the Imprints Program is the appropriate placement.
- If placement is agreed upon by the team, River Bend staff will take over the meeting and create the new IEP for Imprints Program services.
- Parents and student schedule a site visit prior to the start date.

Prior to submitting a referral, the home school may consult with River Bend staff regarding a student to develop programming that might suit the student's needs while remaining in the home school. This will require an observation and a minimum of four to six weeks under the new programming before a referral should be submitted.

Upon receipt of a referral, the program coordinator will determine if the grade-level classroom has openings. If there are no openings, the referral will be put on the “waiting list,” and the school will be notified when the next opening is available. If there is an opening, the program coordinator will contact the home school to discuss the next steps.

Trial Period

Students initially entering the Imprints Program will be admitted for a 6-week trial period. A meeting will be scheduled at the end of the 6-week trial to review continuance in the program if needed. If, during the 6-week trial period, it is determined by the staff that the Imprints Program does not meet the educational needs of the student, he/she may be referred back to their home school district so that other educational options may be explored.

Reintegration/Transition

The goal of the River Bend Imprints Program is to teach the student to manage his/her own emotions and behaviors well enough to become academically successful and transition to the least restrictive environment. In most cases, the goal is for the student to reintegrate/transition back to the home school. The Imprints Program staff will help facilitate the reintegration/transition of the students. Transition begins when the student is making sufficient progress toward the behavioral and academic goals as defined by the student’s IEP. Generally, the transition begins for part of a school day while also continuing at the Imprints Program. Time is increased based on student success and IEP team guidance.

Imprints Program Transition Plan

1. Once the Imprints Program case manager has data that the student is meeting their IEP goals, initiate an informal discussion with parents/home school on student progress and details about the transition process.
2. If applicable, invite home school staff to come for an observation and information exchange meeting, highlighting strategies being used with the student.
3. Call a transition IEP meeting. Invite the parents, student, home school principal, River Bend principal, special education teacher, classroom teacher, and other IEP team members where applicable. Plan the transition and establish what supports are needed at the home school. Offer a site visit to the student/family.
4. Begin the transition. Establish good communication via point sheet and e-mail between the home school staff, parents, and Imprints Program staff.
5. Hold a 4-week meeting to “check in” with the IEP transition team regarding student progress. Share notes, offer support to the home school, and establish any new focus areas for the student. Establish a timeline for the next “check in” meeting.
6. Continue having “check in” meetings. As the student demonstrates increased success, add more transition time in the home school.

7. Fully transition to the home school. This process could take an entire school year or longer.

Raptors Program

The Raptors program (Reaching Amazing Possibilities through Our Remarkable Strengths) is for students with significant behavioral and social concerns. This program serves students (K-8) who have not been successful in other programs or who are returning from a more restrictive setting. Generally, these students have educational labels of Autism Spectrum Disorder (ASD) or Emotional/Behavioral Disability (EBD).

The classroom environment involves small group and individual instruction settings based on the MN Standards. The classroom uses a modified version of the The Boy's Town Education Model, which is a comprehensive social skills curriculum and multi-tiered motivation system to create and sustain an orderly, inclusive learning environment.

The Boy's Town Education Model strives to:

- Address students' social and emotional deficits with a focus on teaching replacement behaviors
- Reduce office referrals and disruptive behaviors
- Increase academic engagement and instruction time
- Increase on-task behaviors
- Improve student motivation

Mission

The River Bend Education District Raptors Program staff members are highly trained and motivated individuals who will work to provide a safe and positive learning environment that empowers students to develop the emotional and behavioral life skills needed to become independent, contributing members of society.

We believe that:

1. The relationship between staff and students sets the stage for positive change, and we encourage mutual respect between students, staff, and parents.
2. Every student has a right to learn and should be given the opportunity to do so.
3. A safe environment for students and staff is a prerequisite for learning.
4. Students are responsible for their own behavior and learning.
5. Students' needs are best met with individualization and flexibility of programming when appropriate.
6. Students learn best when the environment provides consistency and stability.
7. Students who are internally motivated have a better chance at success.

Education

The central focus of the Raptors Program is to recognize and provide for the unique needs of each of the students enrolled. The Raptors program is designed to replicate a mainstream school in a one-room classroom environment. The students in the program learn how to successfully interact with staff and other students in this setting while gaining academic skills. Students may also attend classes through other River Bend programs. Classes are taught with an emphasis on class structure, using a variety of teaching methods including lectures, cooperative learning, small groups, and individual instruction. The curriculum will be based on the Minnesota State Standards.

Family Involvement

Parents have a number of opportunities to become involved in their child's program through participation in program planning. Parent input regarding academic, emotional, and behavioral issues are very important. Parents will be contacted regularly regarding their child's progress, through personal contact, telephone, or by letter. Parent participation is vital for effective programming.

Parents are asked to sign the student's homework sheet when that is part of the student's program. We want parents/guardians to be informed and actively involved so they can encourage the student's academic achievements.

Report Cards/Progress Reporting/Parent Teacher Conferences

Report Cards and IEP Progress Reporting will be prepared at the completion of each quarter instruction period. Parent-Teacher Conferences will be held twice a year. We encourage all parents to make an appointment to visit with their child's teachers. All students will have at least one IEP each school year.

Eligibility / Referral

The Raptors Program is a Federal Setting Level IV Program designed for students who need to receive special education and related services in a public, separate day school facility. Eligible students may fall into one or more Disability categories including Emotional/Behavioral Disabilities (EBD), Autism Spectrum Disorder (ASD), and Other Health Disabilities (OHD).

- The student must be in a Level 3 or 4 educational setting, or a residential placement prior to referral.
- A candidate may be referred by the home school, parent, or social worker.
- A candidate must be observed after the referral by a River Bend coordinator.
- The home school must call the IEP meeting to determine if RISE is the appropriate placement.
- Parents and student schedule a site visit prior to the start date.

Prior to submitting a referral, the home school may consult with River Bend staff regarding a student to develop programming that might suit the student's needs while remaining in the home school. This will require an observation and a minimum of six weeks under the new programming before a referral should be submitted.

Upon receipt of a referral, the program coordinator will determine if the classroom has openings. If there are no openings the referral will be put on the "waiting list" and the school will be notified when the next opening is available. If there is an opening the program coordinator will contact home school to discuss moving forward.

Reintegration/Transition

The goal of River Bend Raptors Program is to teach the student to manage his/her own emotions and behaviors well enough to become academically successful and transition to the least restrictive environment. In many cases, the goal is for the student to reintegrate/transition back to the home school. The Raptors Program staff will help facilitate the reintegration/transition of the students. Transition begins when the student is making sufficient progress toward the behavioral and academic goals as defined by the student's IEP. Generally, the transition begins for part of a school day while also continuing at the Raptors Program. Time is increased based on student success and IEP Team guidance.

Raptors Transition Plan

1. Once the Raptor case manager has data that the student is meeting goals, initiate an informal discussion with parents & home school on student progress highlighting data and the beginning of the transition process.
2. Invite home school staff to come in for an observation and info exchange. Highlight strategies that are being used with the student
3. Call transition IEP meeting. Invite parents, home school principal, special education teacher, and classroom teacher where applicable. Plan transition and establish what supports are needed at home school. Offer to bring the student for a visit.
4. Begin transition. Establish good communication via point sheet and/or email between home, Raptor and home school staff.
5. Hold a 4 week meeting to "check-in" to share notes, offer support to home school, and establish any new focus area/s for the student. Establish a timeline for next "check-in" meeting.
6. Add more transition time
7. Fully transition

RISE Program

Reaching Independence through Structured Education

The RISE program is a K-12+ program intended to meet the needs of:

- Students who are on the Autism Spectrum and/or exhibit Cognitive Delays with significant behavioral difficulties
- Students who would benefit from a smaller educational setting
- Students who would benefit from an educational philosophy that utilizes evidenced-based practices and structured systematic teaching.
- Students who would benefit from an educational program that emphasizes academic understanding as it applies to functional life skills

Mission

The River Bend Education District RISE Program staff members are highly trained and motivated individuals who will work to provide a safe and positive learning environment that empowers students to develop the emotional and behavioral life skills needed to become independent, contributing members of society.

We believe that:

1. The relationship between staff and students sets the stage for positive change, and we encourage mutual respect between students, staff, and parents.
2. Every student has a right to learn and should be given the opportunity to do so.
3. A safe environment for students and staff is a prerequisite for learning.
4. Students are responsible for their own behavior and learning.
5. Students' needs are best met with individualization and flexibility of programming when appropriate.
6. Students learn best when the environment provides consistency and stability.
7. Students who are internally motivated have a better chance of success.

Education

The central focus of the RISE Program is to recognize and provide for the unique needs of each of the students enrolled. The RISE Program is designed to provide learning at the current level of the student in the areas of communication, social skills, self-regulation, and functional academics. The students in the program receive individualized academic plans that address skills needed to increase independence.

Family Involvement

Parents have a number of opportunities to become involved in their child's program through participation in program planning. Parent input regarding academics, communication, functional skills, and emotional and behavioral issues are very

important. Parents will be contacted regularly regarding their child's progress, through personal contact, telephone, electronic means or through a communication notebook. Parent participation is vital for effective programming.

Credit & Graduation Requirements

Students will meet the specific academic, social, communication, and self-regulation skills identified in their IEP. Electives may also be attained through the WORK program or the student's home school. Students completing all graduation requirements will participate in the River Bend Graduation Ceremony in May. They will have the option to participate in their home school graduation ceremony and receive their home school diploma.

Report Cards/Progress Reporting/Parent Teacher Conferences

Report Cards and IEP Progress Reporting will be prepared at the completion of each quarter. Parent-teacher conferences will be held twice a year (fall and spring). All students will have at least one IEP meeting each school year.

Eligibility / Referral

The RISE Program is a Federal Setting Level IV Program designed for students who need to receive special education and related services in a public, separate day school facility. Eligible students may fall into one or more disability categories including Developmental Cognitive Disability (DCD), Autism Spectrum Disorder (ASD), and Other Health Disabilities (OHD), but *must* primarily be exhibiting significant behavioral difficulties in the mainstream setting in the home school.

- A candidate must be receiving special education services at least half of the day at the home school.
- A candidate may be referred by the home school, parent, or social worker.
- The home school must contact the parent for approval to have an observation by the River Bend Coordinator or other designee after the referral.
- The home school must call the IEP meeting to determine if RISE is the appropriate placement.
- Parents and student schedule a site visit prior to the start date.

Prior to submitting a referral, the home school may consult with River Bend staff regarding a student to develop programming that might suit the student's needs while remaining in the home school. This will require an observation and a minimum of six weeks under the new programming before a referral should be submitted.

Upon receipt of a referral, the program coordinator will determine if the grade level classroom has openings. If there are no openings the referral will be put on the "waiting list" and the school will be notified when the next opening is available. If there is an opening, the program coordinator will contact the home school to discuss moving forward.

Reintegration/Transition

The goal of the River Bend RISE Program is to teach the student to manage his/her own emotions and behaviors well enough to become academically successful and transition to the least restrictive environment. In some cases, the goal is for the student to reintegrate/transition back to the home school. The RISE Program staff will help facilitate the reintegration/transition of the students. Transition begins when the student is making sufficient progress toward the behavioral and academic goals as defined by the student's IEP. Generally, a transition begins for part of a school day while also continuing at the RISE Program. Time is increased based on student success and IEP Team guidance.

RISE Transition Plan

1. Once RISE case manager has data that the student is meeting goals, s/he will initiate an informal discussion with parents & home school on student progress highlighting data and the beginning of the transition process.
2. Invite home school staff to come in for an observation and info exchange. Highlight strategies that are being used with the student
3. Call transition IEP meeting. Invite parents, home school principal, special education teacher, and classroom teacher where applicable. Plan transition and establish what supports are needed at home school. Offer to bring the student for a visit.
4. Begin transition. Establish good communication between home, RISE, and home school staff.
5. Hold a 4-week meeting to "check in" to share notes, offer support to home school, and establish any new focus area/s for the student. Establish timeline for next "check-in" meeting.
6. Add more transition time
7. Fully transition

W.O.R.K. Program

The W.O.R.K. program provides academic, social, and transition skills education and assessment in a small group environment. Our purpose is to work with students that are in need of learning life and work skills. The program is designed to help students gain skills to function effectively in the work environment and in society. Students will identify their interests and learn skills for a career. They will receive an education that is designed to help them prepare for life after graduation, as well as an opportunity to learn how to be successful in employment. The IEP will be formulated to address the individual needs of each student.

Mission

The River Bend Education District W.O.R.K. Program staff members are highly trained and motivated individuals who will work to provide a safe and positive learning environment that empowers students to develop the emotional and behavioral life skills needed to become independent, contributing members of society.

We believe that:

1. The relationship between staff and students sets the stage for positive change, and we encourage mutual respect between students, staff, and parents.
2. Every student has a right to learn and should be given the opportunity to do so.
3. A safe environment for students and staff is a prerequisite for learning.
4. Students are responsible for their own behavior and learning.
5. Students' needs are best met with individualization and flexibility of programming when appropriate.
6. Students learn best when the environment provides consistency and stability.
7. Students who are internally motivated have a better chance at success.

Education

Full-time students

The central focus of the W.O.R.K. Program is to recognize and provide for the unique needs of each of the students enrolled. The W.O.R.K. Program is designed to teach practical and life skills to be able to demonstrate money management skills, employment skills, social and communication skills. Academic classes can be taken through the other programs in the building. These students also participate in the PAES Lab for a 90-minute session daily until the assessment is completed.

PAES Lab students

The PAES (Practical Assessment Exploration System) is a dynamic curriculum that operates in a simulated work environment. Students become employees and teachers become work supervisors. Strict work procedures are followed so students get the feel of real work while at the same time learning and experiencing many work areas. Students are transported to the River Bend site to participate in a 90-minute session during their school day. Comprehensive feedback is developed once the student has

completed the PAES. This data can easily be used to develop IEPs, Transition Plans, School-To-Work Plans, and Career Plans.

Family Involvement

Parents have a number of opportunities to become involved in their child's program through participation in program planning. Parents will be contacted regularly regarding their child's progress, through progress reports. Parent participation is vital for effective programming.

Credit & Graduation Requirements

Students completing all graduation requirements, as determined by individual IEP, will participate in the River Bend Graduation Ceremony in May and have the option to participate in their home school graduation ceremony and receive their home school diploma.

Report Cards/Progress Reporting/Parent Teacher Conferences

Report Cards and IEP Progress Reporting will be prepared at the completion of each nine-week instruction period. High School student grades are finalized on the transcript at the end of each semester. Parent-Teacher Conferences will be held twice a year.

Eligibility / Referral

The W.O.R.K. Program is a Federal Setting Level IV Program designed for students who need to receive special education and related services in a public, separate day school facility. Eligible students may fall into one or more disability categories. The primary focus of programming is on life skills and transition planning.

Referrals will be accepted from school administration in conjunction with parents and IEP teams. The school will need to complete the referral and the health information forms. The students must meet certain criteria in order to be considered for the W.O.R.K. Program. The students that are considered will be on an IEP. Students in the program will need to meet behavioral expectations in order to be accepted and to be allowed to remain in the program.

RIVER BEND AREA LEARNING CENTER REFERRAL FORM

ALC Day Program ____ Online Program ____ RiverCare Program ____ 1315 South Broadway
New Ulm, MN 56073
Referral Date: _____ Expected Start Date: _____ Phone (507) 359-8700 Fax (507) 359-1380

Student Name: _____ Grade: ____ Birth Date: __/__/__ District: _____

MARSS #: _____ SpEd - LD / EBD / Other / None

Parent/Guardian: _____ Phone _____

Cell Phone _____ Email _____

Home Address: _____
Street Address City State Zip Code

County Social Worker _____ Therapist _____

Phone _____ Phone _____

If student is on an IEP, a meeting must take place prior to enrollment to determine service needs.

The above-named student meets the following ALC Enrollment Options criteria:

A pupil under the age of 21 or who meets the requirements of section [120A.20](#), subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

- ____ (1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;
- ____ (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
- ____ (3) is pregnant or is a parent;
- ____ (4) has been assessed as chemically dependent;
- ____ (5) has been excluded or expelled according to sections [121A.40](#) to [121A.56](#);
- ____ (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section [124D.69](#);
- ____ (7) is a victim of physical or sexual abuse;
- ____ (8) has experienced mental health problems;
- ____ (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;
- ____ (10) speaks English as a second language or has limited English proficiency; or
- ____ (11) has withdrawn from school or has been chronically truant; or
- ____ (12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

No student will be accepted into a River Bend Education District program without a completed referral form. The student status will be reviewed in 30 school days to verify proper program placement.

Referring District Representative Signature

Date

Parent Signature

Date

Student Signature

Date

River Bend Level IV Program Referral Form

Imprints ___ RISE ___ Raptors ___ WORK ___

1315 South Broadway
New Ulm, MN 56073

Referral Date: _____ Expected Start Date: _____

Phone (507) 359-8700 Fax (507) 359-1380

Student Name: _____ Birth Date: ___/___/___ Age: _____

Resident District: _____ Primary Disability: ASD / DCD / OHD / EBD / Other

MARSS #: ___/___/___/___/___/___/___/___/___/___/___/___/___/___/___/___ Grade: _____

Parent/Guardian: _____

Primary Address: _____
Street Address City State Zip Code

Phone Number: _____
Home Cell Work

Please include the following paperwork with the referral:

- | | | |
|--------------------|-------------|---------------------------|
| Transcript | Attendance | IEP and Evaluation Report |
| Behavior Referrals | Test Scores | Health Record |

Please provide a brief description of concerns in the following areas:

Behavioral Concerns:

Academic Concerns:

Attendance Concerns:

No student will be accepted into a River Bend Education District program without a completed referral form. The student status will be reviewed in 30 school days to verify proper program placement.

Referring District Representative Signature

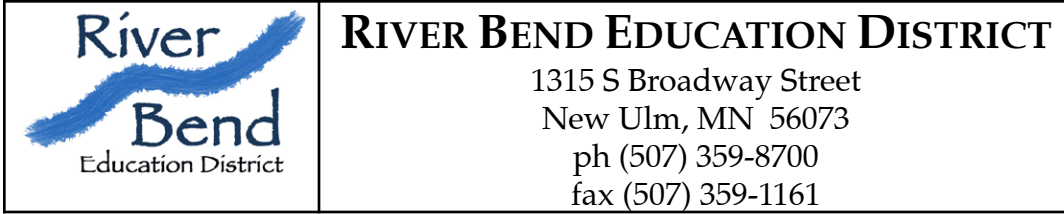
Date

Parent Signature

Date

Student Signature

Date



Student's Name:
 Grade:
 Teacher:

Birth Date:
 School:

Dear

Currently, there are some concerns at school. I am requesting permission to gather further information regarding your child. The information gathered will permit us to better understand your child, and allow us to support his/her needs at school.

The following techniques will be used to gather information:

- **Classroom Observation**
- **Teacher Information**

Should you have any general questions regarding this process please contact me. Thank you for your cooperation!

Sincerely,

Special Education Coordinator

PARENT RESPONSE

Directions to Parent: Please check one of the options below, sign, and return this page.

- _____ 1. I give permission to the district to proceed as proposed.
- _____ 2. I need further information. Please contact me to schedule a meeting.
- _____ 3. I do not give permission for the district to proceed as proposed.

 Parent Signature

 Date