



BOONE COMMUNITY SCHOOL DISTRICT

Promoting a culture of safety, respect, and collaboration

At-Risk/Dropout Prevention Plan of Services

The mission of the Boone Community School District is to provide an educational environment that promotes academic and extra curricular excellence and the development of good character in our students.

October 2011

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Plan Development Process

Statement of Development and Timeline

The At-Risk/Dropout Prevention Plan of Services was formalized during the 2011-12 school year. The development committee involved a team of teachers supported by the Leadership Team of Administrators and was reviewed by the BCSD Lead Learning Team and School Improvement Advisory Committee prior to being approved by the Board of Education.

The plan development process was part of an effort to acknowledge and manage changes through continuous improvement in teaching and learning. The *At-Risk/Dropout Prevention Service Delivery Plan* includes bringing together a variety of programs, both new and previously implement, in a collaborative effort to meet the needs of at-risk students. This included representative input of district stakeholders to identify needs and establish a process for support of dropout prevention and service to students exhibiting at-risk behaviors.

The *At-Risk/Dropout Prevention Plan of Services* is unique in that it describes comprehensive program services and management as well as establishes parameters for the content and delivery of a developmentally appropriate continuum of services.

Development Committee Participants

Representatives involved in the implementation of programs and strategies supporting the *At-Risk/Dropout Prevention Service Delivery Plan* included:

Dr. Bradley Manard, Superintendent
Ryan Ridout, High School Assist. Principal
Dr. Pam Nystrom, Instructional Services Director
Todd Smith, HS TLC Program Teacher
Kathy Weaver, High School Counselor
Pamela Winter-Miller, 2-4 Grade Counselor
Kim Kitterman, Futures School Director
David Powers, Boone Police School Resource Officer

David Kapfer, High School Principal
Carolyn Clark, Middle School Principal
Charlie Johnson, AEA Regional Administrator
Shannon Zinnell, MS TLC Program Teacher
Sue Gradoville, Middle School Counselor
Mary Ann Moglestad, K-2 Nurse
Arista Buckingham, YSS Counselor

Board Approval Date

The At-Risk/Dropout Prevention Plan of Services was initially approved by the Board of Education on October 11, 2011.

Introduction

Purpose/Philosophy Statement

Iowa Administrative Code 281 establishes requirements for programs serving students at-risk of under performance and was used in the development of the *At-Risk/Dropout Prevention Plan of Services*.

281.12.5(13) Provisions for at-risk students. Each school district shall make provisions in its comprehensive school improvement plan for meeting the needs of at-risk students. Valid and systematic procedures and criteria shall be used to identify at-risk students within the school district's school-age population. Provisions for at-risk students shall include the following: modified instructional practices; specialized curriculum; parental involvement; and in-school and community-based support services required in Iowa Code section 256.11, 280.19, and 280.19A. Each school district shall review and evaluate its at-risk program.

The purpose of the *At-Risk/Dropout Prevention Plan of Services* is to make available to students services and supports that enhance opportunities to be successful in school and beyond. The *At-Risk/Dropout Prevention Plan of Services* endorses an early intervention approach focused on providing counseling and academic support services for students. Generally, this *At-Risk/Dropout Prevention Plan of Services* 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 related support services for at-risk students within the school;
- To provide academic support for students at-risk of failure.
- 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.

Key beliefs about services provided through this at-risk plan of services include:

- At-risk services should be comprehensive and targeted to the specific needs of the student and limited to only those services the student actually needs to be successful.
- At-risk services should focus on and support personal/social development, counseling services, developmental guidance, academic supports, and staff development.
- Students receiving at-risk services should be provided multiple options that does not disrupt the engagement of students from the general education program or displace the student from age-appropriate peers.

Program Goals and Benefits

Teaching and learning is a continuous process built by strong relationships between staff and students, a curriculum of academic guidance, and instructional support meeting the unique needs of the individual student. The Boone Community School District is dedicated to helping students succeed academically and grow personally. Our goal is to help all students graduate from high school and be prepared to pursue opportunities in post-secondary education and/or the workforce to become contributing members of the Boone community.

Statement of Confidentiality

Students and their parents entrust schools with their personal information and the expectation that this information will be used to serve the needs of students effectively and efficiently. This information is a vital resource in planning comprehensive education programs and designing individual education plans and providing responsive services. Confidentiality is the obligation to keep information and the contents of conversations private, unless under the guidance of Board of Education Policy Code No. 506.1 which states in part:

...disclosure may be made to the following individuals or under the following circumstances:

- to school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest including, but not limited to, board members, counselors, teachers, staff, school attorney, auditor, health professionals, and individuals serving on official school committees.

Plan Development Process

Program Characteristics

The *At-Risk/Dropout Prevention Plan of Services* describes coordinated, comprehensive and inter-related service components provided on a continuing basis. The uniqueness of individual needs makes it impossible to develop and prescribe any single plan of services for all students, but the following information provides an overview of the program approach and services offered. These services are offered through the three inter-related service components of Academic, Personal/Social, and Community Agency Support.

Academic

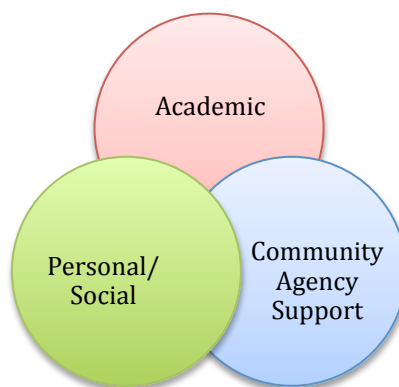
The academic component includes the acquisition of skills in decision-making, problem solving, goal setting, critical thinking and the application of these to learning.

Personal/Social

The personal/social component supports the development skills, attitudes, and knowledge necessary for an understanding and respect of self and others, effective interpersonal communication and to contribute and function in a healthy, caring, productive community.

Community Agency Support

The community agency services – school collaboration offers to students and/or families directory information and assistance accessing community agencies for individuals needing specialized services extending beyond the capacity and scope of practice of school counseling and/or health services.



Program Services/Curriculum

Buildings	<i>Components</i>		
	Academic	Personal/Social	Community Agency
PreK-1 Elementary	Preschool Program Optional Kindergarten Title I Reading Reading Associate Support Instructional Decision Making Model (IDM)	Preschool Program Optional Kindergarten Guidance Curriculum Guidance Counseling Individual Support Positive Behavior Intervention Support (PBIS) Character Counts	Preschool Program Optional Kindergarten Boone Community Action Team (BCAT) YSS Before/After School Program Boone Police School Resource Officer
2-4 Grade Elementary	Title I Reading Reading Associate Support Instructional Decision Making Model (IDM)	Guidance Curriculum Guidance Counseling Individual Support Positive Behavior Intervention Support (PBIS) Character Counts	Boone Community Action Team (BCAT) YSS Before/After School Program Boone Police School Resource Officer
Middle School	Reading Associate Support The Learning Center-TLC Instructional Decision Making Model (IDM)	Guidance Curriculum Guidance Counseling Individual Support Positive Behavior Intervention Support (PBIS) The Learning Center-TLC Character Counts	Boone Community Action Team (BCAT) YSS Substance Abuse Counseling Services Boone Police School Resource Officer
High School	The Learning Center-TLC Instructional Decision Making Model (IDM) Futures Alternative High School Online Courses and Credit Recovery	Guidance Curriculum Guidance Counseling Individual Support The Learning Center-TLC Futures Alternative High School	Boone Community Action Team (BCAT) YSS Substance Abuse Counseling Services Boone Police School Resource Officer

Program Delivery System

Preschool Program: The Preschool program goal is to provide a high quality preschool programming meeting each child's needs, including children with disabilities and those from a diverse background. Boone Community School District in cooperation with its community preschool partners, strive to provide a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. This is an opportunity for all four-year-old children to take part in planned, active learning experiences to build their school readiness skills. The preschool program has meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. Teachers are certified in accordance with early childhood education standards as defined by the State of Iowa Board of Education Examiners.

Optional Kindergarten Program: The Optional Kindergarten program is provided for students who have reached school age yet been determine to need additional support in preparing to enter Kindergarten. The goal is to integrate both regular and general education students in a program of academic and social/emotional support in preparation for entering kindergarten. This program is designed to prepare all five-year old children through planned and active learning experiences as they build their school readiness skills. Teachers are certified in accordance with early childhood education standards as defined by the State of Iowa Board of Education Examiners.

Title I & Literacy Support through Reading Associates: A strong literacy focus is the cornerstone of the academic program at the primary level as children learn about basic components of the reading and writing process. This is taught through by the classroom teacher in both large and small group settings and students with reading deficiencies have individual support from Reading associates and Title I Teachers. Title I is a federally funded program to meet the reading needs of individual children. Kindergarten through 4th grade students showing a need for supplemental instruction in reading meet for 15-20 minutes daily with the Title I teacher in a small group setting to improve their skills as readers and writers. The classroom teacher and Title I teacher work together to determine the instructional needs for each child.

Instructional Decision Making Model (IDM): The Instructional Decision Making (IDM) process focuses on instruction by using data regarding students' response to past instruction to guide future educational decisions. This process is based on the proactive concept of early assistance and matches the amount of resources to the nature of the students' needs. IDM teams are utilized in 2-12 grade to identify each student's individual strengths and needs and the development of individual plans of academic and social/emotional support.

Postive Behavior Intervention Support – PBIS: Staff are trained in the use of the Positive Behavior Instruction Support system (PBIS) that recognizes the need to provide explicit instruction to students in all facets of expected school behavior and reinforce those expectations with a universal acknowledgement system that we call "Pride Points." As students accumulate these points, they can then trade them in for various awards or privileges that are predetermined.

Guidance Service Delivery Plan: The *Guidance Curriculum and Counseling Plan of Services* is prevention-focused for all students. In this developmental framework, the counselor's philosophy is to help students help themselves. The program is proactive as it anticipates personal/social, academic and career needs at various developmental levels. The program is both instructive and responsive, promoting lifelong learning among students. It is an integral part of the total school.

Boone Community Action Team (BCAT): BCAT is a collaborative group represent school, law enforcement, and many helping organizations throughout the community including the Department of Human Services (DHS), Youth Shelter and Services (YSS), SAFE, etc. BCAT meets quarterly to address issues in our community and schools, to review families currently being served, and to identify additional supports that each agency may be able to provide.

The Learning Center (TLC): The mission of the TLC program is to provide an educational environment that promotes life skills, academic achievement, and the development of good character in our students. The Learning Center (TLC) Program provides the ingredients necessary for students to achieve in and out of the classroom. These ingredients are different for each student, different for the various development stages of the students, and different for the student's level of need. Individual plans for each participating student provides for their unique needs and the appropriate services to meet these needs.

Youth and Shelter Services – YSS: YSS is in the business of changing lives, giving hope and improving odds by ensuring that youth have access to safety, guidance and caring adults. More importantly, YSS is helping to instill values in young people that they will carry with them for their entire lives; values like self-reliance, forgiveness and respect for others and themselves. YSS collaborates with the BCSD in offering a variety of services including mentoring, individual counseling, and substance abuse counseling/services.

Futures Alternative School: Originated in February 1991, Futures Alternative School has successfully grown into an environment that supports the value in every student and their educational pursuits while providing opportunities for academic and life success. Futures provides a collaborative effort between students, parents, and staff, which guides the school success. The environment is one of respect, acceptance, understanding, responsibility, trust, and honesty in guiding the success of all students.

Participation Criteria

Student Participation

The Boone Community School District uses a differentiated team-based multiple indicator process called Instructional Decision-Making (IDM) supported with Counseling Services and specific criteria outlined in this plan to identify students demonstrating at-risk behaviors. This flexible and continuous process collects information about unique student characteristics to be used as a foundation for the development of individual student intervention and academic support plans.

Referrals

The BCSD *At-risk/Dropout Prevention Plan of Services* recognizes the importance of parent/family involvement in identifying areas of concern and designing student support services. This plan encourages school-home-community communication, supports partnerships, and considers family involvement a vital link to a student's educational progress, success and well-being. Parents/families should encourage their child to fully participate in and derive benefit from the services provided.

Referrals can be made by any individual who has concerns regarding the actions, behaviors, or academic progress of a student. Generally, these referrals are made to an administrator and/or counselor who then gather the criteria identified below to present to the Instructional Decision-Making Team regarding the student's eligibility and needs. The Instructional Decision-Making Team then reviews this data and, if warranted, develops a plan of support based on the identified needs of the student.

Identification Criteria/Data

The following characteristics of at-risk students or students who are potential dropouts are either defined by the Boone Community School District or by The Iowa Code Section 257.39 and Iowa Administrative Code Rule 281 –12.2 Iowa. Potential dropouts are also defined as returning dropout in grades 7-12 who has left school and have now returned. A potential dropout is also a student who is enrolled in the BCSD who demonstrates poor school adjustment as indicated by two or more of the following:

1. **Free/Reduced Lunch Status:** Students on Free or Reduced Lunch status are considered at a level of financial poverty. Free and Reduced Lunch status does not solely qualify a student as at-risk or a potential dropout. At least one of the additional factors below must be met for identification as at-risk or a potential dropout.

2. High rate of absenteeism, truancy, or frequent tardiness. Districts must define the thresholds for excessive absences. Since it is a local decision for setting up a school calendar then the # of absences at each district would/could be different. An example of this would be, 5 days missed on a semester system, compared to 3 days in a quarter system. Districts need to consider what is expected or the norm for all students. If the district currently has a 94% attendance rate, excessive absences might be all those that fall at 93% or below. Dropout prevention research uses 90% as a cutoff and that students who miss more than 10% of school, may not be able to recover and complete high school on time. Examples include:
 - District attendance rate is 90%, any students with less than 90% attendance
 - Elementary students with more than 2 unexcused absences
 - Middle school students with more than 5 unexcused absences
 - High school students with 5 unexcused absences or more than 10 school or nonschool related absences
3. Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging. Students who are not connected to school are usually not involved in extracurricular activities or school related clubs; students who actually state a hatred of school, not feeling connected or being bullied or harassed; students in residential facilities and being educated outside of the district. Examples include:
 - Actual statements by student of no connection
 - 3+ days of suspension
 - Students in residential treatment centers educated away out of district
 - Students who state they are being bullied/filed a bullying complaint
 - Students expelled
4. Poor grades including, but not limited to, more than one D or are failing in one or more school subjects or grade levels. Examples include:
 - Students who are not promoted in elementary school
 - MS students receiving multiple grades of D or are failing a class or are assigned to the TLC Program for academic support
 - Any student who are failing a class in 9th-12th grade or are assigned to the TLC Program for academic support
 - Students attending Futures Alternative School
5. Teacher/Counselor/Parent reported identification of other at-risk behavior. Teacher, counselors, and parents may report concerns related to at-risk behavior that may lead to academic failure or demonstrate potentiality for dropping out. Such behaviors may include:
 - Loss of appetite, increase in appetite, any changes in eating habits
 - Unexplained weight loss or gain.
 - Poor physical coordination.
 - Inability to sleep, awake at unusual times, unusual laziness.
 - Red, watery eyes; pupils larger or smaller than usual; blank stare.
 - Cold, sweaty palms; shaking hands.
 - Puffy face, blushing or paleness.
 - Smell of substance on breath, body or clothes.
 - Extreme hyperactivity; excessive talkativeness.
 - Nausea, vomiting or excessive sweating.
 - Tremors or shakes of hands, feet or head.
 - Change in overall attitude/personality with no other identifiable cause.
 - Changes in friends; new hang-outs; sudden avoidance of old crowd; doesn't want to talk about new friends; friends are known drug users.

- Change in activities or hobbies.
 - Drop in grades at school or performance at work; skips school or is late for school.
 - Change in habits at home; loss of interest in family and family activities.
 - Difficulty in paying attention; forgetfulness.
 - General lack of motivation, energy, self-esteem, "I don't care" attitude.
 - Sudden oversensitivity, temper tantrums, or resentful behavior.
 - Moodiness, irritability, or nervousness.
6. Low achievement scores in reading or mathematics which reflects achievement at two years or more below grade level. For students in grades 4-12, achievement is defined as 2.0 or more grade levels below in reading or math on the ITBS/ITED or DIBBEL test. This criterion is closely equivalent to scoring below the 25th percentile on ITBS/ITED in grades 4-12 and approximately at the 30th percentile in grades 10-11.
 7. Children in grades kindergarten through three who meet the definition of at-risk children adopted by the department of education. In the Iowa Administrative Code Rule 281 –12.2 **at risk** is defined as 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). This criterion must include identification in another of the categories above to meet the at-risk requirement.
 8. Other factors that may be unique to the individual students. Factors that may indicate at-risk behaviors/concern that may lead to being a potential dropout or other at-risk behaviors may include but are not limited to the following:
 - Receiving services from the Substance Abuse Counselor
 - Assigned to Futures alternative high school
 - Family crisis situations (i.e. Parent overseas in armed services, divorce, ill parent or family member, death in the family, etc.)
 - A dropout returning to school
 - Homelessness
 - Victim of abuse

Professional Staff

Certified Personnel Criteria

Certified personnels working with students in the areas of at-risk and dropout prevention services are licensed by the State of Iowa Bureau of Educational Examiners or are under the supervision of personnel licensed by the Bureau of Educational Examiners to provided educational services to students in their academic, counseling, or administrative area.

Programs and services provided by outside agencies are provided by employees of the agencies. These employees meet the criteria established by the agency for service and approved by the BCSD Board of Education.

Support Staff Personnel Criteria

Support staff and instructional associates are valuable resources in supporting the instructional needs of at-risk students or potential dropouts. Support staff are directly supervised by certified personnel and have limited responsibilities related to the area of service they provide.

Professional Development

Professional development is a component of at-risk program services designed to enhance the understanding of the unique intellectual strengths, talents, and personal/social and academic needs of individuals. Annually, all teachers and administrators will be involved in professional development designed to enhance instructional practice to better serve unique populations. Differentiated instruction is one theme included in on-going professional development opportunities supporting educators more effectively meeting the personal/social and academic needs of students. Additional professional development is designed within the district professional development plan to assist staff in understanding the needs and supports for at-risk students and/or potential dropouts. For orientation purposes, the *At-Risk/Dropout Prevention Plan of Service* is available on the school district's website and addressed in new teacher orientations.

Parent/Guardian/Family Involvement

Role of the Parent/Guardian/Family

The *At-Risk/Dropout Prevention Plan of Services* recognizes the importance of parent/guardian/family involvement in collaborating with the school in support of identifying areas of concern and designing student support services. This plan encourages school-home-community communication, supports partnerships and considers family involvement a vital link to a student's educational progress, success and well-being. Parents/families should encourage their child to fully participate in and derive benefit from the services provided.

Program Contact Information

Parents, guardians, and/or family who need to make a school contact regarding the at-risk and dropout prevention services may contact their child's school office or counselor. The contact information is available on the district website, school offices, or by calling 515-433-0750 for information on contact information.

Support Resources

In the BCSD each building offers counseling services to students. These services are outlined in the *BSCD Counseling Plan of Service* accessible on the BCSD website. Along with this, parents may contact the counseling offices in their child's building to secure information regarding a variety of support service partners in Boone County and the Des Moines Metro Area.

Plan Evaluation

Review Timeline

Review and evaluation of the Boone Community School District *At-risk/Dropout Prevention 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.

Review Criteria/Data

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, identified program data, and information gathered through the Instructional Decision-Making process will be used to evaluate student participation and program success. Additionally, surveys, inventories, and assessments such as the Iowa Youth Survey, BCSD Climate Survey, Senior Exit Survey, graduation rates, academic performance, and standardized tests will be used to monitor the program's success.

Implementation of Updates

The *BCSD At-Risk/Dropout Prevention Plan of Service* will be reviewed by the building and district Lead Learning Teams, district Leadership Team, and the School Improvement Advisory Committee prior to being forward to the Board of Education for review and approval. The plan will be reviewed on a four year review cycle to ensure updates and program application meet the needs of Boone students.

Appendix