



The Wilmot Union High School District offers students a variety of educational options to children who attend in our district. The District's primary educational pathway and instructional program for students involves a progression from 9th through 12th grade, leading to a high school diploma.

### **APEX:**

APEX is a comprehensive, online digital curriculum that delivers standards-based interactive courses and integrated assessment. APEX provides an alternative to learning in the traditional classroom setting. It gives students a unique opportunity to repeat failed courses, compensate for credit deficiencies, and/or take Advanced Placement and other courses not offered by Wilmot Union High School. Counselors can provide additional information. APEX

APEX is a virtual course option for students who need credit recovery, a different option due to individual needs for credit completion, and can be used for the entirety of a student's day when alternative education options are being discussed. Students in the APEX courses will work through curriculum and tasks online with access to teacher support for original credit toward their diploma. This platform also allows some students to take classes not offered at Wilmot.

### **Co-Op Work Experience Program:**

The Business Information Technology and Family and Consumer Science departments offer work experience options through their Business Seminar, Assistant Childcare Teacher, and Child Care Teacher courses. Paperwork to apply for these positions is available from the BIT and FCS teachers and, once approved by the School to Career Coordinator, the counselor adjusts the requesting student's schedule to match the teacher's approval. Special education work experience for credit is allowed and approved on a case-by-case basis as specified in the student's IEP.

### **Early Graduation:**

Students who wish to graduate early should meet with their school counselor to determine eligibility. Once it is determined that the student can meet graduation requirements earlier than the scheduled semester of graduation, the student, with parent approval, must complete the Early Graduation Request Form, available from their school counselor, and submit it to the Principal for approval by September 1st. Students who elect to graduate early will be responsible for completing all of the graduation requirements by the end of the 1st semester of their Senior Year. In order to do this, they will have



to complete one full credit of English during the 1st semester of their Senior year.

### **Early College Credit Program:**

Any student in 11th or 12th grade may enroll in the Early College Credit Program (ECCP) providing the student meets the requirements established by law and by the District and subject to the approval of the Board of Education on an annual basis. Any interested student should contact the Student Services Office to obtain the necessary information.

ECCP Early Application submission September 15 and February 15.

ECCP Enrollment Deadlines Are:

- October 1st
- March 1st

### **External Credit - Correspondence Courses:**

Wilmot Union High School will accept credit for correspondence coursework from accredited programs. Correspondence courses may be used as credit recovery or in extreme cases to alleviate scheduling conflicts. Wilmot Union High will accept up to 1.00 credit for correspondence work completed per high school career. This credit will not be considered in GPA calculation.

Students are responsible for all costs of the course, and for having an official transcript of grades sent from the program to Wilmot Union High School. See your School Counselor for more information.

### **Independent Study:**

When a student has a credit deficiency or a scheduling conflict that cannot be remedied in any other fashion, the student can propose an Independent Study project as an elective that applies toward graduation requirements. Students wishing to pursue an independent study project should speak with their School Counselor and complete the Educational Options Form, available in the Student Services Office. Independent Study Credit is limited to 0.50 per semester.

Students may request an Independent Study course with the understanding that:

- The request will include clearly stated goals, the learning activities to achieve those goals and a schedule detailing the timeline of the course.
- The student must solicit the help of a teacher advisor to supervise progress.
- The student must obtain parent, teacher, and counselor approval.
- The student must be prepared to pursue the goals with a minimum of direction.



- Grades issued will align with the WUHS grading policy.
- Failure to complete the Independent Study Course will result in the grade of an “F” being issued and calculated in the GPA.

### **GED O2 Program:**

The GED Option #2 program targets students grades 11-12 who are not experiencing success in the traditional high school setting. Students enrolled in this program are exposed to Wilmot High School’s curriculum through direct instruction, independent credit recovery, Career/21st Century Skills exploration and/or computer-based instruction via APEX. Within the program, students work toward demonstrating mastery of skills in English, Math, Social Studies, and Science on GED tests.

All credits earned through the GED O2 will be applied towards the Wilmot High School’s 18-credit Adult High School diploma or the traditional 24 credit Wilmot diploma. Transportation is provided one way by bus and one way by either self transportation or transportation provided by Wilmot staff.

[DPI: State Requirements](#)

### **Nova:**

Nova is a special education program offered in a restricted (special education) setting. This program is for students identified with a disability who require a smaller setting, reduced transitions within the school day (class to class), and/or increased staff support. The IEP team will meet to discuss placement options and individual student needs to create a plan. Students can participate in Nova for some or all of their content area courses. The IEP team will discuss and document the student’s removal from the general education setting. The goal of Nova is to increase the amount of time students spend in the general education setting as students progress and as the team feels best meets the needs of the student.

### **Horizons:**

The Horizon Work Experience Program provides specialized educational opportunities within the special education environment. Tailored for students with disabilities needing extra support to develop independent job skills, the program involves collaboration among the IEP team to determine suitable placements and address individual needs. Ultimately, the program aims to equip students with job skills essential for independence in post-high school employment.



### **Next Step Program:**

Students will develop skills and functional abilities to be as independent as possible at home, in the community, and within an employable opportunity.

- Participants start each day going through personal hygiene tasks to ensure they are as independent as possible at home.
- Participants wear a work uniform, that they wash, dry, and fold to ensure they are as independent as possible at home
- Participants complete a daily weather guide based on a location somewhere in the world and select the wardrobe they would wear if they were there to ensure they are as independent as possible at home.
- Participants budget, plan, shop, and cook their own meals daily as a team to ensure they are as independent as possible at home.
- Participants do a variety of chores such as kitchen tasks, laundry tasks, classroom tasks, living room tasks, bedroom and bed tasks, and cleaning of sensory rooms to ensure they are as independent as possible at home.
- Participants progress through social emotional learning concepts to improve social skills to ensure they are as independent as possible in the community.
- Participants work through communication skills, stranger safety, and community safety to ensure they are as independent as possible in the community.
- Participants collaborate with other individuals with disabilities throughout the community to ensure they are as independent as possible in the community.
- Participants experience weekly community outings to ensure they are as independent as possible in the community.
- Participants experience real world- community based experiences such as ordering food, public transportation, and emergency services training to ensure they are as independent as possible in the community.
- Participants work on following written and/or verbal directions to ensure they are as independent as possible within an employable setting.
- Participants experience a community work-based program where students will get the opportunity to work in various jobs within the community and receive on the spot job coaching from Teacher / Job Coach paraprofessionals.
- Participants demonstrate appropriate soft skills (greetings, manners, attitude, interpersonal communication, motivation, conflict resolution)



to ensure they are as independent as possible within an employable setting.

- Participants self assess on task behavior to ensure they are as independent as possible within an employable setting.
- Participants demonstrate personal self care skills and objectives to ensure they are as independent as possible within an employable setting
- Participants work side by side with employees of companies to ensure they are as independent as possible within an employable setting.

### **Foundations:**

Students will develop and build on prior knowledge in the areas of reading, expressive communication, number sense, and early vocational skills to build the skills necessary for independence and functional abilities in the next steps of their lives.

- Academic based program where students grades 9-12 complete their core academics, along with electives to progress through graduation requirements, while learning from the alternate academic achievement standards called the Essential Elements (English Language Arts, Math, Science, Social Studies).
- Students receive specially designed instruction and services aligned to IEP goals and disability related needs.
- Students learn coping strategies, independence skills, problem solving, self-advocating, and emotional regulation.

We provide functional and purposeful opportunities to work through these skills so that they are meaningful and are more able to transfer these skills as they transition.