

STEPS (Students Transition to an Educational Program for Success)

Sauk Rapids-Rice High School

Contact Person: Erich Martens

Program Length: 3 Trimesters

Number of Learners Served: 2 adults, 34 senior high students,
13 middle level students

Mission Statement:

The philosophy of STEPS in grades 9 - 12 is to help students progress in achieving a high school education and diploma through an alternative setting. It is a goal of the staff to address and teach an individual learning style to each student in the program. The staff will promote a comfortable and positive learning atmosphere. The atmosphere will be one that is free from abuse: verbal, physical, and chemical.

Belief Statements:

The STEPS Program believes in providing a high quality transition to an education program for those students (grades 9-12) not succeeding in the traditional high school setting.



Entrance Criteria:

The students must be recommended by the SIRG Team (Student Intervention Resource Group).

There is an entrance conference with students, parent(s) and STEPS instructor.

There may be a chemical dependency evaluation (to be completed by St. Cloud Hospital or CD Coordinator at Sauk Rapids-Rice High School).

Referral/Enrollment Process:

(ie. parent, classroom teachers, self, social services, court system, Building Committee, etc.)

- Student Assistant Team
- SIRG: Student Intervention Resource Group

Description of Academic Program:

Phase I (students under age 16) is teacher directed and is structures similar to the traditional classes. Students attend the four core subject areas (math, language arts, science and social studies) every day for the first 4 hours and attend then attend mainstream elective courses in the afternoon

Phase II (students 16 or older) is an independent learning component. The main part of this program is the Plato Learning Systems which allow students to receive credit for math, literature, composition, science, social science, and many others. These students also partake in independent projects and work programs. Courses available on the computer are the following:

- Keyboarding
- Life Prescription
- Health
- Health II
- Basic Composition
- Composition
- Basic Literature
- Literature
- General Math
- Introductory Algebra
- Basic Math
- Geometry
- Advanced Algebra
- Algebra
- Geometry II
- Advanced Geometry

- Physical Science
- Earth Science
- Biology
- Chemistry
- Physics
- Life Science
- Geography
- Personal Economics
- American History
- Psychology
- Sociology
- Youth Service
- Work Program
- Independent Study

Description of School to Work Component:

The students who choose to work are responsible to keep a work journal. The journal consists of daily entrances, job information, and monthly expense sheets.



Description of Personal Support Services:

(ie. group counseling, conflict resolution, boys town motivation system, support groups, etc.)

- Social Worker
- Student Assistance Coordinator
- School Counselor

Program Schedule:

Phase I (16 and under) are in the alternative setting for the first 4 hours of the day, and then mainstreamed for the last three periods.

Phase II (16 and above) students must attend one 2 hour block of time dedicated to computer work. The students can select one of the following options along with the 2-hour block: Option 1, work for the remainder of the day; Option 2 work for part of the day and attend mainstream elective courses, and Option 3, attend mainstream elective courses.

Parent Involvement:

Parent involvement is very important. A report is processed through the computer every Wednesday and brought home by the student. The student has it signed by parent(s) and teacher.

Exit Criteria:

The student assistance team may recommend an exit or the parent(s)/student may decide to leave.