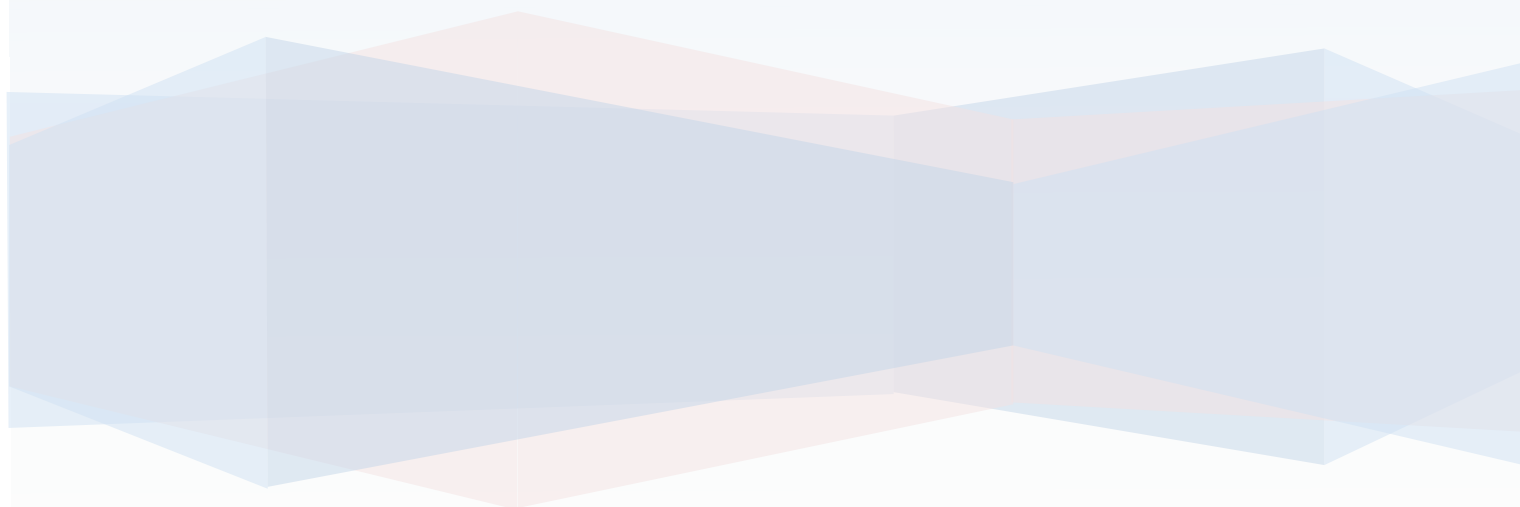


# **Griswold Community Schools**

## **At Risk Plan**

2009



## ***INTRODUCTION***

Griswold Community Schools complies with the Iowa Code 281-12.5 (13) by having a plan in place to identify and provide assistance to students who have difficulty mastering 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, disability, and sexual orientation.

This plan includes strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives include but are not limited to special instructional assistance, school-based support services, appropriate guidance counseling services, coordination with community-based support services, strategies for involving parents, involvement of and in-services for all school personnel, compliance with federal and state nondiscrimination legislation, and provisions for monitoring behavioral, social, and academic improvements.

## ***DISTRICT VISION***

The Griswold Community School District is a welcoming community of enthusiastic, lifelong learners. Learning extends far beyond the classroom so that every learner masters new skills, benefiting home, community, and career. The Griswold Community School District provides safe and supportive environment for learners of all ages and backgrounds. Committed to excellence, our highly skilled, caring professionals motivate and inspire all learners. The community works together to insure resources built upon cutting-edge technology to support 21<sup>st</sup> century citizens.

From the values expressed by the citizens during the community conversation, sentences were created to explain each of the values. An acronym and potential motto created from the values is “Griswold School District is TOPSS.”

### ***Transferable Life Skills***

“Life skills are important to prepare for an unknown future in a changing world. Lifelong learning builds leadership and creativity.”

### ***Opportunities***

“All learners can explore and excel in a variety of opportunities.”

### ***Progressiveness***

“Progressiveness is the ability to embrace change and support all forms of cutting-edge technology.”

### ***Sense of Community***

“Sense of community encompasses the pride and values shared among our school, community, and businesses.”

### ***Success for All***

“By utilizing the available opportunities, learners can achieve their full potential.”

## ***DISTRICT MISSION***

The mission of the Griswold Community School District, in partnership with our families and communities, is to provide leadership for positive change to ensure the best learning opportunities for everyone in a safe and caring environment.

### **SCHOOL BOARD POLICY FOR AT-RISK STUDENTS      Revised: 05/19/2008**

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

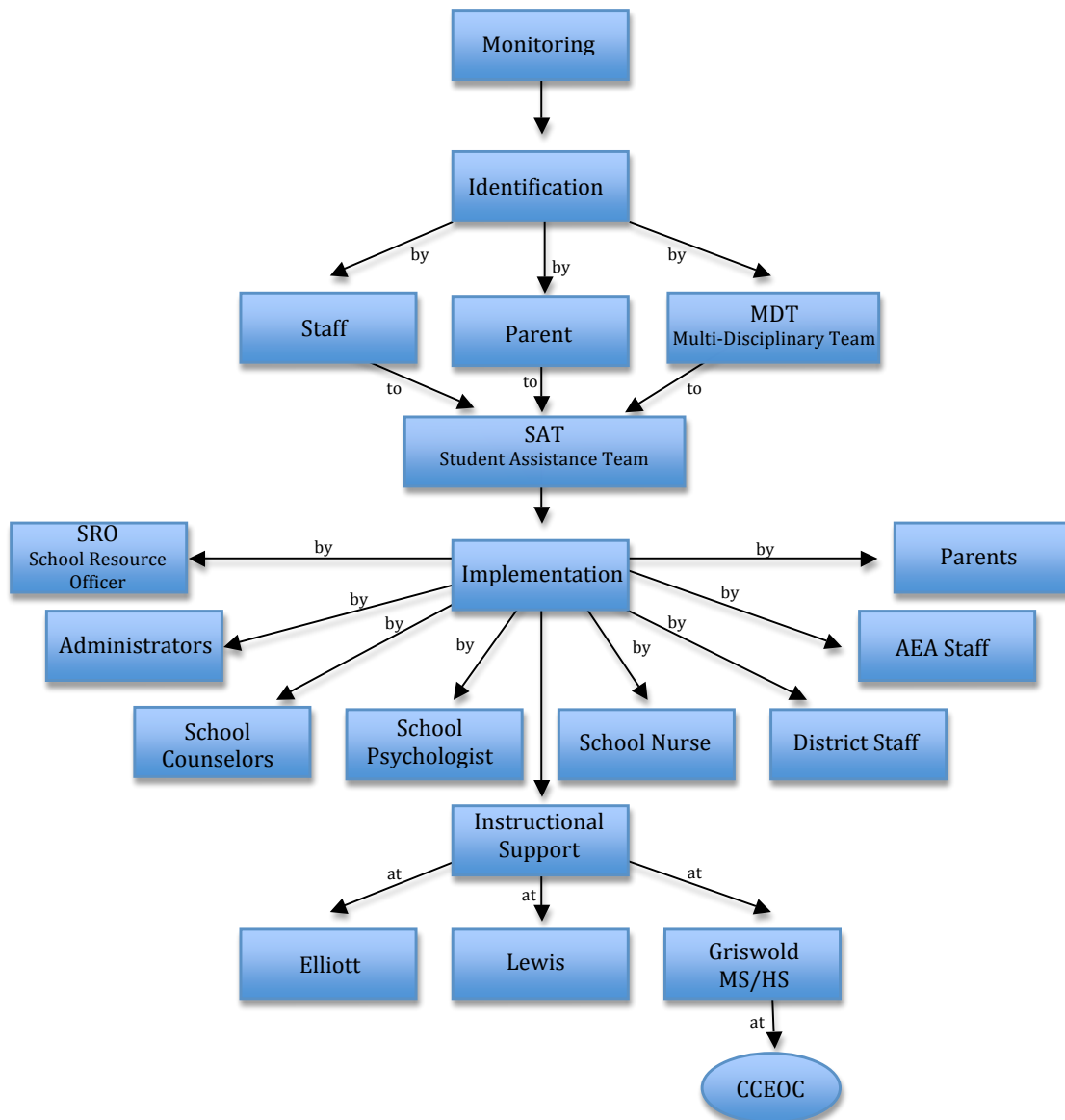
It is the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

### **IDENTIFICATION STRATEGIES FOR AT-RISK**

Students will be considered at-risk if, they are not meeting goals in core academic programs, are in danger of not completing high school and/or are not developing skills to become productive citizens.

After identifying a student potentially at-risk the Griswold Community School's staff will use the following indicators as a guide to provide support services for the student and his/her family.

<b>At-Risk Categories and Specific Criteria for Identification.</b>		
<b>Not Meeting Goals in the Educational Program</b>	<b>Not Completing High School</b>	<b>Not Becoming a Productive Citizen</b>
Inability to cope with a full class schedule	No extracurricular involvement	No reasonable career plans upon graduation or beyond
Low grades	Teen parent	Lack of social interaction
Below 40 <sup>th</sup> % on ITBS/ITED	Dropout	Inability to keep employment
Two or more years behind	Substance use or abuse	Unacceptable work ethic
Poor attendance	Pregnancy	Frequent tardies
Suspended or expelled 2 or more times	Health concerns (mental or physical)	Lack of motivation to seek employment
Dislike for school	Homeless	Perception of not belonging
Poor organizational skills	Frequently tardy	Inability to work as team member
Limited English proficiency	Negative peer influence	Low aptitude for competitive work
Traumatic event (abuse)	Bullying and harassment	Unfamiliarity with and inability to use community service agencies
Death of family member	Involved in the legal system	
Sudden negative change in classroom performance	Transient (frequent movement from school to school)	
Lack of motivation		
Incomplete assignments		
Disinterest		



Following the identification process, the student identified is brought to the appropriate Student Assistance Team (SAT) at Elliott, Lewis, Griswold MS or HS. It is at this level that the appropriate course of action in collaboration with the stakeholders is decided, a plan is written, and the implementation process begins.

If a student is being considered for an Individualized Educational Plan (IEP), the PSA Process as identified in the District's Special Education Plan would be followed.

## ***PROBLEM SOLVING ASSESSMENT PROCESS***

The problem solving assessment process at all levels in the Griswold Community Schools is the same. In order to access any at-risk services, a referral to the Student Assistance Team must be made. The referral explains what concerns there may be with a student who has been identified as at risk. After a referral is made, the parents, teachers, and appropriate service providers needed will come together and brainstorm ideas for interventions. Once an initial individual plan is in place, a second or third meeting may be held to discuss progress and/or to determine a progression into other needed services. See Appendix A (SAT referral process and SAT referral forms)

Parents are encouraged to attend the SAT meeting via a formal letter or documented phone call.

### **PROBLEM SOLVING ASSESSMENT STEPS**

Step 1-Principal, teacher, and/or team have a concern regarding academic, social needs, behavior, attendance, or other areas of concern. Teacher and/or team complete “Behavior of Concern” team form (Appendix A), including specific data/baseline information. Parent(s) or guardian(s) are notified by the teacher initiating the referral and invited to attend the “Student Assistance Team” to discuss student’s present needs, possible reasons, and plan of action.

Step 2-Team meets with building representative, guidance counselor, parent, and any other staff who have vested interest.

Step 3-During team meeting, the team focuses on a primary ‘behavior of concern’ and some possible reasons. The team brainstorms interventions using other resources if necessary. The teacher and/or team identify which intervention(s) will be implemented and who is responsible for carrying out intervention. Current levels of performance (data) and levels for success are identified. All the information is recorded on an intervention plan. A plan will be typed up by a designated team recorder. A service coordinator for the student may be assigned. Date for review is identified, including data needed for review.

Possible PRIMARY interventions (within the classroom)-

- Classroom accommodations or modifications in general education class.
- Classroom management or individual behavior interventions in general education class, such as behavior contracts.

Possible SECONDARY interventions (outside the classroom)

- Referral to guidance counselor.
- Referral for individual or small group social skills training.
- Referral to Behavior Resource program for informal services.

Step 4-Student Assistance Team reconvenes on identified review date. Data on current status is reviewed. Options or next steps:

- Interventions have been successful. No further action is needed.
- Continue interventions. Continue to collect data. Set next review date.
- Identify new/additional interventions. Continue to collect data.
- Set next review date.
- *I-Plan* may be used if above steps have not been successful.

Step 5-Interventions have not been successful, then a . . .

- Referral may be made for assessment for possible special education services. “Intent and Consent to Conduct an Evaluation” is completed, parental permission is secured, and services/interventions are identified until assessment is completed.
- Application may be made to the Cass County Educational Opportunity Center (CCEOC ).  
(Appendix B)

Students may obtain an application to the CCEOC after a referral is made by a counselor, a principal, teachers, or a parent. They can obtain information about the CCEOC and an application from either the principal’s or counselor’s office, or directly from the CCEOC. The applications to the CCEOC are reviewed by the Screening Committee comprised of the principal, the vice-principal, two counselors, and the CCEOC instructor. The Screening Committee meets every 18 days and discusses the progress of each student, special concerns for the program, and reviews new student applications, making decisions based on the best educational placement for each applicant. If the decision is made that a student can enter the CCEOC, the counselor informs the student. The student must properly check out of regular high school and attend an orientation conference at the CCEOC with their parent and the CCEOC instructor. Once he/she has completed their orientation, the student is enrolled into the CCEOC and may begin the coursework.

The Griswold Community School District's philosophy is that there are no throw-away students. Griswold tries to catch the students before they become dropouts by encouraging them to transfer to the CCEOC. We have a unique policy in granting partial credit for those courses that students have passing grades in when they enter the CCEOC.

Alternative Program available at the elementary and the high school level is the CCMH Therapeutic Day Treatment program and the Link Center. The CCMH Therapeutic Day Treatment program is a hospital based behavioral disorder classroom for Level III students in grades K-8, but no older than 17 years of age. (Appendix C) The Link Center is a hospital based behavioral disorder classroom for adolescents ranging from freshman through senior graduation. The age ranges from 15 years old to 21 years. The program accepts both boys and girls. The program provides academic, behavior management, psychiatric services, as well as attending to the health needs of the student.

(Appendix D)

***INSRUCTIONAL SUPPORT SERVICES***

Options available through local school programming

Summer School	Grades 1-5
Computer-based tutorials	ALEKS (6-12), Success Maker (SPED), Edmark K-5
Correspondence courses	9-12
On-line courses through Iowa Learning online	9-12
Study Table	9-12
School Resource Officer (SRO)	Pre K-12
School Counselors	1 at MS/HS, ½ at K-6
Parents As Teachers Program	Cass County Memorial Hospital
Early Childhood Special Needs	Pre K
SPED classes with IEP Inclusion	K-12
ELL	Pre K-12
TAG	K-12
Home School Coordinator	K-12
Small class ratios of 1:20 or less	K-3
Achievement data for decision making	ITBS/ITED, ACT, PLAN, ASVAB, BRI, PAT and Stanford

Options available with coordination with Community-Based Services

Link Center	K-8 and 9-12 program
Cass, Inc.	
Clarinda Academy	a day program
Job Corp	
Iowa Western Community College	extended IEP program
Vocational Rehabilitation	
Cass County Independent Learning Center (CCEOC) (alternative school)	9-12
Mental Health Center	
YMCA	

Options available through School-Based Support Services

Speech-Language Pathologist	AEA 13
School Psychologist	AEA 13
School Nurses (RN)	Elliott Pre K-6, Lewis Pre K-6, Griswold MSHS
School Audiologist	AEA 13
School Occupational Therapist	AEA 13
Food service personnel	
School Physical Therapist	AEA 13
Special Education Consultant	AEA 13
School Principal	Lewis and Elliott Elementary schools and the MS/HS
Consultants (reading, math, TAG, ELL. etc.)	AEA 13

***APPROPRIATE COUNSELING SERVICES***

Griswold Schools has one full-time counselor (certified K-12), one part-time counselor (certified 6-12) and counselor (certification in progress) in the elementaries. Our school follows the Iowa School Counseling Framework.

***Academic Counseling***

At the elementary level:

- Classroom guidance curriculum for all students.
- Group counseling regarding topics such as study skills, test-taking strategies, organization, etc.
- SAT meetings with teachers, administration, and parents present.
- Parent-Teacher Conferences
- When necessary, referrals to outside agencies such as Child Health Specialties Clinic – U of Iowa.
- Individual Counseling

At the middle school level:

- #####▶ SAT meetings with teachers, administration and parents present
- #####▶ Group counseling regarding topics such as study skills, test-taking strategies, organization, etc.
- #####▶ Parent-Teacher Conferences.
- #####▶ When necessary, referrals to outside agencies such as Child Health Specialties Clinic – U of Iowa.
- #####▶ Individual Counseling.



At the high school level:

- The counselor meets with students, grades 9 – 11, to discuss their high school coursework as laid out on their Iowa Guideways Plan.
- Individual counseling or SAT meetings with parents for students not meeting academic standards. Discussion focus on goal setting and organization to alternative placement.
- Collaboration and counseling are precursors for students being placed at the Cass County Educational Opportunity Center.
- Counselor meets with seniors to review graduation requirements and set goals for future plans.

### ***Social/Emotional Counseling***

At the elementary level:

- Conflict Resolution.
- Character Education – Tiger Traits are reviewed daily with morning announcements.
- Classroom guidance lessons on
  - Violence Prevention
  - Bullying
  - Goal Setting

At the middle school level:

- Conflict Resolution – This may result in small group or individual counseling on anger management, empathy, etc.
- Character Education – Tiger Traits are reviewed weekly with homeroom lessons on Tuesdays.
- 6<sup>th</sup> Grade receives “Why Try” training.
- 8<sup>th</sup> grade Peer leaders work with 6<sup>th</sup> and 7<sup>th</sup> graders on transition into middle school, being a successful student, and having a positive attitude.
- Drug awareness – School Resource Officer.

At the high school level:

- Conflict Resolution – This may result in small group or individual counseling on anger management, empathy, etc.
- Character Education – Tiger Traits are reviewed weekly with homeroom lessons on Tuesdays.
- SAT meetings with student, parents, and staff to discuss concerns and develop strategies for improvement.
- Outside referral agencies may be contacted when necessary.
- Individual counseling regarding issues such as peer relationships, family relationships, goal setting, etc.

### ***Career Counseling***

At the elementary level:

- Classroom teachers address careers through various units of study.

At the middle school level:

- 7<sup>th</sup> Grade Exploratory – Careers fields are introduced and students are allowed to explore different career areas.
- 8<sup>th</sup> Grade Exploratory – Students use the Iowa Guideways to develop a plan for high school and beyond that is focused on a particular career pathway. This is reviewed by parents, and they sign off on the plan.
- Every three years a career fair is held. Community members share with 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders about their particular careers and what students need in order to be successful in that career.

At the high school level:

- 8<sup>th</sup> Grade plans are reviewed twice a year with all high school students.
- 10<sup>th</sup> grade students are given the opportunity to take the ACT-Plan. This has an excellent career section and will help guide students to appropriate course offerings.
- 10<sup>th</sup> graders do a career unit in English where they build resumes, prepare and go through the interview process
- 11<sup>th</sup> graders will be taking ASVAB. This will allow further refining of career choices.
- 11<sup>th</sup> and 12<sup>th</sup> graders are given the opportunity to listen to many college reps. This helps them make appropriate college and career choices.
- Student Career Connection Fairs, 10, 11, and 12

## ***COUNSELING PROGRAM DEVELOPMENT***

The Griswold Community Schools have participated in the Iowa Counselor's Academy professional development to develop a comprehensive guidance program that is in line with the Iowa School Counseling Framework. It is in the development stage and will be refined and enhanced as we proceed through the next 3 to 5 years.

At this point in time, the following is taking place:

At the elementary level –

Classrooms are visited on a regular basis to develop relationships between the counselor and the students. This will allow that trust is established when a concern arises and then can be addressed in a more timely manner. Classroom guidance lessons will be done once a month. Within the next two years, the goal is for that to be expanded to twice a month. Small group and individual counseling is done on an as needed basis. The basic curriculum used for elementary is Second Step for K to 2<sup>nd</sup> and Steps to Respect for 3<sup>rd</sup> through 5<sup>th</sup>.

At the middle school level –

Tiger Trait lessons instruct students on four attitudes: respect, responsibility, pride, and resolving conflicts. These are discussed weekly. Classroom guidance lessons are presented upon request. Sessions on self-esteem, drug awareness, and bullying are addressed.

At the high school level –

Tiger Trait lessons are also used during homeroom time each week. Classroom guidance is provided upon request to address such issues as course registration, testing, career/college planning.

### ***STRATEGIES FOR ENGAGING PARENTS***

School Wide:

- Parent Teacher Conference
- Parent Teacher Communications: phone calls, home visits, e-mail, notes home, personal conversations, newsletter, websites
- Classroom events (plays, concerts, etc.)
- School visits by parents
- Volunteers
- School tours
- Student handbook
- Ell translation when needed
- Partnership with community agencies
- IEP staffing
- Open house
- Registration
- JMC online access
- Showcase Night (every three years)
- SAT meetings

Pre School

- Family Nights
- Home Visits – Parents of all 4 years old

Elementary

- Grandparents Day
- Recognition breakfasts
- Home reading calendars
- Step up day for transition

Middle School

- Parent sign off (six year career plan)
- Freshman Orientation
- 8<sup>th</sup> Grade completion program
- High School
- Career conference (10<sup>th</sup> grade)
- After prom activities
- College planning night
- Financial aid night
- Sports Boosters

Students with involved parents are more likely to:

- Earn higher grade and test scores.
- Be promoted, pass their courses, and earn credits.
- Attend school regularly.
- Have better social skills and improved behavior.
- Graduate and go on to postsecondary education

Below are some suggestions to help parents become more involved through quality communication with the home, between the school and home, and through quality learning in the home.

Meaningful Two-Way Communication:

Actions of Parent/Guardians/Family	Actions of Teachers and Principals
Stay in touch with teachers and share expectations	Create a welcoming environment for families
Plan student's academic program with student and guidance counselor as well as with teachers	Stay in touch with parents/guardians and share expectations
Meet regularly with teachers to talk about the progress of student	Partner with families to plan the academic program of their student
Contact student's teachers with questions, concerns, or information (e.g., crisis, health issues, attendance, work schedule, bullying, homework)	Lead with the positive and use language that promotes cooperation
Tour student's school, especially at transition levels	Provide tours of the classrooms and school as well as opportunities to visit staff, especially at transition levels

Learning at Home:

Actions of Parents/Guardians/Family	Actions of Teachers and Principals
Provide a quiet study area with appropriate lighting, materials, etc.	Ask parents what they need to help their children learn at home
Make sure student reads and does his/her homework	Share homework expectations with students and families
Volunteer and attend parent-teacher conferences and other school events	Share effective practices with parents about their involvement
Stress the value of education	Develop partnerships with other community agencies

## ***SCHOOL PERSONNEL INVOLVEMENT***

The goal of all staff is to assist students in achieving success at the highest possible levels. We recognize the uniqueness of each individual student and his or her lifestyle. We strive for understanding and flexibility in meeting the need of each child.

At the elementary level:

The personnel at Elliott and Lewis elementary help to support the students in any way possible. Teacher collaboration is ongoing along with team meetings. At-risk personnel are given opportunities to be actively involved; for example: Student Assistance Team meetings, collaboration with support services, guidance time with students, co-teaching, guidance teacher, and mini-professional development. The Student Assistance Team meets regularly to address concerns in regard to specific students (the parents of these students are invited to attend). Co-teaching is a regular part of the literacy and language arts curriculum delivery. The school counselor and AEA building representative are available to work with individual students, small groups, and in classrooms. Tiger Traits (Character Education) are constantly reinforced throughout the building by all staff members.

At the middle school /high school level:

Middle school teachers meet each Monday to discuss student needs. Teachers refer students using the SAT process when interventions have not worked in the classroom. "Why Try" is taught at the 6<sup>th</sup> grade level to assist with transition and building of self esteem. An intensive study hall is available for students having academic difficulty. The school counselor is available to work with individual students, small groups, and in classrooms. The AEA consultant is available on a regular basis to meet with students and to team with Griswold staff members. Teachers post grades online at least bi-weekly so parents can have the opportunity to monitor student progress. There is a full-time certified At Risk teacher who serves as a tutor to all students. She has ongoing contact with the classroom teachers and works with the at-risk staff (counselor, principal, nurse, AEA personnel, and the school's resource officer). The guidance secretary calls parents daily of students who are absent and the parent has not notified the school

## ***INSERVICE FOR ALL SCHOOL PERSONNEL***

Identification and referral system in place of at-risk students	This is in place at each level and reviewed annually at the beginning of the year to all staff or individually in teams or at building level.
Differentiated Instruction Training	Emphasis during 08-09 Prof. Development by curriculum committees for 6-12
CPR and AED Training	All Employees Certified
Bullying and Harassment Instruction	All Staff
Teacher Collaboration	Special Education and Classroom Teachers
Child and Dependent Abuse Training	All Certified Employees
Blood Born Pathogens	All Employees
Training in tutoring, remedial/extension programs/software, and on-line assessments	JMC, NWEA, Success Maker, Assessment Center

### ***COMPLIANCE WITH FEDERAL AND STATE NONDISCRIMINATION LEGISLATION***

The following list indicates some possible strategies to promote effective instruction and support to at-risk students with diverse backgrounds.

- Identify early during elementary school years when possible.
- High expectations and rigor for all students in heterogeneous groups.
- Work from students' assets and develop individualized plan and goals
- Establish a caring, personal relationship between students and staff as well as families.
- Use alternate assessments.
- Provide information about school and community based services.
- Provide mentoring and positive role modeling opportunities.

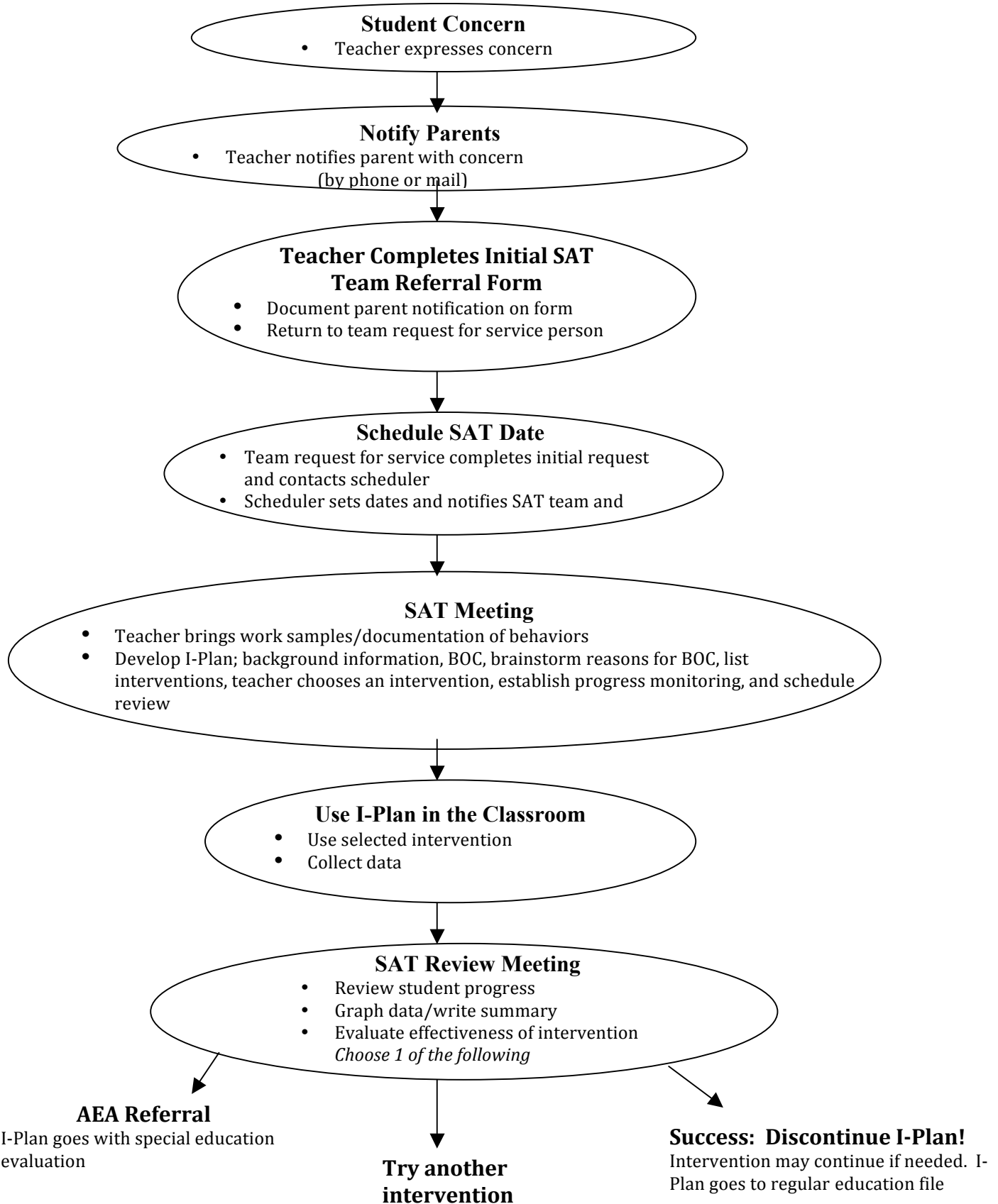
### ***PROVISIONALS FOR MONITORING BEHAVIORAL, SOCIAL, AND ACADEMIC IMPROVEMENTS***

Once students have been identified as being at risk, they may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for constant review of student performance. The review and analysis of data frequently ensures a student's needs are being met in a proactive manner. This constant review of data allows for the fluid entry and exit of students as needed.

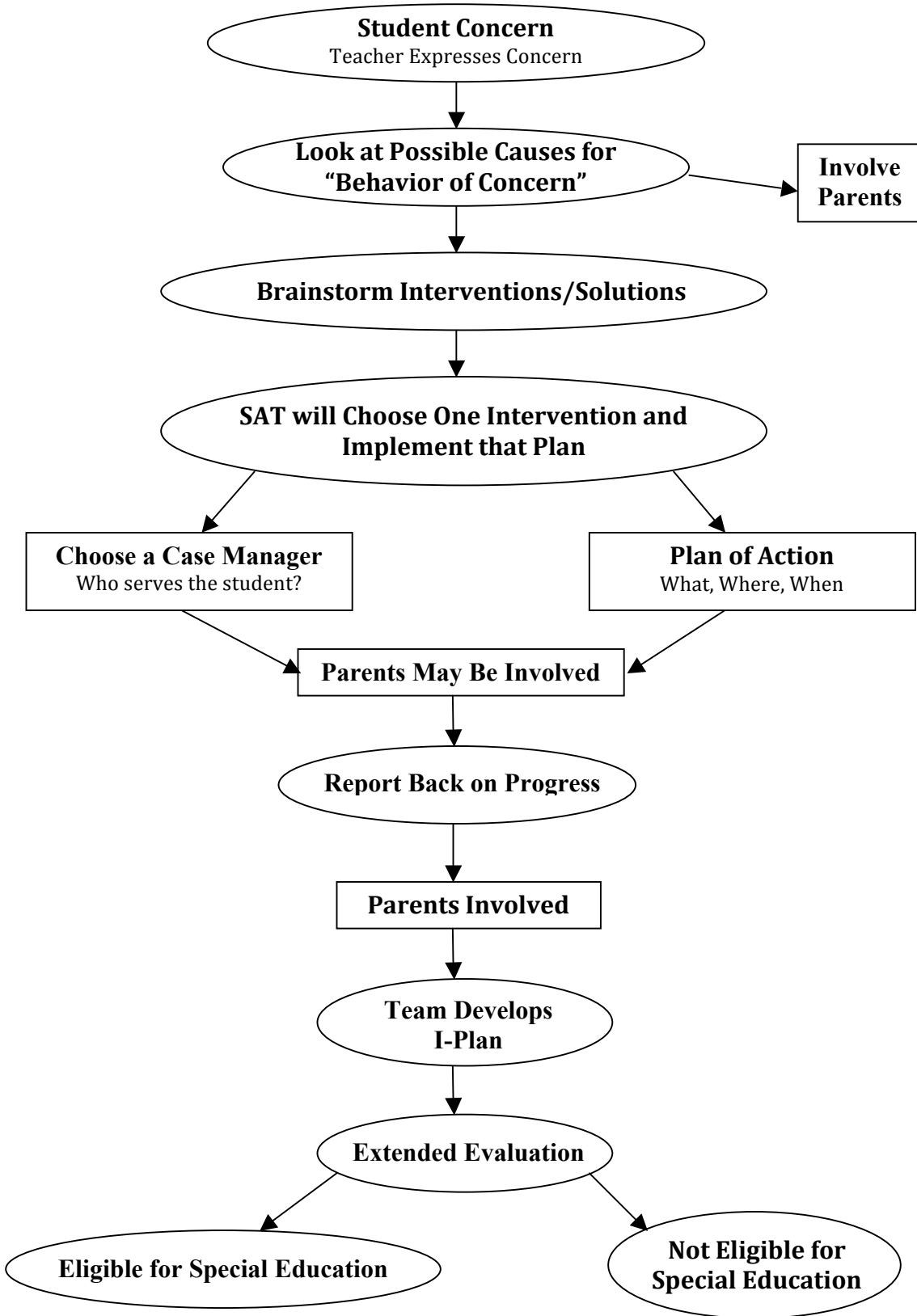
Examples of monitoring tools:

- Behavior checklist and classroom behavior plans.
- \*I-plans.
- \*Office referral.
- \*Monitoring of reading and math data
- Individualized education/career plans.
- Report cards.
- Letters or notes sent to parents or guardians.
- Recorded observation of performance.
- Attendance records.
- \*Assessments and/or communications with cooperating agencies.

### Elementary SAT Team Referral Procedures (Grades – PK-5)



**SAT Process at Griswold Middle School / High School**





**Griswold Community Middle/High School**

**SAT Referral**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Teacher Name: \_\_\_\_\_

**I. Primary Concern:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Student Strengths:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**III. I have tried the following interventions:**

(ex. Problem= failing assignments; Intervention = redo assignment or complete first several problems together to ensure understanding; Duration = 1 to 2 weeks)

*Intervention #1 and supporting data* \_\_\_\_\_  
\_\_\_\_\_

*Intervention #2 and supporting data* \_\_\_\_\_  
\_\_\_\_\_

**IV.** \_\_\_\_\_ I need help now. I am not sure what interventions apply to my primary concern. Please provide suggestions

**V. Comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix A

### SAT Referral Process

**Purpose:** To use a team problem-solving approach to address individual student strengths and weaknesses and identify interventions to increase student success.

**Before a SAT referral is made, the teacher will:**

- Identify the specific area of most concern
- Have baseline data to support the concern. Must have 3 points of documentation (Ex: three weeks of homework, three behavior observations)
- Contact parents to inform them of the concerns and gain insight from parents
- Document any intervention already in place or used in the past, successful or not successful
- Complete the referral form

### SAT Process

- **Membership**
  - Referring Teacher
    - Completes the Referral Form
  - Service Coordinator
    - Contacts parents to set the time of meeting
    - Recorder of information
    - Will invite appropriate personnel to meeting
    - Shares information with the administration
  - Parents
    - Share insights to regarding area of concern
- **Before meeting time**
  - Review referral form with team
  - Go over information and ask for clarification, if needed
  - Teacher selects one area of concern. Describe behavior in observable, measurable and specific terms. Try to state in positive terms.
- **SAT Meeting**
  - **Step One – 5 minutes**
    - Begin completing the Student Intervention Plan (I-Plan)
      - Brainstorm reasons for behavior of concern. Curriculum? Teacher/Instructional? Environmental? Student skills/performance? This is done as a team with everyone making suggestions. Choose ONE possible cause.
  - **Step Two – 10 minutes**
    - Brainstorm interventions
    - As a team the pros/cons are discussed
  - **Step Three**
    - Teacher selects an intervention
  - **Step Four – 5 minutes**
    - Set up progress monitoring system
    - Establish next date for checking in on progress
    - All members sign off on plan

Appendix A

**Behavior of Concern Form**

At-Risk Categories and Specific Criteria for Identification.		
Not Meeting Goals in the Educational Program	Not Completing High School	Not Becoming a Productive Citizen
•Inability to cope with a full class schedule	•No extracurricular involvement	•No reasonable career plans upon graduation or beyond
•low grades	•Teen parent	•Lack of social interaction
•not proficient on ITBS/ITED	•Dropout	•Inability to keep employment
•two or more years behind	•Substance use or abuse	•Unacceptable work ethic
•Poor attendance	•Pregnancy	•Frequent tardies
•Suspended or expelled 2 or more times	•Health concerns (mental or physical)	•Low motivation to seek employment
•Dislike for school	•Homeless	•Perception of not belonging
•Poor organizational skills	•Frequently tardy	•Inability to work as team member
•Limited English proficiency	•Negative peer influence	•Low aptitude for competitive work
•Traumatic event (abuse)	•Bullying and harassment	•Unfamiliarity with and inability to use community service agencies
•Death of family member	•Involved in the legal system	
•Sudden negative change in classroom performance	•Transient (frequent movement from school to school)	
•Lack of motivation		
•incomplete assignments		
•disinterest		

Student Name:

Summarize Behavior of Concern

Current Level of Performance (Grades)

Math:

Science:

Social Studies/History:

Reading:

English:

Related Arts:

Educational History/Background

ITBS

NWEA

Attendance

Behavior Referrals

Appendix A

**Intervention Plan**

Name \_\_\_\_\_DOB \_\_\_\_\_Grade \_\_\_\_\_

District Atlantic Bldg. \_\_\_\_\_

Reporter's Signature \_\_\_\_\_ Date \_\_\_\_\_

In attendance at meeting:

Strengths:

- \* \*
- \* \*

Behavior of Concern:

- \* \*
- \* \*
- \* \*

Possible Reasons for BOC:

- \*
- \*
- \*

Possible Interventions:

Action Step (Measurable)

- \*
- \*
- \*
- \*

Person Responsible

Follow-up

Next meeting

Appendix B

**CCEOC Admission Procedures**

Name \_\_\_\_\_

High School \_\_\_\_\_

Counselor \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

Students who feel the CCEOC would be a positive alternative in furthering their education must complete the following steps prior to admission:

- \_\_\_\_\_ 1. Obtain information and an application from either the principal's office, counselor's office or directly from the CCEOC.
- \_\_\_\_\_ 2. Complete the necessary application forms.
- \_\_\_\_\_ 3. The screening committee will review the completed application forms.
- \_\_\_\_\_ 4. With placement approval by the screening committee, the student's name will go on the waiting list.
- \_\_\_\_\_ 5. When a CCEOC position becomes available, the student must properly checkout of the resident high school. He/She must return all textbooks and have fines taken care of before he/she may begin taking courses at the CCEOC.
- \_\_\_\_\_ 6. The prospective student and a parent (if at all possible), must have an intake conference with the CCEOC Case Manager. This conference is held to determine any special needs the student may have and to review the student handbook and student expectations.
- \_\_\_\_\_ 7. Before coming to the CCEOC intake conference, the student should secure a CCEOC Credit Report from their resident high school counselor.

Appendix B

**Cass County Educational Opportunity Center**

**Student Information Sheet**

**Part A**

Name \_\_\_\_\_

Birth Date \_\_\_\_\_ Age \_\_\_\_\_

1. Schools attended : Elementary \_\_\_\_\_

Middle School \_\_\_\_\_

High School \_\_\_\_\_

Date Last Attended \_\_\_\_\_

Present Grade Status \_\_\_\_\_ Starting Credits \_\_\_\_\_

Counselor Name \_\_\_\_\_

2. Reason(s) for leaving school \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Special circumstances (work, family concerns, health, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Adjustments needed for success at CCEOC (student/school/home) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. List your job/career and personal goals \_\_\_\_\_

\_\_\_\_\_

6. What steps are needed to accomplish these goals? \_\_\_\_\_

\_\_\_\_\_

7. List your interests, personal strengths, hobbies, etc. \_\_\_\_\_

\_\_\_\_\_

Appendix B

**Cass County Educational Opportunity Center**

**Student Information Sheet**

**Part B**

1. The student must complete a written statement and attach it to this application. The written statement should explain the student's reasons for wanting to enroll in the CCEOC programs. The statement should detail problems or circumstances which caused the student difficulties in school.
2. A written recommendation from a relative also must be returned with this application. This written statement should include details of the relationship with the prospective student and outline why the CCEOC program would be an appropriate educational placement.

**EDUCATIONAL OPPORTUNITY CENTER  
STUDENT INFORMATION SHEET**

**Part A**

Date \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Birth Date \_\_\_\_\_

1. Schools attended \_\_\_\_\_  
Elementary \_\_\_\_\_ Junior High \_\_\_\_\_

\_\_\_\_\_ High School \_\_\_\_\_ Date last attended \_\_\_\_\_

Present grade status \_\_\_\_\_ Starting Credits \_\_\_\_\_

GCSD Counselor Name \_\_\_\_\_

2. Reason(s) for leaving school \_\_\_\_\_

\_\_\_\_\_

3. Special circumstances (work, family concerns, health, etc.) \_\_\_\_\_

\_\_\_\_\_

4. Adjustments needed for success at EOC (student/school/home) \_\_\_\_\_

\_\_\_\_\_

5. List your job/career and personal goals \_\_\_\_\_

\_\_\_\_\_

6. What steps are needed to accomplish these goals? \_\_\_\_\_

\_\_\_\_\_

7. List your interests; personal strengths; hobbies, etc. \_\_\_\_\_

\_\_\_\_\_



EDUCATIONAL OPPORTUNITY CENTER  
STUDENT INFORMATION SHEET

Part B

1. The student must complete a written statement and attach it to this application. The written statement should explain the student's reasons for wanting to enroll in the EOC program. The statement should detail problems or circumstances which caused the student difficulties in school.
2. A written recommendation from a relative also must be turned in with this application. This written statement should include details of the relationship with the prospective student and outline why the EOC program would be an appropriate educational placement.

## Appendix C

Link Center (K-8)  
Atlantic, Iowa  
MENTAL HEALTH SERVICES  
CHILD/ADOLESCENT DAY TREATMENT PROGRAM

### **REFERRAL POLICY AND PROCEDURE**

#### ***ADMINISTRATION***

Policy: Referrals for this program may come from a variety of sources. Initially, the child must have a weighting Level III from the Area Educational Agency. The child must also meet the criteria established by this program.

#### ***PROCEDURE***

1. A referral form is completed by the Griswold or other Community School District personnel. An authorization for Release of Information for Cass County Memorial Hospital and for Griswold Community School District is part of the referral and must be signed by the parent/guardian.
2. The referral form is sent to the Clinical Director Behavioral Health Services at Cass County Memorial Hospital. Upon receipt of the referral, the school will request an educational history.
3. Supplemental information may be requested at this time as it relates to treatment issues (psychiatric assessments, testing, IEP information, etc.)
4. Admission to the program will be based on Acuity. Where possible, Griswold School District will be given priority over other school district.
5. The referral information is reviewed by the Psychiatrist, Director of Patient and Family Services, Clinical Director of Behavioral Services, Utilization Review and Teacher Specialist/School Representative to identify applicable criteria for admission.
6. If the child does not meet criteria for this program, the Clinical Director of Mental Health Services or the Director of Patient Family Services will contact the referral source via telephone and a follow-up letter. If the child does meet criteria for this program, the information will be presented to the rest of the Interdisciplinary Team developing a plan.
7. When admission is warranted, the Clinical Director of Mental Health or the Director of Patient and Family Services will contact the referral source via telephone and a follow-up letter.
8. A representative of the Admission committee will contact the respective community school program about an admission decision within two weeks of having received all pertinent admission materials.
9. After the student has met criteria for admission, an intake interview will be set for the client, parent/guardian, school representative and other involved agencies.
10. Within a week following this interview, notification will be made regarding acceptance into the program.
11. Prior to the date of admission, an IEP and preliminary Interdisciplinary Treatment Plan will be written.
12. Only one admission per every two week period will be allowed into the program to minimize the possibility of excessive stimulation to other students.
13. There will be no admissions within the last 30 days of the program as this will be of minimal to no benefit to the student.
14. Admission Committee:

- Psychiatrist
- Director of Patient and Family Services
- Clinical Director of Behavioral Health Services
- UR
- Teacher Specialist
- School Representative/Social Worker/Psychologist

Link Center (K-8)  
Atlantic, Iowa  
MENTAL HEALTH SERVICES  
CHILD/ADOLESCENT DAY TREATMENT PROGRAM

**STUDENT ADMISSIONS CRITERIA**

***CLINICAL:***

- A. The student must be a Level III student in grades K-8 and be no older than 17 years of age.
- B. The student must not be acutely suicidal/homicidal or in need of emergency inpatient psychiatric attention requiring 24-hour supervision.
- C. The student must demonstrate at least one of the following circumstances to be considered for admission:
  - I. Be at imminent risk for psychiatric hospitalization
  - II. Be in need of transitional services after hospitalization or to minimize inpatient length of stay
  - III. Require more intensive outpatient services.

The student must be diagnosed with a major and medically treatable Axis I psychiatric condition within the DSM IV (Diagnostic and Statistical Manual, Fourth Edition). This condition must be of such magnitude and duration so as to precipitate severe impairments in functioning in academic and/or social areas while not hampering the students overall ability to thoroughly benefit from the program. For example, the child should not require extensive isolation, seclusion or restraints procedures. The child should not pose a serious elopement risk. Children with psychotic disorders and severe affective illness are particularly appropriate for our program (when the full criteria for admission are met).

- D. Children with a diagnosis of “conduct disorder” will be admitted to the program provided that a preadmission psychological/psychiatric evaluation determines the existence of clearly targetable behavioral symptoms and:
  - I. Psychopharmacological interventions are likely to produce enduring positive changes in the child’s behavior
  - II. Out of home placement is not deemed essential (highly disruptive or dangerous home environments
  - III. Parental cooperation with the programs objectives and goals can be fully expected and consented to prior to enrollment (applies to all families regardless of child’s diagnosis).

Appendix D

**Link Center (K-8)  
Atlantic, Iowa  
BEHAVIORAL HEALTH UNIT  
Fax: (712) 243-7512**

**CHILD/ADOLESCENT DAY TREATMENT PROGRAM**

1. REFERRAL SOURCE:

Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Zip Code \_\_\_\_\_

STUDENT INFORMATION:

Name \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_

Grade Level \_\_\_\_\_ Social Security Number \_\_\_\_\_

Level III by AEA    Yes    No

Parent(s)/Legal Guardian(s) \_\_\_\_\_

Address \_\_\_\_\_ Zip Code \_\_\_\_\_ Phone \_\_\_\_\_

Primary Physician \_\_\_\_\_

Psychiatrist \_\_\_\_\_ Therapist \_\_\_\_\_

Medical Insurance    Yes    No    Medicaid Number \_\_\_\_\_

Name of Insurance Company \_\_\_\_\_

Policy Number \_\_\_\_\_

Diagnosis \_\_\_\_\_

Current Medications \_\_\_\_\_

REASON FOR REFERRAL: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EDUCATIONAL HISTORY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PSYCHIATRIC BEHAVIORAL HISTORY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER AGENCIES INVOLVED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MUST INCLUDE ALL PROBLEM BEHAVIORS ON SEPARATE SHEET**

## Appendix D

### Link Center (9-12)/ Griswold Community Schools

#### **Our Mission Statement:**

Our mission is to enhance each student's positive, unique qualities, and to teach essential life skills necessary to be successful in reaching their full potential. Our program strives to create a strong sense of self as a foundation for productive living in the community.

#### **Our Goal:**

Our goal is reintegration back into the student's home school system when the student is deemed stable.

#### **What:**

The Link Center is a hospital based behavioral disorder classroom for adolescents ranging from freshman through senior graduation. The age ranges from 15 years old to 21 years. We accept both boys and girls. We provide academic, behavior management, psychiatric services as well as attending to the health needs of the student.

#### **When:**

Our classroom follows the Atlantic Community School calendar. However, referrals may be made anytime prior to or during the school year. Our classroom hours are 8:15a.m. - 2:45p.m.

#### **Criteria:**

We will carefully consider all referrals, but there is criteria that must be met to qualify.

1. The student will be at a Level 3(IEP) while at the Link Center.
2. An Axis I mental health diagnosis needed as his/her primary diagnosis.
3. Dr. Delgado, psychiatrist at Cass County Health System, will be primary mental health care provider.
4. If not currently under psychiatric care, an appointment must be made for an assessment at Southwest Iowa Mental Health Center in Atlantic, Ia. (No dr. referral necessary.)
5. If the student has received psychiatric care within the past calendar year, a determination will be made regarding the need for a new assessment if not enough information is present.
6. All parties must be in agreement to the appropriateness of admission to this program.
7. The student must be able to benefit cognitively from this program.
8. We require that parents/guardians participate in the planning and implementation of their child's program.
9. No legal charges pending.
10. Severity of aggression may prohibit entry into this program.

#### **How to Make a Referral:**

1. Enclosed is a referral form that you must fill out completely. (Please make copies for future use.)
2. Please describe in detail all behaviors exhibited by the student on a separate sheet as well as steps your school has taken to try to correct the behaviors.
3. Fax the completed referral form and behaviors to our center at number listed below.

4. This information is reviewed by our team members that include our psychiatrist, Behavioral Health Supervisor, Social Worker, teaching staff, psychiatric assistant and the school nurse.
5. The admission process may take up to 2 weeks to determine eligibility.
6. The Link Center will contact you when a determination is made.

**Contacts and Phone Numbers:**

Brenda Kite, RN BSN Behavioral Health Supervisor; Cass County Health System  
712-243-3250

Susie Peterman RN Link Center School Nurse 712-243-7842

Brenda Defenbaugh, Teacher, 712-243-7843

Fax Number: 712-243-7512  
Attention: Susie Peterman RN

Please call with any further questions or concerns.