

East Mills Community School District At-Risk Plan 2015-2016



East Mills Community School District At-Risk Plan

PURPOSE

The purpose of the East Mills Community School District At-Risk plan is to make available to students services and supports that enhance opportunities to be successful in school and beyond. The At-Risk plan endorses an early intervention approach focused on providing counseling services and academic support systems for students. Generally, this At-risk plan has the following purposes:

- To identify students with personal/social concerns that may be at-risk for academic failure
- To provide personal/social counseling and academic and related support services for at-risk students within the school
- To coordinate with outside area agencies and resources to provide guidance counseling for at-risk students
- To develop a network and collaborative relationship with parents in support of students with at-risk needs
- To provide staff development training for teachers and staff in support of students with at-risk needs.

Iowa Administrative Code 281 establishes requirements for programs serving students at-risk of under performance and was used in the development of the East Mills Community School District At-Risk plan.

281--Iowa Administrative Code 12.2(256) Definition of At-Risk

"At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

281--Iowa Administrative Code 12.5(13) Provisions for at-risk students

Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students:

1. Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population,
2. Determination of appropriate ongoing educational strategies for alternative options education programs as required in [Iowa Code section 280.19A](#), and
3. Review and evaluation of the effectiveness of provisions for at-risk students

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EXPECTED PROGRAM OUTCOMES/PROGRAM GOALS:

- The graduation rate of at-risk students will increase while the drop-out rate decreases.
- Students identified as at-risk will show academic growth and improvement as measured by FAST, MAP, and Iowa Assessment data
- Decrease absenteeism, truancy, and tardiness so students experience full access to core instruction.
- Increase student academic success in passing core classes/subjects by ensuring academic interventions.
- Facilitate access to community-based support services for at-risk students and families.
- Assist students with personal/social challenges that could impede success at school and beyond the school setting.

It is acknowledged that for some students, challenges exist and arise that interfere with their opportunities for success. The East Mills' At-Risk Plan supports the three domain areas of academic, personal/social, and family in order to address the challenges of at-risk students.

Supplemental and intensive support is provided by identified certified personnel, certified school counseling staff, and associates at the elementary, middle school, and high school levels in the district.

CRITERIA FOR AT-RISK IDENTIFICATION

At risk identification is determined by experiences and factors that affect school performance. At risk student identification is considered throughout the K-12 school age population. Data from the three domain areas (academic, personal/social, and family) are considered when identifying at-risk factors.

Academic

- Attendance/tardiness/truancy
- Below grade level/failing grades/retention
- Homework completion/study habits
- Low achievement scores
- Lack of motivation/engagement
- Limited English proficiency
- Speaking/Hearing-impaired/visual impaired

Personal/Social

- Is pregnant or a parent
- Lack of social skills
- Lack of social group/friends

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- High risk attitudes, values and behaviors (violence, substance abuse, early sexual involve, friends with antisocial behavior, being bullied, low self esteem and confidence)
- Medical/mental health issues
- Hyperactivity/focus issues
- Oppositional/defiant behaviors
- Suspected abuse or neglect
- No or limited extra-curricular participation

Family

- High mobility/transient
- Level of household stress (divorce, death or loss, step parents, homeless, conflict, financial or health problems)
- Socio-economic status/poverty
- Attitudes, beliefs and values about education
- Out-of-home placement (foster care, juvenile detention center, mental health centers)

Any student identified as at-risk will be brought to the building SAT (Student Assistance Team) for possible further teacher actions/assistance.

STUDENT ASSISTANCE TEAMS

Team Members

Each building's SAT team consists of core members: Parent, Administrator, Building SAT Coordinator, general education teacher. Additionally, AEA personnel, Guidance Counselor, Community Based Support Personnel, additional general education or special education teachers may be involved.

- Elementary: Principal, Counselor, Building Contact, Designated Teachers, Parent
- Jr./Sr. High School: Principal, Counselor, Building Contact, Designated Teachers, Parent

District SAT/At-Risk Coordinator: Roles and Responsibilities

- Keep master files of all district SAT and 504 cases
- Communicate with and regularly review case files with building contacts
- Assist in documentation for state reporting
- Coordinate transition efforts of At-Risk students in buildings
- Provide assistance with SAT process as need/requested to building administration and SAT Team

Building SAT/At-Risk Contact: Roles and Responsibilities

- Receive initial referral from teacher or parent
- Invite necessary stakeholders to meetings and schedule on district At-Risk Google calendar
- Store current working SAT and 504 forms
- Send copy of building SAT forms to District Coordinator
- Communicate regularly with District Coordinator
- Keep schedule for all SAT meetings and students to be reviewed

Referring Teacher Roles and Responsibilities

- Referring teacher MUST complete Page 1 and Page 2 of SAT Referral form in addition to intervention table for area of concern (e.g. reading, writing, math, behavior, social emotional/behavioral)
 - SAT Team will complete “additional information” sections of SAT form for identified area of concern
- Referring teacher must share the SAT brochure with parents of identified student

Meetings

Building’s SAT meetings occur:

- Elementary: Third Tuesday of the month
- Jr./Sr. High School: Second Monday of the month
- Meeting times with parents are flexible depending on their schedule

SAT Referral Form: Where to find them

- Blank Forms can be found in Building Contact’s Office (hard copies)
- Electronic Copies can be found on East Mills’ At-Risk Google Site

REFERRAL PROCESS FOR AT-RISK SERVICES

1. Teachers, parents, guardians, or student contacts East Mills’ Building SAT Contact (Tamra Ruff–East Mills Elementary and Carrie Currin–East Mills Jr./Sr. High School).
2. The SAT form, which consists of the front pages and any additional pages related to the area of concern is completed by one or more teachers.
3. Building SAT teams review individual SAT referral forms. Goals, interventions and monitoring methods are identified.
4. Interventions are implemented.
5. Progress Monitoring (response to intervention) data is collected at least once a week.
6. The SAT team will meet at least once a month to review progress monitoring data.
7. Evaluation – Exit criteria is reviewed to identify need for continued services or transition services.

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Criteria for 504 Eligibility

Any student with a documented disability that substantially impacts major life activities is eligible for support under Section 504 of the Rehabilitation Act of 1973. "Major life activities" include (but are not limited to): breathing, walking, talking, hearing, speaking, learning and even social-emotional abilities. 504 plans will be developed through the SAT process. (See above for information on SAT team members, member responsibilities and meeting information).

504 Referral Process

1. Teachers, parents, guardians, or student contacts East Mills' At-Risk Coordinator.
2. At-Risk Coordinator brings the referral to the building contact.
3. The SAT form, which consists of the front pages and any additional pages related to the area of concern is completed by one or more teachers.
4. Building SAT teams review individual SAT referral forms. Goals, interventions and monitoring methods are identified.
5. If a student has a diagnosis of a mental or physical impairment which substantially limits one or more major life activities, a 504 plan will be developed.
6. Interventions, modifications and accommodations are implemented.
7. Respective Building Contacts will periodically check in on the implementation of the 504 plan.
8. Each 504 will be formally reviewed at least once every year.

COUNSELING PROGRAM

The mission of the East Mills Community School District Guidance Program is to provide a comprehensive and developmental counseling program to address the **personal/social, academic and career development** needs of all students. The foundation of the East Mills Guidance Program is derived from the Iowa Comprehensive School Counseling Model.

The school counselor is a professional school advocate who provides support to maximize student potential and academic achievement. In partnership with other educators, parents/guardians and the community, the school counselor facilitates a student support system. This system ensures all students in the East Mills Community School District are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

The East Mills Community School District Guidance Program operates under the belief that:

- All students in grades K–12 shall have access to a licensed master’s degree level school counselor to deliver the guidance counseling program.
- The East Mills CSD Guidance Program will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- All students have dignity and worth.
- The program addresses prevention, intervention and student developmental needs.
- All students have the right to participate in a comprehensive school counseling program.
- All students’ ethnic, cultural, racial and sexual differences and special needs are considered in planning and implementing the guidance curriculum.

Delivery System of Counseling Services:

1. Weekly guidance curriculum for all students in grades K-9 during a designated ‘Guidance Class’ time.
2. Individual planning for student’s related to academic, personal/social or career development and goals as needed.
3. Responsive services for students including individual and small group counseling and referrals to outside agencies.
4. Systems supporting the overall work of the comprehensive program (professional development, consultation/collaboration/teaming, family involvement and community outreach).

TALENTED AND GIFTED (TAG)

Objectives of Academic TAG Program

- To provide a continuum of services for identified students from the time they enter Kindergarten until the completion of their high school program.
- To develop skills necessary to become independent, self-directed learners using lifelong learning strategies.
- To broaden, expand, and extend the learning process of gifted and potentially gifted students.

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- To provide opportunities for affective development and career goal development with respect to the characteristics of the gifted.

Definition of Giftedness

The East Mills school district has adopted the Iowa Code 257.44 definition of giftedness which states: “Gifted and talented students are those identified as possessing outstanding abilities who are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

- 1) general intellectual
- 2) creative thinking
- 3) leadership ability
- 4) visual and performing arts ability
- 5) specific ability aptitude

At Risk Concerns for TAG Students

Research tells us that a large majority of gifted and talented students spend most of their day in regular classroom settings (Cox, Daniel, & Boston, 1985). Unfortunately, instruction in the regular classroom setting is generally not tailored to meet their unique needs (Archambault et al., 1993; Cox, Daniel, & Boston, 1985; Westberg, Archambault, Dobyms, & Salvin, 1993). This situation is putting gifted students at risk of failing to achieve their potential. Achievement scores below what might be expected from our brightest population provide the evidence (Callahan, 1990; Kantrowitz & Wingert, 1992; Ness & Latessa, 1979).

The challenge for educators is twofold. Our gifted and talented population must have a full service education if we expect these students to thrive in the manner in which they are capable. Second, these students must be involved in educational experiences that are challenging and appropriate to their needs and achievement levels.

AT-RISK PROGRAM MONITORING AND EVALUATION

Monitoring

Monitoring and evaluation of the East Mills School District At-Risk Plan of Services occurs on at least two levels. The first level is an evaluation of the impact of program involvement upon individual student resiliency and risk and the second level is an evaluation of program effectiveness.

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Impact on Student Resiliency and Risk

Staff will document involvement of students in program services in a manner appropriate for the involvement. Documentation of student involvement through presence in a regular education classroom in which at-risk services are infused may be aggregated to indicate class involvement. The evaluation of the impact on student learning includes collecting and analyzing student performance using appropriate and specific criteria through self-appraisal; criterion referenced and/or standardized instruments.

Program Effectiveness

Another level of evaluation of the At-risk Plan of Service is through the regular review and revision to monitor program effectiveness and to ensure unbiased educational benefit for students. At-risk program services must evolve and adapt to changing conditions, requirements and increased knowledge about students, learning and assessment. Periodic review, including a representation of stakeholders in the education system, is the basis for making decisions to alter all or part of the plan of services focused on supporting student learning.

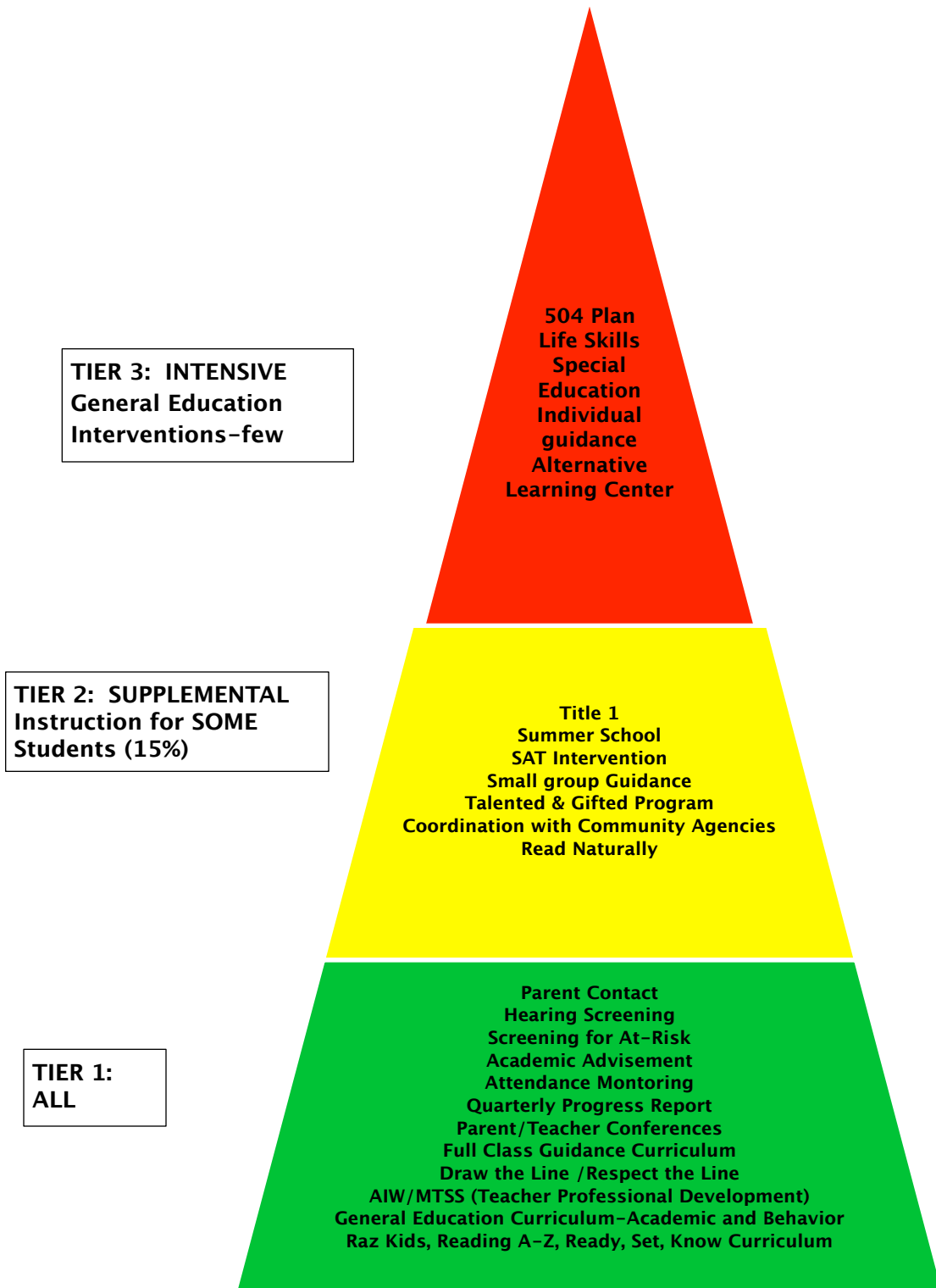
Annual Evaluation of the program will include:

1. Comparison of discipline office referrals for identified students from year to year and analysis of office referrals compared to general population.
2. Comparison of attendance for identified students from year to year, compared to general population.
3. Comparison of graduation rates between identified and general population.
4. Comparison of the drop out rates for identified students from year to year, compared to general population.
5. Comparison of criterion referenced and /or standardized instruments for identified students from year to year.

PROFESSIONAL DEVELOPMENT

- Technology Training (Google Docs, Sites, Calendar, etc.)
- Training Regarding Interventions (e.g. Interventions vs. Modifications, Examples of Interventions, etc.)
- At-Risk Training—Legalities (e.g. confidentiality, sharing records, etc.)

PYRAMID of AT-RISK PROGRAMS and SERVICE



**COMMUNITY SERVICES
(East Mills – Community Counseling Resources Guide)**

Family Crisis and Support Network – 1-866-647-9596

FCSN is a not-for-profit agency offering free and confidential services to Southwest Iowa victims of crime including domestic violence and sexual assault. Services include, but are not limited to, court advocacy, medical advocacy, safe home/shelter, law enforcement advocacy, referrals, resources, and counseling. This organization is the Mills County contact for the Iowa Coalition Against Sexual Assault (IowaCASA) www.iowacasa.org. Hours: 24/7 Payment: Services provided free of charge

Hope Counseling – 712-527-3030, Brett Phillips, LISW, 1201 S. Locust, Glenwood, IA, Confidential Services, Payment – Accepts Insurance, Iowa Medicaid, Financial Assistance Available

Whispering Pines Counseling, Lt – 712-527-2102
Deb Pfeiffer, MSW, LISW, 211 N. Vine St., Glenwood, IA 51534
Confidential Services, Payment–Accepts Insurance, Iowa Medicaid, No Sliding Fee

Choices Counseling – 712-328-3700 – Ron Barube, MS, LMHC Confidential Services, Payment – Accepts Insurance, No Sliding Fee Available

Kathy Bustos, Counseling – 712-527-9991 Certified Bio-feedback Therapist, Confidential Services, Payment – Accepts Insurance, No Sliding Fee

Alegent Health, Counseling Services – 712-527-3699, Michael McGargill, MS, LMHC; Confidential Services, Payment – Accepts Insurance, Medicaid, No Sliding Fee

Mills County Public Health – 712-527-9699
Julie Lynes, LBSW, MA, Support, resource and referral – Free and Confidential

Jill McAleer, Victim Coordinator, Mills County Attorney's Office – 712-527-5233, Free and Confidential

Phoenix House – 712-328-0266 or 1-888-612-0266 www.phoenixhouse.org
Substance Abuse and Mental Illness, resource and referral, free and confidential.

Catholic Charities Family Crisis Hotline – 1-888-612-0266
Resource and referral for any family crisis. Free & Confidential

Project Harmony – 1-402-595-1326 www.projectharmony.com
Counseling referrals for abuse issues, family advocates available – Free & Confidential Services

ReachOut, 1-800-273-8255, www.Reachout.com
Free On-line resource for teens getting through tough times and 24 hr hotline

Iowa Teenline 1-800-443-8336 (24/7 hotline)
When you just don't know who to talk to, Teenline can help – information and 24/7 hotline for any topic affecting teens. TDD Hotline: 1-800-735-2942, www.extension.iastate.edu/teenline/

Centering Corporation – 1-866-218-0101
Non-profit organization dedicated to providing education on grief and loss for professionals and the families they serve. www.centering.org

Iowa Substance Abuse Information Center – 1-866-242-4111
Free and confidential access to treatment providers and prevention programs; Find the answers to your questions related to substance abuse, mental health or problem gambling. <http://www.drugfreeinfo.org/>

Alcoholics Anonymous – Council Bluffs – 712-328-9979, Free & Confidential

West Central Development Corporation – 712-624-8172
Low income energy assistance, weatherization, Senior Aide employment and training, outreach with food pantry, clothing room and emergency food and shelter.

HOTLINE #'S

Crime Victims Hotline: 1-866-689-HELP (4357)

Rape and Sexual Assault Hotline: 1-800-656-4673

National Suicide Prevention Lifeline: 1-800-273-TALKS *8255

TDD Phone Number for all Hotlines: 1-866-604-5350

Child and Dependent Adult Abuse Hotline – 1-800-362-2178

Domestic Abuse, Sexual Assault and Violence – HELP! – 1-800-696-5123

Bets Off Problem Gambling Line – 1-800-238-7633

Iowa Coalition Against Domestic Violence – 1-800-942-0333

Girls & Boys Town National Hotline – 1-800-448-3000

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East Mills CSD School Counselor
Green Hills AEA School Psychologist
Leader of Your Local Faith Community
Legal Aide for Iowa – 1-800-432-9229 (Under age 60) – 1-800-532-1275 (age 60+)

***This list is not inclusive of all services available but is intended to provide a starting place for anyone needing assistance.

GLOSSARY OF TERMS

504: Section 504 of the Rehabilitation Act of 1973 is the law that prohibits schools from discriminating against students with disabilities. The Act defines a person with a disability as anyone who: 1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working); 2. Has a record of such an impairment; 3. Is regarded as having such an impairment.

Authentic Intellectual Work (AIW) – Professional Development initiative. The framework used in AIW sets standards for teaching academic subjects that maximize expectations of intellectual rigor for all students, increase student interest in academic work, support teachers' taking time to teach for in-depth understanding rather than superficial coverage of material, provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects, and most important, equip students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world.

Career Planning – Career awareness (elementary), exploration (middle school) and planning (high school) in an educational setting. In Iowa, students utilize the ihaveaplaniowa.gov website.

Draw the Line/Respect the Line–Curriculum presented to 6th, 7th, and 8th grade students that helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged.

FAST Assessment–Formative Assessment System for Teachers provides quality, research–based assessments that take less class time, so teachers can spend more time on instruction.

Individual Education Plan (IEP) – A legally binding document for students receiving special education services. Revised on an annual basis.

Individual Counseling – Professional school counselor working directly with a student in a one–to–one capacity.

Intervention – Instructional approach focusing on the specific techniques and materials used to teach a given subject (e.g. Reading Comprehension, Math computation, Written Language, or Behavioral Skills).

Learning Center – Alternative educational environment for qualifying high school students. Small student to teacher ratio, shortened schedule and students work at their own pace.

Life Skills – Curriculum to help qualifying IEP students learn ‘real–world’ skills they need to succeed in society.

Mentoring – Permitted high school students and community members that provide one–to–one support for elementary students.

MTSS–Multi–Tiered System of Support is evidenced–based practices in instruction and assessment that addresses the needs of all students.

RAZ Kids and Reading A to Z – Reading interventions at the elementary level. Supports independent reading at grade level.

Ready, Set, Know–Ready Set Know is a personal safety program for kids The program’s goal is to teach children strategies to help prevent child abuse, both physical and sexual.

Student Assistance Team (SAT) – A team, comprised of teachers, parents/ guardians, school counselor, building principal, or any number of stakeholders for assisting students in their educational development and success.

Small Group – Counseling services available to with similar concerns.

Summer School – Currently available at the elementary and high school levels for students needing extra assistance during summer break.

Special Education (Sp. Ed.) – Specialized programming for students identified with an academic and/or behavioral disability.

Talented and Gifted Program (TAG) – Program offering instruction for students identified to have specific, exceptional academic abilities.

Title 1 – Supplemental reading program serving students K–6. Students qualify through teacher recommendation, test scores and evaluation.

Adapted From: Atlantic, Grinell, Lewis Central, Solon and Spencer At-Risk Plans