

2015-2016 Panorama At-Risk Procedures

Panorama At-Risk Program Overview

Goals

Help those students be successful in completing high school whom are struggling to do so through the regular education program. We believe certain characteristics increase the probability that students will graduate with post-secondary plans appropriate to their career goals: regular school attendance, completion of course assignments, cooperation with teachers and fellow classmates, and knowledge of post-secondary options and careers.

Objectives

- Communicate with families daily attendance concerns
 - Communicate weekly with families of student course progress (Infinite Campus online)
 - Address poor cooperation issues the day of occurrence (discipline)
- Address repeating poor cooperation issues with the support of the school Student Success Team (bi-weekly staff meetings with SST members, staff use of online student assistance referral tool, SST member communications with staff and families).
 - Student annual completion of internet ihaveaplaniowa Guideway

activities Gr8-12 Activities

- Parent communication: information sharing and problem solving
- Staff tutoring students (before school, after school, and during student study hall time)
- Assignment monitoring: organization and time management training
- Limit unstructured time in student day
- Flexible scheduling
- Brief counseling
- Anger Replacement Training
- Course remediation/credit recovery
- Alternative grading (pass/fail)
- Alternative learning environment
- Alternative course delivery (Odysseyware online & other individualized studies)
- Time with therapy dog
- Service Learning
- Work experience/job shadowing
- Community college programs (Career Advantage, online course work)
- Student Success Team data collection, analysis, group problem solving, communication of plan, plan execution, monitoring, and evaluation
- Individual Learning Plan: administrative collaboration with family to create plan for student to use above strategies in comprehensive way

281-IAC 12.5(13)

1. Identification Procedure and Criteria to identify At-Risk Students

The measurable data points below indicate that use of additional services may be appropriate for a student, if two or more of these points are observed, then student is considered “at risk” and plan is developed:

- a) Academics** (ASCA/MISIC Guidance Standards for Students)
 - Low Test Scores

- MAP tests indicate skill growth lower than necessary for college/career training/readiness
- State tests - not proficient
- Low Grades
 - Weekly D-F lists, Midterm grade reports, and/or Final term grade reports
 - *Above data indicates student does not:*
 - *articulate feelings of competence & confidence as a learner (Academic:A1.10), or*
 - *display positive interest in learning (A:A1.2), or*
 - *take pride in work & achievement (A:A1.3), or*
 - *use communication skills to know when & how to ask for help when needed (A:A2.3), or*
 - *demonstrate ability to work independently or cooperatively (A:A3:2), or*
 - *demonstrate dependability, productivity, and initiative (A:A3.4), or*
 - *share knowledge (A:A3.5), or*
 - *demonstrate motivation to achieve individual potential (A:B1.1)*

b) Personal/Social (ASCA/MISIC Guidance Standards for Students)

- More than one disciplinary action taken by school for inappropriate behavior during school year
- Lack of student identification to school
 - No extracurricular activities through school programming
 - *Above indicates student may not know how to:*
 - *develop positive attitudes toward self as a unique and worthy person (Personal/Social: A1.1)*
 - *distinguish between appropriate & inappropriate behavior (P/S:A1.6)*
 - *recognize personal boundaries, rights, & privacy needs (P/S:A1.7)*
 - *understand need for self-control & how to practice it (P/S:A1.7)*
 - *demonstrate cooperative behavior in groups (P/S:A1.9)*
 - *use effective communication skills (P/S:A2.6)*
 - *learn how to make and keep friends (P/S:A2.8)*
- New students
 - Until permanent records arrive
 - Change in family situation

c) Career/Vocational (ASCA/MISIC Guidance Standards for Students)

- Poor Responsibility Displayed; fails to complete or submit class assignments
- Cheating
- Absenteeism
 - 5 or more days missed per term
 - Ongoing absenteeism over years
 - *Above data indicates student does not understand importance of:*

- *understand importance of planning (Career:A1.7)*
- *healthy balance between work & leisure (Career:A1.10)*
- *responsibility, dependability, punctuality, integrity & effort (Career:A2.8)*
- *the utilization of time- and task-management (Career:A2.9)*

d) Other - Teacher / family / administrative request / student self-referral for situation to be reviewed for purpose of generating strategies to help student be successful and healthy, examples:

- returning drop-out
- pregnancy
- death of relative, friend, pet
- illness of self or family member
- controlled substance usage
- legal problems

- **Homeless students**

- created by BAT team and relevant stakeholders (family, student, teachers, nurse, AEA staff)
- communicated to family, student, educators who work with students, enacted, monitored
- re-evaluated for continuance or exit from services at conclusion of grading terms

1. final grading terms end: 1st week of November, 2nd week of January, mid-March & in May

2. Procedure for determination of appropriate ongoing educational strategies for alternative options of education programs (as required in IAC 280.19A)

Referral of student to SST (Student Success Team) by staff (Friday staff mtg, online survey), family (email, phone, visit), student self-referral, or review of possible services by SST after quantitative review of school's identification data, or after strategies implemented by educator or family have failed, then identification data are analyzed and service delivery plan of action is:

- **Problem Analysis**

- How is student attendance?
- Is student course schedule consistent with their career planning?
- Does student have time-management skills appropriate for school, social/personal, job, & family activities?
- Are student's individual trends consistent with current concerns?
- Why are classes being failed?
- How much time remains in current grading period?
- Is support for regular class needed?
- Do we need to pull from regular and start fresh in SSC (Student Success Center)?
- Does school have appropriate resources to help student or does school need assistance (Career Advantage Programs, AEA specialists, Dept. Human Services reporting, Private Counseling Referral, etc.)

- **Goal Setting**

- Academic area
- Timeline
- Supports
- Revision if needed - ongoing

b) Success Criteria (basis for decision to discontinue at-risk services)

- Credits recovered / skills built
- Maintained good academic standing in other classes not in SSC
- Cooperation with teachers and students related to school setting.
- Complimentary academic and career plans
- Raised confidence level in abilities by individual and family
- **Evaluation of the effectiveness of provisions for at-risk students**
- An annual review to students identified and services provided is completed by the Student Success Team and shared with staff for suggestions and needs that exist how to improve the effectiveness of services given for at-risk students.
- Other factors considered in program evaluation: school drop-out rate, credit recovery successes, improved standardized test scores, improved attendance, decreased office referrals/discipline issues, and other possible factors to be determined.

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Mary Breyfogle, School Improvement Coordinator, has been designated to serve as the district's Equity Coordinator to ensure compliance with district policies. There is a grievance procedure for processing complaints of discrimination that is available in the district office and website. Ms. Breyfogle is available by email (mary.breyfogle@panorama.k12.ia.us), phone (641-755-2021), or mail (Panorama Schools, 701 W. Main St., Panora, IA 50216), or contact the Director of the Office for Civil Rights by mail (U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475 Chicago, IL 60662-7204), phone (312-730-1560), fax (312-730-1576), or email (OCR.Chicago@ed.gov).