

REMSEN-UNION COMMUNITY SCHOOL AT-RISK PROGRAM

Remsen-Union At-Risk Mission Statement

The mission of the Remsen-Union Community School District is to prepare each student, including those who have been identified as “at-risk”, with the knowledge and skills to become a lifelong learner and a successful, productive citizen with the help of a community committed to progress

EQUITY STATEMENT

The Remsen-Union School District declares and affirms to its student, employees, and to the public that it does not discriminate on the basis of sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity, physical appearance, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The Remsen-Union Community School District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10 (2), Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the Americans with Disabilities Act.

If you have any questions or grievances related to compliance with this policy, please contact the Remsen-Union Equity Coordinator, Mr. Ken Howard at 511 Roosevelt, Remsen, Iowa 51050 or by phone at 712-786-1101; or the Director of the Office of Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, or telephone number 312-730-1560, fax 312-730-1576, email: OCR.Chicago@edu.gov.

Program Goals:

1. To provide opportunities for all students to feel a sense of belonging to the school community.
2. To reduce student failure and potential dropouts.
3. To adapt curriculum and instruction to meet the academic needs in reading, mathematics, science, and social studies of students at-risk for school success.
4. To provide early intervention for students identified as being at-risk for school success.
5. To involve parents and community resources in meeting the needs of at-risk students.

I. Identification:

The Remsen-Union Community School District will use valid and systematic procedures and criteria to identify at-risk students within the school-age population on an annual basis. Students may be referred through self, peer, staff, and parent referrals. Students will be informed of the program through student and parent handbooks, brochures, personal counseling, and teacher guidance. Students in K-12 may be eligible for services based on one or more of the following criteria. Criteria for identification may include but are not limited to the following:

- Inability to cope with full class schedule
- Poor student achievement in one or more classes
- Poor attendance
- Homeless for any length of time
- Suspended or expelled two or more times
- Substance use or abuse
- Lack of friends
- Frequently tardy
- Dislikes school, mentions not belonging
- Transient or mobile living conditions
- Sudden negative changes in classroom performance and/or classroom behavior
- Poor organization/study skills
- Suicidal tendencies
- Inability to pay fees, lunch, tickets, transportation, materials
- No post-secondary plans for employment
- Limited English proficiency
- Low motivation
- Developmental delays: physical, mental, social
- Pregnancy/teen parents

- Long-term illness
- Low aptitude/skills for competitive work. Inability to keep employment

At the elementary, students are identified through informal assessments, test scores, teacher recommendation, and parent referrals. At the secondary level, the child study team, consisting of a classroom teacher, principal or designee, AEA staff, at-risk coordinator, counselor, special education teacher, will review referrals for students who may be at-risk. Referrals may be initiated by any teacher working with the student, the counselor, the AEA team, the building principal, parents, and/or the student. Data will be collected and evaluated as it applies to the students' needs. The team will identify educational, social/emotional, or career interventions that may be appropriate for the student and include them in the student's goals.

The at-risk staff will provide direct services, monitor classroom interventions, inform and involve parents, and coordinate the implementation of the PEP. The district staff development plan and the Comprehensive School Improvement Action Plan will include in-service for certified and non-certified staff on the identification, characteristics, and appropriate interventions for school success.

Homeless Students

Homeless students will be referred to the elementary and/or secondary building offices by related agencies in the community: Human Services, Plymouth County Sheriff Departments, churches, shelters, etc. All homeless children and youth in the Remsen-Union District will be enrolled immediately and/or provided follow-up for support services.

Dropouts

Dropouts in the Remsen-Union School District will be identified using a daily attendance follow up system. All students not attending on a regular basis will be monitored and provided guidance to continue their education.

II. Identified Strategies, Accommodations, and Curriculum Modifications to Increase Student Success for grades K-12:

1. All teaching staff will provide a variety of educational strategies to improve the academic performance of at-risk students.
 - Modified questioning, instructional, and assessment techniques
 - Cooperative learning to allow mixed ability grouping
 - Use of technology in instruction and assessment: MAP testing, etc.
 - Teach study skills
 - Use of multiple methodologies that incorporate a variety of learning modalities in teaching and learning
 - Modified assignments
 - Curriculum review of best practices: Reading Literacy, Math Collaborative and Science Collaborative work with Northwest AEA consultants
2. Expected student outcomes are identified in measurable outcomes in the student achievement learning goals identified in Remsen-Union's Annual Progress Report

3. Character Counts
4. Peer and/or Teacher Mentoring
5. Transition Plans for students moving between preschool-elementary, elementary-middle school, middle school-high school, and high school-post-secondary planning.
6. Preschool Early Intervention Activities
7. Extended Learning Opportunities: Career Academies, dual enrollment PSEO course
8. Community Volunteers
9. Identified Standards and Benchmarks in content areas
10. Differentiated curriculum
11. Online learning
12. Career exploration
13. Students will be counseled into appropriate curriculum to meet graduation requirements:
14. The district will periodically review school policies and practices that contribute to school failure
15. Alternative Educational Program for students in 11-12 grades

In-School Support Services

Support services and educational programs for PK-12 at-risk students meet the requirements of state and federal non-discrimination legislation. Remsen-Union Community School District declares and affirms to its students, employees, and to the public that it does not discriminate on the basis of sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity, physical appearance, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The Remsen-Union Community School District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10 (2), Title VI and VII of Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the Americans with Disabilities Act.

At-risk student achievement data is collected on the basis of race, national origin, sex, and disability.

1. The at-risk staff will provide direct services to students, participate in the student review building level team, inform and involve parents, and coordinate the implementation of the PEP. At-risk teachers will monitor and report student progress in academic, behavioral, and social development at all educational levels..
2. Educational support services
 - Title 1 Reading
 - Northwest AEA Child Check
 - Northwest AEA support staff: consultant, psychologist, speech pathologist, audiologist, social worker, adaptive p.e., work experience coordinator, physical and occupational therapists, content area consultants,
 - Talented and Gifted Program
 - Reading Skills class at Middle School: Second Chance Reading and Academy of Reading
 - ESL programming
 - Individual and small group counseling
 - Adult Volunteer/Mentor

- Parent/Teacher Conferences
- School wide student character and achievement recognition assemblies
- Drug Free Program
- Preschool Program
- Transition Planning

Counseling Services

The Remsen-Union K-12 Guidance Program will support the identification, monitoring, and provision of assistance to needs of at-risk students regarding their personal, social, academic, and career/vocational development. Some activities may include:

1. A district-wide crisis plan to provide established procedures for a sudden trauma
2. Volunteer and student mentoring and tutoring
3. Individual and group counseling
4. Classroom Guidance Curriculum
5. Consultation with parents and staff regarding students in need of assistance
6. Referral to appropriate agencies

V. Community Based Support Services available for students in PK-12

1. Formal agreements with Western Iowa Tech (WIT) or Northwest Iowa Community College (NCC) GED, NCC Adult Education Diploma Program, Remsen-Union Tiered Diploma
2. Career Academics, WIT Vocational Agreements, tuition to area alternative educational programs
3. Referrals to outside agencies will be initiated when appropriate: community mental health, MECCA, Plymouth County Public Health, Child Protective Services
4. Referrals and cooperation will be supported with the Plymouth County law enforcement and juvenile court liaison
5. Services may be provided through Vocational Rehabilitation and Work Place Connection
6. PEP's developed at the district level will indicate appropriate referrals to community-based services necessary to support academic, personal-social, and career-vocational development
7. Community-based services, including Northwest AEA, Child Check

VI. Parental Involvement for students in PK-12:

1. Parents/guardians receive frequent communication regarding student achievement, behavioral concerns, social development, and career development from teachers, at-risk coordinator, counselor, and/or building administrator
2. Opportunities are provided to increase parent education about student learning and parenting skills: Family Nights, Title I parent meeting
3. Parents of students identified as needing at-risk services are involved in educational program planning
4. Parents will be invited to participate in school sponsored activities that support student learning: transition meetings, field trips, parent/teacher conferences, asked to volunteer
5. Parents of at-risk students will receive assistance and referrals to other agencies when needed to complete basic obligations to support their child's education: registration, attendance, medical exams, etc.

VII. Staff Development

Certified and non-certified staff will be annually engaged in professional development to increase their skills in working with at-risk students. The focus of the training will be in the identification, characteristics, and appropriate interventions for at-risk students. Non-certified staff will be invited to attend when appropriate. The Remsen-Union Staff Development Committee has identified the following staff development topics for the next two years. These staff development topics support the district's Comprehensive School Improvement plan.

1. Review of at-risk, talented and gifted, special education plans during the two August staff development workshop days
2. Identification of instructional strategies that support at-risk students
3. Identification of instructional methodologies that support various learning modalities and learning styles
4. Differentiated curriculum
5. Alternative assessment training
6. Staff development on educational software that supports student learning-tutorial, assessments
7. Review of the Comprehensive School Improvement Plan and Annual Student Achievement Goals and educational strategies that support student learning needs
8. Teacher training with Character Counts
9. Training on various behavioral strategies
10. Study skills development
11. Harassment/bullying

VIII. Compliance with Federal and State Nondiscrimination Legislation

The district will comply with federal and state legislation ensuring educational equity:

Federal Legislation:

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the 1972 Education Amendments
- Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984
- Section 504 of the Rehabilitation Act of 1973
- Civil Rights Restoration Act of 1987

State Legislation:

- Iowa Code Chapter 280.3 Uniform School Requirements-Prohibits discrimination
- Iowa Code Chapter 256.11 Iowa School Standards-Defines minimum standards
- Iowa Code Chapter 601A.9 Civil Rights Commission-Prohibits discrimination
- Iowa Code Chapter 280.4 Uniform School Requirements-English as a Second Language
- Iowa Code Section 19B.11 Nondiscrimination in employment
- Iowa Code Chapter 12.1(1) Educational Units Covered by Standards-Accreditation Standards

IX. Evaluation of Effectiveness of At-Risk Programming-Monitoring Behavior, Social, and Academic Improvements for Remsen-Union's PK-12 students and dropouts

Student academic and social/emotional progress will be monitored through staff meetings at each building. The team will also monitor any progress toward career related goals identified for individual student learning needs. Parents will be invited to participate with the student review teams and will be asked to assess student progress as well.

1. Student progress toward annual goals for student achievement will be monitored through district-wide assessments. Parents will receive communication about student progress through student report cards, progress reports, district staff monitoring of D/F lists, parent/teacher conferencing with parents
2. Student participation in extra-curricular activities will be monitored by the counselor and/or at-risk coordinator
3. Attendance records will be monitored by the counselor and/or at-risk coordinator
4. Goals will be developed and monitored by the at-risk coordinator
5. Parents and at-risk students will be included in the district wide needs assessment to determine district strengths and concerns in meeting needs of at-risk students.
6. District developed student surveys
7. The Iowa Youth Survey will be administered and results will be shared with staff, parents and board
8. Dropout statistics and re-enrollment data of dropout will be reported annually
9. Contact will be made by the counselor with dropouts to determine how they might be supported in returning to an appropriate educational program
10. Student and parent surveys will be administered
11. At-risk program evaluation will be completed every five years