



**Neenah Joint School District
Educational Programming to serve students at risk of not graduating**

Neenah Joint School District At-Risk Mission Statement

The purpose of Neenah's At-risk program is to help all students succeed by developing a sense of belonging, becoming academically competent, and learning to be productive and responsible citizens at school and in life.

Developed by:

Ashley Kolb, Director of Student Growth and Support Program

Submitted to the Neenah Joint School District Board of Education on 9/17/24

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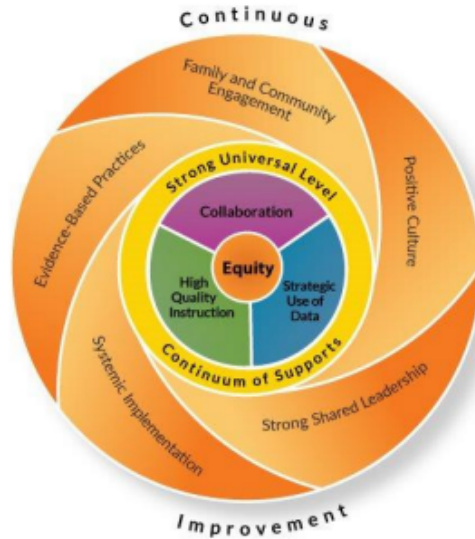
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Equity Statement

The Board of Education does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities.

Any person who believes that he or she has been discriminated against under the terms of Section 118.13(1), Wis. Statutes, may file a complaint with the Assistant District Administrator of Human Resources (Dr. Michael Cyrus) under the procedure outlined in Board Policy Number 2260, utilizing a State Coordinator designated by the Superintendent.

RTI and At-Risk Programming in NJSD



Multi-Level System of Support

A multi-level system of support involves systematic degrees of support, including interventions, additional challenges, collaborative structures, and progress monitoring, tailored to each student’s response to instruction and intervention. Within an RtI (Response to Instruction/Intervention) system, schools undertake the following:

- Utilize data to identify students who may be at risk of experiencing difficulties in their learning or those who require additional challenges.
- Regularly monitor student progress to assess their development and academic growth.
- Implement interventions and support mechanisms based on the specific needs of each student.
- Continuously adjust the intensity and nature of interventions or challenges based on individual student responsiveness, ensuring a personalized approach to their education.

High-Quality Instruction

Description	Delivering high-quality instruction starts with identifying the academic and early learning standards, behavioral expectations, and social and emotional competencies. In addition to the academic standards, our leadership team has identified the Social Emotional, and Behavioral (SEB) integration that will best support our students now and in the future. Guaranteeing that students have access to the universal curriculum with a push-in model of support is also a high priority. Push-in models of instruction mean that specialists collaborate with classroom teachers to provide their content support inside the universal classroom. In contrast, a pull-out model would be instruction that takes place at a location outside of the universal classroom.
Desired Outcome:	<ul style="list-style-type: none"> ● All teachers will meaningfully engage in the teaching of behaviors that support growth in learning. Teachers will provide access for all students at the universal level. The universal level means the grade level or content area classroom of their same-age peers. ● Students will invest in behaviors that translate to environments outside of the school setting. ● Students will recognize growth in their SEL Survey data specifically around data points related to learning behaviors

Strategic Use of Data

Description	<p>Equitable multi-level systems of support are driven by the strategic use of data for continuous improvement. Continuous improvement is an ongoing effort to improve a framework, process, program, and innovation and requires an organizational commitment to continual learning, self-reflection, adaptation, and growth. Within the Neenah Joint School District, data will be analyzed at the universal, tier 2, and tier 3 levels of support. A student with potential contributing indicators of children and youth at risk may be referred to the school’s Learning Support Team (LST) by teachers, school counselors, school social workers, or other school district personnel. These teams meet regularly throughout the school year. Each LST, after identifying students who may be considered at risk, will monitor the progress of each identified student on an ongoing basis. These may include academic interventions and/or behavioral interventions.</p> <p>In addition to referrals from school personnel LST teams will use an online data warehouse (EduCLIMBER), where students will be identified at risk through a threshold system. At the end of each school year, each school administrator will review the data and confirm with the designated Director, the names of students at their school who have been identified by that school’s team as at risk, using the State’s criteria. This will occur before July 1 each year. The Director will forward the list of students to the appropriate schools at the beginning of the following school year.</p>
Desired Outcome:	<ul style="list-style-type: none"> ● By committing to a dedicated measurement tool, we will be able to quantify the impact we are having on student growth relative to non-achievement factors. ● Students can reflect on and monitor their growth in key areas not measured on achievement tests ● Teachers can monitor, self-reflect, and set continuous improvement goals.

Collaboration

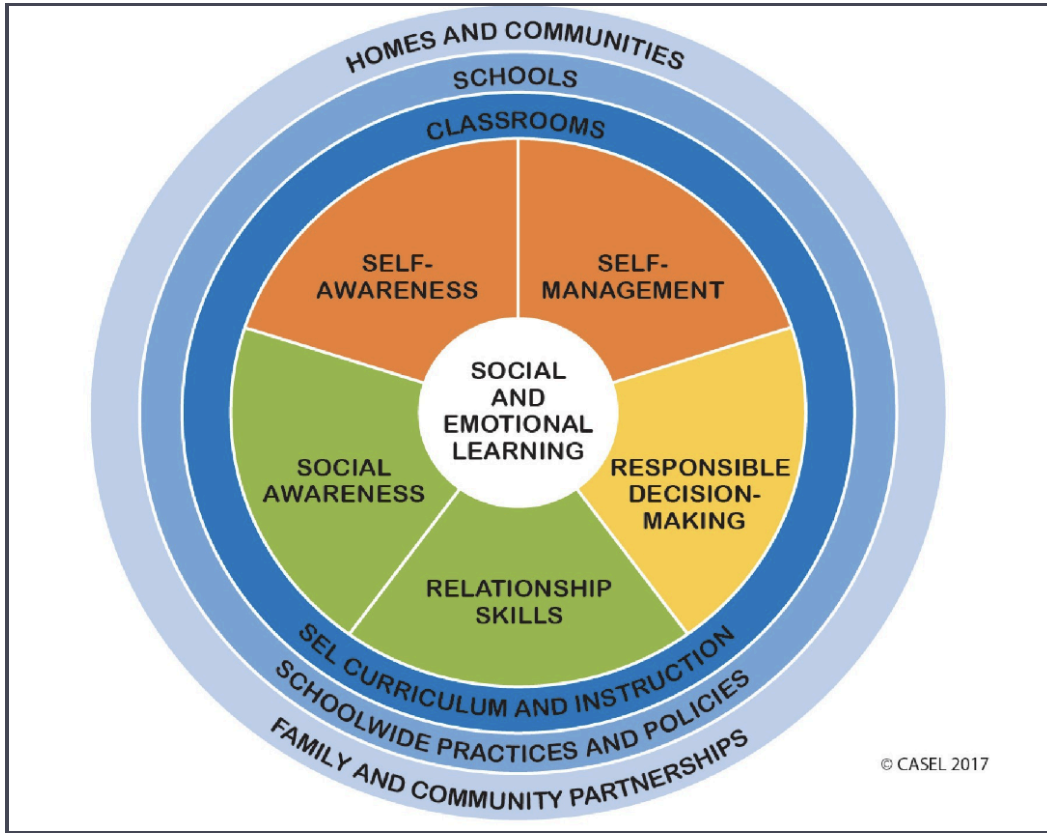
Description	<p>Establishing a sustainable system of support relies on stakeholders working together and holding each other accountable toward a shared goal of success for every learner. Engaging staff, students, and families as important collaborators in the future success of our students is vital. Staff are currently developing a co-planning framework that will be applied to at-risk, EL, and special education services. Once a co-planning framework is further developed, the next steps will be taken to engage families and students in the collaborative process.</p>
Desired Outcome:	<ul style="list-style-type: none"> ● Students will engage in classrooms with a co-teaching model outside of an alternative education program supporting their success. ● Increased staff capacity to work through a research-based professional learning community model is critical.

Culturally Responsive Practices

Description	<p>At-risk programming, grounded in culturally responsive practices, aspires to bridge the divide between diverse backgrounds within our schools. Culturally Responsive Practices focus on the appreciation of the unique perspectives and strengths each student brings to the learning environment, striving to foster inclusivity and understanding.</p> <p>By creating an environment where every student feels seen and respected, at-risk programming looks to nurture students to become empowered individuals with a robust sense of their potential.</p>
Desired Outcome:	<ul style="list-style-type: none"> ● Enhance academic achievement for all students, especially those from diverse cultural backgrounds ● Create an inclusive and equitable learning environment where every student feels valued and respected, regardless of their background. ● To cultivate cultural competence and empathy among students and educators.

CASEL Standards

The implementation of CASEL (Collaborative for Academic, Social, and Emotional Learning) standards plays a crucial role in supporting the at-risk plan. Through promoting the development of core social and emotional competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, CASEL standards foster a nurturing environment where at-risk students can thrive. By integrating these standards into the plans and goal setting, our district is equipped to facilitate tailored interventions that address both academic and non-academic barriers to success, paving the way for a holistic approach to the well-being and development of every student. It is through the strategic application of CASEL standards that our district can create a school environment that is both supportive and empowering, allowing at-risk students to not only catch up but to flourish, nurturing resilience and promoting positive, lifelong outcomes.



NJSD At-Risk Plan

Goal

To increase school success and graduation rate for students identified as at-risk of not graduating.

The At-Risk education system offers vital support to students facing challenges in school due to unique circumstances. At-risk students may grapple with issues like mental health, adverse home life, substance use/misuse, truancy, and poverty. To address these struggles, the Neenah Joint School District Alternative Education Programs provide a nurturing, secure, and consistent learning environment, fostering student success.

Our approach revolves around building healthy relationships, encouraging positive decision-making, maintaining class sizes where individualized instruction can be accommodated, closely monitoring assignments, and offering distinctive learning opportunities. By doing so, our ultimate aim is to guide and empower students on their educational journey, equipping them for a successful and productive future.

Introduction

Wisconsin state statute 118.153 (2) (a) and Department of Public Instruction PI 25.03 (1 & 2) states that every school board shall identify the children who are enrolled in the school district who are at risk of not graduating from high school, and annually develop a plan describing how the school board will meet their needs. The statute also states that every board shall make available programs to serve children at risk. As part of the district plan, each board must describe how the board will identify and meet the needs of the children determined to be at risk. The Neenah Joint School District (NJSD) is dedicated to educating all students.

The American Association of School Superintendents (AASA) has developed a set of standards to redefine readiness for students beyond high school. These standards serve as a guidepost for schools to prepare students for a multitude of choices beyond high school including college or university, technical college, the military, or a career. The Neenah Joint School District aspires to reach these standards for all students and specifically, students deemed at risk of not graduating. This plan embraces these important standards which include but are not limited to engaging in dual credit opportunities while in high school, high attendance thresholds for all students, receiving industry credentials while in high school, and developing grit and perseverance. The structures in place within NJSD are designed to maximize the potential of all students, particularly those at risk of not graduating.

This plan assures that NJSD is in compliance with Wisconsin Statute §118.153 relating to children at risk of not graduating from high school by annually identifying the children at risk and developing a plan to meet their needs. The plan includes identification strategies, articulation between levels, and supportive programs for Pre-K through grade 5, middle grades 6 through 8, and high school grades 9 through 12. The plan will also include strategies for parental notification and involvement.

State Definition

Currently, the State of Wisconsin identifies “children at risk” as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
A student shall be determined to be behind in his or her age group in the number of high school credits attained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
- **Two or more years behind their age group in basic skill levels**
A student shall be determined to be behind two or more years than their age group in basic skill levels in Math and/or Reading as evidenced by grades and/or below basic status on the state assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
A student shall be determined to be “habitually truant” if all or part of five days in a semester without an acceptable excuse are missed.
- **Parents (teen parents, male and female; and pregnant teens)**
- **Adjudicated delinquents**
A student is determined to be delinquent based on reports received from the court system. The list of adjudicated students is kept confidential by the pupil services office.
- **8th-grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th-grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th-grade pupils who failed to be promoted to the 9th grade**

NJSD monitors the following criteria in addition to the State of Wisconsin measures:

- Chronic/severe behavior problems
- Academic delay in reading and/or math
- Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
- Traumatic events, such as
 - Change in marital status of parents, including separation
 - Parent incarcerated
 - Death of a family member or close friend
 - Parents with AODA problems
 - Serious illness requiring hospitalization for student or family member
 - Homelessness
- Free/Reduced Lunch

Elementary: Pre-K- Grade 4

Goals:

- Increase attendance rate to 90%
- Exhibit an improved attitude toward school and learning
- Increased motivation for learning as measured by social-emotional screener
- Reduce in-class behavior problems by a minimum of 75%
- Develop stronger personal and interpersonal skills as measured by social-emotional screener
- Exhibit reading and mathematics academic performance consistent with students of their age and grade level

Programs and Services to Support Individual Student Achievement and Success in School

A variety of supports are available to encourage student success and are designed to meet individual student learning needs. The educational opportunities available to the students are monitored on an ongoing basis to determine the effectiveness of the intervention. NJSD provides a wide range of quality options to both special and regular education students.

Following is a list of the current interventions, services, and programs available at the pre-K through grade 5 level within NJSD that are designed to help prevent students from becoming identified as at risk of not graduating; or are available to school teams from which to choose in developing an accommodation/intervention plan for individual students:

Supports	Tier
● Summer School	1
● PBIS	1
● <u>Love and Logic</u> (parent training program)	1
● Movin' on Up (for 5 th graders)	1
● Bullying Prevention	1
● Student Assistance Program	1
● Academic and Career Planning Conferences	1
● School Health Services	1
● Leader in Me	1
● Restorative Circles	1
● PBIS (to include Check-in, Check-out, and Social Academic Intervention Groups)	1-3

● School Counseling	1-3
● English Language Learner Services (legal eligibility requirements)	1-3
● Title I Math Support	2/3
● Reading Intervention	2/3
● School Psychological Services	2-3
● School Social Worker Services	1-3
● Gifted and Talented	2/3
● Special Education (legal eligibility requirements)	3
● Section 504 Plans (legal eligibility requirements)	3
● Learning Support Team (LST) Referral	3
● School-Based Mental Health Services	3

Secondary: Grades 5-8

Goals:

- Increase attendance rate to a minimum of 90%
- Exhibit improved attitude toward school and learning as measured by social-emotional screener
- Increase motivation for learning as measured by social-emotional screener
- Develop a strong sense of self as measured by social-emotional screener
- Complete the school year and program to the next level
- Reduce in-class behavior problems by a minimum of 75%
- Complete 90% of their assignments in a timely fashion
- Reduce the number of in-school suspensions by a minimum of 75%
- Every student will decrease the number of failing grades to fewer than two
- Exhibit reading and mathematics academic performance consistent with students of their age and grade level

Identification

Neenah Middle School students will be identified for additional support through the consideration listed below.

1. Interventions
 - a. Have there been interventions in the classrooms?
 - b. What was the plan for the intervention?
 - c. Was it implemented? For how long?
 - d. Was there a follow-up?
 - e. What was the degree of success?
 - f. Were the parents contacted?
 - g. Any community resources?
2. Has the student been identified as 504 and have the accommodations been identified and met?
3. Parent permission and student signature on the acceptance letter are required to enter the program
4. The Learning Study Team (LST) makes the final decision.

Programs and Services to Support Individual Student Achievement and Success in School

Following is a list of a number of the current interventions, services, and programs available at the particular grade levels within the NJSD that are designed to help prevent students from becoming identified as at risk; or are available to school teams from which to choose in developing an accommodation/intervention plan for individual students:

Grades 5 - 8	Tier Level
● School Health Services	1
● School Counseling	1
● Academic and Career Planning Conferences	1
● Summer School	1
● Blast	1
● Bullying Prevention	1
● Advisory time	1
● Student Assistance Program	1-3
● English Language Learner Services (legal eligibility requirements)	1-3
● Strive 2B	2
● Transition Learning Center	2/3
● Academic Monitoring	2/3
● Gifted and Talented/Magnet	2/3
● Math & Reading Intervention	2/3
● English Language Learner Services (legal eligibility requirements)	2/3
● At Risk program support	2/3
● School Psychological Services	3
● School Social Worker Services	2/3
● Special Education (legal eligibility requirements)	3
● Section 504 (legal eligibility requirements)	3
● Learning Support Team (LST) Referral	3

Secondary: Grades 9-12

Goals:

- Increase attendance rate to a minimum of 90%
- Exhibit improved attitude toward school and learning as measured by social-emotional screener
- Increase motivation for learning as measured by social-emotional screener
- Develop a strong sense of self as measured by social-emotional screener
- Reduce in-class behavior problems by a minimum of 75%
- Complete 90% of their assignments in a timely fashion
- Reduce the number of in-school suspensions by a minimum of 75%
- Every student will decrease the number of failing grades to fewer than two
- Exhibit reading and mathematics academic performance consistent with students of their age and grade level
- Earn passing grades in all classes
- Graduate with their class

Identification:

All students in grades 9-12 can be considered for Alternative Education. Services that support students align with Wisconsin Statute PI 118.153

Factors for Consideration into the Program:

- Prior Alternative Education interventions
- Disciplinary record
- Attendance concerns
- State-standardized test data
- Professional staff recommendations
- Home/community concerns
- Previous student functioning
- The student is willing to accept help

Placement Plan:

Freshmen students are identified and placed by Neenah Middle School staff in the spring of their 8th-grade school year. Students will be reviewed by the Learner Study Team (LST) and placed in the appropriate intervention.

Current NHS students are considered for at-risk programming each semester. A data review meeting is scheduled mid-semester to review students who could be considered for Alternative Education. The school psychologist will schedule and facilitate the meeting, while at-risk teachers, administration, and counselors attend. The team reviews student data and generates a list of students that meet at-risk criteria. The school psychologist will then send out letters to parents notifying them that their student has met the criteria for at-risk intervention programming and will be scheduled for an at-risk class. If parents do not decline placement, counselors will then meet with the student and change his/her schedule. Initially, students cannot opt out of the program.

Students who do not meet the criteria for intervention can be identified and placed through the RtI framework. On occasion, a parent or teacher may request that a student be considered for at-risk programming after the student did not meet placement criteria. The first step is to hold a Student Support Team meeting with a team comprised of the student, parents or guardians, teachers (including an Alternative Education teacher), the school psychologist, other members of pupil services (as required by student needs), and an administrator. This team will first consider interventions that can be tried without altering the student's schedule. Depending on the success of those interventions, subsequent meetings may consider placement in at-risk programming.

It should be noted that once a student is identified as needing at-risk programming, they will continue to be scheduled for at-risk programming until exited from the program (see exit criteria section for more specific information). However, students can exit from at-risk programming if they have made improvements and are independent and ready to be mainstreamed OR students have shown that they are not committed to accepting the help and are not ready for an intervention class at this time. Students who need more intensive support will be referred to our LST team for a more structured plan.

Programming Options:

Alternative Education offers a variety of programming including, but not limited to:

- Skills for Success
- GEDO #2
- NEAT
- Algebra
- English 9
- Health
- Physical Education
- Foundations of Success
- Credit Recovery

Off-Site Program- Downtown Campus

Students eligible for the off-site alternative education program have proven that, despite their best efforts, they have not been able to be successful in the traditional school setting. This may manifest through credit deficiency, anxiety, deferred expulsion, or any change of placement.

Students will be referred to the program by a team of building administrators, counselors, parents, or themselves.

Before admission into the off-site alternative education program, students and their parents/guardians are required to attend a meeting with a building administrator, alternative education teacher, and any other school staff or administration as needed. If a student satisfies all of the program's requirements, the student, parent/guardian, building administrator, off-site teacher, and any other school staff or administration will meet to determine if a change in placement back to the traditional school setting is in the student's and the school's best interest. All parties must be in agreement for the student to be eligible to enroll in a course at the school.

Exit Criteria

Team recommendation for exit from at-risk programming will be made based on the individual needs of the student in consideration of the following factors:

- Attendance improves and becomes more consistent
- Passing grades in all classes
- On track to graduate with the class
- An increase in CASEL competencies will be demonstrated
- A new structured plan is put in place based on the LST recommendation.

Parent Notification Process

District Contact Information:

District At-Risk Coordinator
Director of Student Growth and Support Programs

Ashley Kolb
(920) 751-6800 x10114

Neenah Middle School
Building Principal

Jenni Koenecke
(920) 751-6850 x19101

Neenah High School
Building Principal

Brian Wunderlich
(920) 751-6900 x16101

Neenah High School
Associate Principal

Lindsey Lewis
(920) 751-6900 x 16103

Neenah High School
Associate Principal

Kyle Popp
(920) 751-6900 x

Neenah High School
Social Emotional Behavior

Emily Berceau
(920) 751-6900 x 16128

Neenah High School
NEAT Teacher

Brian Borchardt
(920) 751-6900 x16362

Neenah High School-Downtown Campus
At-Risk Teacher

Kylie Sieck
(920) 751-6925 x17002

Neenah High School-Downtown Campus
At-Risk Teacher

Sarah Pennewell
(920) 751-6900 x17003

Process:

Parents of eligible students will be notified and involved during interventions at each level including transitions between levels (Neenah Middle School to NHS)

If parents elect for their child to not participate in the recommended plan, then that information will be documented in the District student information system.

Enrollment will begin at the earliest date possible to accommodate the new plan and/or program.

According to Ch. PI 25.04 (5) the District must notify each pupil and his or her parent in writing whenever the pupil has been identified as a student at risk. Each school will send a notification before the school year begins. The notice shall include all of the following:

- (a) The name and telephone number of a person the parent or pupil can contact regarding the school district's children at-risk plan or program.
- (b) A description of the district's at-risk plan.
- (c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.
- (d) A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.
- (e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled if the pupil meets the prerequisites for the specific program requested.
- (f) Describe the procedure for requesting that the pupil be enrolled in the specific at-risk program selected by the parent. The request shall be in writing, by signature on a district-provided form, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
- (g) Identify the process that a parent may use if the parent disagrees with the planned services.

Accommodations

The Neenah Joint School District uses accommodations and interventions, some of which are listed below, to assist identified at-risk students in grades 5-12 to be successful, at home, and in the community.

- Homework differentiation
- Assignment notebook assistance
- Modified daily schedule
- Specific time to meet with school counselors, social workers, nursing staff, School Resource Officer (SRO), etc.
- Individual guidance sessions
- Personalized Education Plans
- Opportunities to turn in work late without penalty
- Advocates that serve as a liaison between students and staff
- Identified “safe” places to go when needed
- Opportunities to retake tests
- Optional testing areas
- At-risk education teacher(s) support students with individual needs
- Smaller class sizes
- Individualized schedules
- Tutoring
- Lunch/recess area to complete work
- Self-paced computer instruction
- Assistance with long and short-term goal-setting
- A.T. O. D.A. education and support
- Learner Study Team (LST)

Evaluation of At-Risk Programming/ Ongoing Implementation

To ensure that NJSD maintains a commitment to providing effective services to students deemed at risk NJSD engages in ongoing assessment of all of its students to ensure appropriate growth toward graduation is occurring. This evaluative process intends to use research-based methods to identify gaps in programming to continually evolve programs to support students in a variety of ways. This assessment includes:

1. A full assessment of quantitative measures of program effectiveness to include:
 - a. Graduation rate of students deemed at risk of not graduating
 - b. Markers of on-track measures as determined by NJSD Administration indicating progress toward graduation
 - c. Credits earned in core and elective courses relative to their year in school
 - d. Achievement measures on standardized tests include iReady, ACT Aspire, and ACT
 - e. Attendance measures
 - f. Monitoring of internalizing behaviors through a Social-Emotional screener, and externalizing behaviors through office discipline referrals.

Monthly:

The high school at-risk education staff, school psychologist, and administration will meet monthly to discuss at-risk programming and student needs.

Quarterly:

At-Risk Education staff and administration will meet quarterly to discuss the following:

- Program issues
- Program improvement plans
- Criteria
- Goals
- Student Concerns
- Any new agenda items brought up by the group

Annually:

At Risk Education staff and administration will meet at the end of each academic school year to discuss the following:

- Goals
- Improvements/Strategies
- Training opportunities
- Conference attendance
- To meet DPI compliance, the district at-risk plan needs to be updated and approved by the Board of Education by August 15th of each year

Prior to the start of each school year:

At-Risk education staff and administration will meet in August, before the start of the school year, to discuss and implement the following:

- Meeting dates and times
- Goals/Strategies
- New student information
- Review procedures
- Home visits for incoming and returning at-risk students in grades 9-12

The administration will be in attendance at the board meeting held on September 17, 2024.

PARENT NOTIFICATION LETTER REGARDING
AT-RISK IDENTIFICATION



Dear Parent/Guardian of

The Neenah Joint School District (NJSD) is committed to doing all it can to ensure that [child's name] is successful throughout their experience with us. Success is measured in a variety of ways using both our own, district-identified criteria and criteria set forth by the State of Wisconsin. NJSD regularly examines this criterion to meet the needs of every learner to prepare each student to be college-career-, and community-ready.

The purpose of this letter is to notify you that [child's name] has been identified as meeting the state criteria of being an "At-Risk" student. Currently, the State of Wisconsin identifies "children at risk" as students in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:

- **Behind their age group in the number of high school credits attained**
A student shall be determined to be behind in his or her age group in the number of high school credits attained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
- **Two or more years behind their age group in basic skill levels**
A student shall be determined to be behind two or more years than their age group in basic skill levels in Math and/or Reading as evidenced by grades and/or below basic status on the state assessment in Math and/or Reading.
- **Habitual truants, as defined in §118.16(1)(a)**
A student shall be determined to be "habitually truant" if all or part of five days in a semester without an acceptable excuse are missed.
- **Parents (teen parents; male and female and pregnant teens)**
- **Adjudicated delinquents**
A student is determined to be delinquent based on reports received from the court system. The list of adjudicated students is kept confidentially by pupil services office.
- **8th-grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th-grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th-grade pupils who failed to be promoted to the 9th grade**

As we are committed to providing the proper support for all students, you can find the NJSD At-Risk Plan online at the district website: [Neenah Joint School District - At Risk / Alternative Program](#). The district's plan outlines many of the services available to your child.

More importantly, staff members at [child's school] would like to work with you and [child's name] to develop a plan for a successful academic future. A staff member from your child's school will be contacting you soon to discuss available support for your student and the information attached to this letter detailing [child's first name] and the credits earned toward graduation. You may also contact your child's counselor at any time (counselor information available at <http://www.neenah.k12.wi.us/academics/counseling.cfm>). In the meantime, do not hesitate to contact me should you have further questions.

Sincerely,

Ashley Kolb
Director of Student Growth and Support Programs
ashley.kolb@neenah.k12.wi.us
(920) 751-6800 ext. 10114

CC: Building Administration