

Farragut At-Risk Plan

Mission

Farragut Community Schools complies with Iowa Code 281-12.5(13) by having a plan in place to identify and provide assistance to students who have difficulty mastering the language, academic, cultural and social skills necessary to reach the educational levels of which they are capable. This plan is intended to accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status and disability.

This plan includes strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

Strategies for identification

Key indicators used to determine at-risk status for students Preschool through 12th grade include:

- As children enter school, data is collected regarding parental education – this assists in determining student risk.
- Homelessness of families is monitored and considered an at-risk factor
- Parent and Teacher referrals are used in conjunction with the Teacher Assistance Team (TAT) team.
- Daily work samples and work completion – reviewed by teachers
- ITBS Scores – Title I Plan identifies students below the 40th percentile (Iowa norms); “Assessment Solutions” templates are used to identify student risk in a variety of achievement areas, including cut-scores for NCLB purposes.
- ITED Scores are used at the high school level – focus is on students falling below the national 41st percentile (per NCLB proficiency cut-scores)
- Gates-Maginitie Reading Test (Given in the Fall and Spring for grades K-8) – teachers review grade equivalents as a consideration for students at-risk in the area of reading.
- DIBELS Reading Benchmark Testing (Administered Preschool through 2nd grade – Fall, Winter Spring) – Students falling below identified benchmarks are considered for at-risk needs.
- Limited English Proficiency is considered as an at-risk factor

- Students reporting bullying or harassment (and those bullying) would be considered at-risk.
- Discipline data is collected through the JMC program and frequent offenses would be considered an at-risk factor.
- Poor attendance and frequent tardiness are monitored and considered as at-risk factors.
- Social-emotional status of students is considered in at-risk planning.
- Pregnancy and teen parent situations are considered to be at-risk factors.
- Middle/High School students at-risk for not becoming productive workers would be identified and monitored through the 6-year career plan (guidance).

Special Instructional Assistance & Support Services

- A district-sponsored preschool program is available through the district for both general education students and those with disabilities (current teacher has both certifications).
- Transition programs – preschool to kindergarten transition program, transition from elementary to Jr. High program, transition from Jr. High to High School program.
- After school homework program available to all students.
- Title I services – currently 1st through 6th grade is available for identified students.
- A full continuum of special education services is available, including pull-out support and services involving collaboration of general education and special education teachers.
- The district currently has a grant in place for a school-based interventionist, two days per week. This individual will focus on at-risk factors including truancy, attendance and behaviors. The SBI will also work with teachers on behavioral training.
- The Olweus bully-prevention program is currently in process.
- The district has an at-risk coordinator. The role of the person is to work with identified students on an individual basis.

School-based support services

- The following supports are in place through Loess Hills AEA 13: Building representative for special education process, school psychological services as needed, audiologist services, occupational/physical therapy services as needed.
- A nurse associate is a full time staff member.
- Food services personnel are in place to monitor student nutrition requirements.

Appropriate Counseling

- The district has a guidance counselor in place who addresses PreK-12th grade needs. Some of the roles include:
 - Preschool through 6th classes – conducts weekly sessions with focus on a life skills curriculum.

- Crisis counseling at all levels. In the event of a disaster or major crisis such as a student death, the school would collaborate with outside agencies, including Loess Hills AEA 13, to access additional counseling support.
- Working with career counseling – individualized career plans
- Collaborates with outside agencies and social workers as needed.
- Individualized counseling with students with identified needs.
- Participates on the TAT team as needed.

Coordination with Community Based Organizations

Farragut Community Schools is actively involved in the Corner Counties Empowerment Area, serving zero to 5-year-old children. Funding is offered for preschool tuition grants to allow equal access to the district program for all students. A child fair is sponsored by the empowerment program to offer parent information on child development and services available in the area (including health).

Currently, the district also has a grant in place for a school-based interventionist (SBI) through AEA 13 and the juvenile courts.

Parental Involvement Strategies

Parents are invited to be a part of TAT teams when students are formally identified as at-risk. Additionally, parents are invited to be involved in the intervention phase recommended by the TAT team.

Communication with parents is via phone, e-mail, home notes, and face-to-face contact. Parent-teacher conferences are held twice per year and report cards are distributed quarterly. A down-list, consisting of “D” and “F” grades is used to notify parents if their children are struggling academically.

The district web site offers information to parents including: school calendar, grades, lesson plans, district-achievement data, information on professional development, contact information for teachers/administration, survey information, monthly newsletters, weekly informational update (“Helm”). A student handbook is distributed PreK-12th grade (distributed in paper format and also maintained on the district web site).

Parents receive student achievement data for their students including: DIBELS benchmark testing results, & ITBS/ITED results. This information is also discussed at conferences, as available.

Involvement of All Personnel & Appropriate Professional Development

- An advisor/advisee program is in place for Junior High School students.
- Teachers monitor the after-school program to provide tutorial support to at-risk students.

- Staff makes contacts through phone calls, e-mails, and home notes.
- Appropriate professional development is provided as needed (examples: Olweus bully-prevention program, SEEDS consortium – research based instructional strategies for all students). Loess Hills AEA 13 periodically offers professional development and consultation to Farragut and other districts that address at-risk student needs (IEP training, Problem Solving Assessment Training, Title I update meeting, TAG consultation, etc.).
- Staff prepares study guides and other support materials to promote student success.
- Weekly staff meetings are held to provide information and support on at-risk student issue and other school issues.

Compliance with federal and state non-discrimination legislation

Farragut is aware of federal and state rules mandating non-discriminatory treatment of at-risk students. Equal access is monitored/addressed in the following ways:

- Placement processes which ensure equal access to educational programs and support services.
- Programming which promotes integration rather than segregation.
- The collection and analysis of student data on the basis of race/ethnicity, gender, socio-economic status and disability (ITBS/ITED per NCLB requirements).
- For special education students, the Iowa State Performance Plan is used to monitor achievement and other issues for students with disabilities.
- Fair hiring practices with regard to sex, race, national origin, creed, color, religion, disability, sexual orientation and parent/family and marital status.

Provisions for monitoring behavioral, social and academic improvements

The need for students to enter/exit at-risk programs is monitored in the following ways:

- Follow-up studies (reviewing TAT referrals & intervention plans, down lists, review of discipline reports, etc.)
- Behavior checklists
- Achievement testing (pre/post and longitudinal for each student).
- Individualized career plans
- Report cards
- Letters and other communication to parents/guardians
- Recorded observation of performance (by teachers, AEA staff, etc.)
- Attendance records
- Assessments and/or communications with cooperating agencies
- Student/parent evaluations of services provided.
- Records of economic assistance provided students for fees, materials, supplies, transportation, etc.

- Centralized databases or centralized records.
- Student & parent feedback/surveys