



RIO RANCHO

PUBLIC SCHOOLS

Igniting Student Potential

Rio Rancho Public Schools

AES ALTERNATIVE EDUCATION SETTING

Executive Director of Student Services, Tonna Burgos
AES Teacher, Lorissa Lobb
Educational Assistant, Erin Mathieson



IGNITING STUDENT POTENTIAL



AES Mission

To provide a sheltered learning environment for at-risk students who have been suspended from RRPS middle and high schools in order to determine their service needs and to meet their academic goals until they can return to their schools and classrooms.



IGNITING STUDENT POTENTIAL

The AES program serves public secondary schools in the entire **Rio Rancho Public School District** who have received a short or long-term suspension.

The AES teacher and EA are both licensed and certified to provide coordination and instructional support.

This program is located at Rio Rancho Middle School in the lower level away from RRMS students. The operating hours are 9 a.m. to 4 p.m. all school days.



TEACHING QUALIFICATIONS

Lorissa Lobb, teacher, who works for RRPS with the AES program.

1. Earned a BS in General Education with dual minors in Language Arts and History. Earned a MA in Special Education.
2. Six years teaching experience.
3. Worked in the Gadsden Independent School District, Deming Public Schools, and the Rio Rancho Public Schools.
4. I have had success working with students, grades K-12, in inclusion classes, level-D students with autism and down syndrome, as well as at-risk, general education students requiring greater instructional support and classroom structure to achieve academic progress.

Erin Mathieson, the EA, at AES, is currently attending school to earn a degree in Education. She was a Rio Rancho High School graduate.



Goal 1: Ensure students are current in core subjects so they can return to their classrooms at the end of their suspension period and eventually graduate.

Goal 1 has been reached in that students have made academic progress while in AES. In seeking to promote academic success, a great deal of attention is given to communicating with parents, teachers, administration, and students.

For example, with the receipt of each new referral a request to all teachers and administration is sent out to request assignments. If students complete all provided work they are assisted in requesting and often obtaining make-up work. This is a positive action since it sets students up for success in their return to school after suspension.



AES Assignment Request for Student Initials:
Y.Z., 12th Grade Student ID# 2#0#1#5#6

Hello,

Please send all missing and current assignments and required materials for Y.Z. to AES. You can email attachments and instructions to lorissa.lobb@rrps.net or let me know to contact the parent to pick up student's assignments from the office.

Thank you,

Lori Lobb,
AES Teacher
ext. 54756



Goal 2: Integrate community-based resources to build resiliency against risk factors and control early signs of substance abuse and emotional distress.

Goal 2 is achieved through the instruction of lessons using the, “Reconnecting Youth,” curriculum and having guest speakers from the community share with AES students.

Guest speakers are scheduled each Wednesday to visit with students about their profession, education, or cause. As is common practice, invitations are emailed and calls are made in advance of scheduled presentations. Students enjoy most guest speaker’s presentations, however, finding volunteers becomes increasingly more difficult as the school year progresses. Any volunteers?

This year greater emphasis is being placed on students’ community service at the school and making contacts in the professional community through volunteer work that can be completed in the AES classroom when assignments are completed.



Reconnecting Youth



RY Curriculum Objectives

1. Students will increase school performance.
2. Students will decrease drug involvement.
3. Students will decrease emotional distress.

Students Will.....

1. Practice positive self-talk.
2. Give accurate self-appraisal.
3. Accept responsibility for actions.
4. Demonstrate care and concern for others.
5. Accept/handle criticism.
6. Set goals for self-improvement.



How Will Integrating the **Reconnecting Youth Curriculum** Affect Students' Performance Outcome?

1. Students will make greater academic improvement with instruction and encouragement to set and track academic and personal goals.
2. Students will be able to use modeled behavior of teacher in practice of positive feedback to self and others, use of positive choice making strategies, and support of others in their progress towards goals.
3. Students will observe the benefits of accommodated teaching strategies, including peer tutoring, positive feedback, and celebration of achievements incorporated into the learning environment to assist themselves and peers in setting and reaching goals.



Core Measures

Core Measures Program Materials

1. Instructed daily
2. Using Reconstructing Youth Curriculum
3. Use a self-constructed Curriculum Map, 110 lessons were instructed with individual goals and objectives provided in individual lesson plans.

Core Measures Staff Training

1. RRPS Staff Orientation
2. Ethics Training
3. Edgenuity Training
4. Training for PARCC test
5. Safe-Schools mandatory safety trainings



Goal 3: Have the capacities of a desire to make a significant impact in the lives of high-risk youth, a healthy sense of self, and the basic capacity to deliver consistent empathy, caring, and support within the teacher-student relationship.

Goal 3 is accomplished by staff modeling the behaviors taught in RY lessons and praising students in their achievement of academic and personal goals.



Opportunity

1. Students who have received a referral for a level I, II, or III offense warranting a short- or long-term suspension will be given the option to attend the Alternative Education Setting (AES) program.
2. These students will be given the opportunity to complete their school assignments and receive credit for attending school. Students attending AES will be counted as present at their home school.
3. The number of days a student can attend AES is contingent to the amount of days they are suspended. For short-term suspensions, (10 days or fewer), AES attendance is voluntary, but highly encouraged. For all other referrals, attendance is mandatory in order to remain enrolled in RRPS.



AES REFERRALS AND PROGRAM COMPLETION

1. AES students are referred by RRPS principals and assistant principals or by the Sandoval County juvenile probation authorities.
2. All referrals must be approved by RRPS Student Services. Students must be in grades 6-12 and eligible to attend public secondary schools in Rio Rancho.
3. The program is not available to violent offenders or to students with special needs for which the AES learning lab is not equipped to provide.



AES Student Referral Form

**Rio Rancho Public Schools
Alternative Education Setting
(AES)
Student Referral Form**

Last revision: 09/05/2013

Date of Referral: ____/____/____
MM DD YYYY

Last Name: _____ First Name: _____ MI: ____

Physical Address: _____
City State Zip

Mailing Address: _____
City State Zip

SWXGHQW, Number: _____ Home Telephone: _____

Mobile Telephone: _____ Mobile Telephone: _____

Date of Birth: ____/____/____ Age: ____ years
MM DD YYYY

Type of RRPS Client: _____
Long term suspension from Rio Rancho Public Schools.....A
Short term suspension from Rio Rancho Public Schools.....B

Ethnicity: _____
White (non-Hispanic) 1 African American
American.....2
Indian.....3
Hispanic.....4
Asian.....5
Other.....6 (Specify: _____)

Gender: _____
Male 1 Female..... 2

Referral Information:

Student projected length of stay : _____

Reason for Referral : _____

Please indicate time of attendance: _____

Name of Person Making Referral: _____ Title: _____

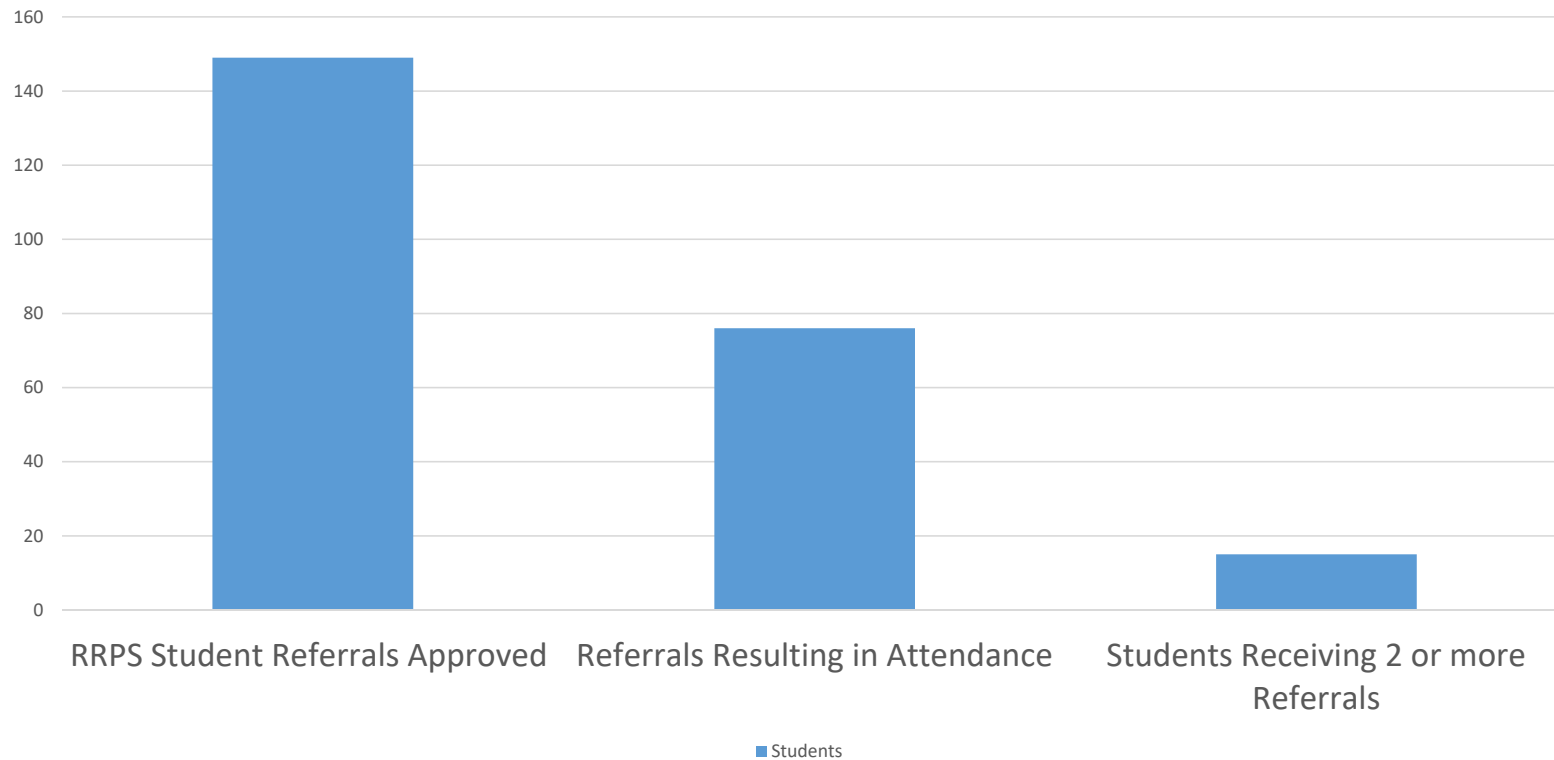
Address: _____ Phone: _____
City State Zip

Specific Recommendations and or Needs: _____



2015-2016 AES Student Referrals

2015-2016 RRPS AES Referrals



IGNITING STUDENT POTENTIAL

2015-2016 Referrals/Acceptance

1. RRPS Student Services approved **149** received referrals to the Alternative Education Setting Learning Lab during the **2015-2016** school year.
2. All AES students were enrolled in RRPS at the time of the referral. Of the 149 approved referrals **76** referrals were accepted by parents.
3. Of the 76 referrals that resulted in AES attendance, 15 involved repeat AES appearances by the same individuals. **4** students attended the AES Learning Lab three separate times during the 2015-2016 school year.



2015-2016 Referrals/Acceptance

1. In the 2015-16 SY, all but one of the referred students whose parent declined were short-term suspensions (10 or fewer school days) and were not required to attend AES in order to remain enrolled in RRPS.
2. The parents of one long-term middle school student referral chose to withdraw the student from RRPS and enroll the student elsewhere.
3. Another long-term high school referral was qualified for special educational assistance and was placed in Night School at RRPS, instead of continuing attendance at the AES Learning Lab.



2015-2016 Referrals/Acceptance

1. Most of those parents or guardians whose children did not attend the AES Learning Lab during their suspensions were reached by telephone and their decline of the referral was documented.
2. RRPS provided transportation for long-term students, at its own expense, for parents with extenuating circumstances. Some parents gave the inconvenience of transportation as a reason to decline a short-term referral.
3. Other reasons for declining AES included illness of the parent and a desire to avoid conflict or exposure with other students suspended in the same incident. Several parents declining, due to transportation, expressed that they felt the program would be a benefit to their student.



Transition

1. Upon completion of the student's school suspension or referral period, AES will provide to the referring RRPS administrators or juvenile probation authorities a copy of the student's performance record. The appropriate administrators and/or authorities will inform the student of the process for determining a return to regular school classrooms, which may include a formal hearing. No student may return to regular school classrooms until that process is complete. The AES does not determine when a student may return to school.
2. As necessary, the AES will continue to work with the student's teachers and administrators and/or probation officers to insure a smooth transition to regular schools and classrooms.
3. In the case of students who withdraw from the AES program, fail to complete the program successfully, or fail to regain admission to RRPS schools, the students and their families or guardians will receive an opportunity to meet with RRPS administrators and/or Sandoval County juvenile justice authorities to review their further options.



The Who, What, When, Where, Why and How of AES in the 2015-16 SY

Grade Levels

6th grade = 0
7th grade = 6
8th grade = 14
9th grade = 7
10th grade = 23
11th grade = 15
12th grade = 11

Referring Schools

RRHS = 38 attendees
CHS = 14 attendees
IHS = 10 attendees
LMS = 4 attendees
ERMS = 6 attendees
RRMS = 8 attendees

**Two students changed high schools from first referral to the next, resulting in two high schools being counted for both of those two students.*



Then vs Now 2013-14 SY vs 2015-16 SY

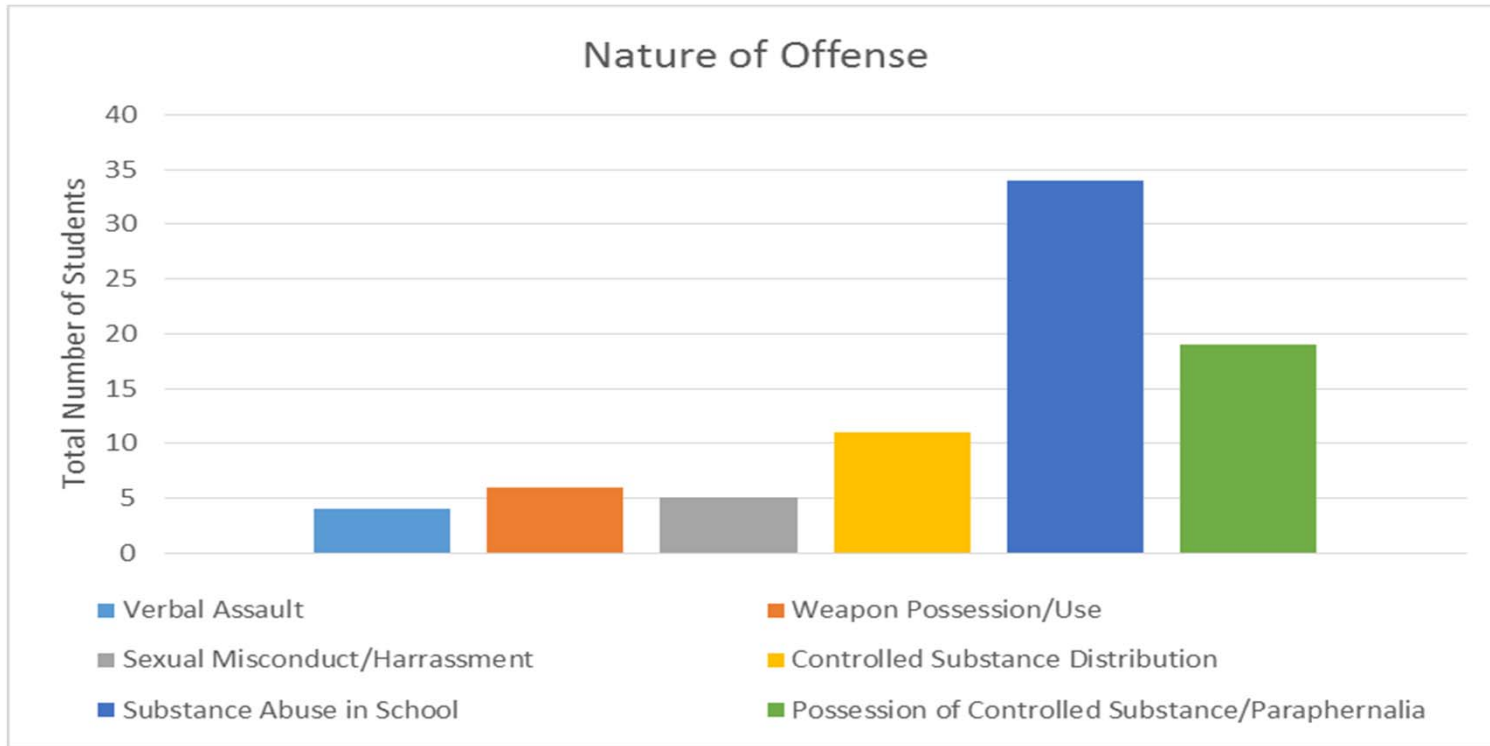
2013 - 2014 SY Referrals

Student Services approved and forwarded to AES, 202 referrals during the 2013-14 school year. Some students received multiple referrals, so the total number of *individuals* referred was 143.

Rio Rancho High	121 referrals/85 attendees
Independence High	29 referrals/25 attendees
Lincoln Middle	18 referrals/11 attendees
Eagle Ridge Middle	13 referrals/6 attendees
Cleveland High	12 referrals/9 attendees
Rio Rancho Middle	7 referrals/5 attendees
JPO/Court	2 referrals/2 attendees
Mountain View Middle	0 Referrals/0 attendees



2015-2016 SY Nature of offense



In the **2015-16 SY** the greatest number of the **149** approved referrals, **86**, were **non-drug** related:

- 3** theft
- 2** ditching
- 1** technology misuse
- 17** habitually disruptive behaviors
- 2** bullying
- 32** fighting/assault
- 2** vandalism
- 4** verbal assault
- 6** weapon possession/use
- 5** sexual misconduct/harassment

The remaining **64** referrals were for controlled substances, including **11** for distribution, **34** for substance abuse in or around school, and **19** for possession of controlled substances and/or paraphernalia.



2016-2017 Monday-Friday Schedule for AES

8:55-9:05 Students' Arrival; Mrs. Lobb will meet parents/students in South Parking Lot.

9:30-9:45 Mrs. Mathieson will meet students arriving on bus (as becomes necessary).

9:05-10:10 Academic Progress: Students will work on assignments and show evidence of academic progress for tracking.

10:10-10:25 RR/H2O Break; Students escorted to restroom.

10:25-11:30 Academic Progress

11:30-11:45 Pick up students' lunches from the cafeteria.

11:30-11:45 RR/Water Break/wash hands for lunch.

12:00-12:30 Lunch Break- Student will eat away from the computers in the AES room.

12:35-1:00 Community Service: Students will work with custodians to assist in cleaning the cafeteria and taking out the classroom trash.

1:45-2:00 RR/water Break; Students will be escorted to the restroom by teachers to wash up after working in the Cafeteria.

2:00-3:00 Academic Progress

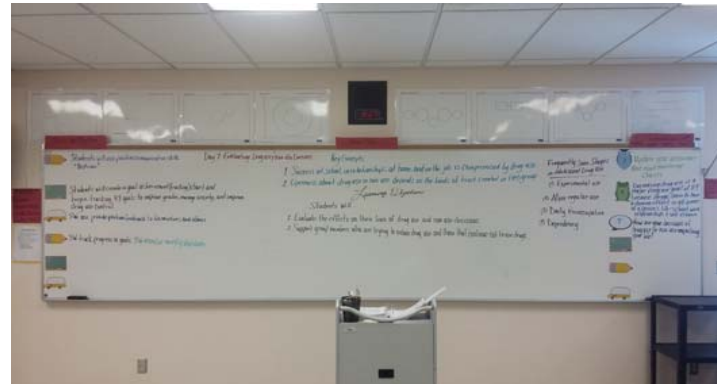
3:00-3:30 RY Lesson; Students will participate in group lesson/activities.

3:30-4:00 Outside Break is a privilege, not a right. Students' behavior and academic progress determine the privilege provision. If the break is not earned students will clean the classroom, thoroughly.

4:00 Teachers will escort students to the South Parking Lot for pick-up.



The AES Classroom is a Positive Learning Environment



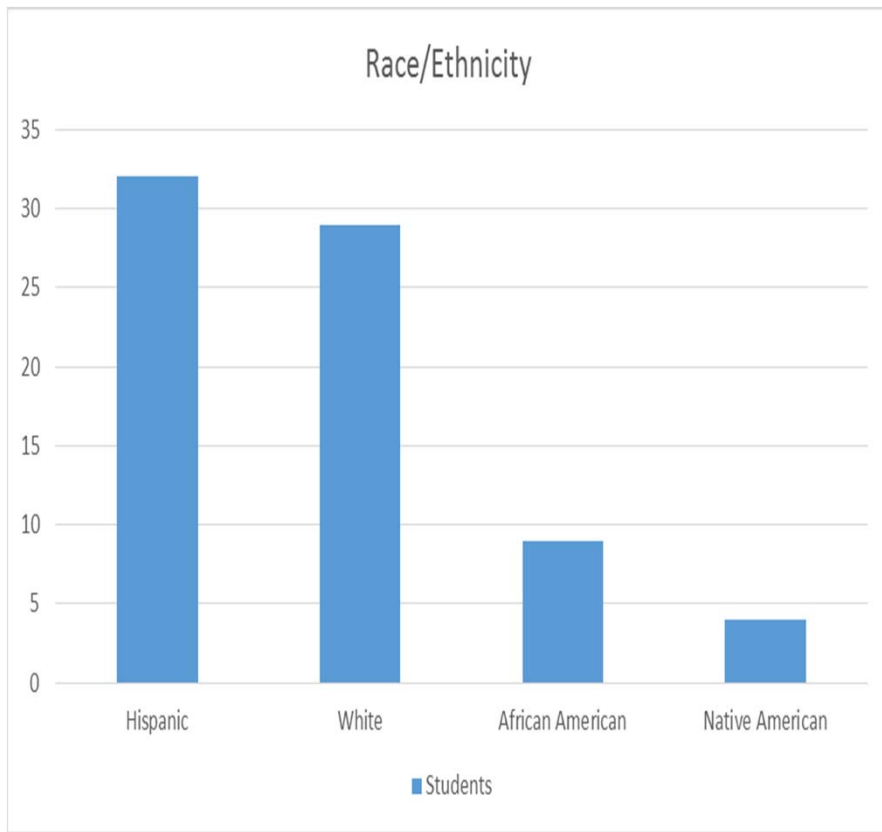
IGNITING STUDENT POTENTIAL

Community Service



IGNITING STUDENT POTENTIAL

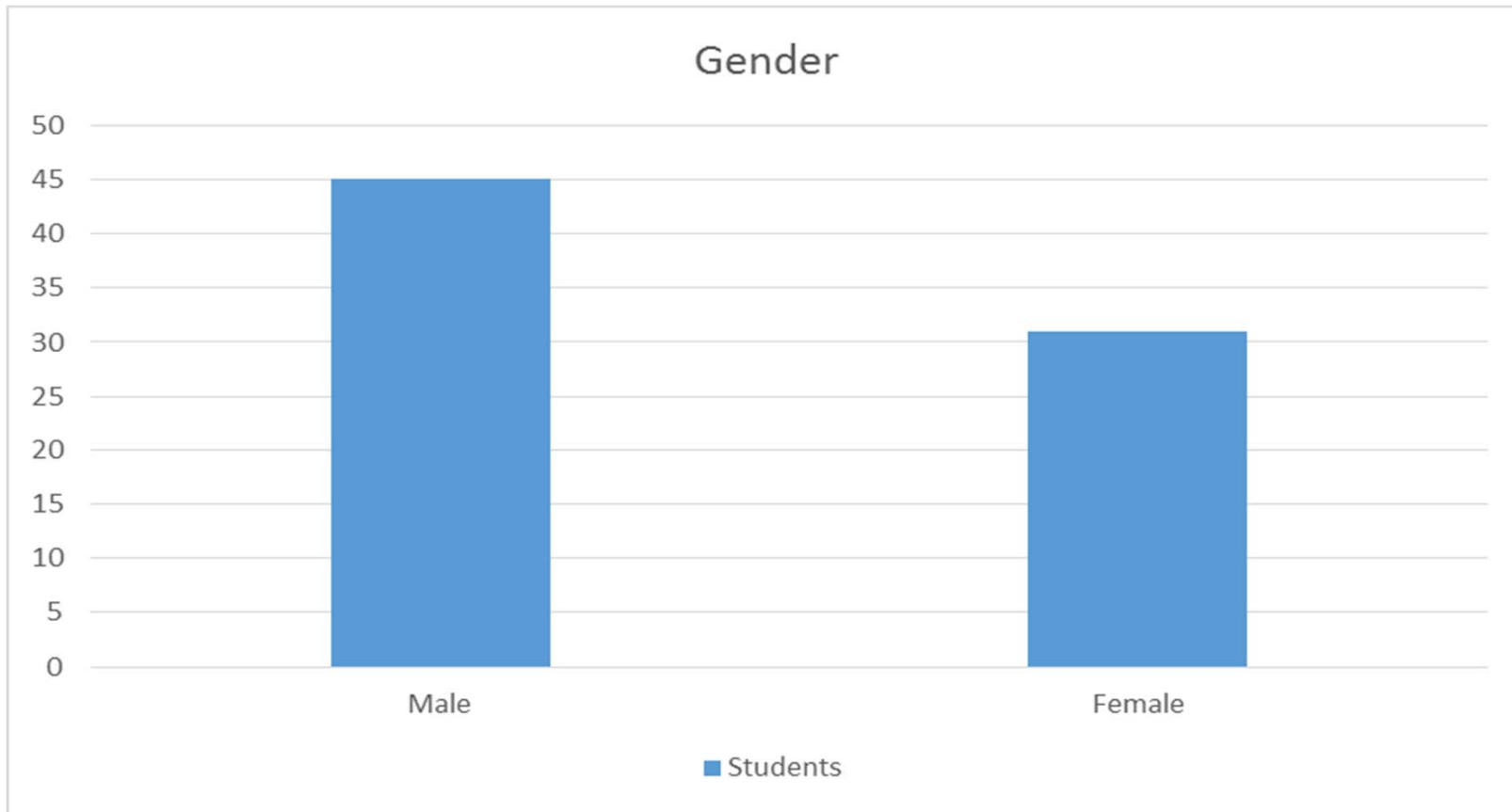
Race and Ethnicity 2015-2016 SY



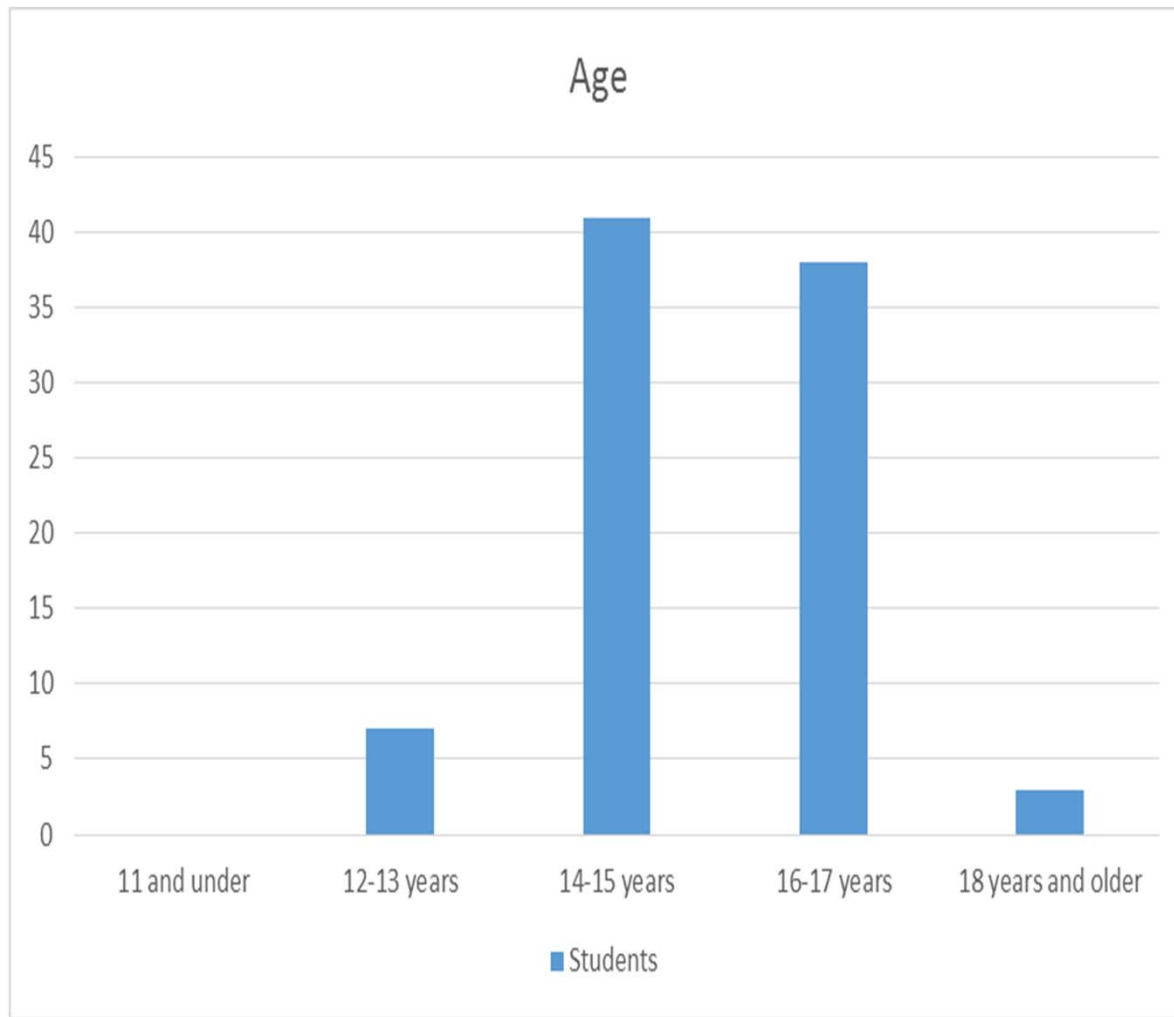
- Of the **76** students served, **32** were Hispanic, **29** were White, **nine** were African-American, and **four** were Native American.



Gender 2015-2016 SY



IGNITING STUDENT POTENTIAL



2015-2016 SY

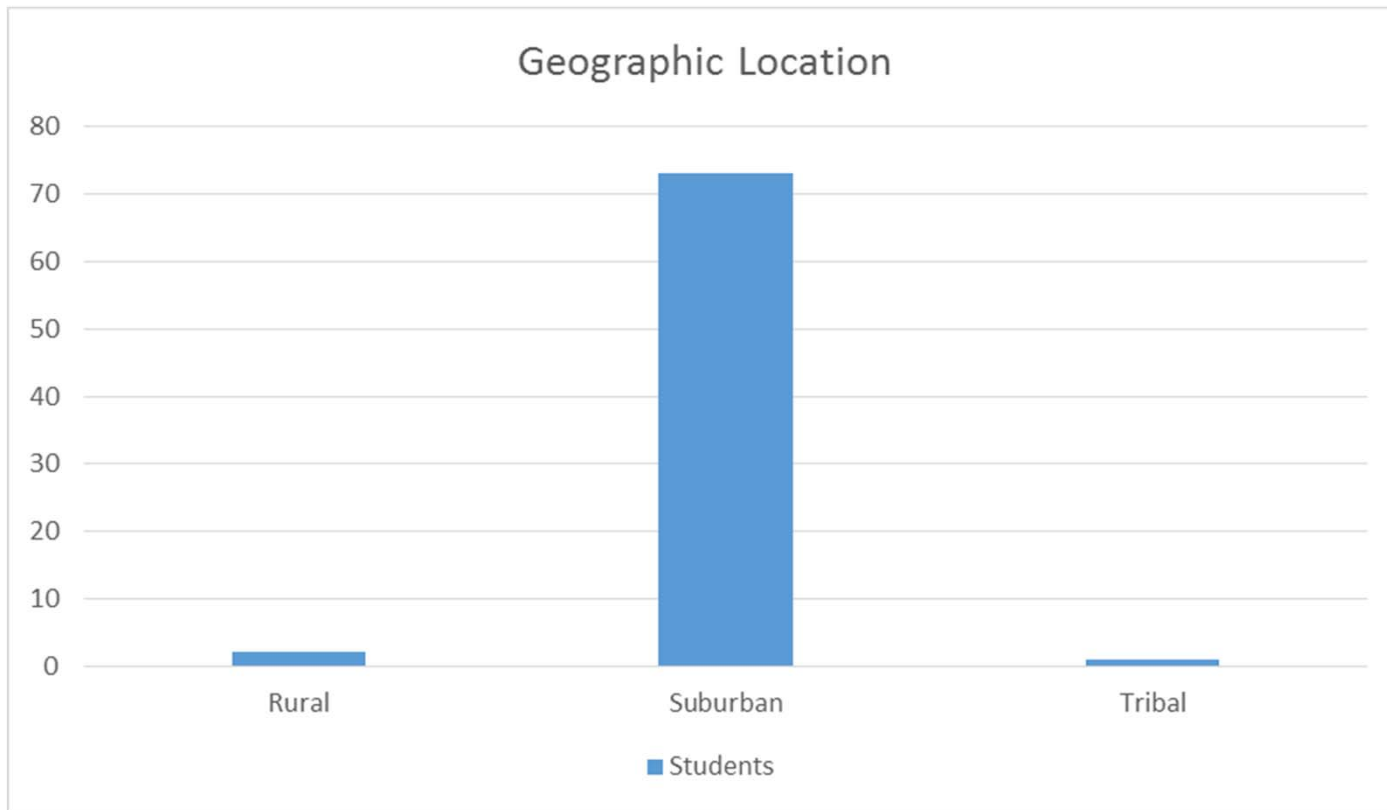
11 and under – 0
12-13 years – 7
14-15 years – 41
16-17 years – 38
18 and older – 3



IGNITING STUDENT POTENTIAL

2015-2016 SY

Geographic Location of Home



**Geographic
location of
Home**

Suburban – 73

Rural – 2

Tribal – 1



2015-2016 Transportation Services

Of the 76 students who participated in the program, **five** received special transportation services at the expense of the Rio Rancho School District. These services were not funded as part of the AES grant. None of the five students receiving transportation services lost their special transportation privileges as a result of misbehavior on the school buses.



2015-2016 Academic Progress

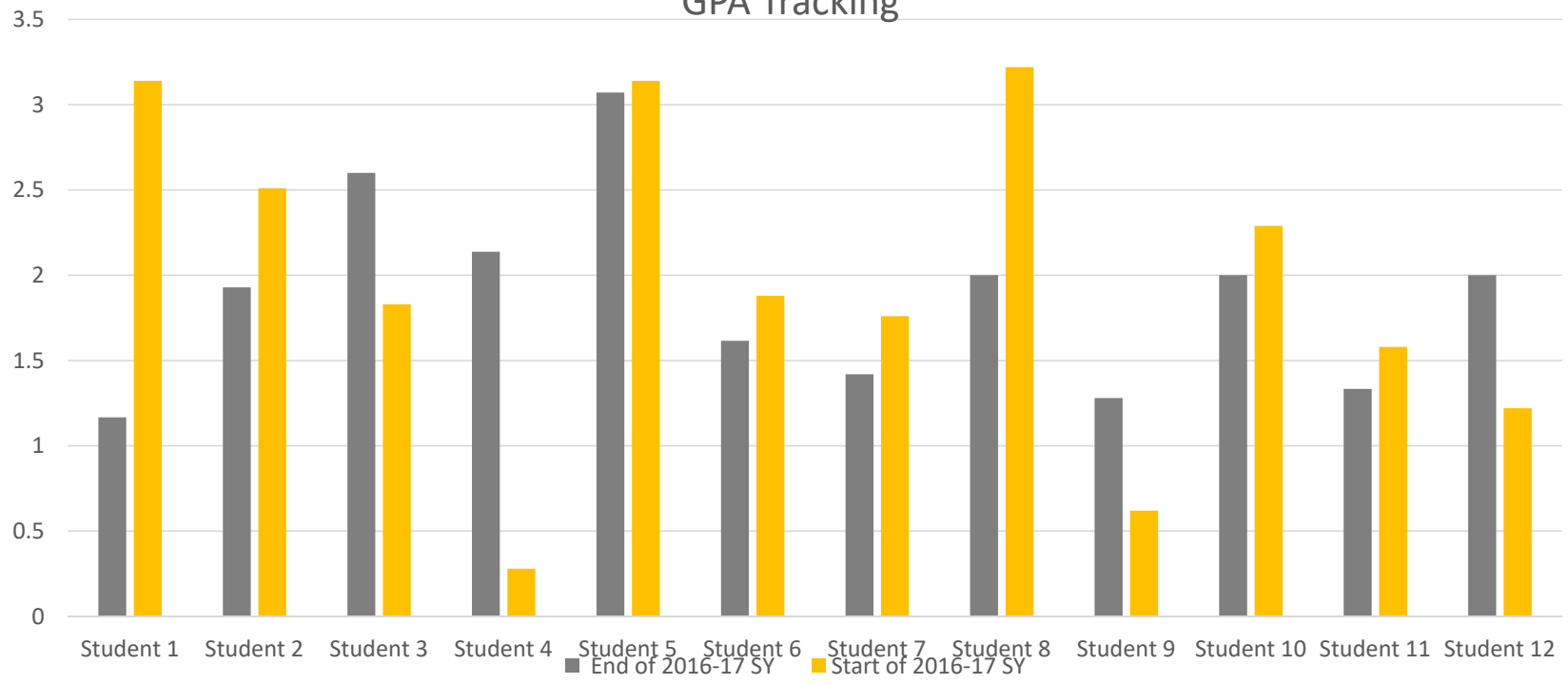
- Of the 76 students who participated in our program, each received assignments and materials needed to improve or maintain their academic standing or could work on E2020 classes.
- AES staff also provided direct instruction, instructional materials, and access to online resources. The number of assignments provided and the number of assignments completed were tracked and reported.
- Most referred students spent only a few days in AES, however all but two students (both on third referral to AES) left AES having completed assignments.



End of 2015-2016 SY

Start of 2016-2017 SY

GPA Tracking



IGNITING STUDENT POTENTIAL

APPLAUSE

- **Long-term students, attending AES for an entire semester, made considerable academic progress using both Edgenuity and teacher provided assignments.**
- **10 high school students working through Edgenuity earned recovery credits as well as passing all required courses. Services in this area were provided in conjunction with regular teachers, school guidance counselors, and Rio Rancho Cyber Academy.**
- **In cases with Edgenuity students, the AES teacher was made the teacher of record and those student's grade point average improved.**



Academic Productivity

- During the 2015-2016 year, the AES teacher obtained **6691** assignments from teachers and provided the assignments to AES students along with appropriate instructional materials, supplies, online resources, videos and other materials.
- **The AES staff also administered standardized tests through the PARCC program and final exams through the State Education Department's End of Course and End of Year programs.**
- Staff supervised and facilitated online programs using the district's Edgenuity software. The AES teacher was made the teacher of record for long-term students completing courses using Edgenuity.
- **All students completed online course work successfully in the 2015-2016 school year.**



Satisfaction of the Program

1. Of the 76 students who attended the program, 69 were documented as exiting successfully on every referral.
2. Students not exiting the program successfully either failed to attend or were sent home due to Student Services decision based on behaviors. Of the 6 students considered unsuccessful in the program, none reported dissatisfaction/satisfaction.
3. All of the 9, successfully exiting students, that completed the student survey at the end of the 2015-2016 school year expressed satisfaction with the program.
4. Several parents expressed satisfaction with the program to staff throughout the school year, however, no parents completed the Parent/Family Exit Survey.



Barriers and Obstacles

There were many success stories at RRPS AES Learning Lab in the 2015-2016 school Year. While we did well, we struggled slightly as first year teachers for AES program.

1. Short comings included the failure to provide students with opportunities to engage with their community through guest speakers, seminars, tutors, etc., every Wednesday; although, we did have some success in that area with 11 guests in 38 weeks.
2. Difficulties experienced is the mix of grade levels and ages in the program. Finally, some difficulty was had in receiving students' requested assignments in a timely manner from their home schools.
3. Truly at-risk students frequently require massive and intense intervention in terms of remedial education, socialization, behavior modification, substance abuse treatment, family wellness and other concerns. Neither the AES program nor the New Day RAC program, as currently staffed and funded, is capable of providing interventions of that intensity.



Accomplishments/Milestones

1. The goal of AES is to ensure students are current in core subjects so they can return successfully to their classrooms at the end of their suspension period and eventually graduate from high school. We are very proud of our record in this area!
2. Each student had the opportunity and the resources to maintain and improve his or her academic performance.
3. Each student and family had an opportunity to receive resource counseling and assistance with behavior and health issues.
4. AES staff worked diligently to create and maintain a positive learning environment for at-risk students.

The 2015-16 SY at AES was a success!



AES Offers a Positive Contribution to Detention Alternatives

The AES program has provided a reasonably safe alternative for students who would otherwise have entered the detention system or have been expelled from school.



THANK YOU!

