

## **Augusta School Department (ASD)**

### **Students at Risk**

#### **How do we (ASD) identify “students at risk of school failure?”**

##### Elementary Schools

- The district’s ABC’S Rubric, a universal screener, is completed by the classroom teacher twice a year (end of October & end of April)
- Formative assessments are completed throughout the school year ( F&P, Writing Prompt, and Math Pre & Post assessments)
- Classroom teachers identify students displaying academic, social or emotional difficulties
- Designated personnel identify students exhibiting excessive absences or “tardy to school”
- Parents raise concerns about their child’s progress at parent teacher conferences or by making contact with a staff member

##### Middle & High School

- The district’s ABC’S Rubric, a universal screener, is completed by the classroom teacher twice a year (end of October & end of April)
- At the Middle School level, formative assessments are completed throughout the school year (F&P, Writing Prompt, and Pre- &Post Math Assessments)
- Classroom teachers identify students displaying academic, social or emotional difficulties
- Designated personnel identify students exhibiting excessive absences or “tardy to school”
- Parents raise concerns about their child’s progress at parent teacher conferences or by making contact with a staff member
- Teachers generate a list of students who have failed a course for a quarter and submit to building administrator
- Reintegration Specialist (RiSp) receives copies of all student suspensions

## **What actions do we take or programs do we offer to serve identified students “at risk?”**

### Elementary Schools

- Students are referred to the Response to Intervention (RtI) teams
- Staffing with parent and professionals may be scheduled
- Students may be referred to Title I for reading and math assessment
- Students may be referred to Project Pride
- School counselor may become involved
- In School Homework Club may be offered
- Referral to contracted social worker may be initiated
- Referral to a “buddy” program to access mentoring from older students may occur
- Staff or parent may initiate a referral to the ADA 504 Team
- Staff or parent may initiate a referral to the Special Education Team
- Referral to Cents for Kids program
- Referral to Homeless Liaison
- Referral to Weekend Food Bag Program
- Truancy process is initiated
- Retention
- School Resource Officer

### Middle & High School

- Students are referred to the Response to Intervention (RtI) teams
- Additional help provided via RAM Time
- Afterschool help for students is available
- Staffing with parent and professionals may be scheduled
- School counselor may become involved
- Referral to school social worker may be initiated
- Referral to contracted counselors may be made
- Referral to contracted Targeted Case Management
- Referral to Substance Abuse Counselor
- Staff or parent may initiate a referral to the ADA 504 Team
- Staff or parent may initiate a referral to the Special Education Team
- RiSp becomes involved with student
- Truancy process is initiated
- Interventions are recorded in Web2School
- Adjustment of student schedule
- Freshmen Academy programming is available
- Adult Education courses may be accessed
- Teacher/Coach mentoring
- Alternative to Suspension
- Community Outreach
- Parent Internet Viewer

- School Resource Officer
- Retention at the middle school level
- Referral to Job's for Maine's graduates may be initiated
- Referral to Cents for Kids program
- Referral to Homeless Liaison
- Referral to Weekend Food Bag Program

### Pre k – 6 Intervention Model

This intervention model targets four areas to assist in providing supports to the ASD's at-risk students; 1) Work Completion, 2) Literacy and Math, 3) Truancy, and 4) Behavior.

#### Target Area 1: Work Completion

- a) Teachers are to contact parents to address the issue of work completion after student is missing two or more assignments
- b) Student is assigned to the in-school homework club
- c) Intervention plan is developed by the Rtl team
- d) Project Pride programming supports student
- e) Intrinsic and extrinsic rewards are implemented such as allowing the student library time, eating lunch with a friend or staff member, playing a game with chosen mentor or receiving award certificates

#### Target Area 2: Literacy and Math

- a) For students reading below grade level after the Fall F & P assessment, additional interventions are provided by the classroom teacher
- b) Transitional profile sheet is completed at the end of every school year for next grade level
- c) Literacy and Math coaches are consulted
- d) Differentiated Instruction
- e) Qualifying students receive Title I programming for literacy and math
- f) Qualifying students receive Special Education programming for literacy and math
- g) On-line programs (Moby Math, IXL) are made accessible to students for practice
- h) Professional opportunities for staff

#### Target Area 3: Truancy

- a) Designated staff member monitors student attendance
- b) Initial truancy letter is sent to parent with scheduled meeting time
- c) Intervention plan is developed
- d) DHHS referral for the 7 yr old to grade 6 group
- e) Second truancy letter is sent to parent with opportunity to meet
- f) Referral to Augusta Police Department to institute a civil action

#### Target Area 4: Behavior

- a) Individual classroom expectations developed with students
- b) School wide behavioral expectations shared with all students and parents
- c) Monthly student assemblies profiling positive student behavior
- d) Implementation of Positive Behavior Intervention System (PBIS) school wide
- e) Consultation with parent
- f) Mentoring with school counselor
- g) Support from Project Pride staff
- h) Development of individual intervention plan through Rtl team
- i) Referral to special education and programming for qualifying students
- j) Professional development opportunities for staff

## **Grades 7-12 Intervention Model**

This intervention model targets three areas to assist in providing supports to the ASD's at-risk students; 1) Academics, 2) Truancy, and 3) Behavior.

### **Target Area 1: Academics**

- a) For 7<sup>th</sup> & 8<sup>th</sup> grade students reading below grade level after the Fall F & P assessment, additional interventions are provided by the classroom teacher
- b) Department Heads are consulted
- c) Differentiated Instruction
- d) Additional instructional support provided during Rtl/RAM time block, before and after school
- e) Qualifying students receive Special Education programming for literacy, math, and organizational skills
- f) On-line programs (Moby Math, IXL) are made accessible to students for practice
- g) Qualifying students receive accommodations through ADA 504 Plans
- h) Freshmen Seminar class
- i) Jobs for Maine's Graduate Program
- j) Staffings on students with educational team
- k) Professional development opportunities for staff

### **Target Area 2: Truancy**

- a) Designated staff member monitors student attendance
- b) Initial truancy letter is sent to parent with scheduled meeting time
- c) Intervention plan is developed
- d) Second truancy letter is sent to parent with opportunity to meet
- e) Referral to Augusta Police Department to institute a civil action

### **Target Area 3: Behavior**

- a) Individual classroom expectations developed with students
- b) School wide behavioral expectations shared with all students and parents
- c) Implementation of Restorative Justice System (PBIS) at the middle school level
- d) Consultation with parent
- e) Referral to in school or out of school social worker
- f) Mentoring with school counselor
- g) Support from RiSp staff
- h) Development of individual intervention plan through Rtl team
- i) Referral to special education and programming for qualifying students
- j) Referral to Alternative to Suspension Program
- k) Discussion with Administration regarding behaviors
- l) Professional Development opportunities for staff

## ABC's Rubric

(Name of School) \_\_\_\_\_

Student: \_\_\_\_\_

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

	4	3	2	1
ATTENDANCE- Absences & Tardies	15 +	10-15	6-9	<5
BEHAVIOR- # of days suspended or # of discipline incidents	>5	3-4	1-2	0
CONNECTIONS- With school/community activities, peers, staff, family	Disengaged from school/community, isolated from peers, chronic negative relations w/staff, no family support	Minimal extracurricular, negative peer relations and w/staff, conflicts w/ family	1-2 extracurricular, positive peer ,staff and family relations	Multiple extracurricular, leader among peers, respected by staff, positive family relations
SKILLS- as measured by class and/or test performances	Significantly below standards in all content areas	Below standards in content areas	Meets standards in content areas	Exceeds Standards

TOTAL POINTS: \_\_\_\_\_

0-5 Green 6-11 Yellow 12-16 Red