Independence Community School District

Drop Out Prevention Plan

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Provisions for At-Risk Students – Iowa 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:

- ❖ valid and systemic procedures and criteria to identify At-Risk students throughout the school district's school-age population,
- ❖ determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A, and
- ❖ review and evaluation of the effectiveness of provisions for At-Risk students.

This sub-rule does not apply to accredited nonpublic schools. Each school district using additional allowable growth for provisions for At-Risk students shall incorporate educational program goals for At-Risk students into its comprehensive school improvement plan. Provisions for At-Risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of At-Risk children.

The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in Iowa Code section 257.38

A. PROGRAM OVERVIEW

This program is designed to provide support to all students identified in our school district as potential dropouts and/or returning dropouts. These students may not have been successful with core instruction in the regular class setting. Some may not be involved in existing school services or activities or may not have access to community agencies and support programs to meet their needs.

The district uses multiple methods to identify students as At-Risk. The district's Response to Intervention (RTI) process provides the overarching framework for identifying At Risk students.

Expected Program Outcomes:
1. 100% of students will show academic progress toward proficiency over twelve-month period.
2. 100% of students will exhibit improved study skills, personal and social skill development, improved behavior choices and improved relationships.
3. 100% of families will access appropriate school and community based services.

B. ESTABLISHING NEED

Approximately 10% of students fall behind in school one or more semesters and drop from the activity programs because their special social, emotional, psychological, and academic needs are not being met. We strive to adequately meet the unique needs of all these students. Due to increasing need of students including low socio-economic status, homeless situations, mental-health issues, and families in crisis, we fall short of meeting all of their needs.

The Independence Community School District is committed to providing an appropriate educational program for all students. Many of the students who have dropped do try to re-enter. These students are in need of support so that they may develop a positive self-concept and experience academic success, which will enable them to graduate from high school. The district will need financial support beyond what is currently available to provide the services needed to meet the unique learning needs of all our students. We will provide successful learning experiences for students who require additional funding for needed resources and support staff.

The traditional K-12 instructional program has not been effective in reaching some of our students. Through our Drop Out Prevention Program, we will provide:

1. additional assistance to our students in need during the school day.

2. support to improve self-concept and academic success.
3. summer school and/or after school programs to provide an opportunity to maintain skills and academic advancement.
4. support for our families by connecting them to outside agencies that are available to our school.

C. STUDENT IDENTIFICATION PROCEDURES

Students may be identified as At-Risk by the District Student Assistance Team, the Building Student Assistant Teams, the Administration, the Counselors, External Services, Parents/Guardians or Self-Referral.

Specific At-Risk indicators are located in Appendix A.

An At Risk Student Referral Form is located in Appendix B.

D. OBJECTIVES

1. The ICSD will improve the daily average attendance rate district-wide to 96%.
2. The ICSD will have a Graduation Rate of 100%.
3. All ICSD students will feel connected, engaged, and supported at school as reported on the annual Student Survey.

E. SUPPORT SERVICES

1.   At Risk Teachers/Academic Interventionists:
     A small group setting will provide instructional support and connectivity.

2.   District Wide Student Assistance Team:
     This team will be created and comprised of Counselors, At Risk Staff (when appropriate), Director of School Improvement, and the Juvenile Court Liaison/K-12 Truancy Officer. This group will meet on a regular basis to discuss students and families in need of support to develop an action plan and to assign personnel to coordinate communication, home visits, maintain records, evaluate strategies and report back to the team for review.

3.   Title I/Reading Recovery:
     Small group/individual support will be provided for students in reading.

4.   Computer Based Instruction (E2020):
     Software program will be provided for credit recovery and/or instructional support.

5. Summer School:
   Additional instruction will be provided in the summer for students so they will maintain skills and for academic credit recovery.

6. Title III:
   Support services will be provided for small groups/individuals with English as a second language needs.

7. Mentoring:
   Students will be matched with an adult or high school student for connectivity purposes.

8. Counseling:
   Individual, small group or large group meetings between students and Counselors will be provided to help students meet academic, career and social/emotional standards. There will also be consultation with parents/guardians, staff, and outside agencies to support student achievement.

9. Multi-Tiered Systems of Support (MTSS):
   This is a process used to identify and support students who need additional assistance in academic/behavioral areas.

10. Attendance Intervention:
    The district will have in place a process for monitoring attendance and Implementing the attendance policy.

11. Buchanan County Success Center:
    This is an off-site Alternative Program that serves returning drop outs, potential drop outs, and students in need of credit recovery. This program allows students to have alternative schedules and more flexibility in scheduling their classes.

12. Administrators:
    They will assist in monitoring student academic progress and behaviors as per the Respect and Protect Program.

13. Juvenile Court Liaison/K-12 Truancy Officer:
    This person will work with students referred by the Juvenile Court. He/she will focus on attendance, academic progress, discipline issues, and meeting any guidelines set forth by the court. This person will monitor K-12 attendance/truancy issues and will make home visits as Appropriate.

14.   AEA Personnel:
      The AEA Building Representatives will provide support to staff for students in the areas of academics and behaviors.

15.   Home Visits:
      Home visits and positive phone calls will be made as frequently as possible. Good communication between home and school will provide the family with information, support, and resources they need.

F. EVALUATION OF THE PROGRAM

The administration, counselors, the Buchanan County Success Center Staff, and appropriate At Risk personnel will review the program annually to consider the following data:

1.   Comparison of the dropout rates for identified students from year to year
2.   Comparison of the graduation rate for identified students from year to year
3.   Comparison of the number of discipline referrals for identified students from year to year
4.   Comparison of attendance for identified students from year to year
5.   Comparison of the number of students who feel connected, engaged, and supported at school from year to year as reported on the annual student survey
6.   Program evaluation data from individual programs funded under the Dropout Prevention Program
7.   Comparison of student participation for identified students in school activities from year to year
8.   Senior Graduation Exit Surveys

G. PERSONAL EDUCATION PLAN (PEP)

A plan will be developed for each student as determined by the Dropout Prevention Team. The plan will include the student (when appropriate), counselor(s), parents, and appropriate staff. The plan may include educational objectives, vocational and/or career objectives, development of social and personal skills, attendance and participation in school related activities. This team of people will review the plan on an ongoing and yearly basis.

H. ROLES AND RESPONSIBILITIES

1.   Teachers and Interventionists
     A. provide instruction/services to meet student needs
     B. provide information to help identify and enroll students
     C. monitor student progress
     D. meet individual student needs

E. monitor/update the Personal Education Plan (PEPs) for individual students

F. attend building and district student assistance teams meetings when appropriate

2. Counselors

A. member of the building intervention team and district student assistance team

B. monitor transcript and academic progress

C. refer students to appropriate resources

D. provide orientation and support for students and parents/guardians

E. meet academic, career, and personal/social needs of individual students

F. collaborate with staff to monitor student progress

G. consult with parents/guardians and staff to support student achievement

3. Administrators

A. monitor programs in buildings

B. collect data and complete district program evaluations

C. attend attendance meetings

D. routinely observe in classrooms

E. participate in RTI and problem solving meetings

F. monitor student behavior

4. Juvenile Court Liaison/K-12 Truancy Officer

A. have intake and regular individual meetings with students referred from Juvenile Court

B. monitor grades, behavior referrals, and attendance

C. facilitate meetings between students and Juvenile Court personnel

D. regular communication with parents

E. Member of the District Student Assistance Team

F. K-12 Truancy Officer

G. Makes home visits when appropriate

5. Mentors

A. meet with students to foster connection with school

B. provide added support for student within the school context

C. aid student with social and academic concerns as needed

6. Nurses

A. complete health screenings and maintain records to meet the personal health needs of students

B. administer medication

C. make necessary referrals to guidance and other social service agencies

7. Buchanan County Success Center Alternative Program
   A. meet with students and parents/guardians before entering the
      program to determine eligibility and to set plan for the student
   B. work to establish positive relationships with both students and
      parents
   C. communicate regularly with parents and students to update progress
      and set goals
   D. monitor attendance, grades/assignments, and behaviors
   E. focus on behavioral problems including developing, implementing and
      monitoring behavior plans
   F. maintain and administer summer school program for credit recovery
   G. provide after school extended hours for credit recovery

8. Director of School Improvement
   A. Oversees the Dropout Prevention Program and personnel
   B. Facilitates the Student Assistance Team Meetings
   C. Collects and compiles Program Evaluation Data
   D. Reports Program Evaluation Data to School Improvement Advisory
      Committee and Board of Education

I. QUALIFICATIONS OF PROGRAM PERSONNEL

1. Teachers and Interventionists
   These staff members will hold a valid teaching certificate for the level
   they teach issued by the Board of Educational Examiners.

2. Counselors
   These staff members will hold a valid school counseling certificate
   issued by the Board of Educational Examiners.

3. Administrators
   These staff members will hold a valid administrators' license issued
   by the Board of Educational Examiners.

4. Juvenile Court Liaison Officer/K-12 Truancy Officer
   This staff member will have a degree in social work or a teacher's license.

5. Mentors
   These people will meet the requirements of the district's mentoring and
   volunteering program.

6. Nurses
   These staff members will hold a valid nursing license issued by the
   Department of Health. They will document health services to assist
   in meeting the needs of the whole child.

J.   PROFESSIONAL DEVELOPMENT

1. Staff will attend the annual State Risky Business Conference when appropriate.
2. Staff will attend the annual Alternative Education Conference when appropriate.
3. There will be a presentation of the District's Dropout Prevention Plan to all K-12 staff on a yearly basis.
4. The District Wide Professional Development will be provided on a a yearly basis.

Appendix A: ICSD At Risk/Dropout Indicators

(Indicators that may be used to identify At-Risk students. This is not an all-inclusive list.)

Poor academic performance
Poor attendance and/or truancies
Inability to cope with a full class schedule
Suspensions or expulsions
Peer harassment
Problems with social interaction
Poor study habits
Family poverty
Pregnancy/abortion and/or teen parent
Lack of extra-curricular involvement
Parents with live-in boyfriends and/or girlfriends
Runaway
Victim of child abuse or neglect
Substance use or abuse
Students medicated for behavior disorders
Students coping with parent's divorce or separation
Students living with boyfriends and/or girlfriends
Victim of sexual assault
Eating disorders
Sexually transmitted disease
Transitional student
Students placed in shelters
Student adjudicated by the courts
Self-mutilation
Death in the family
Mental health issues
English Language Learners
Homeless
Free and Reduced Lunch Qualifier
Foster Care
Students dealing with a traumatic event

Appendix B: ICSD At Risk/Drop Out Referral Form

Student_____ **Grade/Course**_____

Teacher_____ **Date**_____

Academic Concerns
Check any or all that apply:

____ daily work completion
____ choosing not to do work
____ test scores/grades
____ poor quality of work
____ skill deficiencies
____ other

Supporting academic data (attach or write- district assessments, formative/summative data, RtI data, Reading Recovery/Title I data):

Behavior Concerns
Check any or all that apply:

____ disruptive in class
____ inattentive, lack of energy, sleeping in class
____ lack of motivation
____ poor attitude
____ defiant, confrontational
____ seeks attention from adults
____ seeks attention from peers
____ high activity level
____ frequent absences/tardiness
____ disorganized
____ emotional health issues (depressed, angry, withdrawn, self-harming, etc.)
____ frequent discipline referrals
____ talks freely about risky behaviors
____ defensive
____ aggressive

Supporting behavior data (attach or write – referrals, behavior charting data):

Accommodations/Modifications:

____ shortened assignments
____ extra time for assignment completion
____ materials on a lower reading level
____ special seating assignment
____ individual assistance
____ use of graphic organizers
____ peer tutoring
____ highlighted texts
____ tests read to student
____ open book test
____ assignment book/agenda monitoring
____ technology assistance
____ verbal/physical cues to student
____ behavior reinforcement
____ other (specify)

Home-School Communication:

____ daily/weekly note home
____ phone call
____ progress report
____ meeting
____ email/letter

Supporting Communication Data (phone logs, documentation of conversations):

Additional information for Team:

Team Decision:

____ refer back to teacher with further accommodations/modifications
____ recommended PEP development (interventions)
____ recommended 504 plan
____ recommended for IEP

Independence Community School District

Drop Out Prevention Program Evaluation Recommendations

Evaluator Name_____

Date_____

1. What does the formative and/or summative data suggest about the effectiveness of the program? (List each data point and what it suggests.)

2. What additional questions need to be asked (if any) or what additional data need to be collected before a recommendation is made regarding the effectiveness of the program? (If there are questions or more data needs to be collected, who will answer them and by when?)

3. Looking at the data points, what might you conclude about the effectiveness of the program at this time? What is the recommendation about the program? (List any systemic changes, staff modifications, guideline changes, or budgetary considerations, etc. recommended at this time.)

4. What implication(s) does this recommendation have for staff, buildings and/or the district? (List any that could potentially be improvements or could be potentially critical/key concerns to the school or district.)

Independence Community School District
Personal Education Plan

Program Manager_____

Student Name_____ School_____

Address_____ Phone_____ Birth Date_____

Parent/Guardian_____ State I.D._____ Entry Date_____

Eligibility Criteria

Listed below are the fields you may choose to address. Please mark the applicable problem area(s) and goals. Please document any goal progress made. Please write specific expectations in relationship to the goal in the space provided on the last page.

Please check all the areas that apply:

_____ High Rate of absences/tardiness as defined by the district attendance policy

_____ Low connectivity to school

_____ Poor grades in one of more core subjects

_____ Low achievement (behind in credits to graduate or below grade level)

Goals

_____ Improve academic performance   _____ Improve attendance   _____Improve school behavior/attitude   _____ Improve reading/math scores

Program Log

Year	Grade	Programs
_____	_____	___Title I ___Reading Recovery ___After-School Program ___Summer School ___Special Education ___At-Risk ___BCSC (Dual Enrolled) ___BCSC (Full Time) ___Counseling ___E2020 ___Mentoring ___Attendance Intervention ___Health Plan ___Behavior Plan ___504 Plan ___Supplementary Intervention (not already specified) ___Intensive Intervention (not already specified) ___Title III

Comments/Progress:

Year	**Grade**	**Programs**
_____	_____	___Title I ___Reading Recovery ___After-School Program ___Summer School ___ Special Education
		___At-Risk ___BCSC (Dual Enrolled) ___BCSC (Full Time) ___Counseling ___E2020 ___Mentoring
		___Attendance Intervention ___Health Plan ___Behavior Plan ___504 Plan
		___Supplementary Intervention (not already specified) ___Intensive Intervention (not already specified) ___Title III

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Year	**Grade**	**Programs**
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		___At-Risk ___BCSC (Dual Enrolled) ___BCSC (Full Time) ___Counseling ___E2020 ___Mentoring
		___Attendance Intervention ___Health Plan ___Behavior Plan ___504 Plan
		___Supplementary Intervention (not already specified) ___Intensive Intervention (not already specified) ___Title III

Comments/Progress:

Personal Education Plan for Success Students

Write PEP plan below or attach BAT plan.

_____

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