

**AT RISK PLAN**  
**for**  
**LEWIS CENTRAL COMMUNITY SCHOOLS**

**Revised January 2015**

# TABLE OF CONTENTS

<b>SECTION</b>	<b>PAGE NUMBER</b>
Personnel.....	3
Elementary Plan.....	4
Middle School Plan.....	9
High School Plan.....	18

## Provisions for At-Risk Students – The Iowa Standard

*Iowa Administrative Code*, Chapter 281-12.5(13), Provision for At-Risk Students. The board shall have a plan to identify and provide special 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. The plan shall 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.

### PERSONNEL

Marcia Raymer, Counselor	Kreft (Pre K-1)
Carolyn Salvo – Para Educator	Kreft (Pre K-1)
Denise Beyenhof, Counselor	Titan Hill (2-3)
Molly Stogdill – Para Educator	Titan Hill (2-5)
Mary Baker, Counselor	Titan Hill (4-5)
Lee Toole, Counselor	Middle School
Carla Luquette, Counselor	Middle School
Jackie Bode-Steinke, Counselor	High School
Julie McComas, Counselor	High School
Lu Peverill, Counselor	High School
Pat Nepple, Alternative Education Teacher	High School
Courtney Nohr, Alternative Education Teacher	High School
Laurie Thies, Special Populations Coordinator	ERC

# **ELEMENTARY AT-RISK PROGRAM**

## IDENTIFICATION

### Criteria for referral:

#### Academic:

- Low motivation/poor attitude
- Truancy/Attendance
- Below grade level
- Study Skills/study habits
- Suspension
- Retention

#### Family:

- Homeless/migrant/new student to Lewis Central District
- Change in family structure
- Abuse/suspected/neglect
- Out of home placement (Foster care, shelter, hospitalization, Children's Square, Partial)
- Low economic status

#### Personal/Social:

- Social skills
- Disconnect from school or activities
- Peer interaction/relationship building
- Transition adjustments/new student
- Peer harassment/bullying behaviors
- Behavioral concerns
- Mental health
- Medical/health issues
- Death/loss
- Family issues (i.e. divorce, separation, changes in family, etc.)

## **Referral Process:**

- Staff is informed of referral process and criteria
- Family/Community referral process
  - a) Parent newsletter
  - b) Guidance Program Pamphlet (description of program offerings) is distributed to students and families at beginning of the year.
- E-mail
- Student self-referral process

## **Staff Collaboration:**

- On going consultation with all staff
- Grade level team meetings
- I-plan, 504, IEP meetings
- District Crisis planning and Safety Committee
- Transition of At-Risk students from one grade level to the next
- Curriculum writing
- School Board presentations
- District level at risk youth-guidance meetings.

## **At-Risk Services (K – 5)**

### **Program for each at-risk child is individualized and based on criteria for referral:**

- Goal is developed based on each student's individual need.
- The program is carried out via the following settings:
- Individual session
- Small group peer interaction counseling
- Large classroom setting for all students using Guidance Curriculum on a 6 day cycle (K-5)
- Nomination/referral to Teammates Mentor Program (3-12)
- Monthly Grade level Peace assemblies (2-5)
- Crisis response
- Home visits
- Para educator support with targeted students
- Skills taught
- Social skills
- Coping
- Goal Setting
- Self-esteem support
- Conflict resolution
- Anger management
- Feelings
- Listening skills
- Attendance
- Respect for self and others
- Study skills
- Good touch/Bad touch (Ready, Set, Know Program)
- Career awareness-critical work habits and skills

### **Family/Community Partnerships**

- Parent resources/materials available for check-out. Sharing community information and resources regarding parenting classes and workshops (i.e. Teddy Bear Hollow, Love and Logic Parenting Class, Children's Hospital, etc.). Materials and information also available at resource table during parent-teacher conferences.
- Parent Newsletter: Provide information to parents at beginning of school year and on-going throughout the year via website, building newsletter, PTA bulletin and bulletin board postings).
- Parent Consultation: Includes meetings, phone contact, parent/teacher conferences, home visits.
- Educational team member-Special Education/I-Plan/504 plan meetings. (as requested).
- Consultation with Community Agencies such as: Department of Human Services, Child Protective Services, counseling agencies, in home services, hospital.
- Community referrals: Providing community counseling resource referrals and agencies to families.
- Coordinate with Community Charity organizations: Provides food and clothing for low economic families.
- Family Health Services: Counseling/therapy for students and families.
- Integrated Health Services: Resources for families in need of food, clothing, transportation, and counseling.
- Coordinate and facilitate Teammates mentoring program.

## **EXIT CRITERIA**

- Individualized, based on completion of goal established upon referral.
  - a) Test Scores
  - b) Attendance data
  - c) Behavior data
  - d) Goal setting achievement
  - e) Student/Teacher reflection

## **EVALUATION**

### **Evaluation Tools:**

- Student self-evaluation/reflection of target goal
- Teacher/Staff evaluation of target goal
- Parent survey
- Bully survey data
- Conflict resolution
- Mentoring survey
- Year-end report

# **LEWIS CENTRAL MIDDLE SCHOOL PLAN**

## IDENTIFICATION

### Criteria for referral:

#### Academic:

- Low motivation/poor attitude
- Truancy/Attendance
- Below grade level
- Poor study habits
- Suspended
- Retention
- Organization

#### Family:

- Homeless/migrant/new student to Lewis Central District
- Change in family structure
- Abuse/suspected/neglect
- Out of home placement (Foster care, shelter, hospitalization, Children's Square, Partial)
- Low economic status

#### Personal/Social:

- Social skills
- Peer interaction/relationship building
- Peer harassment/Bullying behaviors
- Behavioral concern
- Mental health
- Medical issues
- Death/loss
- Family issues
- Self-harming
- Anxiety

## **At Risk Services (6-8)**

Both guidance counselors are involved in providing a variety of services to students, both “proactively” and in “response” form. They are as follows:

- Individual counseling
- Small group counseling
- Classroom guidance lessons
- Home visits
- Assisting families with material needs
- Grade level team consultation
- Continually monitoring needs of at-risk students
- Consistent contact with public entities
- Weekly counseling meetings
- Guided study reading
- Guided study math

## **At-Risk Services (6-8)**

- **Individual counseling :** Students are referred via administrator, teacher, parent, or self-referral
  - Student Counseling Referral: (see form included page 16)
  - Teacher Counseling Referral: (see form included page 17)
- **Small group counseling:** Students may be seen for a variety of reasons including mediation, conflict resolution, separation/divorce of parents, grief, relational aggression, social skills.
- **Classroom guidance lessons:** Variety of topics selected with teacher input and focusing on pertinent issues affecting students.  
Examples include: Titan Traits, bullying/harassment, anger management, career exploration, goal setting, attitude, compassion, appreciation, composure, respect, courage, empathy, tolerance, honesty, preparation, character, leadership, responsibility, loyalty, sacrifice, gratitude, integrity, perseverance.
- **Home visits:** Counselors, SBI, and administrators make these visits based on student and family needs.
- **Assisting families with material needs:** Collaboration with local churches to provide coats for students that need them, Student Council and Leadership groups help with raising money to provide food, clothing, and house-hold items at Thanksgiving and Christmas time. Toy Drive at Christmas time as a donation to Micah House.
- **Grade level team consultation:** Counselors communicate with grade level teams, providing insight and assistance regarding at-risk students and students who are struggling with general issues.  
Development of I-Plans for academic or behavioral interventions.  
Request for Intervention:  
Lewis Central Intervention Plan:
- **Continually monitoring needs of at-risk students:** Using observation to evaluate sensitive situations (addressing torn or dirty clothing, hygiene), communicating regularly with other staff and parents regarding status of students, parent/teacher/student conferences, Notification of Incomplete Learning, check-in/check-out forms to track student behavior/work completion, power school reports of failing grades, SBI tracking attendance data in power school for the completion of parent letters, mediation paperwork, and referrals to the county attorney.  
Notification of Incomplete Learning (see form included page 20)
- **Consistent contact with public entities:** Such as hospital partial programs, Department of Human Services, juvenile court system, collaboration with Heartland Family Services and Iowa West Foundation for counseling services and outside referrals, Integrated Health Services, and collaborative efforts with Children’s Square.
- **Weekly counseling meetings:** Counselors and School Based Interventionist meet to discuss academic concerns and attendance concerns.
- **District level meetings:** K-12 Guidance department meets periodically to discuss ways to enhance services for at-risk students.

## Guided Study

### Guided Study for Reading:

ELA Standards, at the 6<sup>th</sup>-8<sup>th</sup> grade level, do not include support of Foundational Skill development, such as phonological awareness, phonics, structural analysis, and oral/silent reading fluency. These Foundational Skill Standards are found at the K-5 Level.

Some students at the 6<sup>th</sup>-8<sup>th</sup> grade level continue to need support in these Foundational Skill areas. Teachers and administrators at LCMS recognize that in order for these particular students to become increasingly successful with grade level course content and ELA Standards, they will need to have continued instructional time, explicit methods/materials, and teacher expertise to develop proficiency in these basic, foundational reading skills.

Only students who are identified as needing this additional learning time are scheduled into Guided Study. In a week, a student would typically receive 2 or 3 periods of explicit, systematic instruction in addition to their daily universal ELA instruction with the general education teacher. Guided Study occurs in small groups of 2-8 students.

The following interventions are provided to students based on need; data used to make decisions include: CBM, MAZE Benchmark and Progress Monitoring Probes (AimsWeb), Diagnostic Decoding Survey (Really Great Reading), Iowa Assessments.

- Corrective Reading Decoding Strand (SRA): Students who are extremely deficient in decoding skills and three-or-more years below level in general reading development.
- Phonics BOOST (Really Great Reading): Students who have significant-to-severe decoding deficits, including basic phonic patterns and short/long vowel sounds, and who are generally one-to-three years below grade level in general reading development.
- Phonics BLITZ (Really Great Reading): Students who have mild-to-moderate decoding deficits, including advanced vowel patterns and multisyllabic word structures, and who are generally one year below grade level.
- REWARDS (Voyager Sopris): Students who specific decoding deficits, particularly in the area of multisyllabic words, and who are generally reading at grade level or one year below.
- Modified Independent Reading: Teacher-designed practice in the areas of reading volume and fluency.

**Guided Study for Math:** Students are placed into the 1st trimester of classes based on their NWEA scores and other district assessments. 2nd trimester teachers use classroom assessment data and power school data to determine where they want the students placed.

8th Grade students who struggled in math were placed together with a particular math teacher. Another teacher was responsible for the kids who had the math skills but they struggled with homework completion. A third math teacher taught the math counts kids.

## **EXIT CRITERIA**

- Individualized, based on completion of goal established upon referral.
- Progress monitoring data from reading intervention indicates progress and proficiency
- Assessment data
- Student/Teacher reflections
- Survey data
- Goal setting data
- Behavior data



**Counseling Referral Form**  
*Confidential Document: Do Not Duplicate*

**Classroom Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Referred by** (if different from classroom teacher): \_\_\_\_\_

**I am referring** \_\_\_\_\_ **for the following reason(s):**

**Moods/Behaviors**

- \_\_\_ Anxious/worried
- \_\_\_ Depressed/unhappy
- \_\_\_ Eating disorder/body image concerns
- \_\_\_ Hyperactive/inattentive
- \_\_\_ Shy/withdrawn
- \_\_\_ Low self-esteem
- \_\_\_ Aggressive behaviors
- \_\_\_ Stealing
- \_\_\_ Other: \_\_\_\_\_

**School Concerns**

- \_\_\_ Homework not turned in/not complete
- \_\_\_ Low test/assignment grades
- \_\_\_ Poor classroom performance
- \_\_\_ Sleeping in class/always tired
- \_\_\_ Sudden change in grades
- \_\_\_ Frequently tardy or absent
- \_\_\_ New student
- \_\_\_ Other: \_\_\_\_\_

**Relationships**

- \_\_\_ Bullying
- \_\_\_ Difficulty making friends
- \_\_\_ Poor social skills
- \_\_\_ Problems with friends
- \_\_\_ Boy/girl friend issues
- \_\_\_ Other: \_\_\_\_\_

**Home Concerns**

- \_\_\_ Fighting w/family members
- \_\_\_ Illness/death in the family
- \_\_\_ Parents divorce/separated
- \_\_\_ Suspected abuse
- \_\_\_ Suspected substance abuse
- \_\_\_ Parent request
- \_\_\_ Other: \_\_\_\_\_

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<u>Counselor Use Only:</u>				
___ Date received	___ Date seen			
<u>Further Consult Needed:</u>				
___ N	___ Y	___ Teacher	___ Parent	___ Other

**Notification of Incomplete Learning  
Individual Action Plan**

Name: \_\_\_\_\_ Grade: \_\_6th \_\_7th \_\_8th Date \_\_\_\_\_

Subject/s of Incomplete Learning:

Current Grade/s in Course/s of Incomplete Learning:

Lang. Arts \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ SS \_\_\_\_\_

Elective: \_\_\_\_\_ Grade \_\_\_\_\_ Elective: \_\_\_\_\_ Grade \_\_\_\_\_ Elective: \_\_\_\_\_ Grade \_\_\_\_\_

**Assessments, Learning Outcomes, and homework/practice that need to be completed.**

Core Subjects:

Lang. Arts	Math	Science	Social Studies

Electives:

Class:	Class:	Class:	Class:

My plan of action:

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Counselor

# LEWIS CENTRAL HIGH SCHOOL PLAN

## IDENTIFICATION (9-12)

### Criteria for referral:

#### Family Problem:

- Parents divorced/parents fighting
- Fight with parents/siblings
- Parent/siblings are abusive
- Parent(s) in jail/prison
- Don't live with parents
- Parents gone a lot/poor communication
- Parent mental health issues
- Sibling placed out of the home
- Teenage parent/age of child
- Other \_\_\_\_\_

#### Emotional Problems:

- Depression/Low self-esteem/suicidal
- Eating disorder
- Grief issues
- Mental health diagnosis
- Anger control
- Problems with boy/girlfriend
- Mood Swings
- Other \_\_\_\_\_

#### Drug/Alcohol/tobacco Usage:

- Personal usage
- Parent usage
- Boyfriend/Girlfriend Usage
- Sibling usage
- Friend usage
- Trying to stay clean

#### School Problems:

- Homework
- Doesn't take notes/lost material
- Doesn't get along with teachers
- Language barrier
- Bullying
- Sleeping in class
- Skip classes/peer pressure
- Don't care attitude
- Attendance/motivation to come to school
- Behind in credits/low grades

## **At-Risk Services (9-12)**

### **Social/Emotional**

- Individual Counseling
- Connections Class
- School Based Interventionist
- Student Assistance Program
- Teen Parenting Group
- Substance Abuse Program
- Grief Group
- Outside Counseling/Referrals
- Children's Square Intg. Services

### **Academic**

- Individual Counseling
- Connections to Graduation Class
- Teacher Assistance Team
- Power School= progress reports/D and F e-mails/Scheduling classes
- Intervention Plans (I-Plan)
- 504 Plan
- Individual Tutoring
- On-line Odyssey Classes
- Credit Success Support Class
- Titan Time Folder Review
- Credit Recovery English 10B/11B
- Academic Referral
- Classroom Lessons
- Exploring Lit/FAME
- High Stakes List
- Deuce/Trifecta List
- Senior Encourager
- Summer School

### **Attendance**

- Individual Counseling
- School Based Interventionist
- Automated Calls
- 3, 4, 5 6 day letters
- Tardy office referrals
- Deuce/Trifecta List
- Counselor/Admin Meetings
- Titan Time Recognition
- Teammates

### **Behavioral**

- Individual Counseling
- ISS Room
- SODA
- PBIS-Lessons Tier 1 and Tier 2
- Deuce/Trifecta List
- Teammates
- Calls Home
- Parent Meetings
- Counselor/Admin Meetings
- Outside Counseling/Referrals
- JCO/PO – Pottawattamie County

## Social/Emotional Services

### **Individual Counseling:**

Students will be seen in one to one sessions by counselors and are most often self referrals. Counselors may schedule weekly sessions or students may be drop in visits. If on-going problems are not resolved, students may be referred to other services either in the building or to outside agencies.

### **Connections Class:**

(Students enrolled in this class have a graduation cap icon attached in Power School)

This course gives students the opportunity to work on skill development in the areas of self-esteem, decision making, personal control and interpersonal communication. Class size is limited to 15 students. Class goals are to increase school performance, decrease drug involvement/maintaining non-use and decreasing depression and aggression. One-to-one interview with instructor is necessary prior to enrolling. Curriculum:

Reconnecting Youth – A Peer Approach to Building Life Skills by Leona L. Egget and Liela J. Nichols.

Prerequisites: Approval of Counselor Duration: 1 term Credits: 1 (repeatable for credit)

### **School Based Interventionist (Service offered through Green Hills Area Education Agency):**

Works with identified at-risk students and families to reduce and prevent issues such as: truancy, behavior problems, pregnancy, drug use, and involvement with law enforcement and the Juvenile Justice System, in order to promote positive social skills, peer mediation, problem solving, effective communication, and academic success.

### **Student Assistance Program: (Services offered through Heartland Family Services):**

A therapist from this agency is available in the high school 8 hours per week (2 half days). Students are referred to the therapist when other interventions have not been effective. The therapist can also provide therapy and make referrals to outside agencies.

### **Teen Parenting Group (Services provided through Nurse Family Partnership):**

Expecting and parenting teens (both male and female) are invited to attend the group which is held 2 times per month.

### **Substance Abuse Program (Service provided through in house Success Counselor):**

Students are referred to program after violation of school policy. Students may use this program as a diversion program in order to decrease their out of school suspension from 10 days to 5 days or may be required to attend as part of the consequence. Students attend 6 hour Saturday class (Prime for Life Curriculum), complete on-line SASSI evaluation and meet individually with counselor for 6 weeks.

### **Grief Group (Service provided through in house Success Counselor):**

This group is run by the building Success Counselor. Students may self refer or be recommended for attendance by a concerned person. Counselor will discuss the purpose of the group and specific grief concern with each student prior to participation in the group. Purpose of the group will be to provide peer support with counselor supervision to students who have grief/loss issues which are affecting emotional well-being as well as academic performance

### **Outside Counseling/Referrals:**

Each member of the school counseling office can make recommendations to students and families to seek outside counseling or services when it is believed that no further intervention in the building will assist the student to deal with social/emotional issues.

**Children's Square Intg. Services:**

School counselor may refer students and families to Children's Square to assist in case management of various services which the student may be receiving.

## Academic Services

**Individual Counseling:**

Progress reports are printed and sent to parent's half-way through each trimester. At this time, a failure report is printed out. Counselors review this report and talk to students who have more than one F. The purpose of this session is to discuss ways to improve academic performance.

After each grading period, a failure report is printed out. Counselors review this report and talk to students who have failed classes. The purpose of this session is to discuss ways to improve academic performance, review student schedule, monitor credit progress and set up an academic plan. Referral may be made to CTG class.

**Connections to Graduation Class:**

(Students enrolled in this class have a graduation cap icon attached in Power School)

Students eligible for this class in the high school exhibit behaviors that may lead to dropping out of school.

Helping students graduate on time has always been the goal for Lewis Central staff and administration.

Connections to Graduation class will help students achieve this goal through continued monitoring of grades as well as academic and graduation progress. Time will be spent setting goals, journaling reflections and learning strategies for academic success. Additionally, students have the opportunity to work one-on-one with a teacher or peer tutor during this class. The criteria used to determine enrollment eligibility include attendance, no connections to school, lack of credit accrual/progressing in school, and low achievement in reading or math. The students' discipline/truancy records are also taken into account as well as a teacher interview to determine motivation, barriers and goals.

Prerequisites: Approval of Counselor    Duration: 1 term    Credits: 1 (repeatable for credit)

**Teacher Assistance Team:**

Meetings are schedule with teachers to meet in conjunction with a student and at times a parent to discuss the lack of academic success. Strategies for success are planned and implemented.

**Power School= progress reports-D/F e-mails-scheduling classes:**

The purpose of the progress report is to communicate with parents about their child's progress at the high school. Progress reports are sent mid-term to parents prior to Parent Teacher conferences. D/F e-mails are sent to parents every 4 weeks. School counselors meet individually with students that may have academic concerns to schedule classes that will help them to meet their academic needs.

**Intervention Plans (I-Plan):**

If a student is not doing well academically, an intervention plan may be created for a student. Interventions are created that the student, teacher, parent, or counselor can do in order to help the student. These are reviewed by counselor to monitor progress.

**504 Plans:**

The 504 plan is written when a child has a specific diagnosed disability. This may come after a student has been on an I-plan or a student may come to the high school with a plan already in place. The school counselors have embraced technology and made these plans available to teachers and administrators through Google documents. Power School also shows icons to indicate the students have a plan.

**Individual Tutoring:**

Students/parents can request tutoring by speaking with their school counselor. Mrs. McComas (9/10 counselor) work with 5 Star students (a peer group who have been selected by counselor to assist students in mentoring, tutoring and transition) who have volunteer to tutor students in an area of their academic success. Tutors are individually introduced to the student who has requested the help. They set up a time to work together in the guidance office inside the school day.

**On-Line Odyssey Classes:**

(Students enrolled in this class have a graduation cap icon attached in Power School)

The Odyssey online classes provide opportunities for students to earn credit outside of the traditional classroom. Typically students who take the online version of a class have attempted and failed the class in the traditional setting. Our goal is to provide another option for students to earn credits in order to help students stay in school and graduate on time. This is an opportunity for students to make up credits through online recovery program. Students may take an on-line class in addition to a full set of classes or a student may work on-line during CSS class.

**Credit Success Support Class:**

(Students enrolled in this class have a graduation cap icon attached in Power School)

This class is provided for students to make up credits through online academic recovery program by being enrolled in the class one to three periods per day. A student enrolled in CSS has demonstrated the inability to successfully earn credits in the traditional classroom setting with a previous enrollment in CTG class demonstrating continuing academic failure. The goal of enrollment in this class is to have students gain credits necessary for graduation on time with their peers. Students will also work with teacher on organization, academic, and social/emotional building skills.

**Credit Recovery English 10B/11B:**

This class is taught by the CSS teacher who has content endorsement in English and Special Education. Students enrolled in this class have previously failed either English 10B or 11B. The CSS teacher has used the standards and benchmarks of the traditional 10B/11B classroom to provide instruction in an alternative method.

**Classroom Lessons:**

School counselors deliver classroom lessons to the general 9-12 population through selected classes (English/SS) to discuss a variety of topics related to academic success.

**Exploring Lit:**

Exploring Literature is a class specifically designed to help students raise their reading levels. Students in this class will develop the skills and strategies necessary to understand any type of reading better. This will be accomplished through extensive individual reading, discussions about what is being read, and weekly Read Aloud/Think Aloud activities. Weekly vocabulary lists and accompanying activities are also part of this class.

Prerequisites: Teacher recommendation and test data

Duration: 3 terms

Credits: 3 (1 per term)

**FAME:**

FAME is a reading intervention, targeting students who are experiencing difficulty with reading and who score between the 6<sup>th</sup> and 8<sup>th</sup> grade level on a standardized reading test. The course is designed to improve reading skills, test scores, and grades in other classes. Students take the course for three consecutive terms and receive three elective credits. Prerequisites: Teacher recommendation and test data

Duration: 3 terms

Credits: 3 (1 per term)

**Titan Time Folder Review:**

In an attempt to keep students motivated and on track to graduate on time, it is important that students understand how to earn credits, be knowledgeable in what credits are earned, and what credits still need to be completed. Students evaluate their transcript 3 times per year during Titan Times in order to review and evaluate where they stand with regard to credit completion.

**Academic Referral:**

The Academic Referral is an intervention where teachers can require students to get academic help from a staff member. It is an opportunity for students to reverse patterns of inadequate academic performance. Students are first referred by a teacher. Notice from teacher to referral manager that the student is behind on a course and in need of extra time over the lunch period or after school to make up missing work. The students are then escorted from their classroom during the period prior to lunch. A sack lunch is provided to students and they are provided assistance on a task, homework assignment, project or assessment.

**High Stakes List:**

This list is managed by the Success Counselor and shared with administration, school counselors, SBI, SAP. Students who qualify to be on the High Stakes list have had a history of poor attendance, no connections to school, a lack of credit accrual or progression in school, and/or low achievement in reading. A student who receives service in any area is identified on this list, along with students with core failures.

**Deuce/Trifecta List:**

This list is developed by administration who uses criteria of attendance, discipline referrals and failing grades. Students who meet 2 or 3 of the criteria are identified to be in need of the most intense interventions.

**Senior Encourager:**

The Senior Encourager list is compiled of seniors, who for various reasons may be in danger of graduating on time. They could be members of the High Stakes list, but may also include students who have suddenly shown a lack of progress. Occasionally students encounter a problem that causes a bump in the road, whether it be sudden lack of motivation, death in the family, or many other issues that our students might encounter. These students may simply need a kind word, little nudge, or simple the knowledge that someone is looking out for their well-being. The Senior Encourager list is compiled with faculty member volunteers to “adopt” these students to keep watch over them.

**Summer School:**

Students at the high school are encouraged to enroll in summer school to have the opportunity to work on-line in the Odyssey program in order to recover credits which will ultimately allow the student to graduate on time with their class.

## **Attendance**

### **Individual Counseling:**

Students will be seen in one to one sessions by counselor. In on-going problems are not resolved, students may be referred to other services either in the building or to outside agencies.

### **School Based Interventionist (Services offered through AEA):**

Works with identified at-risk students and families to reduce and prevent issues such as truancy in order to promote positive social skills, communication, and academic success. At Lewis Central this includes but is not limited to 1:1 student meetings, guardian contact, home visits, attendance plans, collaboration with staff, including County Attorney for mediations, taking agencies and student incentives.

### **Automated Calls:**

Calls are placed to parents for any period during the day when the student is marked unexcused absence.

### **3,4,5,6 day letters:**

Letters are sent home to parents of students when students have missed the designated number of periods. The letters also contain a report of each period absences accumulated and current grade. Parents are asked to contact the attendance office to discuss any concerns. The 6<sup>th</sup> day letters inform students and parents that they will have to "appeal" for credit for the term.

### **Tardy office referrals:**

Students who have obtained 3 unexcused tardies in a class are referred to the assistant principal for discipline consequences. Parents are contacted and detentions are assigned.

### **Deuce/Trifecta List:**

This list is developed by administration who uses criteria of attendance, discipline referrals and failing grades. Students who meet 2 or 3 of the criteria are identified to be in need of the most intense interventions.

### **Counselor/Admin Meetings:**

Counselors and Administrators meet on the first and third Mondays to discuss issues associated with our at-risk population.

### **Titan Time Recognition:**

Certificates are provided to students who have perfect attendance for the term-once a term.

### **Teammates:**

This is a nationally recognized program which pairs students (many at risk) with an adult mentor who comes to the high school and meets with the students weekly.

## **Behavioral**

### **Individual Counseling:**

Students will be seen in one to one sessions by counselors. Counselors may schedule weekly sessions if on-going problems are not resolved, students may be referred to other services either in the building or to outside agencies.

**ISS Room:**

An alternative setting that removes students from the classroom for a period of time to complete work submitted by the student's teacher. Used typically as a discipline reinforcement.

**SODAs:**

SODAs is a problem solving technique. Each student who is assigned to spend time in the ISS room will be asked to complete a SODA worksheet. Once this sheet is complete, the ISS supervisor will inform the counseling office. The counselor who has been assigned to the student will go to the ISS room, bring the student back to the guidance office and then process the worksheet with the student. The student will then be taken back to the ISS room to serve the remainder of their assigned time.

**PBIS-Lessons Tier 1 and Tier 2:**

These are developed based on previous discipline referral issues and are a pro-active means of decreasing behavioral problems. Some examples of targeted behaviors are hallway, cafeteria and bus referrals.

**Deuce/Trifecta List:**

This list is developed by administration who uses criteria of attendance, discipline referrals and failing grades. Students who meet 2 or 3 of the criteria are identified to be in need of the most intense interventions.

**Teammates:**

This is a nationally recognized program which pairs students (many at risk) with an adult mentor who comes to the high school and meets with the students weekly.

**Calls home:**

Success counselor makes calls home to the parent/guardian to discuss behavior of students. This may be a request for a TAT (teacher assistance team) or to come in to speak to the counselor individually.

**Parent meetings:**

These meetings are held with the goal to help develop strategies for success (change in the identified behavior).

**Counselor/Admin meetings:**

Counselors and Administrators meet on the first and third Mondays to discuss issues associated with our at-risk population.

**Outside Counseling/Referrals:**

Each member of the school counseling office can make recommendations to students and families to seek outside counseling or services when it is believed that no further intervention in the building will assist the student to deal with social/emotional issues.

**JCO/PO-Pottawattamie County:**

The school receives notification from the Pottawattamie County JCO/PO office of students who have recently been seen in that office. Success counselor sends initial academic progress information and then monthly updates.

## **EXIT CRITERIA**

- Individualized, based on completion of goal established upon referral.