



Optional Flexible School Day Program – Weatherford ISD RISE Academy

1. Program Goals and Objectives

RISE supports identified at-risk students who have extenuating circumstances requiring a flexible school day. The goal of the program is to target those students who are unable to attend school in a traditional setting, for example, because the student must seek employment to support their family, or must provide childcare during traditional school hours.

2. Schedule

The RISE Academy follows the Weatherford ISD calendar. The first day of school is August 13, 2025 and the last day of school is May 20, 2026. The program is offered in two sessions: AM - 7:35 – 11:45 and PM: 11:50 – 4:00 (250 minutes per session). Students are able to attend one session or both sessions.

3. Staff Plan

The RISE Academy contact hours are 7:15 - 4:15 daily and RISE Academy includes the following staff positions and resource personnel:

- Coordinator
- Specialist
- Secretary
- 4 teachers (1 teacher per core content and all are SPED Certified)
- 1 para

4. Student Identification

The RISE program is for students in grades 9-12 who are at risk of not graduating and meet the state recognized at-risk criteria; in addition, these students are falling behind in credits for their grade level. Applications are available to parents, students, and WHS counselors, and once an application is completed the student and parent will interview and attend an orientation with the RISE staff to go over the expectations and develop a plan for academic progress.

Per TAC §129.1027(b)(2), *Weatherford ISD certifies that all students under the age of 18 and not emancipated will require written agreement from both the student and their parent/guardian to participate in OFSDP. Students who are 18 years of age or older will provide written agreement to participate in OFSDP.*

5. Students served by Teacher

RISE will have one instructor provided for each 28 students, and the RISE Academy teachers are certified in core content areas.

6. Special Education / CTE

Students that are served through special education receive services through the core teachers who are certified in special education. For CTE courses, WISD utilizes online courses based on the students' endorsement. If a student requires SPED services, the SPED department provides the extra services for the OFSDP students.

7. Student Attendance

- A. The RISE secretary enters a record of attendance minutes into the Skyward student information system for each day's attendance for each student. The students' certified teacher enters each student's arrival time and the time they leave each day into an Excel document.
- B. The teacher of record will both keep track of the number of instructional minutes students receive each day and certify the student's minutes with their signature each day. Minutes for students with less than 45 minutes on their attendance card for any given day will not be included in the total minutes reported to TSDS for funding purposes.
The Excel document and the teacher signature on each day's minutes are both part of the same attendance process. The Excel sheet is the log used to capture times; the signature on each day's log is the certification step.
- C. Students will not receive more than 10,800 minutes per course; in addition, students will not be simultaneously enrolled in RISE and other traditional programs.
- D. Throughout the school year as needed, WHS administrators will meet with RISE staff to review completed applications and discuss students who have submitted applications to attend the RISE Academy. Following this meeting the RISE staff will meet with students and parents in an interview to determine if RISE Academy meets the student's needs for academic progress. Students are withdrawn from their previous campus prior to becoming active in the RISE Academy, thus they will not be simultaneously enrolled in RISE and a traditional ADA program. The district will monitor minutes between the two programs by applying the recommended formula: Estimate maximum RISE minutes a student is eligible = (Calendar days – Traditional days present) x 240.
- E. The RISE program secretary utilizes Skyward in the form of an attendance record for each student in attendance for each date to comply with Sections 2.2.3 Paperless Attendance Accounting Systems with teachers utilizing secret passwords, timing out of the attendance system with inactivity, reporting the date, time, and identity of the teacher, and a provision of a positive confirmation for 100 percent attendance, while also complying with section 11.6 OFSDP Attendance and Funding section of the Student Attendance Accounting Handbook.
- F. The Student Data Manager will send the attendance record each six weeks to the RISE coordinator to review, verify, and sign. Skyward will not allow a record to be created with less than 45 minutes for the day.

8. Summer Funding

Not Applicable

9. Dropout Recovery

RISE Academy operates a campus-based dropout recovery education program in alignment with Texas Education Code §29.081(e-1) and (e-2). The program is operated by the district and not through an education management organization.

Students identified under PEIMS at-risk code “6” are served through a comprehensive program that includes:

- Individualized graduation plans designed to support each student’s path to high school completion.
- Flexible scheduling through morning and afternoon sessions to meet the diverse needs of students.
- Instruction by certified teachers and support from trained staff to promote academic success.
- Credit recovery and accelerated instruction to facilitate timely graduation.
- Targeted academic and behavioral monitoring to identify and address barriers to progress.

Mental Health Referrals

RISE Academy integrates mental health support into its dropout recovery program. Students will be:

- Identified for services through campus-based assessments, self-referral, or staff/counselor recommendations.
- Provided with on-site school counseling support.
- Offered referrals to external licensed mental health professionals as needed.
- Given access to Invicta in-school therapy, a district-approved external provider, for students requiring additional support. This partnership allows students to receive therapy during the school day, upon parent approval, without disrupting their academic schedule.

This layered support system ensures that students’ academic and mental health needs are met to improve overall outcomes.

9. Hybrid/Remote Learning

Not Applicable