

1. What structure are you using for your middle level programs (i.e. school within a school, separate site, resource room model, etc.)

- We have rearranged our daily schedule to include much more advisory time and contact. Kids have a "home base" and go get their classes and projects done from there.
- School within a school – our focus in this realm is social/emotional support and a resource room for two of the six periods of the day and then the remainder of the day is focused on math and science standards.
- We have an 7th/8th grade program in our building-more self-contained, 2 classrooms, two teachers, students go between rooms for classes.
- School-within-a-school with approximately half the day in the alternative program and half the day in the regular classrooms/program
- School within a School - Compass at Sauk Rapids-Rice High school (and middle school) - students have a blend of mainstream and Compass classes. We focus on wrap around services for each individual student, mentorship program, goal setting, career exploration/readiness skills, social/emotional support. We serve 8th grade in the middle school and 9th grade at the high school. Next year we are expanding to 10th grade as well. Students start and end their day in their Compass class. We start the day with an advisory/check-in time. We offer a Compass LA/Social studies blend for 9th grade, ENG10, science (8th, 9th & 10th), math (8th & 9th), phy ed (just for the 9th grade students), and career exploration for 8th-10th (civic engagement, career exploration & academic success, well-being curriculum)

2. What's your average student-teacher ratio or average class size for your secondary programs?

- 8-10:1
- Our average ratio runs anywhere from 10 to 1 – 22 to 1 dependent upon the class and student needs. Our overall goal is to be right around 15 to 1.
- We have about 100 students and 11 faculty. Classes average 12-26, depending on subject-elective/required, EL, etc.
- It depends somewhat on the site, but generally speaking a ratio of less than 15 students to 1 teacher
- 8th grade is 13 students and 1 teacher

- 9th grade is 15-18 students to 1 teacher (in math we have an unfilled para position, so the program manager often helps in the math room as a "volunteer")
- In Career exploration class we have 2 adults a community expert at the high school and other staff at the middle school (social work, principals, literacy coaches, etc)

### 3. What is your program response to students experiencing excessive absenteeism?

- Starting this year, we have scheduled outreach time into our teacher inservices. Advisors are responsible for calling all parents to update on student progress. We do this every six weeks and in between as needed so we are constantly reaching out to those kids who are missing school a lot. We have changed our school calendar to make this routine more feasible as well (six weeks on, one week off). Students are able to set short term goals. We have increased the number of positive phone calls we do as well. It hasn't been a cure all but our attendance has improved.
- Our main response is with students 17 and under is the truancy route and reaching out to families. When we are working with 18 year olds it becomes more difficult to hold them directly accountable in this manner. We do a lot with 1 to 1 meetings, career counseling, and setting goals for future success. We also have a built in advisory where teachers contact families every 3<sup>rd</sup> week to update progress and discuss attendance concerns.
- I am not really sure, but I know that we have a school attendance officer, there are meetings with student/family, sometimes court, etc. On Friday afternoons, students without "Fs", no absences, no referrals, get to leave at lunch time. Anyone that has an F, attendance/tardy, referral, must stay and do homework. We also offer incentive field trips quarterly based on attendance, grades and referrals.
- At one of our alternative high schools, the answer has been flexible scheduling and flexible attendance requirements.
- We follow the school protocol, and we make frequent contact with families. Strong relationships with students seems to help in some instances.