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Selected Special Education Flexible Funding Projects Reference Document Contains Selected Project Descriptions 1997-2001

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Selected Special Education Flexible Funding Projects Reference Document

Contains Selected Project Descriptions 1997-2001

January, 2001

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INTRODUCTION

This Reference Document is intended to provide information about a variety of flexible funding projects that address issues related to discipline and counseling in Nebraska's schools. The Document is a product of the "Practices Improvement Project in Behavior/Discipline and Counseling," sponsored by the Nebraska Department of Education, and housed at the University of Nebraska-Lincoln, and Drake University, Des Moines. This Reference Document is intended to be used to permit sharing, cooperation, and coordination of school efforts.

The flexible funding option for Nebraska's school systems allows the use of a percentage of that district's special education funds for the education of students not verified as having a disability as defined within 92 Nebraska Administrative Code 51 (Rule 51). The concept originated out of legislation passed in the 1997 Unicameral session. Under the law (Neb. Rev. Stat. 79-1142) school districts and approved cooperatives are allowed to channel a percent of their total allowable reimbursable special education costs to "preventative" support services for "students not identified or verified as having a disability... but who demonstrate a need for specially designed assistance in order to benefit from the school's general education curriculum."

Selection of Projects for this Document

In order to use special education funds through this program, each district submits an application via the Department of Education's website and requesting approval from the Nebraska Department of Education. Approved projects address a wide array of preventative services; this Reference Document however, only includes projects addressing issues related to student behavior, discipline and "counseling." The enclosed flexible funding descriptions were selected based upon their applicability to one of the following topic areas:

- General practices in addressing students with discipline problems;
- Interim and alternative settings for students experiencing problems with the general curriculum;
- Functional assessment of students who display problems with academic or behavioral compliance;
- Counseling for at-risk students.

All flexible funding applications from 1997 through 2001 were reviewed. The summaries in this Reference Document used the original text of the selected applications where possible,

^a Nebraska Department of Education, Special Populations Office, Flexible Funding Applications (2001). Retrieved December, 2000 from the World Wide Web at http://www.scrtec-ne.unl.edu/flexfunding. The complete text of the approved application forms are available at this site.

although some editing of material was necessary to fit the structure and length. Information on program costs and administration are omitted.

Dates of Selected Projects

Descriptions in this document only include selected applications for implementation during the 1998-1999, 1999-2000, and 2000-2001 School Years. As a result, some of the descriptions included may not reflect current activities. They are included to demonstrate the breadth of topics addressed through these projects. This Reference Document does also not include applications submitted in the fall of 2000 for implementation during the 2001-2002 school year.

Editing and Formatting

Since the descriptions in this document were downloaded from the NDE website, and condensed for this document, some descriptive material may have been deleted for this document. Readers are encouraged to consult the NDE website or communicate with the project contact listed to obtain complete information or answer questions.

Corrections or Omissions

The authors based their selections upon a review of the approved application forms only. We apologize for the omission of any project applicable to the above topic areas. Corrections or omissions can be addressed to the Nebraska Department of Education for inclusion in future versions of this Reference Document

Descriptions of Selected Special Education Flexible Funding Projects

January, 2001

I. Projects Addressing General Practices For Discipline Or Behavior

Gothenburg Public Schools: Boys Town Education Model

Year Implemented: 1998-2000

Contact Name: Alan Reigenborn

Mailing address: 1415 Avenue G, Gothenburg, NE 69138 Email address: areigenb@genie.esu10.k12.ne.us

FAX: 308-537-3965

Phone: 308-537-3651 ext. 24

Identification of targeted student subgroup(s):

The Gothenburg Public Schools will be targeting students with discipline problems that have been found to have poorly developed social skills. Deficient social skills have also been linked with poor academic performance, peer rejection and social isolation, all of which result in high rates of aggressive and disruptive behaviors. Best practices tout comprehensive school-wide prevention programs that address the major determinants of the behaviors mentioned above. The problem affects children of all ages. This proposal will address the problem district wide.

Number of students to be served: 860

How determination of subgroup(s) was reached:

McRel A+ perception surveys of the school's staff, students and community surveys revealed a perceived problem with alcohol use among students and a concern for the choices that our students have been making in regards to their behaviors (e.g., rule-breaking, peer-to-peer conflict, etc.).

Methodology

The entire school staff will learn how to set expectations for acceptable behavior. Staff will learn how to combine the teaching of social skills and the management of student behavior. They will learn how to respond calmly and positively to student misbehavior by teaching new skills and delivering effective consequences.

Staff development activities that would be funded under the proposal:

During the 1998-99 school year all the administrative staff will attend the Boys Town administrative intervention workshop. This workshop helps administrators to work effectively with disruptive students who have been referred to the office for disciplinary action. All teachers will attend the Boys Town well managed classroom workshop. This workshop is designed to help teachers in regular classroom and resource settings successfully work with difficult children.

Student outcomes for the targeted subgroup(s):

The Boys Town Education Model (BTEM) provides teachers, administrators, and support staff with a method of teaching students social skills and provides positive discipline when student behavior problems occur. Additionally, the BTEM is a systems approach, which is structured so that application is consistent across staff and throughout the school facility and school day. Research studies of the BTEM have found that student behaviors were significantly improved

after the implementation of the BTEM. Significant increases in time on task in the classroom and decreases in time off task were the strongest evidence of BTEM program effects. Also found were significant decreases in office referrals for verbal and physical aggression. These findings support the kinds of behaviors we would like to see improved in our students.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This program will provide additional support in helping Gothenburg Public School address discipline problems in a systematic manner. Prior to the 1998-99 school year Gothenburg Public School did not have a systematic approach like BTEM to train staff.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes:

The district's plan entails all staff training in the Boys Town Education Model (BTEM). The BTEM program provides a structured standardized way to teach social skills and correct student behavior problems at the time they occur. It is also a systems approach, which trains so that application is consistent across staff and throughout the school facility and school day. Results from research on the effectiveness of the BTEM show significant improvement in student behaviors, which ultimately leads to improvement in their decision-making which shows concern for themselves and others (i.e., school improvement goal).

Annual measurement of success to document changes in student learning/performance:

Prior to implementation of the BTEM, the district would collect various data in order to establish a baseline from which to measure progress.

K-6 baseline data would include:

- Student behavior observations; these will be obtained by replicating the methods used by Furst, Terracina, Hamilton, Swank, Criste, and Daly (1998).
- Office referrals; documentation of student referrals and the reasons for the referrals will be recorded in the MacSchool computer program.

7-12 baseline data would include:

- Office referrals; the number of referrals and reasons for referrals will be documented for the
 two years prior to the implementation of the BTEM in order to have a baseline from which to
 measure progress toward the goal. A decrease in office referrals would be one indicator of
 improvement in student behaviors/decision-making.
- Consumer satisfaction survey; pre-implementation and post-implementation survey results will be compared in order to measure progress toward the goal. In such a survey, the youth actually rate their satisfaction on items regarding the classroom environment. Improved satisfaction would be an indicator of improved environment, which would be a reflection of improved behavior/student decision-making.

Ponca Public Schools: Managing Resistance

Year implemented: 1999-2000

Contact Name: Phil Wineland

Mailing address: PO Box 568, Ponca, NE 68770 pwineland@mother.esu1.k12.ne.us

FAX: 402-755-2992 **Phone:** 402-755-2241

Identify the group of non-disabled students experiencing difficulty in general curriculum.

All of the students in grades K-12 will benefit from the training of teachers in dealing with resistant learners.

Number of students to be served: 425

How determination of subgroup(s) was reached:

Through discussion with teachers, counselors, parents, and administrators, it was determined that there are a significant number of students who are oppositional to either academics or appropriate behavior or both.

Strategies/interventions:

All of the teachers and teacher assistants will receive training by Dr. John Magg of UNL in managing resistant students. With this training, the teaching staff will have strategies to deal with this type of student.

Staff development activities that would be funded under the proposal:

All certified staff members and teacher assistants will receive training in managing resistant learners in order to increase effectiveness with students in the classroom.

Student outcomes for the targeted subgroup(s):

Through this training of staff, new strategies will be taught to the teachers, not only of managing those students who are oppositional, but also getting the teachers to view those students in different ways. Teachers will be invited to examine their own teaching techniques and ways of dealing with students to determine if they encourage students to be oppositional in class. By having teachers better understand interactions between themselves and students, they will be able to be more effective with students. Students, therefore, will spend less time in confrontations with teachers and be encouraged to be more productive in class.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

At the present time teachers use a variety of effective and sometimes ineffective methods of dealing with students who are resistant to learning and/or appropriate behavior. By having the teachers trained in effectively managing these students, positive results will take place in the classrooms.

Annual measurement of success to document changes in student learning/performance:

As teachers learn better ways of dealing with resistant learners, classroom disruptions will lessen increasing time in class for productive activities. Less administrative intervention will be needed and students' grades and test scores will increase. All of these factors are measurable.

South Sioux City Community Schools: APL In-Service

Year implemented: 1998-2000

Contact Name: Rozanne Warder

Mailing address: 820 East 29th Street

South Sioux City, Nebraska 68776

Email address: rwarder@cardinal.sioux.esu1.k12.ne.us

FAX: 402-494-3916 **Phone:** 402-494-2440

Identification of targeted student subgroup(s): Identify the group of non-disabled students experiencing difficulty in general curriculum.

All secondary students enrolled in the South Sioux City School District.

Number of students to be served: 1,373

How determination of subgroup(s) was reached:

Informal observations and evaluations of teachers indicated a specific need in classroom management. Several staff and administrators attended APL training and determined APL training to offer appropriate classroom interventions.

Methodology Strategies/interventions:

Secondary staff will utilize APL techniques in their classroom in order to increase time on-task, decrease office referrals and enhance student achievement.

Staff development activities that would be funded under the proposal:

All secondary teachers will complete the core APL course in five days.

Student outcomes for the targeted subgroup(s):

There will be a 25 percent reduction in office referrals, and a 10 percent reduction in suspensions and expulsions. Annual teacher evaluations will reflect utilization of APL techniques.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently limited staff has training in APL.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes:

Administration organized APL training and the school board approved five days of training. Site administrators will reflect utilization of APL in the annual teacher evaluation.

Annual measurement of success to document changes in student learning/performance:

There will be a 25 percent reduction in office referrals and a 10 percent reduction in suspensions and expulsions. One hundred percent of teachers evaluated will utilize APL techniques in their classroom

II. Projects Addressing Alternative Educational Settings

Alliance Public Schools: Alternative Education

Year implemented: 1998-1999

Contact Name: Kevin Wilkinson
Mailing address: 1604 Sweetwater,

Alliance, NE 69301

Email address: kwilkin@aps.k12.ne.us

FAX: 308 762 8249 **Phone:** 308 762 4331

Identification of targeted student subgroup(s):

A. Drop-outs; B. Demonstrated a need for consistency in instructional staff, curriculum, and/or scheduling; C. Individual instructional pacing needs do not fit the traditional means of instructional delivery; D. Educational success is, in part, dependent on non-academic support, e.g., intensive counseling, child care, etc.; E. Deficiencies in basic skills; F. Second chance to complete their education; G. Exhausted the educational opportunities in their regular school.

Number of students to be served: 20

How determination of subgroup(s) was reached:

Criteria for students to be placed in classroom: A. SAT Referral B. Students who have been academically retained C. Academically at risk because they are failing three or more classes or failing a class accompanied with behavior problems. D. Truancy E. Expressed desire to be part of the program and/or achieve graduation. F. Agrees to abide by conditions and rules established for the program. G. Completion of successful intake interview. H. Not reached the age of 21 years.

Strategies/interventions:

Individualized education and behavior programs will be developed for each student to include the following: academic, social/personal, vocational, and behavioral skills. The academic program offered will be basic with accredited programs in science, social studies, English, math and communication skills. The PASS (Portable Assisted Study Sequence) Curriculum, accompanied by supplemental materials from the students' parent school's resource pool will provide the foundational infrastructure for curriculum offered. Socialization skills, career training, and problem solving skills will also be emphasized. Conflict resolution to address appropriate behaviors and attitudes will be a primary focus. Support and expertise in these areas will be provided by counselors from the parent schools. Functional units of study including daily living skills, community involvement, and public awareness will be implemented and explored. Parental and family involvement for the program will be evident and ongoing and will be promoted by a Parent/Guardian and Student Contract.

Staff development activities that would be funded under the proposal:

Direct in-services provided by Alliance Public Schools, Nebraska Boy's Ranch and the Boys and Girls Group Home. Possible in-services would cover the following areas: Behavior Management, Direct Academic Skills Development, Vocational Exploration Development, Conflict Management, Crisis Intervention, Restraint, Love and Logic, The Boy's Town Discipline Model,

Learning Strategies (mapping, pneumonic, etc.), Mediation Techniques, Supportive Counseling Skills.

Student outcomes for the targeted subgroup(s):

Improved academic, social/personal, vocational, and behavioral skills as outlined in the Individualized Education Plan for each student designed to support, or supplement, the regular school setting. If at all possible, and appropriate, this program will provide transitioning for reentry (or graduation) into the regular classroom. Students will demonstrate an increased proficiency in basic skills and increase their standardized test scores. Students and their families will be provided access to human assistance programs and counseling services, if needed, and students will learn how to access these programs. Students will learn how to be accountable to their community and the school district through quality student achievement and to explore community involvement. Students will gain an awareness of the relevancy of education and employment and explore appropriate career/vocational choices. Specific goals and measurable objectives would be reviewed each semester.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Targeted subgroups are currently being served through a Mentor Teacher who endeavors to keep students successful in their current regular education program. No adjustments have been made to correct the root of the problem that is causing lack of success in the regular education classroom. Increasing numbers of students in this targeted subgroup continue to swell while the number serving this growing body remains at one. In addition, no adjustment has been made to this setting. Students are still in the mainstream of student life in the public school that may lead to continued difficulties that perpetuate social, behavioral and academic failure.

Annual measurement of success to document changes in student learning/performance: Specific goals and measurable objectives would be reviewed on a semi-annual basis in an endeavor to transition the student, if appropriate, back into the regular classroom. Changes and adjustments in the student's success will be measured by the completion of, or progress on, objectives.

Aurora Public Schools: 7th & 8th Grade Alternative Education Program

Year implemented 1999 -2001

Contact Name: Ken Thiele **Mailing address:** 300 L St.

Aurora, NE 68818

 Email address:
 kthiele@esu9.org

 FAX:
 402-694-3815

 Phone:
 402-694-6915

Identification of targeted student subgroup(s):

Seventh and eighth grade students who have failed at least two core classes during the first six weeks of the semester. Seventh and eighth grade students whose behavior or value standards are not acceptable or appropriate to the general classroom setting. Seventh and eighth grade students whose behavior is so strong a distraction or disruption that the educational progress of other students is negatively affected. Seventh and eighth grade students whose personal lives have caused a distraction that renders them presently unable to adapt to a regular classroom setting, e.g., pregnancy, incarceration, substance abuse, family obligations, health concerns.

Number of students to be served: 8

How determination of subgroup(s) was reached:

The school district personnel have attempted intervention strategies. Students must have completed the first six weeks of the semester in the Aurora Middle School 7th or 8th grade. Students new to the district must complete six weeks in the regular 7th or 8th grade classroom. Parental support must be obtained through permission and contract agreement. Students must sign a commitment contract. Failure to comply with the contract will result in the student being removed from the program.

Strategies/interventions:

INTERVENTION STRATEGIES: attempted by the Aurora Middle School staff before a student is placed in the AAEP.

PREVENTION STRATEGIES: extra time or help sessions with teacher, counseling; AAEP instructor contact; Progress reports and parent conference; tutoring; conference; changes in class schedule; suspension; Parent Assisted Discipline

BEHAVIOR-STRATEGIES: Verbal reprimand, redirect, temporary management; Detention after or before school; Removal from classroom; Discipline referral sent to parents; Verbal contact made with parents through teacher, team, principal, or counselor

CONSEQUENCES: school restrictions/detentions/suspensions; non-traditional experiences/work related experiences; Youth Center-coordination with community; behavioral contract; short term out of school suspension; Aurora Alternative education program placement; long term suspension; expulsion

INABILITY TO ADAPT: Identification will be made on an individual basis at the recommendation of the IDT, principal, or parents.

Staff development activities that would be funded under the proposal:

AEP instructor release time for observation of other alternative education programs; transportation and expenses; consultation with other program directors. 7th and 8th grade staff in-service during pre-school work time to discuss the details of the program and possible input concerning prospective students.

Student outcomes for the targeted subgroup(s):

Students will complete their four core classes through an individualized directed program. A 70 percent or higher semester average determines successful completion of the last 12 weeks of the semester. Students will return to the regular classroom the following semester.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The program is designed to focus mainly on academics. Evaluated academic work in English, math, social studies, science. Smaller pupil to teacher ratio. More individualized contracts for academics and behavior when necessary.

Annual measurement of success to document changes in student learning/performance: Individual and long term follow up student assessment.

Aurora Public Schools: 9th Grade, Alternative Education Program

Year implemented: 1999-2001

Contact Name: Ken Thiele

Mailing address: Aurora Public Schools,

300 L Street,

Aurora, NE 68818

Email address: kthiele@esu9.esu9.k12.ne.us

FAX: 402-694-3815 **Phone:** 402-694-6915

Identification of targeted student subgroup(s):

Ninth grade students who have failed at least two core classes during the first six week term of the semester; whose behavior or value standards are not acceptable or appropriate to the general classroom setting. Ninth grade students whose behavior is so strong a distraction or disruption that the educational progress of other students is negatively affected. Ninth grade students whose personal lives have caused a distraction that renders them presently unable to adapt to a regular classroom setting, e.g., pregnancy, incarceration, substance abuse, family obligations, health concerns.

Number of students to be served: 8

How determination of subgroup(s) was reached:

Intervention strategies have been attempted by school district personnel. Students must have completed the first six week term of the semester in Aurora Middle School 9th grade. Students new to the district will complete six weeks in the regular 9th grade classes. Parental support must be obtained through permission and contract agreement. Students must sign a Commitment Contract. Failure to comply with the contract will result in the student being removed from the program.

Strategies/interventions:

INTERVENTION strategies will be attempted by the Aurora Middle School staff before a student is placed in the AAEP.

ACADEMIC: identification of students with academic problems

PREVENTION strategies: extra time with teacher before or after school, during study halls; counseling with the student. 10th Period opportunities to complete work for partial credit. AAEP instructor contact. Progress reports to parents at mid-term of each grading period. Parent conference. Tutoring. Interdisciplinary Team Conferences (IDT) Change in class schedule when appropriate. Academic suspensions. Parent Assisted Discipline Program.

BEHAVIOR: Although behavior strategies will be used in order, individual circumstances may preclude possible options. Teacher generated strategies: Verbal reprimand; re-direct; temporary

management Detention after or before school. Removal from the classroom. Discipline referral sent to parents. Verbal contact made with parents through teacher, team, principal, or counselor.

CONSEQUENCES: School restrictions/detentions; In school suspensions. Non-traditional experiences/work related experiences. Youth Center -- coordination with community. Behavioral contract. Short term out of school suspension. Aurora Alternative Education Program placement. Long term suspension. Expulsion from the Aurora Public Schools.

INABILITY TO ADAPT: Identification will be made on an individual basis at the recommendation of the IDT team, principal or parents.

Staff development activities that would be funded under the proposal:

AAEP instructor - release time for observation of other alternative education programs; transportation and expenses; consultation with other program directors. 9th Grade Staff - inservice during pre-school work time to discuss the details of the program and possible input concerning prospective students.

Student outcomes for the targeted subgroup(s):

Upon successful completion of the second and third term grading periods of the first or second semester: Student will receive 20 or 25 credits toward high school graduation requirements through an individualized directed program. Credit will be given for pass/fail or credit/no credit. Student will return to the regular classroom by completing a program to improve communication, social, and behavioral skills. Students will have the opportunity to identify a relevant correlation between school and workplace by gaining job skills and experiencing community interaction while working in the community.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The program will be designed for three areas of individualized focus. Evaluated academic work in English, reading, math and geography to comply with core class work for graduation requirement credit. Adaptation and decision-making skills to further communication and behavior issues. Individualized, integrated job skills, career assessment/identification and possible shadowing or job experience when appropriate and available.

Annual measurement of success to document changes in student learning/performance: Individual student assessment at the end of each semester. Annual Program assessment at the end of the school year. Long term follow up assessment four years after completion of the program; responsibility of counselor. Profiles and portfolios will be kept four years. Graduation from high school or completion of GED.

Beatrice Public Schools: Southeast Nebraska Alternative School

Year implemented: 1999-2001

Contact Name: Dr. Alice Epstein

Mailing address: Beatrice Public Schools
320 North 5th Street

Beatrice, NE 68310

Email address: aepstein@beatrice.k12.ne.us

FAX: 402-223-1544 **Phone:** 402-223-1512

Identification of targeted student subgroup(s):

Beatrice Public Schools has established a program which serves those students who have had considerable difficulty in acquiring typical academic skills and attain enough credits to graduate from high school. These students have been selected through a matrix of at-risk characteristics which support the need for specialized programs which will allow students to do the following: remain in school, or return to school after dropping out of school; see a clear and direct use of the skills that they are learning in the real world including those skills necessary in the community, work, and day to day living; actually administer and use these skills through flexible and vocational programming. Basically this Alternative School is designed to provide academic real life skills during approximately 50 percent of the school day and to apply these skills in social settings and actual vocational experiences for approximately three hours a day in an off campus worksite.

Number of students to be served: 40

How determination of subgroup(s) was reached:

Typically these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequencies of office contacts with the building administration, chronic truancy issues, lack of credits resulting in decreased motivation to continue school, and severe home issues that make school less of a priority. Teenage mothers who have dropped out are also eligible. Help with child care will be part of the program.

Strategies/interventions:

The basic strategy of this program is to completely redesign the academic day for all students who have been approved. The academic day typically includes regular classes, specific social skills training, specific academic life skills training and work place readiness training. The design is to basically provide a half day of training on academic skills and the remainder of the day will be devoted to community/social experiences and work place experiences off campus.

Staff development activities that would be funded under the proposal:

The coordinators of these programs will be provided with a number of opportunities for staff development including conferences in this area, prevention programs for alternative programs, career readiness programs, Boys Town Training, Teacher Tool Box Strategies, leadership committee activities, Family Career Community Leaders of America, Career Fair activities and Alternative Education Center Committee meetings that all focus on working with students at risk who are in need of a different kind of a program to help them be successful through their high school career.

Student outcomes for the targeted subgroup(s):

Ninety two percent of the students that were enrolled in this activity finished the entire 98/99 school year and all are in passing status. This is in contrast to this population where we would have witnessed a considerable exodus from school based on previous history. Three of the students earned Beatrice High School diplomas and the rest are on track to earn graduation credits in the upcoming year.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

In the past, Beatrice Public Schools has had only minor opportunities for students to be engaged in alternative scheduling and alternative community and work based activities. This program is a very distinct departure from this history and will open up greater flexibility for our students. Students who have never before been successful have experienced a positive school experience.

Annual measurement of success to document changes in student learning/performance: Specifically, students are remaining in school and are on track. Detailed data in the following areas will be available for each student: Criterion Reference Test Scores, Iowa Test of Basic Skills Scores, Attendance Data, and Graduation Rate.

Blair Community Schools: **Using Saturday School as an Alternative Discipline Placement**

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

This proposal intends to target students that are habitually tardy to school, truant, or have other difficulties in attendance due to disciplinary actions thus affecting overall academic performance. It encompasses those students who, due to disciplinary actions, fall behind in academic performance and are subsequently referred to Special Education as a Behavior Disordered student.

Number of students to be served: 30

How determination of subgroup(s) was reached:

Over the course of the past five years, students with high rates of tardiness, truancy, or failure to follow through with teacher discipline sanctions have been suspended from school as a last resort to correct the problem. This not only affects attendance, but also adversely affects academic performance. This same group of students have been routinely referred to the Student Assistance Team for Special Education testing.

Strategies/interventions:

As these students reach unacceptable levels of tardiness and truancy, Saturday School will be assigned. This will give the student another "chance" at rectifying the situation and keep the student in class before more severe discipline consequences are given. This process, along with promoting academics, will help develop self-esteem, thus helping students from being placed in the Special Education referral system.

Staff development activities that would be funded under the proposal:

No staff development would be funded through this proposal, however, supervisors will have training in student discipline management, as well as organizational skills to assist students.

Student outcomes for the targeted subgroup(s):

Less missed class time due to a change in disciplinary placement. Reduction in the referral rate to Special Education. The goal is to have this program in place by January 2000.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

At this time, Blair High School does not have any options available to the students that are habitually tardy or truant other than short term suspension. This program would be a new step in helping keep students in class, focused on academics, and keep them from being referred to Special Education.

Annual measurement of success to document changes in student learning/performance:

To measure this program, the following criteria will be monitored: Grades of students who have been assigned to Saturday School. Attendance and tardiness of the target group. Suspension rates for the target group.

Columbus Public Schools: Level 1 - CPS Alternative Education

Year implemented: 1999-2001

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Columbus NE 68602

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FAX: 402-563-7005 **Phone:** 402-563-7004

Identification of targeted student subgroup(s):

Students who are chronically disruptive (15 office referrals for - classroom disruptions, breaking school rules, violence-verbal or physical), have attendance problems (15 days - visit about other pertinent criteria, 20 days - Alternative referral), have academic problems (failing, Middle school - 3 or more core courses, High school - 4 or more courses in all areas), are in transitional mode B (Students returning from institutional setting, group home students, Court ordered students, Parole. Based on individual needs), have a long term suspension or expulsion or a student who poses a threat to self or others.

Number of students to be served: 75

How determination of subgroup(s) was reached:

Referrals; incarceration; parent request; suspensions; SAT team referrals; interventions

Strategies/interventions:

Owens and Associates: Presently runs alternative education programs in Omaha, Lincoln and Crete, and are currently opening a facility in Columbus to be in operation in the fall of 1999. Population will include students, grades 7-12, who need a structured environment and academic credits. Students must adhere to a strict dress code and attendance policy. Students will not follow the school and will be expected to attend when CPS is not in session. Under the supervision of a certified teacher, students will complete the same work as the home school using the home schools materials. Behavior modification is a goal of this program to assist the transition of students back into the regular program. Community service is also a component of the Owens program. Credits awarded by CMS and CHS upon verification from the Center. Sylvan Learning Center: Nationally known organization best suited for one-on-one or small group instruction. Accredited by NCA, Sylvan is able to provide their own curriculum in the areas of Reading, Math, English, and Study Skills. Students on short-term suspension or long term suspension would also be able to receive services to keep up with regular courses and assistance in transitioning back to CMS and CHS. Students will be able to work on their course work based on their individual needs to be able to transition back in to the regular school setting based on their success.

Staff development activities that would be funded under the proposal:

The goal of our proposal is to be able to open and fund our own alternative school in the future. As part of this process we will want to train and hire staff to be able to run and instruct our Alternative School. In-servicing staff as to how students are referred for the Alternative School

and what they will be doing at Owens & Sylvan. Staff development would be necessary to increase all content area teachers' awareness of the different learning styles and their role in teaching reading and study skills. Teachers would also be instructed on how they can adapt their instruction to meet the needs of student's learning styles.

Student outcomes for the targeted subgroup(s):

We would determine the success by the following: Increased productive behavior, attendance, increased skills in conflict resolution, proficiency in basic skills, awareness of educational value, student self confidence. Student obtains needed credits toward graduation

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently, we do not have a special program to help students who are having difficulty in schools but do not qualify for special education. We have been supplying the student with individual packet work. This work provides them with the curriculum that they need but there is no direct supervision or instruction.

Annual measurement of success to document changes in student learning/performance:

The annual measurement of success would be as follows: Reduction of down list students; Reduction of office referrals; Reduction of drop outs; Completion of work would increase; Student attendance increase; students using appropriate behaviors

Culbertson Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Number of students to be served: 3

How determination of subgroup(s) was reached:

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Staff development activities that would be funded under the proposal:

Staff Development activities which have occurred involve the following: Research/needs assessment within the six-county ESU #15 Region; review of program descriptions of alternative education programs in NE; visiting alternative Education Programs, i.e., Visions Program and TLC in North Platte, LIFT Program in McCook, Boys and Girls School in North Platte. Staff Development Activities to occur include: Training in the Boys Town Model; Training in Therapeutic Aggression Control Techniques Instructional training with Social Skills and Aggressive Youth

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in these areas: social skills, academic skills, attendance, self confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting purposes to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so the student can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two para-professionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklist, behavior rating scales and observations.

Diller Community School: Southeast Nebraska Alternative High School

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students must be 16 years of age or older. They must currently not be in attendance at school or be at risk for dropping out. Students must be behind in obtaining high school credits and in need of a modified curriculum.

Number of students to be served: 1

How determination of subgroup(s) was reached:

Typically, these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequency of office contacts with administration. Criteria for admission: 16 years of age or older; Not currently in attendance/or at risk of dropping out; Behind in credits; In need of a modified curriculum; Recommended by his/her school's principal; Completion of a successful intake interview; Willing to sign a student/parent/school contract; Be in a school-to-work program.

Strategies/interventions:

The alternative school is located away from traditional school buildings as research has shown that this is where alternative schools work best. We feel fortunate to have our school in a urban setting with access to classrooms/conference rooms and a computer lab. The close proximity to the Beatrice downtown area facilitates easy access to community experiences. Our academic day in the Southeast Nebraska Alternative High School provides a varied setting for academics, in both a relaxed and more traditional academic atmosphere. We are very community oriented and try to get into the community or have someone come in at least once a week. We tie this into the specific integrated unit we may be studying or it may be for occupational awareness which ties into school to work such as touring a business or industry. Community service is also done, such as having students working on the community playground that was built in the spring of 1999. Half day sessions are scheduled for academic classes. Students are required to work a minimum of 20 hours per week. The Southeast Nebraska Alternative High School participates actively with other community agencies, i.e., JTPA, Health and Human Services, Drug Alcohol Counselors, probation officers and the high schools of which the students are a resident. There is a required work component that is supervised. Students who do not already have a job, are given one week to find a job. Students will be evaluated on the job and are required to hold a job, to prepare the students for a world of work, no matter when it is in their lifetime. As noted earlier, students are

required to work a minimum of 20 hours per week. Students have worked at improving their communication skills. Quite a few of the students were uncomfortable in presenting or discussing a current event in small groups of people. During the course of a semester the majority of the students will make a public presentation before one of the following groups: the district steering committee, a teachers group, and a service organization. Few textbooks are used. We use a various handouts and study guides, utilize educational TV programs, use integrated units and have used consumer math this past semester. We will individualize math more this upcoming school year. Independent studies are also offered. Students follow long range goals and daily lesson plans but allow for a great deal of flexibility. If a teachable moment comes along we stop and take advantage of that. Another strong component is working closely with parents (mostly by telephone) to deal with attendance. A phone call is made to either home or work. Staff have been known to go out and get kids. This past year we participated in the Stock Market game. Two of our teams were quite high in the standings for a good portion of the game. The experience has made the students much more aware, they read the newspaper, watch news reports to see how the stock market was doing daily and talked to family and friends about the stock market. We are following the consortium's graduation guidelines which include meeting essential skills standards that go into effect beginning in 2001. New computers were added to the Alternative High School for the 1999-2000 school year. The addition of these computers will allow for more individualized instruction and curriculum.

Staff development activities that would be funded under the proposal:

Staff are encouraged to seek out conferences that relate to alternative education and to visit other schools who have successful programs.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the Alternative High School are the following: increased communication skills, increased on-task and productive behavior skills, increased punctuality and attendance, increased career/vocation exploration, increased skills in conflict resolution, increased student self-confidence, increased student recognition of relevancy between education and employment.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The Southeast Nebraska Alternative High School offers students the opportunity to graduate from high school but uses alternative delivery methods. Just as some of us learn best visually, and others auditorially or kinesthetically, students' unique characteristics cause them to learn best in situations which support their individual needs. The Southeast Nebraska Alternative High School serves a segment of the population whose needs differ from others.

Annual measurement of success to document changes in student learning/performance:

Specifically, students are remaining in school and work toward earning the needed credits for graduation. Detailed data is available for each student.

Doniphan-Trumbull Public Schools: Academic Career Education (ACE)

Year implemented: 2000-2001

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Identification of targeted student subgroup(s):

The targeted student group will be non-disabled students in grades 8 through 12 who are at-risk of not succeeding in school. Identified students will develop a plan of non-traditional studies that will enhance their vocational skills and promote success in school. The targeted population will include 1.Students who are at risk for failure due to lack of school attendance or truancy. 2. Students who receive three consecutive weekly down slips in an academic class. 3. Students who are referred by the guidance counselor or teacher because of behaviors or academic concerns and

4. Students not demonstrating at the proficient level of the assessments of the District's standards.

Number of students to be served: 25

How determination of subgroup(s) was reached:

Students will be identified through the following means: 1. Teacher observation of students who are having difficulty understanding the purpose of school. 2. Student interviews based on teacher referrals. 3. Low composite percentiles of the Tera Nova and students not being at the proficient level of the District's Standards at the designated grade level. 4. Students failing three or more academic subjects for three consecutive weeks. 5. Office referrals due to behaviors. 6. Absenteeism or truancy.

Strategies/interventions:

ACE Program is designed for at-risk students in grades 8 through 12 to develop and acquire knowledge in vocational and career opportunities prior to graduation from the Doniphan-Trumbull Public Schools. The ACE Program is an extension of the Jr./Sr. High Guidance Counselor's current responsibilities with helping students explore vocational and career opportunities. Under the direction of the Jr./Sr. High School Guidance Counselor, at-risk students are offered vocational and career exploration, however, the opportunity is limited because of the other responsibilities of the Counselor. From 1994 to 1998, an average of 32.4 percent of Doniphan students enrolled in community colleges or vocational technical programs. The graduation classes of 1997 and 1998 have exceeded the average from 1994 to 1998. An additional staff member would be hired to assure the coordination of the ACE Program. The need for the Doniphan-Trumbull Public Schools to provide vocational and career development and exploration to at-risk students is increasing every year. The addition of the ACE Program would allow more at-risk students the opportunity to enhance their knowledge in career selection or

develop the skills necessary for a vocational occupation. The ACE Program would be an all encompassing educational program.

Staff development activities that would be funded under the proposal:

To incorporate the ACE Program, one person would be needed to staff the position as Program Coordinator. This person would attend any workshops or inservice activities that would benefit his/her knowledge or skills as coordinator. Workshops and inservices would include TechPrep workshops and meetings, Central Community College Advisory meetings, and vocational workshops.

Student outcomes for the targeted subgroup(s):

The overall student outcome is academic success at the high school level. At-risk students will be monitored on a weekly basis to ensure success. This will allow classroom teachers to adjust their teaching strategies to meet the needs of these students on a weekly basis. Increase student achievement on the Norm Reference Testing--Tera Nova-- with a goal to have each at-risk student score no less than the 60 percentile in all composite areas. Testing results will be evaluated each year. Increase student knowledge of vocational career choices. The ACE coordinator will provide educational services to at-risk students on various vocational and career opportunities. Student portfolios will be developed and analyze at the end of each semester. Increase attendance. At-risk students attendance will be monitored daily. Parents will be notified of concerns by the high school principal. Decrease office referrals. At-risk students will see the importance of the expectations that exist in a school setting. This will be monitored by the high school principal on a daily basis.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

At this time, the Jr./Sr. High School Guidance Counselor offers students vocational and career exploration, however, the opportunity is limited by the other responsibilities of the Counselor. From 1994 to 1998, an average of 32.4 percent of Doniphan students enrolled in community colleges or vocational technical programs. The graduating classes of 1997 and 1998 have exceeded the average from 1994 to 1998. The need for the Doniphan-Trumbull Public Schools to provide vocational and career development and exploration to at-risk students is increasing every year. The addition of the ACE Program would allow more students the opportunity to enhance their knowledge in career selection or develop the skills necessary for a vocational occupation. The ACE Program will be an all encompassing educational program that would work with all departments to meet the needs of the at-risk students. The ACE program would be an all encompassing curriculum that would be incorporated within all curricula areas. The ACE Program would stress to these students the need for the study and mastery of certain curricular areas in relationship to their desired career or vocational choice.

Annual measurement of success to document changes in student learning/performance:

The following instruments will be used to evaluate the program: 1. Norm reference test scores and meeting the proficient level of the District's standards. 2. ACT scores. 3. Student Portfolios. 4. Pre and post student documentation describing their job shadowing experiences. 5. PLAN test scores. 6. Observations made by ACE coordinator and Guidance Counselor. 7. Increased attendance. 8. Decreased office referrals.

Gering Public Schools: Valley Alternative Learning Transitioning School (VALTS)

Year implemented: 1997-2001

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Gering, Nebraska 69341

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Identification of targeted student subgroup(s):

Students who have dropped out of school. Exhausted the educational opportunities in their resident school. Demonstrated need for consistency in instructional staff, curriculum, and/or scheduling. Individual instructional pacing needs do not fit the traditional means of instructional delivery. Students whose educational success is, in part, dependent on non-academic support, i.e., flex scheduling, intensive counseling, child care, and health counseling. Students whose talents significantly exceed their performance. Students with deficiencies in basic skills. Students wanting a second chance to complete their education. Students wishing to apply for enrollment in the Valley Alternative Learning Transitioning School facility must submit to their counselor a written request signed by both the student and his/her parent. The request must include the reason(s) the VALTS facility is being requested to meet the educational needs of the student. Applications are reviewed by the high school administrative team (counselors and principals) to determine placement. While all applications are reviewed on an individual basis, placement priority will be given to senior level students with a minimum number of credits needed to complete graduation requirements. Placement on a waiting list will be necessary should the VALTS facility experience full enrollment. Priority for the waiting list positions will follow the same guidelines as placement in the facility.

Number of students to be served: 18

How determination of subgroup(s) was reached:

The name of our project is Valley Alternative Learning Transitioning School (VALTS). Educational Service Unit #13 administers the project. VALTS was implemented through an interlocal agency agreement because of a need for alternative education for students who have dropped out or have fallen behind in the educational process. Valley Alternative Learning Transitioning School (VALTS) was developed from an ESU #13 secondary principals' meeting in the fall of 1996.

Criteria for Admission: 1. Referred by the student's home district. 2. Expressed desire to be part of the program (self-referral). 3. Expressed desire to achieve graduation. 4. Referred by high school screening committee team and principal. 5. Complete a series of academic/interest/aptitude tests prior to placement. 6. Not currently engaged in a substance abuse program, on an involved parole situation, or a mental health treatment facility. 7. Reasonable

student expectation to complete the program within one year of graduation class. 8. Agrees to abide by conditions and rules established for the program. 9. Completion of a successful intake interview.

Strategies/interventions:

Curriculum: The academic program offers accredited courses in science, social studies, math, English and communication skills. Socialization skills, career training, and problem solving are also emphasized. Because the staff is small, they work together to help each student achieve the necessary requirements for grade level, advancement and graduation. Each student's program is individualized to meet graduation requirements and needed skills.

Staff development activities that would be funded under the proposal:

Within the total budget, money is set aside for staff development. Members of the staff have visited other alternative schools in Nebraska and Colorado, attended staff conferences and workshops, and participated in social skills training.

Student outcomes for the targeted subgroup(s):

The expected outcomes for the program are as follows: Increased proficiency in basic skills, Increased standardized test scores, Increased career/vocational exploration, Increased skills in conflict resolution, Increased appropriate career choices, Increased student self-confidence, Increased student productive behavior, Increased student attendance, Increased student recognition of relevancy between education and employment

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The VALTS program is one that offers the same basic curriculum as the "mainstream" school but uses alternative delivery methods. Just as some of us learn best visually, and other auditorially or kinesthetically, students' unique characteristics cause them to learn best in situations which support their individual needs.

Annual measurement of success to document changes in student learning/performance:

All VALTS students are tested upon entering and exiting the program with the CASAS test. The CASAS (Comprehensive Adult Student Assessment System) is a system of assessment that measures math and reading skills as they relate to employability skills. Students have also taken the ASSETS tests given by Western Nebraska Community College, the COPS test administered by School-to-Work, and classroom assessments generated to assess learning upon completion of course curriculum. Students will participate in the achievement tests selected and offered by their host high schools. Each school district selects its own assessment for regular achievement testing. Student growth can then be evaluated from like assessments taken in previous years.

Hayes Center Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2001

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Number of students to be served: 1

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. The goal of the STEP Program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community in providing a consistent academic and life skill program. Application Procedure: Students who wish to apply for enrollment in STEP Program must submit a written request signed by themselves, parent and principal in their resident school district. Include the reasons the STEP Program is being requested to meet the educational needs of the student.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet each student's individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for his or her own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklists, behavior rating scales and observations.

Hitchcock County Unified Schools: Success Through Educational Partnerships (STEP)

Year implemented: 2000-2001

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional setting.

Number of students to be served: 5.5

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. The goal of the step program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community in providing a consistent academic and life skill program.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twelve to fifteen students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized

Staff development activities that would be funded under the proposal:

Staff Development Activities to occur include the following: Paraeducator Conference on Oct. 27, 2000 in Kearney, Assisting Adolescent Development, Blended Families, Advanced Intervention, and Grief and Separation.

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence, and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet students individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for his or her own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklist, behavior rating scales and observations.

Lewiston Consolidated Schools: Southeast Nebraska Alternative High School

Year implemented: 2000-2001

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Identification of targeted student subgroup(s):

Students must be 16 years of age or older. They must currently not be in attendance at school or at risk for dropping out. Students must be behind in obtaining credits in high school and in need of a modified curriculum.

Number of students to be served: 2

How determination of subgroup(s) was reached:

Typically, these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequency of office contacts with administration. Criteria for admission to the alternative program: 1.16 years or older, 2. Not currently in attendance or at risk for dropping out, 3. Behind in credits, 4. In need of a modified curriculum, 5. Recommended by his/her school's principal, 6. Successful completion of an intake interview, 7. Willing to sign a student/parent/school contract, and 8. Be in a school-to-work program

Strategies/interventions

The alternative school is located away from traditional school buildings. Research has shown that these settings provide the best support for students. This program is in Beatrice with access to classrooms/conference rooms and a computer lab. The close proximity to the Beatrice downtown area provides easy accessibility to community experiences. The academic day in the Southeast Nebraska Alternative High School provides a variety of academic opportunities for students, in either a relaxed or more traditional academic atmosphere. The program is community oriented. Efforts to get someone from the community involved in the program on a weekly basis tying into a specific unit of study and/or occupational awareness. Community service is also done, such as having students working on the community playground that was built in the spring of 1999. Halfday sessions are scheduled for academic classes and students are required to work a minimum of 20 hours per week. Students who do not have a job are given one week to find a job. Students are evaluated on the job. The Southeast Nebraska Alternative High School also participates with other community agencies such as JTPA, Health and Human Services, Drug Alcohol Counselors, probation officers and the resident high schools of the students. Students are given opportunities to improve their communication skills. At risk students are often uncomfortable speaking in any

type of public setting. During the course of the school year, students will be required to make a public presentation before groups such as a district steering committee, teachers' organizations, service organization, and/or school board. Few textbooks are used in the alternative setting. Handouts, study guides, educational TV programs, integrated units and consumer math packets are used. Math instruction will continue to be individualized; independent study courses are also offered. Students follow long range goals and daily lesson plans that also allow for greater flexibility. Teachable moments are utilized. An additional component is that of working closely with parents in supporting attendance and achievement. Phone contact is made with parents when students are absent. The staff has also picked up students to facilitate their attendance.

Staff development activities that would be funded under the proposal:

Staff is encouraged to seek out conferences that relate to alternative education, as well as to visit other successful programs.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the Alternative High School are: 1. Increased communication skills. 2. Increased on-task and productive behavior skills. 3. Increased punctuality and attendance skills. 4. Increased career/vocational exploration. 5. Increased skills in conflict resolution. 6. Increased student confidence. 7. Increased student recognition of relevancy between education and employment.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The Southeast Nebraska Alternative High School offers students the opportunity to graduate from high school but uses alternative delivery methods. Just as some of us learn best visually, and other auditorally or kinesthically, the students' unique characteristics cause them to learn best in situations that support their individual needs. The Southeast Nebraska Alternative High School services a segment of the population whose needs differ from others.

Maywood Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2001

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Number of students to be served: 1

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. The goal of the STEP Program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community to provide a consistent academic and life skill program. Application Procedures: Students who wish to apply for enrollment in STEP Program must submit a written request signed by themselves, parent and principal in their resident school district. Include the reasons the STEP Program is being requested to meet the educational needs of the student.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution will also be on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Staff development activities that would be funded under the proposal:

Staff Development activities which have occurred involve: research/needs assessment within the 6 county ESU #15; review of program descriptions of alternative education programs in NE visiting alternative Education Programs i.e., Visions Program and TLC in North Platte, LIFT Program in McCook, Boys and Girls School in North Platte. Staff Development Activities to occur include: Training in the Boys Town Model; Training in Therapeutic Aggression Control Techniques; Instructional training with Social Skills and Aggressive Youth

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet each students individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for his or her own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklist, behavior rating scales and observations.

McCook Public Schools: Learning Independently for Tomorrow

Year implemented: 1998-1999

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Identification of targeted student subgroup(s):

Students experiencing the following concerns are in the targeted group: Dropouts; Students under long term-suspensions or expulsions; Students being considered for suspension or expulsion; Students who have personal circumstances which cause difficulty in the traditional setting; Students in need an adjusted curriculum, schedule, or different mode of instruction; Students with significant gaps in their learning and earned credits for graduation; Students who want another chance to complete their education

Number of students to be served: 24

How determination of subgroup(s) was reached:

In the 1996-97 school year our administrative team began discussing the need for an alternative level of educational services for students who were/are unsuccessful in the traditional curriculum. In 1997-98 we reviewed research, visited other alternative schools, reviewed students who profited from an alternative program with staff and parents. As we reviewed student concerns we found that we had an average drop-out rate of 23.6 students each year during the past ten years. We have an average enrollment of 570 students in grades 9-12. At the Junior high we average 5 drop out or expulsions per year. In the second semester of 97-98, we developed a proposal to submit to the board of education for an Alternative Education Program which they approved in the March 1998 meeting. The goal for this program is to provide an alternative educational system which would eliminate the need for referral and possible placement in special education, provide an alternative means to attain an education and graduate with a diploma, develop deficient social skills to assist the student in adjusting to the community and society, and develop vocational skills to assist the student to gain employable skills.

Strategies/interventions:

Students will attend half-day instructional settings in an off-campus site located in the near downtown area. The curriculum consists of the core areas which the students require for graduation: English, math, social studies, and science. The classes will be individualized so students can progress at their own rate. They can accelerate through the curriculum as rapidly as their skills and motivation will allow. Each day they also participate in a Skills for Living program which focuses on social skills, independent living skills, career exploration, and conflict resolution.

Students will work independently and in some situations in small group activities. A maximum of twelve students per session will be allowed with one teacher and one or two paraprofessionals working with them. On the other half-day students will be expected to be on a job placement unless their personal situation prevents them from having employment. Contacts will be arranged with employers to bring some connection between school and work. Students who need assistance in gaining employment will be assisted by staff. Parents (when available) will be offered training in the Boys Town Model and will be a vital link in the student's program.

Staff development activities that would be funded under the proposal:

Staff development activities which have occurred involve the following: a. review of research by administrative staff and the Alternative Education Teacher: b. Review of program descriptions of alternative education programs in Nebraska: c. visiting other alternative education programs, i.e. Scottsbluff/Gering, North Platte, Lexington, Hayes, Kansas, Goodland, Kansas. Staff Development activities to occur include: a. further training in the Boys Town Model for Staff: b. behavior management instruction for the staff by McCook School Psychologist: c. Staff awareness of inter-agency linkages: d. vocational training in assessment, job seeking and job placement by the ESU 15 transition counselor and local vocational rehabilitation counselor. Parent training in the Boys Town Model will be provided for all parents who are willing to participate.

Student outcomes for the targeted subgroup(s):

The primary outcomes for all students will be: a. graduation with a diploma: b. employability skills or actual employment: c. improved social skills. Specific outcomes: Improved academic skills; Improved standardized test scores; Improved employability skills; Improved career knowledge; Improved attendance; Improved self confidence; Improved social behavior;

Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, and parents. Daily assessment will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off-campus site. Most alternative education programs recommend off-campus locations due to the students' resistance to the school setting and their lack of success in a traditional program. Students will be provided an individualized program through which they can progress at their own rate. The programs will be designed to meet each students individual learning needs. Work programs will be tied to the students' daily programs. Students will perform on an individual contract basis with points awarded for success. Academic instruction will be made meaningful to each student. Social skills instruction will be a requirement. Each student will be held accountable for his or her behavior.

Annual measurement of success to document changes in student learning/performance:

Academic Progress: Students will be assessed through standardized achievement test such as the Stanford Test which the district utilizes. Teacher assessment to measure student outcomes will be developed. Career Assessment: The transition counselor will assist in vocational and career assessment on a pre-post basis. She will administer interest inventories and specific employability assessments. Social/behavioral Assessment: Checklists, behavior rating scales, and observations will be administered through all staff, parents, and employers who interact with the students.

Medicine Valley Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999- 2001

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have personal circumstances that cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional setting.

Number of students to be served: 2

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. Express desire to be part of the program. The goal of the step program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community to provide a consistent academic and life skill program.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twelve to fifteen students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Staff development activities that would be funded under the proposal:

Staff Development Activities will include the Paraeducator Conference on Oct. 27, 2000 in Kearney, Assisting Adolescent Development, Blended Families, Advanced Intervention, and Grief and Separation.

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence, and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students' resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet students individual learning needs. Students will be provided an individualized program in reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for his or her own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklists, behavior rating scales and observations.

Millard Public Schools: Individualized Approaches for Academically At-risk Students

Year implemented: 2000-2001

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Identification of targeted student subgroup(s):

Students at Millard South High School who are more likely to drop out of school constitute the majority of referrals for inappropriate behaviors in school and are at academic risk in most core subjects. Middle school students from throughout the district who are unsuccessful in the traditional classroom setting and are referred by SAT/IAT Teams to the district's middle level alternative program at Central Middle School. Students from throughout the district who are unsuccessful in the traditional high school setting, are at risk of not graduating, and are referred to the district's alternative program at Millard Learning Center. High school students from throughout the district who must take night classes to make up academic deficiencies in order to graduate on schedule.

Number of students to be served: 438

How determination of subgroup(s) was reached:

At-risk students will be targeted based on both academic and social criteria. Academic needs will take precedence over social needs, but both will be examined when determining the scope of need for programs. Social criteria will include socio-economic status, attendance, and referrals for behavior and family issues. Teacher recommendations will play a large role in identifying these students. Academic criteria will include an examination of MAT, OLSAT, and classroom performance for trends in achievement, meeting essential learner outcomes, and overall classroom performance, including course grades, outcomes, and assessments such as Math Criterion Reference Tests. Students identified at Rockwell Elementary School will meet Title I state mandated criteria.

Strategies/interventions:

The Millard Learning Center is an alternative high school program for high school students who are unsuccessful in the traditional school setting due to behavior, attendance, and/or academic performance. Seventy five percent of the space has been reserved for Special Education students and twenty five percent for other at-risk students. The program is designed to help prepare students to become successful members of their communities and to guide them to complete graduation requirements. Although meeting graduation requirements is the focus of the program, students are provided with alternative behaviors necessary to achieve goals and function

successfully in traditional society. When possible and appropriate, students also reintegrated into their home schools. A new alternative school setting for middle school students will be initiated at Central Middle School for the upcoming school year. As at the high school level, students who are unsuccessful in the traditional middle school because of behavior, attendance, and/or academic performance will be referred to this program. The mid-level alternative program is designed as a flow-through program where students are taught the behavioral skills needed to return to and be successful in their home school programs. Individualized programs are based on student needs. A behavior interventionist will be on staff to work with students and a community counselor will provide individual counseling and crisis intervention. Middle school students will be reintegrated into their home schools as they show improvement. The Night Lights night school provides at-risk high school students who have previously taken and failed core classes the opportunity to re-take them. Academic criteria are the same as for classes taught during the regular school day, but students work on a self-paced program of learning. Credits earned in night school are applied toward graduation requirements and enable students to graduate on schedule.

Staff development activities that would be funded under the proposal:

Staff development activities include training in individual assessment and diagnosis of academic and behavioral needs, training in specific methodologies, which enhance at-risk learner achievement, and a two-day social skills workshop.

Student outcomes for the targeted subgroup(s):

All outcomes will be documented. Targeted students will demonstrate improved classroom performance, reduced behavioral referrals, increased attendance and increased use of appropriate social and behavioral skills.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The alternative high school at Millard Learning Center will provide students who are not successful in the standard school setting with the opportunity to graduate from Millard Public Schools. In the past, 75 percent of the attending students have been eligible for Special Education as specified in Rule 51students with the remaining 25 percent being at-risk non-Special Education students. For the upcoming school year the ratio will be about 60 percent Special Education students to 40 percent at-risk non-Special Education students. The majority of at-risk students placed at MLC will be new to the program. The alternative middle school program is new program that will be implemented for the upcoming school year. An alternate program of this magnitude previously has not been available for students. Previously, Millard students who are at risk of not graduating on time made up academic deficiencies through the Ralston Night School program. Milliard's Night Lights program was designed around the district's own curricular requirements to provide at-risk students with the opportunity to re-take previously failed classes and graduate on schedule. This opportunity has been available in the past on a very limited basis. It is anticipated that enrollment in next year's program will double.

Annual measurement of success to document changes in student learning/performance:

The following will be used to determine student improvement: pre/post tests for effectiveness of individual programs, parent and student surveys, behavior referral records, attendance figures, student grades.

Mitchell Public Schools: Valley Alternative Learning
Transitioning School (VALTS)

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. Below are characteristics of at-risk students whose needs can be met through the VALTS program: Students who have dropped out of school; Students who have exhausted the educational opportunities in their resident school; Students with a demonstrated need for consistency in instructional staff, curriculum, and/or scheduling; Students whose individual instructional pacing needs do not fit the traditional means of instructional delivery; Students, whose educational success is, in part, dependent on non-academic support, that is, flex scheduling, intensive counseling, child care, and health counseling; Students whose talents significantly exceed their performance; Students with deficiencies in basic skills; and, Students wanting to have a second chance to complete their education.

Number of students to be served: 40

How determination of subgroup(s) was reached:

Students wishing to apply for enrollment in the Valley Alternative Learning Transitioning School facility must submit to their counselor a written request signed by both the student and his/her parent. The request must include the reason(s) the VALTS facility is being requested to meet the educational needs of the student. All applications will be reviewed by the high school administrative team (counselors and principals) to determine placement. While all applications will be reviewed on an individual basis, placement priority will be given to senior level students with a minimum number of credits needed to complete graduation requirements. Placement on a waiting list will be necessary should the VALTS facility experience full enrollment. Priority for the waiting list positions will follow the same guidelines as placement in the facility.

Strategies/interventions:

Our alternative school is set away from traditional school buildings because research has shown that this is where alternative schools work best. These students did not function well within the settings of the traditional high schools for many reasons, and getting them in a different setting helped them with their success. We feel fortunate to house our school at a building that is truly a community center and has rooms for day care, Head Start, senior citizens, and recreational activities for everyone. Much of the education at VALTS has taken place in the community and the work force through field trips, guest speakers, and community service projects. Many of our students have also taken college classes and vocational training through Western Nebraska

Community College. The VALTS program helps prepare the students for further success if they wish to pursue a higher education. The program allows students to seek information and pursue their own interests and skills. Vocational exploration takes place through the use of CD-ROMs and Internet access. By providing training in up-to-date programs such as Office 97, many students are able to go directly into the computer related work force. Pre-employment skills are taught through resume writing, mock interviews, and social skills for the work force. Students in the VALTS program attend school half-days and work at jobs the other half-day. The higher level of learning and shorter school day is made possible because of a lower teacher/student ratio and more personalized student academic plans of study. Students earn high school credits for successful work experiences in the community.

Curriculum: The academic program offers accredited courses in science, social studies, math, English, and communication skills. Socialization skills, career training, and problem solving are also emphasized. Because the staff is small, they work together to help each student achieve the necessary requirements for grade level, advancement, and graduation. Each student's program is individualized to meet graduation requirements and needed skills.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the program are as follows: Increased proficiency in basic skills; Increased standardized test scores; Increased career/vocational exploration; Increased skills in conflict resolution; Increased appropriate career choices; Increased student self-confidence; Increased student productive behavior; Increased student attendance; Increased student recognition of relevancy between education and employment

Describe how the proposal is different from what is currently available to the targeted subgroup(s)

The VALTS program offers the same basic curriculum as the "mainstream" school but uses alternative delivery methods. Just as some learn best visually, and others auditorally or kinesthetically, students' unique characteristics cause them to learn best in situations which support their individual needs. The VALTS program serves a segment of the population whose needs differ from others. It is not exclusively a remediation center. It is also designed to also meet the needs of gifted students.

Annual measurement of success to document changes in student learning/performance:

All VALTS students are tested upon entering and exiting the program with the CASAS test. The CASAS, Comprehensive Adult Student Assessment System, measures math and reading skills as they relate to employability skills. This school year, students also took the ASSETS tests given by Western Nebraska Community College, the COPS test administered by School-to-Work, and classroom assessments generated to assess learning upon the completion of course curriculum. Students will take the achievement tests offered by their host high schools. Each school district selects its own assessment for regular achievement testing. Student growth can then be evaluated from like assessments taken in previous years.

Nemaha County Schools: Alternative Education Program

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students in grades 9 through 12 who have experienced extreme difficulty with 1) academics - failed two or more classes, or students demonstrating deficiencies in basic skills 2) attendance - chronic absenteeism, attendance below acceptable standards; 3) behavior - students whose behavior is unacceptable within the general educational setting, or students whose behavior interferes with learning; 4) other - students who would benefit from flexible scheduling due to their needs and/or obligations (pregnancy, incarceration, rehabilitation, family obligations, health concerns, etc.); 5) students experiencing long-term expulsion or suspension; 6) students at risk for dropping out.

Number of students to be served: 15

How determination of subgroup(s) was reached:

1) grades; 2) behavior referrals; 3) attendance referrals; 4) SAT referrals; 5) parent/student requests; 6) student commitment; 7) return from out of school placement

Strategies/interventions

An individual plan would be developed for each student based on his or her needs. Plans would be reviewed each semester or more frequently as needed. The focus of the instruction would be on required academic core courses, transitional/vocational needs, independent living skills, academic counseling, adapting curriculum according to student needs, family involvement, and/or social skills.

Student outcomes for the targeted subgroup(s):

Students will demonstrate 1) increased proficiency in academic and/or basic skills; 2) increased attendance; 3) successful completion of graduation requirements; 4) fewer referrals for behavior; 5) progress toward individual plan goals 6) decreased number of drop outs

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently there are no programs outside of special education that make adjustments to the general education curriculum/setting for students who are at-risk within our school system.

Norfolk Public Schools: Alternative Education

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

The targeted student subgroup for the Alternative Education Program will consist of non-disabled students in grades 8-12. This is a continuation of the Alternative Education Program that began in 1997 and will include some transition students from that program, as well as new students at-risk of failure and possible Special Education placements and those likely to become drop-outs due to poor attendance, failing grades, or behavior difficulties.

Number of students to be served: 75

How determination of subgroup(s) was reached:

Eligibility for services under the Flexible Funding portion of the Alternative Education Program will be determined on the basis of the review by the SAT of the following student information obtained in the Alternative Education Referral: A.) Quarterly report grades of "D" or "F" in 3 of the 4 core subjects. B.) Attendance records of 5 or more absences per quarter. C.) Re-enrollees, following a previous drop-out of school. D.) Multiple discipline referrals or second offense violations under the district's Rights & Responsibilities procedures. E.) National Achievement Test (CAT-5) scores below the 25th percentile in major areas of Reading, Math, Science or History. F.) Parental and/or staff requests for additional services due to concerns regarding the student's mental, emotional or physical health in school related activities.

Strategies/interventions:

Once placed in the Flexible Funding Alternative Education Program, the student may receive individualized and/or small-group instruction through a combination of the following possible instructional techniques: A.) Individualized, computer generated instruction using the PLATO software and supplemental instructional curriculum. B.) Individualized, or small-group teacher assisted instruction, using a modified version of the classroom curriculum. C.) Tutorial assistance with the general education classroom curriculum, with some modification, as determined necessary by the SAT Section 504 Accommodation Plan, or other Alternative Education Plan. D.) Teacher assistance with independent study course work through the University of Nebraska Independent High School, or other correspondence center. E.) Individualized and/or small-group counseling to address emotional or behavioral issues that have resulted in previous stress and/or academic and social difficulties.

Staff development activities that would be funded under the proposal:

The following staff development activities will be funded for staff involved with students in the Alternative Education Program: A.) Training in use of and curriculum development surrounding the PLATO software programs. B.) Discipline With Purpose training for development of positive intervention alternatives for behavior issues. C.) Boy's Town Social Skills training for intervention and positive discipline techniques for behavior change. D.) Character Counts and/or related character education training for development of increased self-esteem and character building among at-risk students.

Student outcomes for the targeted subgroup(s):

The following outcomes have been established for students enrolled in the Alternative Education Flexible Funding Program: A.) At least 60 percent of all students receiving services through this program and continuing to live in the Norfolk Public School's boundaries will graduate from high school by the age of 21. B.) Students included in this program will receive at least 70 percent equivalent class credits to those students in the general education curriculum. C.) At least 75 percent of those students with prior attendance problems will meet either: 1.) The district's minimum attendance requirements for students in the general education curriculum, OR 2.) A modified attendance requirement as established by the SAT on an Alternative Education Plan. D.) Students with previous behavioral conflicts (repeated office referrals) will demonstrate a 25 percent reduction in office referrals over the previous school year. E.) At least 75 percent of all students enrolled in this program will receive passing grades in 3 of their 4 core subjects.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Prior to the establishment of the Alternative Education Program services for "at-risk" students were limited to a small number of eligible Junior High students who failed 75 percent of their courses, or to those Senior High students who required modifications as a result of a Section 504 Plan or IEP. Continuation of this Alternative Education Program will allow for the expansion of such individual and small-group instructional techniques to a population nearly 300 percent greater than was available in 1997. With the expanded PLATO work stations and supplemental curriculum being provided through this program, a wider variety of services and instructional options will be made available to students. This should result in a greater opportunities to complete their school careers, without requiring special education services or dropping out of school. This expansion of the program will make independent study more accessible and assistance from school staff more available.

Annual measurement of success to document changes in student learning/performance:

Student performance will be documented through the following: A.) Standardized achievement tests (CAT-5); B.) Quarterly report card grades; C.) Quarterly attendance records; D.) Office referral records/suspensions - expulsion data; E.) SAT referral records; F.) Annual reviews of Alternative Education and 504 Plans; G.) Informal attitude/achievement survey results from parents, staff, and students.

North Platte Public Schools: Alternative Middle School

Year implemented: 1999-2001

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Identification of targeted student subgroup(s):

Middle School students who meet the following criteria: *Students not being served by Special Education Programs *Adequate aptitude for learning *Poor academic performance *Poor behavior adjustment *Inadequate social skills *Parent/Student both motivated to participate in the program *Strong likelihood of success in the program. A selection committee will be appointed to review referrals, develop selection criteria and recommend program placement.

Number of students to be served: 20

How determination of subgroup(s) was reached:

The district conducted focus groups to determine the greatest needs. This was one of the greatest needs expressed by the focus groups.

Strategies/interventions:

Develop and implement an alternative Middle School. The Alternative Middle School will strive for education excellence for each student. By offering an alternative academic and social experience for youth who are at-risk of failure in the traditional middle school setting, we will forge a partnership between student, family, school, and community. The Alternative Middle School will provide a consistent academic and life skill program that emphasizes flexible, individualized planning, various teaching modalities, and an integrated curriculum, which will focus on social and academic development. The beliefs of the Alternative Middle School are: 1. Students learn best when actively engaged in the learning process. 2. Learning MUST be enhanced by providing life-long learning opportunities. 3. Our program requires a basic structure to provide stability for our students, while retaining flexibility. 4. Our program must continually evolve to meet the changing needs of our students. The selection criteria will be: 1. The student is identified by teacher and/or parent as having needs not currently met.2. The student is not being served by Special Education Programs. 3. The student must meet the following criteria. In the event that student referrals exceed availability at the Alternative Middle School, the first three criteria contained in Group A will be weighed with greater force than the criteria in Group B.Group A: *Strong likelihood of success at Alternative Middle School *Adequate aptitude for learning *Parents/Student all motivated to enroll at Alternative Middle School Group B: *Poor academic performance *Poor behavior adjustment *Inadequate social skills

The behavioral contract will be as follows:

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- 1. Classes are mandatory from 7:45 AM until 2:45PM.
- 2. All students must sign the attendance roster when they enter each day and sign out when they leave for the day.
- 3. Any student who is over 15 minutes late will be counted absent and will not be admitted.
- 4. If a student is absent 6 days in any given semester after he/she is admitted to the Alternative Middle School, he/she will be dropped from the program.
- 5. Tobacco products of any kind; alcohol or other drugs will not be permitted. Use of tobacco products will result in up to a 19 day home suspension. Drug or alcohol will result in expulsion for the semester.
- 6. The Boys Town Social Skills behavior model will be used. Repeat violations of the school's rules will be grounds for dismissal. More minor infractions could lead to the student being sent home and counted absent for the day.
- 7. All assignments must be completed successfully, and all tests passed to allow for consideration of transition back into a traditional classroom.

The Alternative Middle School will safeguard the fundamental human, legal, and civil rights of students. The exit criteria is to return students to their traditional classroom setting equipped with strategies, techniques, and tools that will allow them to achieve their highest potential as students. We will work closely with students and their families to reach this goal and allow them success in the traditional classroom. At the same time, no student will be allowed to exit successfully without addressing and correcting the issues that led to the referral. This must be done to the satisfaction of the staff, originating school, and Director of Student Services. We have tried to streamline the Middle School Curriculum and pinpoint the areas that were essential. The curriculum is broken into three separate groups as follows: Core Subjects; Exploratory Subjects; Additional blocks of learning: The curriculum will be delivered through a combination of thematic units, hands-on teaching strategies and integrated curriculum. Emphasis will be placed on both academic AND social skill development. Teachers will provide primarily "teacher directed" instruction, which targets areas of high student interest. It is anticipated that the program will utilize a wide array of community resources in the delivery of instructional units. A mentoring program will be utilized to stimulate community involvement.

Staff development activities that would be funded under the proposal:

Visitations to existing alternative schools in the region by alternative school teachers and support staff.

Student outcomes for the targeted subgroup(s):

*Improved academic performance *Improved social skills *Improved attendance *Successful performance in regular education after transition

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

No other alternative school exists for Middle School students in the North Platte Public Schools. This population of students is not served at the current time.

Palmyra Public School: Alternative Education "Learning Independently For Everyone"

Year implemented: 2000-2001

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Identification of targeted student subgroup(s):

1.Students who have dropped out of school; 2. Students who have exhausted educational opportunities in their resident school; 3.Students whose individual instructional pacing does not fit the traditional means of instructional delivery; 4. Students whose educational success is in part dependent on non-academic support i.e., flex scheduling, intensive counseling, childcare; 5. Students whose talents significantly exceed their performance

Number of students to be served: 1

How determination of subgroup(s) was reached:

Students not currently attending or at risk of dropping out; Behind in credits; Students in need of a modified curriculum; Students willing to sign a student/parent/school contract; Completion of successful application and interview.

Strategies/interventions:

Individualized plans will be developed for each student. Each plan may include a academic plan, social/personal plan, vocational plan, and behavior plan. The academic program offered will be through NOVANET. This program is computerized and accessible through the Internet. There will be a variety of courses offered specifically in the core areas of English, Social Studies, Math and Science. Social Skills and vocational skills will be emphasized and a digital portfolio to address progress throughout this program will be developed. The High School Guidance Counselor will provide support for the vocational and social skills areas. Parent and family involvement for the program will be promoted by a Parent/Guardian/ Student Contract.

Staff development activities that would be funded under the proposal:

Boys Town Social Skills Training; Vocational Exploration Development; Learning Strategies; Inservice on NOVANET curriculum; Inservice on completing digital portfolios

Student outcomes for the targeted subgroup(s):

Improved academic, social/personal, vocational and behavior skills as outlined in the students Individual Plan will be designed to support reentry back into the high school. It is expected we

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will also see an increase in the following: Increased proficiency in basic skills; Increased standardized test scores; Increased vocational exploration gaining awareness of the relevancy between education and employment; Increased skills in conflict resolution; Increased student self-confidence; Increased student attendance; Increased number of graduates

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently the District does not offer an alternative program for students. The primary purpose of the LIFE Program will be to provide an alternative to the traditional high school setting. The ultimate goal will be to transition students back into the high school. Students would be able to complete their education in the Alternative setting if they desire.

Annual measurement of success to document changes in student learning/performance:

Successful completion and mastery of course work; Successful transition back to the high school if that is the student's goal Student credit toward graduation; Student's successful involvement in a work experience program; Graduation from high school.

Papillion-LaVista Public Schools: I.D.E.A.L. Program

Year implemented: 1999-2001

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Identification of targeted student subgroup(s):

Students served within this program would be 15 to 21 years and not succeeding in the traditional secondary school setting or already exited school. The program is set to serve 110 students from the junior and senior high level. 70 percent of the students in this program will be new to the program for the 2000-01 school year. Many of these secondary students are coming from nontraditional family settings, due to work requirements, social changes, and dual career families which may not provide emotional and mental support necessary for their student to succeed. Records would indicate that 75 percent of the graduates of the Papillion LaVista Public Schools continue their education after high school. When such a large majority of students are college bound, many of the remaining 25 percent appear to "not fit in" and many are referred for special education.

Number of students to be served: 77

How determination of subgroup(s) was reached:

Many of these students are referred to special education due to emotional and/or lack of educational performance. Students identified for the I.D.E.A.L. program are referred by junior and senior high teachers through their building principals and counselors. The I.D.E.A.L. program staff conduct meetings that can include the building administrator, counselor, parents, social workers, and school psychologist to determine entry into the program. Entry is based on four major criteria. 1) a student must be "non special education" 2) students must be showing little or no progress towards graduation via credits 3) students must show high risk of dropping out or exhibit severe emotional problems 4) these students must show potential for success in a non-traditional program

Strategies/interventions:

The I.D.E.A.L. program was developed to create a learning environment for non special education students in a nontraditional school facility. Programs are created for students on an individualized basis and instruction target's each student's given ability and educational level. All students spend half day at the school site and half day in a vocational work environment. Staff selected for this program have the ability to deal with nontraditional students. A strong basis of the program has been the Boys Town Social Skills Training which has allowed for social skills to be a vital part of the education and vocational services. A flexible model is used to determine students progress within the program. Students within the program are able to focus on a particular course without traditional time constraints. Courses have individual requirements which must be fulfilled for completion. Students can enter the program at any time during the school year. Transition back to the home school is available and will coincide with semester break, if the student selects that option. Students are given the opportunity to test out of certain courses by predetermined criteria.

Student outcomes for the targeted subgroup(s):

Three proposed outcomes: 1. Students are provided services to receive credit towards graduation, including matriculation agreements with post secondary educational facilities, home school vocational classes, night school and adult basic education, community programs, and community service. 2. Students are provided job shadowing experiences each year with staff conducting on site analyses. 3. Students within the I.D.E.A.L. program will identify a community service project as a part of their individualized plan and will utilize community resources in completing the project.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The Papillion LaVista Public Schools had not offered an alternative school program for at risk students other than a school within a school concept until the 1996-97 school year. Since the initial year, 150 students have been served. This program would be unique in that it would be housed in a separate facility, have its own individualized curriculum, combine school to work activities, and provide an ongoing social skills curriculum. Seventy-seven students new to this program for the 2000-01 year were served in regular school and regular curriculum prior to the start of the school year or already had dropped out of school.

Annual measurement of success to document changes in student learning/performance:

The program is measured annually based upon the student outcomes previously outlined. Reports of outcomes are presented to the administration and can be submitted to the Nebraska Department of Education upon request.

Scottsbluff Public Schools Valley Alternative Learning Transitioning School (VALTS)

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Characteristics of at-risk students whose needs can be met through the VALTS program: Students who have dropped out of school. -Students who have exhausted the educational opportunities in their resident school. -Students with a demonstrated need for consistency in instructional staff, curriculum, and/or scheduling. -Students whose individual instructional pacing needs do not fit the traditional means of instructional delivery. -Students whose educational success is, in part, dependent on non-academic support, i.e., flex scheduling, intensive counseling, child care, and health counseling. -Students whose talents significantly exceed their performance. -Students with deficiencies in basic skills. -Students wanting to have a second chance to complete their education. -Students with serious health needs resulting in an inability to attend mainstream education.

Number of students to be served: 40

How determination of subgroup(s) was reached:

Criteria for Admission: 1. Referred by the student's home district. 2. Expressed desire to be part of program (self-referral).; 3. Expressed desire to achieve graduation. 4. Referred by high school screening committee team and principal. 5. Complete a series of academic/interest aptitude tests prior to placement. 6. Not currently engaged in a special education program, substance abuse, a parole situation, or a mental health treatment facility. 7. Reasonable student expectation to complete the program within one year of graduation class. 8. Agrees to abide by conditions and rules established for the program. 9. Completion of a successful intake interview.

Strategies/interventions:

Our alternative school is set away from traditional school attendance centers because research has shown that this is where alternative schools work best. These students did not function well within the settings of the traditional high schools for many reasons, and the different setting helped them with their success. We are fortunate to house our school at a building that is truly a community center and has rooms for day care, Head Start, senior citizens, and recreational activities for everyone. Much of the education at

VALTS has taken place in the community and the workforce through field trips, guest speakers, and community service projects. Many of our students take college classes and vocational training through Western Nebraska Community College. The VALTS program helps prepare the students for further success if they wish to pursue a higher education. The program allows students to seek information and pursue their own interests and skills. Vocational explorations take place through the use of CD-Roms and Internet access. By providing training in up-to-date programs such as Office 97, many students are able to go directly into the computer related work force. Pre-employment skills are taught through resume writing, mock interviews, and social skills for the work force. Students in the VALTS program attend school half-days and work at jobs the other half-day. The higher level of learning and shorter school day is made possible because of a lower teacher/student ratio and more personalized student academic plans of study. Students can earn high school credits for successful work experiences in the community. The academic program offers accredited courses in science, social studies, math, English, and communication skills. Socialization skills, career training, and problem solving are also emphasized. Because the staff is small, they work together to help each student achieve the necessary requirements for grade level, advancement, and graduation. Each student's program is individualized to meet graduation requirements and needed skills.

Staff development activities that would be funded under the proposal:

Within the total budget, money is funded for staff development. The staff has visited other alternative schools in Nebraska and Colorado, attended staff conferences and workshops, and participated in social skills training.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the program are as follows: - Increased proficiency in basic skills - Increased standardized test scores - Increased career/vocational exploration - Increased skills in conflict resolution - Increased appropriate career choices - Increased student self-confidence- Increased student productive behavior - Increased student attendance - Increased student recognition of relevancy between education and employment

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The VALTS program is one that offers the same basic curriculum as the "mainstream" school but uses alternative delivery methods. Just as some learn best visually, and others auditorily or kinesthetically, students' unique characteristics cause them to learn best in situations which support their education needs. The VALTS program serves a segment of the population whose needs differ from others. It's not exclusively a remediation center. It is also designed to meet the needs of gifted students.

Annual measurement of success to document changes in student learning/performance:

All VALTS students are tested upon entering and exiting the program with the S.T.A.R. Reading and Math Tests which is an assessment that measure math and reading skills and produces a percentile and grade equivalency score. This school year, students also took the ASSETS tests given by Western Nebraska Community College, WORK KEYS administered by School-to-Work, and classroom assessments generated to assess learning upon the completion of course curriculum. Students will participate in taking the achievement tests selected and offered by their host high schools including norm referenced and criterion referenced assessments to determine the knowledge level as related to the state standards. Student growth can then be evaluated from year to year.

Seward Public Schools: **Seward Middle School 4R-Room**

Year implemented: 1998-2001

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Identification of targeted student subgroup(s):

The Seward Middle School 4R-Room project is an expanded instructional service to students who are currently at-risk for school failure, and who are the prime candidates to drop out of school when they attain the age of 16 or older. The project aims to serve students who behave inappropriately in the classroom setting, but who are not viewed by teachers and parents as students who should be referred for special education assessment. The 4R-Room project intends to serve at-risk students in the general education curriculum before they become special education referrals or so disconnected from school, they elect to drop out. Although the project's primary function is to serve non-verified at-risk students, certain special education students will also receive services. Specifically, there are a number of special education students who are mainstreamed in regular education classrooms but demonstrate the same level of inappropriate behaviors as the non verified at-risk students. In such cases where it may be deemed applicable, the student will be assigned to the 4R-Room in the same fashion as the at-risk student, thus preventing increased special education placement in the traditional resource room

Number of students to be served: 15

How determination of subgroup(s) was reached:

The determination of the student subgroup was reached by acknowledging the fact that the discipline data easily validates that traditional "one shot" office interventions techniques work for some students, but is not effective for others.

Strategies/interventions:

This is an instructional project. Specifically, in the 4R-Room, students are taught various ways they can recognize their problem behavior before it occurs and they are instructed in many skills they can apply to avoid poor choices and to monitor their own behavior. The philosophy of the project is embedded in the belief that students want to be good, and when taught the skills to do so, most will learn and become positive members of their classrooms. Before the 4-R Room services are initiated for a student, each classroom teacher is expected to attempt student management techniques that are traditional to public school instruction. For example, changing the student's seating, one-on-one visits and problem solving conversations with the student, conferencing with the student's parents, positive reward systems and checklists are some of the steps that must precede referral to the 4R-Room. As well, detentions are likely to be applied to deter the student from exhibiting his/her inappropriate behavior in the future. For the student who

continues to violate classroom rules, and who frequently disrupts the learning environment after such traditional student management techniques have been tried, a short-term placement in the 4R-Room becomes effective on the very next time it becomes necessary to send the student out of the classroom. "Short-term" can be any length of time from one or two classroom periods to several days--depending on the response the student demonstrates to the intervention strategies and techniques taught by the 4R-Room teacher. Students are exposed to strategies to examine advantages and disadvantages of their actions, and are instructed in appropriate social skills, and sometimes most importantly anger control. Direct teaching of the strategies and skills is reinforced with role play. Role play provides the practice necessary for many of the students before they are actually able to apply their new skills in the "real world". In every case, the 4R-Room also helps the students identify their own strengths that they are probably not aware of or think of as strengths. This positive focus is then channeled toward the students' self-esteem as they work on the skills with which they struggle.

Student outcomes for the targeted subgroup(s):

The overall goal of the 4R-Room is to enable the student to improve his/her behavior. Once a student is referred to the 4R-Room, the teacher and student immediately begin a dialogue that is intended to be a learning experience for the student. The teacher and student both attempt to gain an understanding of the student's behavior in terms of attention getting, peer power struggles, avoidance of academics, opposition to adult authority, and others. Once the student understands what is being communicated and what the purpose may be for inappropriate behavior, the next step is to try to redirect the student. Redirection takes the form of teaching certain skills to the student that will cause him/her to choose methods other than misbehaving to communicate. Ultimately, the 4R-Room benefits the at-risk student by raising self-esteem, empowering the student to recognize their poor choices and to self-correct their behavior. As well, students become more acceptable to others because of improved behavior, which in turn, triggers better relationships with peers and adults.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Traditional management techniques, as indicated in the application, primarily consist of a "one shot" administrative intervention program that is effective with an estimated 90 percent of middle school youth. The remaining 10 percent (i.e., at-risk) are continually referred to the office from classroom settings due to a higher level of inappropriate behavior that requires a different approach. The 4R-Room approach is aimed at replacing negative behaviors with positive classroom behaviors by utilizing viable intervention techniques that go beyond having the student sitting in the Principal=s office. The 4R-Room program provides the student with an understanding of his/her behavior patterns, and enables the student to improve such behaviors.

Annual measurement of success to document changes in student learning/performance:

Records are maintained on each student who is referred to the 4R-Room at-risk intervention program. Those records consist of primarily pre-referral data on the student's classroom behavior and frequency of being sent to the office. Once 4R-Room intervention is utilized, behavioral data continues to be collected. Students, as well as teachers, record student behavior by various techniques such as behavior contracting, daily behavior charts, regularly scheduled student meetings, and parent input. Each student sets improvement goals that are measured by the information documented in the behavior reports.

South Platte Public Schools: Learning Center

Year implemented: 1999-2001

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Identification of targeted student subgroup(s): The South Platte Schools proposes to continue the Learning Center in the high school to assist and encourage our at-risk student population with the study skills and extra assistance needed to be successful in the classroom. The Learning Center will be in a centralized location and will be staffed by a paraeducator, and monitored by the Resource Teacher.

Number of students to be served: 6

How determination of subgroup(s) was reached:

The number would be determined by the teachers referring at-risk students from their classes, the grades on report cards, and student attendance.

Strategies/interventions:

We will use some of the strategies that we learned in our Learning Styles workshop last year to assist the students in their regular classes and in the Learning Center. The students will also put to use the study skills they need in the Learning Center. We will practice the different skills they need to be successful in the regular classroom. We will answer questions about homework and help them better understand the classes they are working on. Students are sometimes self-conscious about asking questions in the classroom setting, and are more willing to ask for help in a small informal setting.

Staff development activities that would be funded under the proposal:

Our staff has completed the Learning Styles workshop and attended Inclusion workshops to better meet the need of all of our students. Now we are putting the things we have learned to use.

Student outcomes for the targeted subgroup(s):

We will determine success based on improved grades, attendance, attitude and teacher observation.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The Learning Center is a place for at-risk students to learn how to be successful in such a manner that it gives the students self-confidence to know that they can succeed.

Annual measurement of success to document changes in student learning/performance:

The annual measurement of success would be the improved performance of the at-risk students on their report cards, progress reports, and an overall improvement of student attitude towards school.

Southern Public School: Southeast Nebraska Alternative High School

Year implemented: 1998-2000

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Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. Students must be 16 years of age or older. They must currently not be in attendance at school or are at risk for dropping out. Students must be behind in obtaining credits at high school and in need of a modified curriculum.

Number of students to be served: 3

How determination of subgroup(s) was reached:

Typically, these students have a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequency of office contacts with administration. Criteria for admission: 1. 16 years of age or older. 2. Not currently in attendance/or at risk of dropping out. 3. Behind in credits. 4. In need of a modified curriculum. 5. Recommended by his/her school's principal. 6. Completion of a successful intake interview 7. Willing to sign a student/parent/school contract. 8. Be in a school-to-work program.

Strategies/interventions

The alternative school is located away from traditional school buildings as research has shown that this is where alternative schools work best. We feel fortunate to have our school in a urban setting with access to classrooms/conference rooms and a computer lab. The close proximity to the Beatrice downtown area facilitates easy access to community experiences. Our academic day in the Southeast Nebraska Alternative High School provides a varied setting for academics, in both a relaxed and more traditional academic atmosphere. We are very community oriented and try to get into the community or have someone come in at least once a week. We tie this into the specific integrated unit we may be studying or it may be for occupational awareness which ties into school-to-work such as touring a business or industry. Community service is also done, such as having students working on the community playground that was built in the spring of 1999. Half day sessions are scheduled for academic classes. Students are required to work a minimum of 20 hours per week. The Southeast Nebraska Alternative High School participates actively with

other community agencies, i.e., JTPA, Health and Human Services, Drug Alcohol Counselors, probation officers and the high schools of which the students are a resident. There is a required work component that is supervised. Students who don't already have a job are given one week to find a job. Students will be evaluated on the job and are required to hold a job. Students have worked at improving their communication skills. Quite a few of the students were uncomfortable in presenting or discussing a current event to small groups of people. During the course of a semester the majority of the students make a public presentation before one of the following groups: the district steering committee, a teachers group, and a service organization. Few textbooks are used. We use a various handouts and study guides, utilize educational TV programs, use integrated units and have used consumer math this past semester. We will individualize math more this upcoming school year. Independent studies are also offered. Students follow long range goals and daily lesson plans but allow for a great deal of flexibility. If a teachable moment comes along we stop and take advantage of that. Another strong component is working closely with parents (mostly by telephone) to deal with attendance. A phone call is made to either home or work. Staff have been known to go out and get kids. This past year we participated in the Stock Market game. Two of our teams were quite high in the standings for a good portion of the game. The experience has made the students more aware. We are following the consortium's graduation guidelines which includes meeting essential skills standards that go into effect beginning in 2001. New computers were added to the Alternative High School for the 1999-2000 school year. The addition of these computers will allow for more individualized instruction and curriculum.

Staff development activities that would be funded under the proposal:

Staff are encouraged to seek out conferences that relate to alternative education and to visit other schools who have successful programs.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the Alternative High School are as follows:--Increased communication skills.--Increased on-task and productive behavior skills.--Increased punctuality and attendance.--Increased career/vocation exploration--Increased skills in conflict resolution.--Increased student self-confidence.--Increased student recognition of relevancy between education and employment.

Stratton Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2000

Contact Name: Larry Schall, Superintendent

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Stratton, NE 69043-0324

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Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning, but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Number of students to be served: 1.5

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. Express desire to be part of the program (self-referral). Express desire to return to a traditional educational program. Complete a series of academic/interest/aptitude tests prior to placement. Those who display substance abuse or mental health issues who are not currently engaged in a treatment program. Students assist in setting goals with school committee team, faculty, parents and STEP Staff. Agrees to abide by rules and conditions established for the program. Completion of a successful intake interview. The goal of the STEP Program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community to provide a consistent academic and life skill program. Students wishing to apply for enrollment in STEP Program must submit a written request signed by themselves, parent and principal in their resident school district. Include the reasons the STEP Program is being requested to meet the educational needs of the student.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be

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individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Staff development activities that would be funded under the proposal:

Staff Development activities include a research/needs assessment within the 6 county ESU #15 Region, review of program descriptions of alternative education programs in NE, visits to alternative Education Programs i.e., Visions Program and TLC in North Platte, LIFT Program in McCook, Boys and Girls School in North Platte, training in the Boys Town Model, training in Therapeutic Aggression Control Techniques, and instructional training with Social Skills and Aggressive Youth.

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet each students individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for their own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklist, behavior rating scales and observations.

Trenton Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2000

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Trenton, NE 69044-0368

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FAX: 308-334-5381 **Phone:** 308-334-5575

Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have adequate aptitude for learning but have demonstrated poor academic performance, inadequate social skills and/or poor behavior adjustment. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to complete their education in a traditional program.

Number of students to be served: 1

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. Express desire to be part of the program (self-referral). Express desire to return to a traditional educational program. Complete a series of academic/interest/aptitude tests prior to placement. Those who display substance abuse or mental health issues who are not currently engaged in a treatment program. Students assist in setting goals with school committee team, faculty, parents and STEP Staff. Agrees to abide by rules and conditions established for the program. Completion of a successful intake interview. The goal of the STEP Program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community in providing a consistent academic and life skill program. Application Procedures: Students wishing to apply for enrollment in STEP Program must submit a written request signed by themselves, parent and principal in their resident school district. Include the reasons the STEP Program is being requested to meet the educational needs of the student.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. The program will focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of twenty students per session with a staff of one teacher and two paraprofessionals. The Fearon

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Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

Staff development activities that would be funded under the proposal:

Staff Development activities which have occurred involve: research/needs assessment within the 6 county ESU #15 Region; review of program descriptions of alternative education programs in NE; visiting alternative Education Programs i.e., Visions Program and TLC in North Platte, LIFT Program in McCook, Boys and Girls School in North Platte. Staff Development Activities to occur include: Training in the Boys Town Model; Training in Therapeutic Aggression Control Techniques Instructional training with Social Skills and Aggressive Youth

Student outcomes for the targeted subgroup(s):

The primary outcome for all student will be to transition back to the traditional classroom. This will be accomplished due to improvement in social skills, academic skills, attendance, self confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet each students individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for his or her own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklist, behavior rating scales and observations.

Tri-County Public School: Southeast Nebraska Alternative High School

Year implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students must be 16 years of age or older. They must currently not be in attendance at school or are at risk for dropping out. Students must be behind in obtaining credits at high school, and in need of a modified curriculum.

Number of students to be served: 3

How determination of subgroup(s) was reached:

Typically, these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequency of office contacts with administration. Criteria for admission: 1. 16 years of age or older. 2. Not currently in attendance/or at risk of dropping out. 3. Behind in credits. 4. In need of a modified curriculum.

- 5. Recommended by his/her school's principal. 6. Completion of a successful intake interview.
- 7. Willing to sign a student/parent/school contract. 8. Be in a school-to-work program.

Strategies/interventions:

The alternative school is located away from traditional school buildings as research has shown that this is where alternative schools work best. We feel fortunate to have our school in a urban setting, with access to classrooms/conference rooms and a computer lab. The close proximity to the Beatrice downtown area facilitates easy access to community experiences. Our academic day in the Southeast Nebraska Alternative High School provides a varied setting for academics, in both a relaxed and more traditional academic atmosphere. We are very community oriented and try to get into the community or have someone come in at least once a week. We tie this into the specific integrated unit we may be studying or it may be for occupational awareness which ties into school to work such as touring a business or industry. Community service is also done, such as having students working on the community playground that was built in the spring of 1999. Half day sessions are scheduled for academic classes. Students are required to work a minimum of 20 hours per week. The Southeast Nebraska Alternative High School participates actively with other community agencies, i.e., JTPA, Health and Human Services, Drug Alcohol Counselors, probation officers and the high schools of which the students are a resident. There is a required work component that is supervised. Students who don't already have a job are given one week to find a job. Students will be evaluated on the job and are required to hold a job, to prepare the students for a world of work, no matter when it is in their lifetime. As noted earlier, students are required to work a minimum of 20 hours per week. Students have worked at improving their communication skills. Quite a few of the students were uncomfortable in presenting or discussing

a current event to small groups of people. During the course of a semester the majority of the students will make a public presentation before one of the following groups: the district steering committee, a teachers group, and a service organization. Few textbooks are used. We use a various handouts and study guides, utilize educational TV programs, use integrated units and have used consumer math this past semester. We will individualize math more this upcoming school year. Independent studies are also offered. Students follow long range goals and daily lesson plans but allow for a great deal of flexibility. If a teachable moment comes along we stop and take advantage of that. Another strong component is working closely with parents (mostly by telephone) to deal with attendance. A phone call is made to either home or work. Staff have been known to go out and get kids. This past year we participated in the Stock Market game. Two of our teams were quite high in the standings for a good portion of the game. The experience has made the students much more aware. We are following the consortium's graduation guidelines which include meeting essential skills standards that go into effect beginning in 2001. New computers were added to the Alternative High School for the 1999-2000 school year. The addition of these computers will allow for more individualized instruction and curriculum.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the Alternative High School are as follows: Increased communication skills, Increased on-task and productive behavior skills, Increased punctuality and attendance, Increased career/vocation exploration, Increased skills in conflict resolution, Increased student self-confidence, Increased student recognition of relevancy between education and employment.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The Southeast Nebraska Alternative High School offers students the opportunity to graduate from high school but uses alternative delivery methods. Just as some learn best visually, and others auditorially or kinesthetically, students' unique characteristics cause them to learn best in situations which support their individual needs. The Southeast Nebraska Alternative High School serves a segment of the population whose needs differ from others.

Annual measurement of success to document changes in student learning/performance: Specifically, students are remaining in school and work toward earning the needed credits for graduation. Detailed data is available for each student.

Twin Valley Public Schools: Success Through Educational Partnerships (STEP)

Year implemented: 1999-2001

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Bartley, NE 69020-0187

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 thafer@esu15.org

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 308-692-3223

Identification of targeted student subgroup(s):

Students who have exhausted their educational opportunities in their residential school. Students who have demonstrated a need for consistency in instructional staff, curriculum, scheduling and individualized instruction. Students who have personal circumstances which cause difficulty in the traditional setting. Students who want to boost their chances in completing their education in a traditional program.

Number of students to be served: 2

How determination of subgroup(s) was reached:

Referred by the SAT Team and parent. Express desire to be part of the program (self-referral). Complete a series of academic/interest/aptitude tests prior to placement. Those who display substance abuse or mental health issues who are not currently engaged in a treatment program. Students assist in setting goals with school committee team, faculty, parents and STEP Staff. Agrees to abide by rules and conditions established for the program. Completion of a successful intake interview. The goal of the STEP Program is to provide an alternative academic and social experience for youth who are at risk of failure in the traditional school setting. STEP will form a partnership with students, family, school and community in providing a consistent academic and life skill program.

Strategies/interventions:

Students will attend a half-day instructional setting in a closed off-campus site. The curriculum will build on basic core areas of reading, math and writing skills. The classes will be individualized so students can progress at their own rate. They can proceed through the curriculum as rapidly as their skill and motivation will allow. There will be a focus on social skills, life skills and conflict resolution on a daily basis. There will be a maximum of 12-15 students per session with a staff of one teacher and two paraprofessionals. The Fearon Curriculum accompanied by supplemental materials from the various county schools' resource pool will provide the curriculum offered. Instructional materials from SWNYS may also be utilized.

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Staff development activities that would be funded under the proposal:

Staff Development Training to be completed by the STEP Instructor include: Assisting Adolescent Development; Asset Building in the Classroom; Blended Families; Advanced Intervention; Grief and Separation; Nebraska Paraeducator Conference in Kearney on October 27, 2000.

Student outcomes for the targeted subgroup(s):

The primary outcome for all students will be to transition back to the traditional classroom. This will be accomplished due to improvement in these areas: social skills, academic skills, attendance, self-confidence and social behavior. Measurement in outcomes will be done on a quarterly basis for reporting purposes to staff, students, parents and schools. Daily assessments will be done in most areas for each student.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The location is an off campus site. This will be beneficial due to the students resistance to the resident school setting and their lack of success in a traditional classroom. The STEP Program will be designed to meet each students individual learning needs. Students will be provided an individualized program in the areas of reading, writing, math and social skills, which they can accomplish at their own rate. Each student will be held accountable for their own academic progress and behavior, which is evaluated on a daily basis. The primary mission for this alternative program is to transition the student back into the traditional classroom.

Annual measurement of success to document changes in student learning/performance:

At the time of admission the team will set goals and determine credits earned for completion of goals. This team will include the student, parents, school personnel and STEP staff. Progress toward the specific goals will be reviewed at least quarterly in an endeavor to transition the student back into the home school. Teacher made assessments to measure students' academic progress will be developed. Social behavior assessments will be documented by staff and parents through the use of checklists, behavior rating scales and observations

Valley Public Schools Valley Alternative Learning Transitioning School (VALTS)

Year implemented: 2000-2001

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FAX: 308-623-1330 **Phone:** 308-623-1707

Identification of targeted student subgroup(s):

Below are characteristics of at-risk students whose needs can be met through the VALTS program: -Students who have dropped out of school. -Students who have exhausted the educational opportunities in their resident school. -Students with a demonstrated need for consistency in instructional staff, curriculum, and/or scheduling. -Students whose individual instructional pacing needs do not fit the traditional means of instructional delivery. -Students, whose educational success is, in part, dependent on non-academic support, i.e., flex scheduling, intensive counseling, child care, and health counseling. -Students whose talents significantly exceed their performance. -Students with deficiencies in basic skills. -Students wanting to have a second chance to complete their education.

How determination of subgroup(s) was reached: Criteria for Admission:

1. Referred by the student's home district. 2. Expressed desire to be part of the program (self-referral). 3. Expressed desire to achieve graduation. 4. Referred by high school screening committee team and principal. 5. Complete a series of academic//aptitude tests prior to placement. 6. Completion of a successful intake interview. 7. Not currently engaged in a special education program, substance abuse, on an involved parole situation, or a mental health treatment facility. 8. Reasonable student expectations to complete the program within one year of graduation class. 9. Agrees to abide by conditions and rules established for the program.

Methodology:

Our alternative school is set away from traditional school buildings because research has shown that this is where alternative schools work best. These students did not function well within the settings of the traditional high schools for many reasons, and getting them in a different setting helped them with their success. We feel fortunate to house our school at a building that is truly a community center and has rooms for day care, Head Start, senior citizens, and recreational activities for everyone. Much of the education at VALTS takes place in the community and the work force through field trips, guest speakers, and community service projects. Many of our students take college classes and vocational training through Western Nebraska Community College. The VALTS program helps prepare students for further success if they wish to pursue a higher education. The program allows students to seek information and pursue their own interests and skills. Vocational exploration takes place through the use of CD-ROMs and Internet access.

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By providing training in up-to-date software programs, many students are able to go directly into the computer related work force. Pre-employment skills are taught through resume writing, mock interviews, and social skills for the work force. Students in the VALTS program attend school half-days and work at jobs the other half-day. The higher level of learning and shorter school day is made possible because of a lower teacher/student ratio and more personalized student academic plans of study. Students earn high school credits for successful work experiences in the community.

Student outcomes for the targeted subgroup(s):

Expected Outcomes: The expected outcomes of the program are as follows: Increased proficiency in basic skills. Increased standardized test scores. Increased career/vocational exploration. Increased skills in conflict resolution. Increased appropriate career choices. Increased student self-confidence. Increased student productive behavior. Increased student attendance. Increased student recognition of relevancy between education and employment

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The VALTS program is one that offers the same basic curriculum as the "mainstream" school, but uses alternative delivery methods. Just as some of us learn best visually, and others auditorally or kinesthetically, students' unique characteristics cause them to learn best in situations which support their individual needs. The following are characteristics of the VALTS program:

1. Small size; 2.Supportive environment; 3.Individual educational planning; 4.Many choices for delivery of instruction; 5.Autonomy and democratic structure; 6.Broad participation of family and community; 7.Well defined standards and rules; 8.Targeted services; 9.Accountability and constant evaluation; 10. Support of school districts; 11. Opportunities for community involvement ; 12.. School environment which is safe, disciplined, and drug free.

The VALTS program serves a segment of the population whose needs differ from others. It is not exclusively a remediation center. It is also designed to also meet the needs of gifted students.

Annual measurement of success to document changes in student learning/performance:

Students are tested with the ASSETS test administered by Western Nebraska Community College. STAR Reading and STAR Math are used to evaluate student progress in the areas of Reading and Mathematics. Students will participate in taking the achievement tests selected and offered by their host high schools. Each school district selects its own assessment for regular achievement testing. Student growth can then be evaluated from like assessments taken in previous year. At Mitchell School, the norm-referenced standardized achievement test is the Terra Nova testing instrument.

Walthill Public Schools: Alternative Education Program

Year Implemented: 1999-2000

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Walthill, NE 68067

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Fax: 402-846-5029 **Phone**: 402-846-5432

Identification of targeted student subgroup(s):

Students having trouble in the traditional classroom setting are prospective candidates for Alternative Education

Number of students to be served: 35

How determination of subgroup(s) was reached

Alternative Education students are selected as a result of poor attendance, poor effort in the classroom, lack of cooperation and behavior that is disruptive to the class and prevents themselves and other from learning.

Strategies/interventions

Alternative education and behavior programs will be developed for each student to include, at least, the following: academic, social/personal, vocational, and behavioral skills. The academic program offered will be basic with accredited programs in science, social studies, English, math, and communication skills. Socialization skills, career training, and problem solving skills will also be emphasized. Conflict resolution to address appropriate behaviors and attitudes will be a primary focus. Support and expertise in these areas will to be provided by counselors from the parent schools. Functional units of study including daily living skills, community involvement, and public awareness will also be implemented and explored. Parental and family involvement for the program will be ongoing and will be promoted by a Parent/Guardian and Student Contract.

Staff development activities that would be funded under the proposal:

Possible inservices would cover areas of :A. Behavior Management, B. Direct Academic Skills Development, C. Vocational Exploration Development, D. Conflict Management, E. Crisis Intervention, F. Restraint, G. Love and Logic, H. The Boy's Town Discipline Model, I. Learning Strategies, J. Mediation Techniques, and K. Supportive Counseling Skills

Student outcomes for the targeted subgroup(s):

Improved academic, social/personal, vocation, and behavioral skills as outline in the Individualized Education Plan for each student designed to support, or supplement, the regular school setting. If at all possible, and appropriate, this program will provide transitioning for reentry (or graduation) into the regular classroom. Students will demonstrate an increased proficiency in basic skills and increase their standardized test programs. Students will learn how to be accountable to their community and the school district through quality student achievement

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and to explore appropriate career/vocational choices. Specific goals and measurable objectives would be reviewed on a semi-annual basis at each semester.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

1. Targeted subgroups are currently being served via Alternative Instructor who endeavors to keep students successful in their current regular education program.2. No adjustments have been made to correct the root of the problem that is causing lack of success in the regular education classroom. Increasing numbers serving this growing body remains at one. Also, prevent students from dropping out of regular school program.

Annual measurement of success to document changes in student learning/performance: Specific goals and measurable objective would be reviewed at least, on a semi-annual basis at

each semester in an endeavor to transition the student, if appropriate, back into the regular classroom. Changes and adjustments in the student's success will be measured by the completion of, or progress on, objectives, attendances and behavior.

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III. Projects Addressing Functional Behavior

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Alliance Public Schools: **Behavior Management Continuum**

Year Implemented: 1999-2000

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Identification of targeted student subgroup(s):

Targeted student subgroups include: students in grades K-3 whose Student Assistance Teams have ordered functional behavior assessments; drop-outs; students who have demonstrated a need for consistency in instructional staff, curriculum, and/or scheduling; students whose individual instructional pacing needs do not fit the traditional means of instructional delivery; students whose educational success is, in part, dependent on non-academic support, (e.g., intensive counseling, child care, etc.); students with deficiencies in basic skills; students who want a second chance to complete their education; and students who have exhausted the educational opportunities in their regular school.

Number of students to be served: 29

How determination of subgroup(s) was reached:

Criteria for FBA maintain that a student must be in grades K through 3 and must have a Student Assistance Team which has ordered a Functional Behavior Assessment. Criteria for students to be placed in the classroom include: principal referral, students that have been academically retained, students academically at risk (failing three or more classes and/or failing a class accompanied with behavior problems), truancy, expressed desire to be part of the program and/or achieve graduation, the student agrees to abide by conditions and rules established for the program, completion of successful intake interview, and has not reached the age of 21 years.

Methodology

Students whose SATs identify behavior as a substantial concern will notify the respective school psychologist who will convene a Behavior Student Assistance Team (B-SAT). The psychologist will use the district's process for FBA to help the B-SAT identify and implement positive behavioral supports. Longitudinal provision of such supports should preclude the use of an alternative placement for such students. For students past this stage, an alternative placement will be provided. Individualized education and behavior programs will be developed to include, at least, the following: academic, social/personal, vocational, and behavioral skills. The academic program offered will be basic with accredited programs in science, social studies, English, math and communication skills. The PASS (Portable Assisted Study Sequence) Curriculum, accompanied by supplemental materials from the students' parent school's resource pool will provide the foundational infrastructure for curriculum offered. Socialization skills, career training, and problem solving skills will also be emphasized. Critical thinking and conflict resolution to address appropriate behaviors and attitudes will be a primary focus. Support and

expertise in these areas will be provided by counselors from the parent schools. Functional units of study including daily living skills, community involvement, and public awareness will also be implemented and explored. Additional activities that transcend study and involve actual implementation of learned skills encompasses a community service program that includes providing assistance to a segment of the special population of our student body in their adaptive physical education program. Parental and family involvement for the program will be evident and ongoing and will be promoted by a Parent/Guardian and Student Contract.

Staff development activities that would be funded under the proposal:

All Student Assistance Teams will receive training in B-SAT procedures developed for this purpose. In addition, the implementation of positive behavioral supports will be supervised by the respective school psychologist. Such supervision will include training the regular education staff responsible for implementing the supports. The alternative component will have their staff trained each semester in a Love and Logic platform and philosophy. Continual upgrading of skills necessary to provide direct, simple and applicable consequences will be acquired. A primary function of the alternative component is to orchestrate an environment that allows appropriate social and behavioral growth. Training and inservice activities will be provided for each certified and classified staff member to reach this goal.

Student outcomes for the targeted subgroup(s):

Early childhood students who receive positive behavioral supports will remain placed in their regular classrooms receiving the education offered to all students. Non-verified students in the alternative setting should display improved academic, social/personal, vocational, and behavioral skills as outlined in their Individualized Education Plans. Such plans will be designed to support, or supplement, the regular school setting. If at all possible and appropriate, this program will provide transitioning for reentry (or graduation) into the regular classroom. Students will demonstrate an increased proficiency in basic skills and increase their standardized test scores. Students and their families will be provided access to human assistance programs and counseling services, if needed, and students will learn how to access these programs. Students will learn how to be accountable to their community and the school district through quality student achievement and to explore community involvement. Students will gain an awareness of the relevancy between education and employment and explore appropriate career/vocational choices. Specific goals and measurable objectives would be reviewed on a semi-annual basis at each semester. Describe how the proposal is different from what is currently available to the targeted subgroup(s): Non-verified early childhood students currently do not have access to any process which could provide them positive behavioral supports. Older students in the targeted subgroups are currently being served via a Mentor Teacher who endeavors to keep them successful in their current regular education program. No adjustments have been made to correct the root of the problem that is causing lack of success in the regular education classroom. Increasing numbers of students in this targeted subgroup continue to swell while the number serving this growing body remains at one. In addition, no adjustment has been made to this setting. Students are still in the mainstream of student life in the public school that may lead to continued difficulties that perpetuate social, behavioral and academic failure. A significant change to the alternative component has been additional staff. This allows for an expansion of possible student entry into the program. Students that have been otherwise served in the traditional setting are now viable candidates for a new environment that is capable of addressing their special needs.

Allen Consolidated Schools: SAT/APL Preventative Support Services

Year Implemented: 1998-2000

Contact Name: Dan Hamil, Administrative Assistant

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Identification of targeted student subgroup(s):

The preventative support services submitted for Allen Consolidated Schools involves a three-year plan beginning with the 1997-1998 school year. The design of the plan serves the K-12 student population and in particular those targeted subgroups identified through SAT and/or discipline referrals. The plan will enhance teacher intervention strategies through SAT and APL training programs. In addition, the plan will address student achievement and motivational needs through individualized instruction via newly acquired computers and appropriate software. The plan will target all students referred for SAT assistance Total:15 students. The number of students referred for testing that did not qualify special education services, Total: 5 students. Also, the plan will target all students enrolled in Allen Consolidated School programs with discipline referrals. Total discipline referrals: 50 referrals.

Number of students to be served: 65

How determination of subgroup(s) was reached:

These groups were determined by the following criteria: The students referred through the SAT process are defined as being at risk due to parent, staff or self concerns. Referrals to SAT are easily monitored and therefore outcome measurement will determine success of the plan. It is our intent to reduce the number of students referred for special education testing by utilizing appropriate intervention and baseline monitoring. The students referred for discipline difficulties are easily monitored and the effectiveness of training can be monitored by the reduction of discipline office referrals by enhanced classroom management skills.

Methodology

The SAT team will be trained in student assistance strategies. Also, the team will communicate with the students and staff regarding the purpose and available services of the SAT program. SAT interventions will address the academic and behavioral needs of the students. The SAT team will meet periodically to discuss individual student progress toward meeting identified goals. In addition, the SAT team will maintain accurate records of student interventions. The administration and teachers of Allen Consolidated Schools will be trained during the 1998-1999 school year by certified APL personnel. This training will be mandatory for all certificated staff members. Current staff members not completing the course will be required to complete the course at their own expense within a certain time frame. Teachers will utilize APL strategies in their classrooms, and these applications will be demonstrated in classroom management. New

computers and appropriate software will be purchased for students. These purchases will serve to assist teachers in individualizing instruction for the targeted population.

Staff development activities that would be funded under the proposal:

All SAT members will be trained in the SAT process, behavioral interventions, and progress monitoring. Team members will receive ongoing training in behavioral interventions. All certified teaching staff and administrative staff will be trained in APL throughout the course of the 1998-1999 school year. Updating and additional supplementary training may be available in subsequent years.

Student outcomes for the targeted subgroup(s):

There will be a reduction in the number of students referred to special education for testing. There will be a reduction in the number of students referred for testing that do not qualify. There will be a reduction in the number of students referred to the Student Assistance Team. There will be a reduction in the number of office discipline referrals.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently all SAT include school administration and teaching staff. There is limited consistency of intervention and documentation of testing data because of inconsistent record keeping and limited experience in outcome based assessment. This proposal will provide intervention training for all SAT members and improve record management. Currently, two teachers have been trained in APL strategies. Also, the behavioral intervention component is being attempted by the administration, and there is difficulty in the follow through. In addition, there is limited training in behavioral intervention among the teaching staff. Moreover, there is no consistent application of APL strategies school-wide. The proposal will provide training for teachers and administrator in APL strategies thereby resulting in a consistent school-wide approach to student intervention. During the 1997-1998 school year, the district purchased new computers for selected K-12 classrooms. Teachers in those classrooms began using the computers to individualize instruction for selected students. This proposal will increase the number of computers and appropriate software available to students by increasing the number of classrooms served through this technology.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The Administrative Assistant will be responsible for implementing the proposal until such time when the Guidance Counselor vacancy is filled. At that time, the Guidance Counselor will become the person responsible for implementing the proposal.

Annual measurement of success to document changes in student learning/performance:

There will be fewer referrals for special education testing as documented by appropriate intervention. Pre and post test data to be provided by Student Assistance Team. There will be fewer office documented discipline referrals.

Arlington Public Schools: Preventive Support Services Flexible Funding

Year Implemented: 1998-99

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Identification of targeted student subgroup(s):

The targeted subgroup will be identified as "at risk" students who have problems with academic and behavioral compliance who would benefit form preventative support services in the general education curriculum. This program will serve approximately 15 to 25 K-12 students. In 1997-98 ten (10) students not identified or verified as having a learning disability were served.

Number of students to be served: 25

How determination of subgroup(s) was reached:

This subgroup was determined by teacher input and number of office referrals over a period of six months. In general, the referral process of the student support program is as follows: a) classroom discipline, b) referral to the principal, c) referral to the Student Assistance Team (SAT), and d) referral to the student/staff support coordinator

Methodology

The Student/Staff Support Program will provide an individual program according to the student's needs. Each program will be developed with input from parents, students, teachers, and other staff members. The programs will be positive, and designed to help the student remain in his/her classroom. Teachers will help to develop and administer interventions of each individual program. They will also collect data and monitor the effectiveness of the interventions. An essential part of this program is open parent/teacher communication to monitor progress and make any possible changes to the program. Parents are encouraged to help develop interventions. The program may require parents to monitor behavior and deliver contingencies at home. They are also encouraged to provide ideas and feedback to the staff. Students will also be involved in designing their own programs and monitoring their behavior.

Staff development activities that would be funded under the proposal:

Some staff development activities may be funded or partially funded under this proposal. Staff development would include seminars on violence prevention, and activities dealing with drug free schools. Each new staff member, in addition to existing staff that has not received the training will attend workshops on the Boys Town Behavior Intervention Model. The school is also working closely with a sheriff liaison program for violence protection. Additional workshops will consist of the different learning styles of students and those of multiple intelligences.

Student outcomes for the targeted subgroup(s):

The students will be encouraged and reinforced for appropriate rather than inappropriate behavior, and the students will be given the opportunity to experience success rather than failure. That success which enhances self-esteem will precede the student's desired outcomes. These outcomes will increase the likelihood that the student will accept responsibility for his/her behavior. Eventually, the students will learn how to monitor their own behavior with minimal or no assistance.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Prior to the implementation of this proposal, students in the targeted group who were experiencing behavioral and academic difficulty did not have the advantage of a coordinated effort to assist them in meeting the academic and behavioral demands of school. The result was often low achievement, failure, or eventual inclusion in the Special Education program. This proposal is designed to extend and improve and existing program that has recently been implemented in our school system. It will allow us to reach more students and to serve them more efficiently with better methods of controlling behavior and in turn improving academic success. In 1997-98 ten (10) students participated in the program who would not have otherwise had the benefit of this coordinated effort. In 1998-99 the program was expanded as necessary to include new students who are in need of this service.

Annual measurement of success to document changes in student learning/performance:

The overall effectiveness of the program will be assessed and presented to the school board every October. This will include any changes in student learning or performance and student behavior. Specific data to be collected include the following: a) percentage of students served by the program the previous year who no longer require intervention the subsequent year, b) reduction of disciplinary actions required and reduction of severity of inappropriate behaviors, c) participation in activities and reduction of the frequency of ineligibility, and c) improvement of grades/frequency on Honor Roll.

Beatrice Public Schools: Specific Life Skills Training for At Risk Students

Year Implemented: 1998-99

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Identification of targeted student subgroup(s):

Beatrice Public School has engaged in two programs which identify those students who have had considerable difficulty in acquiring typical academic skills and attain enough credits to graduate from high school. These students have been selected through a matrix of at-risk characteristics which support the need for specialized programs which will allow students to:

1) remain in school, or return to school after dropping out of school.2) see a clear and direct use of the skills that they are learning to the real world including those skills necessary in the community, work, and day to day living.3) actually administer and use these skills through flexible programming.

Basically these programs are designed to provide academic real life skills during approximately 50% of the school day and to also apply these skills in social settings and actual vocational experiences for approximately 2-3 hours a day in an off campus setting. A variety of training is included in this approach such as functional life skills, functional social skills and employability skills. One program will be high school building based while the second program will be housed off campus to "recapture" older students who have dropped out of school and teenage mothers. A. Targeted student subgroups(s) The targeted subgroups will include students ages 16 and above that are currently in high school or will reenter high school because of the development of these programs. During the 1997-98 school years, we had 52 students who were involved in the building based program. Twenty five of these students were identified as at risk of dropping out of school. We anticipate 20 students being enrolled in the off campus program which begins in January. These students were selected based on past difficulty with attendance and past difficulty with acquisition of academic skills. Typically these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequencies of office contacts with the building administration. Student characteristics include: nonattender; uninvolved with school activities; defeated learner; potential dropout or actual dropout; low self-esteem; lost in a large high school; sense of hopelessness; difficulty with peer and adult relationships; low academic skill level.

Number of students to be served: 70

How determination of subgroup(s) was reached:

Typically these students have had a variety of discipline problems such as the inability to work within the regular school structure as defined by the frequencies of office contacts with the building administration, chronic truancy issues, behind in credits so motivation to continue school

is depleted, and severe home issues that make school less of a priority. Teenage mothers who have dropped out are also eligible. Help with child care will be part of the program.

Methodology

The basic strategy of this program is to completely redesign the academic day for all students who have been approved for the programs. The academic day typically includes regular classes, specific social skills training, specific academic life skills training and work place readiness training. The design is to basically provide a half day of training on school and life skill issues. The remainder of the day will be devoted to community/social experiences and work place experiences off campus.

Staff development activities that would be funded under the proposal:

The coordinators of these programs will be provided with a number of opportunities of staff development which include several conferences in this area such as alternative school settings, prevention programs for alternative programs, career readiness programs, Work Key workshop training, leadership committee activities, Family Career Community Leaders of America, Strengthening Nebraska Youth Workforce activities, Career Fair activities and Alternative Education Center Committee meetings that all focus on working with students at risk that are in need of a different kind of a program to help them be successful through their high school career.

Student outcomes for the targeted subgroup(s):

Fifty-one of the fifty-two students that were enrolled in this activity finished the entire 97-98 school year and all are in passing status. This is in contrast to this population where we would have witnessed a considerable exodus from school based on previous history. Twenty-three of the twenty-five at risk students completed the program in 97-98.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

In the past, Beatrice Public Schools has had only minor opportunities for students to be engaged in alternative scheduling and alternative community and work based activities. This program is a very distinct departure from this history and will open up greater flexibility for our students.

Annual measurement of success to document changes in student learning/performance: Specifically, students are remaining in school and are on track. Detailed data will be available for each student.

Broken Bow Public Schools: Functional Assessment Project

Year Implemented: 1998-99

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Identification of targeted student subgroup(s):

This project is to target students who do not qualify for special education or Title I, but who are having academic difficulty. These students at present cannot be verified, but without assistance will either be verified later or are at risk for failure. Language and specifically reading is a skill needed at all grade levels. Closer identification of deficient skills are needed to assist the students.

Number of students to be served: 100

How determination of subgroup(s) was reached:

The students identified as needing assistance will meet the following criteria. They will be more than one SD below the mean on CBM measures, the classroom teacher lists them as needing assistance, and the are rated at risk.

Methodology

All students grades 2-6 have been given probes to establish norms and have been given probes at intervals over past three years. The district has offered teacher training in certain reading techniques. The students at a certain level below the mean have been targeted. This project will analize the data and make recommendations about different skill training as needed. Modifications will be made in regular education classrooms.

Staff development activities that would be funded under the proposal:

A graduate assistant from UN-K psychology department will be the director of the project. She along with the special education director at ESU 10 and Dr. McFarland from UN-K will check dta collected and report the change in reading abilities at the elementary grades. Recommendations will be made about the training needed to improve skills that are deficient. New training will be provided as part of school improvement plan. Teachers will be advised about the development and use of rubrics and other evaluation materials. The relationship of the outcomes of this analysis and local standards will be explored.

Student outcomes for the targeted subgroup(s):

The student progress on CBM measures in Language will be analyzed for grades 2-6. The CBM scores as a measure of success will indicate the students have moved from below the mean closer to class norm. Modification in techniques and the related staff development activities will be recommended Middle school students improvement in reading and writing abilities will be measured for improvement.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently there are plans in the target schools to improve language skills for students who do not qualify for special education or title programs. CBM has been used to measure the change in mean of different classes. Teachers have received staff development of a number of language approaches to instruction. By identifying the needs of individual students through CBM, the teachers can focus on particular activities that will be effective.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

A contract with UN-K will provide a graduate assistant who will be assigned to direct the project. Leadership will be provided by Dr. McFarland, Psychology Department at UN-K and John Kennedy, Special Education Director at ESU 10. Staff members from the district will be given the results of CBM and the analysis of data. Teachers will be given staff development activities to improve the teaching techniques to improve the student skills that are deficient.

Annual measurement of success to document changes in student learning/performance:

CBM probes will continue to be given to track progress. The probes will need to be modified to fit the modified teaching techniques. Scores from other evaluations and from functional assessments will be used.

Cozad City Schools Middle School Mentoring Program

Year Implemented: 1998-2000

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Identification of targeted student subgroup(s):

The targeted student group will consist of 6th and 7th grade students at the Cozad Middle School who are identified to be at academic, emotional or behavioral risk. These will be students who do not qualify for any other support services within the school building.

Number of students to be served: 15

How determination of subgroup(s) was reached:

A Rubric's system will be used to determine the targeted student group. Information from the California Test of Basic Skills in the areas of reading and math, teacher surveys as well as parent input will provide a wide array of criteria to carefully select those students who in need of mentoring services.

Methodology

A collaborative approach between the Cozad City schools and the University of Nebraska at Kearney will be utilized to provide assistance and support for a population of students who may be at risk for academic, emotional or behavioral difficulties. Sixth and seventh grade students will be paired with undergraduate and graduate students from various departments, including Counseling and School Psychology, Special Education and Professional Teacher Education. The pairings will be determined by a coordinator who will examine the specific needs of the child as well as the college student's area of expertise. Middle School students will meet with their mentors at least one to two times a week.

Staff development activities that would be funded under the proposal:

Inservicing with the Middle School staff as well as the students and faculty involved at UNK will be completed. Information will be provided as to why this program was developed, the goals of the program and the responsibilities of the participants. The use of parent satisfaction and student attitude surveys will also be used before the program begins and then again after six months. Teachers will also be asked to complete surveys to determine whether they observe any changes in the students academic and/or behavioral functioning.

Student outcomes for the targeted subgroup(s):

Our goal is that the students who are identified and involved in this program will show improvement academically, emotionally and behaviorally. The use of parent satisfaction and student attitude surveys will also be used before the program begins and then again after six

months. Teachers will also be asked to complete surveys to determine whether they observe any changes in the students' academic and/or behavioral functioning.

Describe how the proposal is different from what is currently available to the targeted subgroup(s): Currently there are no support services other than special education at the Cozad Middle School. The at-risk students may be experiencing difficulty both academically and behaviorally in the classroom, but are not eligible to receive additional support services. The collaborative approach between public schools and universities can result in a positive experience for all involved. The middle school students will meet one-on-one with a mentor and gain new strategies in how to learn information effectively.

Annual measurement of success to document changes in student learning/performance: The use of standardized achievement test, such as the California Test of Basic Skills, will be given to assess academic progress. Teachers, parent and students will be given a survey before the program begins and then again after approximately six months.

Crawford Public Schools: Skills and Success All Year 'Round

Year Implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students in grades 1 - 12 who are not verified for Special Education programs during the 1999-2000 school year will be targeted for this additional assistance. These students will be targeted if they are experiencing academic problems with basic reading or basic math skills.

Number of students to be served: 100

How determination of subgroup(s) was reached:

Students in grades 7 - 12 with: a) most recent standardized achievement test score at least 9 months below grade level in Total Reading and/or Total Math; b) a D or F on the most recent report card; c) a referral from a teacher due to below-average classroom performance; d) a referral from building principal due to repeated discipline reports for classroom disruptions. Students in grades 1 - 6 with: a) the spring 2000 standardized achievement test scores at least 9 months below grade level in Total Reading and/or Total Math; b) below-average classroom performance as evidenced by report card grades and daily work; c) a referral from a teacher suggesting student is in need of additional assistance in learning basic reading and/or math skills; d) students in grades 3 - 6 who show fall and spring scores below the 50th percentile in LEVELS Reading and/or Math testing.

Methodology

Participating students in grades 7 - 12 will have the opportunity to work with a teacher/tutor in the Student Assistance Center during the school day. Attendance may be scheduled at the end of a class period or at other times, as determined by those directly involved. The teacher/tutor will provide the student with a more individualized program to address certain specific skills. Students will make use of a variety of software options and other resource materials to assist them in learning these specific skills. Participating students in grades 1 - 6 will be afforded the opportunity to work one-on-one or in small groups of 2 - 1 with a teacher, para, or community volunteer during a summer school program. Students will be able to make use of a variety of software that allows a more individualized approach to learning. Students in the summer school program will attend sessions during which specific skills in reading and math will be taught and practiced.

Staff development activities that would be funded under the proposal:

All summer school staff will attend an in-service to familiarize them with the software options for students. All summer school staff will be expected to attend at least one review each week of summer school where problems and solutions can be discussed among the adults. The teacher/tutor at the Student Assistance Center will be expected to continue his professional development and to stay current with best practice in the remediation/teaching of specific reading and/or math concepts and skills. This teacher will be able to attend professional development activities related to this expectation.

Student outcomes for the targeted subgroup(s):

From among the identified students in grades 7 - 12 who have participated at least twice a month during the 1999-2000 school year: a) fewer will test more than 9 months below grade level on the spring of 2000 standardized achievement test - Total Reading and/or Total Math; b) fewer will receive a D or F on their third and fourth quarter report cards; and c) fewer will be referred more than once to the building principal for discipline reasons; From among the identified students in grades 1 - 6 who participate for at least ten days of the summer school program: a) 80% will show progress as documented by pre/post assessment; and b) 80% will show on-going progress as documented by classroom performance during the 2000-2001 school year.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Many students in grades 7 - 12 will not previously have had opportunity for tutoring assistance during the regular school day. Students may not have had the opportunity to make use of software designed to provide a more individualized educational program to them. Many students in grades 1 - 6 have not had the opportunity to attend a summer school program. They may not have had the chance to work with community volunteers as part of their educational program and may not have been able to make use of software to address individual needs.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Elementary principal is responsible for overseeing the summer school program, including: a) staff hired; b) volunteers recruited;, c) scheduling; d) educational experiences; e) collecting and reporting data; and f) student identification/parent-guardian notification. Secondary principal is responsible for overseeing the Student Assistance Center, including: a) identification and referral of students; b) scheduling of students; c) collecting data, and d) giving data to elementary principal to be used in reports;

Annual measurement of success to document changes in student learning/performance:

Change in student learning and/or performance will be measured by: a) a decrease in numbers of participating students performing below grade level in Total Reading and/or Total Math on district's standardized test; b) a decrease in the number of discipline reports related to classroom disruption; and c) a increase in participating students' classroom performance as indicated by report card grades.

Elmwood-Murdock Public Schools: Use of an Enhancement Coordinator

Year Implemented: 1998-99

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Identification of targeted student subgroup(s):

The Elmwood-Murdock Schools has targeted two groups of students for whom to provide assistance through the use of flexible funding. The first group includes all students who are demonstrating academic difficulty, but do not qualify for assistance through the district's special education program. Students will be identified on a weekly basis based on grades received in coursework during the 1998-99 school year. Any student who is failing in two or more classes during any week will be assigned to work with the enhancement coordinator in developing strategies to improve performance. The second group will be composed of those students who are having classroom behavior difficulty, but are not presently identified as behaviorally impaired.

Number of students to be served: 160

How determination of subgroup(s) was reached:

Sub-groups will be determined through the use of various indicators in the form of referrals from teachers, administrators, and/or parents. Teachers, administrators, and/or parents who have information regarding a student's academic performance or behavior can make a recommendation to the administration for placement into the enhancement program. Student grades will be an important indicator of those students who would benefit through the intervention of the enhancement coordinator. Behavioral records kept by teachers and/or administrators would be used to identify those students who would benefit from a more structured work setting. The weekly student progress report which lists those students experiencing academic difficulty would be used to determine those students needing extra help and attention. Weekly staff meetings would be held to discuss students who may be experiencing difficulty, but have not been identified through the use of the identification instruments mentioned above.

Methodology

The district has hired a certificated teacher to serve as enhancement coordinator in assisting students who qualify for this program. Students will receive one-on-one assistance in working on areas they are presently having academic and/or behavioral difficulty. Students, with the assistance of the enhancement coordinator, will work on developing strategies to improve their classroom performance and/or behavior. The enhancement coordinator will communicate with the teacher in those classes where the student is having academic and/or behavioral difficulty to determine how best to serve the student during class. Most importantly, the enhancement coordinator will communicate with parents on a weekly basis concerning the student's academic and behavioral difficulties and/or progress.

Staff development activities that would be funded under the proposal:

During the 1998-99 school year, the Elmwood-Murdock Public Schools will concentrate all inservice time and funds toward activities addressing "Differentiated Instruction/Curriculum." Nancy Velardi, M.S. Educational Consultant, has been hired to work with the teaching staff in providing a year-long training program addressing "Differentiated Curriculum.". This program will assist teachers in utilizing teaching strategies which will meet the needs of all students, regardless of their ability level. The Elmwood-Murdock Public Schools will pay for these activities as a component of the total program of assisting students who are academically and behaviorally at-risk in the Elmwood-Murdock Public Schools.

Student outcomes for the targeted subgroup(s):

Through the assistance of the enhancement coordinator, students should develop strategies to improve classroom performance and address behavioral problems. The use of the enhancement coordinator in developing a communication network between the student, teacher, parent and school should make it possible to address the student's academic and behavioral problems in a cohesive team approach. Students will benefit by having the enhancement coordinator serve as a personal aide in improving academic performance and behavior. Most importantly, with improved performance and behavior, the student will become more successful in the Elmwood-Murdock Public Schools resulting in an improved educational experience, ultimately leading to graduation.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Prior to the 1998-99 school year, the Elmwood-Murdock School District did not employ an enhancement coordinator to work with those students who were having academic and/or behavioral difficulty, but did not qualify for Special Education services. As a result, many students each year experienced academic and/or behavioral difficulty leading to classroom failure and the increased potential for dropping out of school. This entire program is new to the Elmwood-Murdock School District and is one which we believe will benefit those on the "bubble" of being in successful in school.

Identify the position, r ole and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The enhancement coordinator has the greatest responsibility for implementing this program. This program will need the assistance of the teachers and administration. Student performance on daily classroom work will improve which should have a positive impact on overall student learning. This program should help students meet the classroom objectives and district outcomes, improve results on achievement tests and, most importantly, help all students achieve the mission of the Elmwood-Murdock School District. The mission of the Elmwood-Murdock School District being "Empowering ALL Students to Achieve Success."

Gering Public Schools School: Community Facilitator Project

Year Implemented: 1997-00

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Identification of targeted student subgroup(s):

Gering Public Schools utilized the At Risk Criteria by Gross and Capuzzi, 1989. Teacher nomination is being used to select students for early intervention to "at risk" behaviors. Characteristics of the "at risk" behaviors. Characteristics of "at risk" includes: absent from classes; failure of at least one grade; late to school; low score in math and reading; low grades; little identification with school; rebellious attitude toward authority; acting out behavior; and truancy.

The above criteria will be used to address the needs of all students at Lincoln Elementary. The amount of time the school/community facilitator will be used for "at-risk" non-special education students is 35 percent. However, the School/Community Facilitator project addresses all students. Therefore, the project exhibits blending of funds; special education 30 percent, "at risk" population 35 percent and other general education at 35 percent .Current enrollment at Lincoln Elementary is 296 students. According to the At Risk Criteria, 43 students (14.5 percent) are mildly "at risk", 40 (13.5 percent) are moderately "at risk" and 20 (6.7 percent) are severely "at risk". These are students who do not qualify for special education services.

Number of students to be served: Up to 47 each year.

How determination of subgroup(s) was reached:

A School/Community Facilitator (school psychologist) was employed to serve all students, students "at risk," and special education students. For the purpose of the Flexible Funding 0.35, the School/Community Facilitator serves the "at risk" student population K-6 and their teachers and parents. The School/Community Facilitator, along with other comprehensive services, will provide for early prevention, strategies, and appropriate services to students. The building administrator and teachers from Lincoln Elementary School determined the amount of time for the School/Community Facilitator to work with the "at risk" population. The goal is through early intervention these students will develop better "coping" skills which make students less "at risk."

Methodology

Direct interventions by the School/Community Facilitator will take place in working with "at risk" students. Collaborative planning and intervention will involve teachers in child study team meetings. Students will learn and use a consistent problem solving model and expand opportunities to participate in needed focus group counseling. The School/Community Facilitator will provide services for "at risk" students and their families by serving as a liaison between

home, school, and community. The School/Community Facilitator will coordinate crisis intervention procedures including abuse and neglect referrals to social services.

Staff development activities that would be funded under the proposal:

Specific staff development activities which have occurred or will occur during the 1998-1999 school year include: CBM Reading Probe training to review procedures and word lists from stories used for probing in order to improve the standardization of administration, Lincoln Elementary, Gering, Nebraska; Behavior Management Training with Lincoln Elementary aides, Gering, Nebraska; Fetal Alcohol Syndrome training for Lincoln Elementary staff, Gering, Nebraska; Alternative Assessment Inservice at the University of Nebraska at Kearney; Conflict Resolution Training at the University of Nebraska at Kearney; Functional Behavioral Assessment Training at the University of Nebraska at Kearney; Functional Behavioral Assessment Training at ESU #13, Scottsbluff, Nebraska; Mental Health Services in Schools at the University of Nebraska at Kearney; Milticultural Issues in Schools at the University of Nebraska at Kearney; Midwest Symposium for Leadership in Behavioral Disorders in Kansas City, Missouri; The Oppositional Defiant Child Workshop in Lincoln, Nebraska; The Kid Who Doesn't Care Workshop in Lincoln, Nebraska; NASP Convention in Las Vegas; Research Symposium at the University of Nebraska at Kearney; and Gifted Education Workshop with Susan Winebrenner, Scottsbluff, Nebraska.

Student outcomes for the targeted subgroup(s):

The expected outcomes of the program include: decrease in number of referrals for special education evaluation; increase attendance in schools; increase problem solving skills; and reduce rebellion toward authority.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The 1997-1998 school year is the fist year that a formal inventory was used to identify "at risk" students and their behaviors. The At Risk Criteria was developed by Gross and Capuzzi, 1989. This will continue to be used during the 1998-1999 school year.

Identify the position ,role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Contact can be made with LaRita Van Boskirk, Lincoln Elementary Principal, and Teresa Amendt, Director of Special Services.

Annual measurement of success to document changes in student learning/performance:

Lincoln Elementary will use the At Risk Criteria; by Gross and Capuzzi, 1989, to determine each identified "at-risk" student's behavior for further intervention and growth that each student has made. This instrument will be used to identify students who exhibit "at risk" behaviors during the 1998-1999 school year. The School/Community Facilitator will coordinate the CBM evaluation to determine the growth of "at risk" students.

Hastings Public Schools: Proposal #3 Middle School 11th Period

Year implemented: 1999-00

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Identification of targeted student subgroup(s):

7th and 8th grade students who are at-risk for academic and behavior success outside of the existing supports in the Middle School Alternative Learning Center will be selected based upon teacher referral and Middle School Team referral. Students will exhibit 1 or more of the following behaviors which significantly impact success: off-task, tardy, using inappropriate behavior, not bringing materials to class, refusing to follow instructions, not completing assigned work, and showing disrespect to peers

Number of students to be served: 50

How determination of subgroup(s) was reached:

Initially, Middle School staff collected data and researched the type of at-risk behaviors that were referred to the Alternative Learning Center. Students who were referred were then studied by each team and strategies developed during the first quarter. For participation in the program that will start in January. The grade level will weekly evaluate all students on their grade level team and decide who needs additional academic and behavioral support. The team would then refer that student to the 11th period program.

Methodology

We want to develop a program that will be preventive, instructional, proactive, and one which will work for all students. The basic techniques to be used for students with behavioral concerns through 1:1 adult interaction are: pre-teaching behaviors through verbalization, modeling, rehearsal, and reinforcement, and to clearly define desired behaviors, and reinforce positive behaviors. Academic supports will be provided through: 1:1 reteaching, learning strategy development, vocabulary development, and multi-sensory instructional methods.

Staff development activities that would be funded under the proposal:

None are proposed for this year.

Student outcomes for the targeted subgroup(s):

Students will decrease number of referrals to the office for inappropriate behaviors, increase number of completed assignments, increase punctuality for classes, increase coming to class with materials, and increase respectful interactions with peers.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently, Middle School students who have difficulty in these areas receive Saturday school assignments and no direct teaching or pre-teaching of skills; verbalization, rehearsal, or modeling of appropriate behavior.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Two paraprofessionals will be employed to follow through on individual learning plans created by the team teachers for the 50 at-risk students.

Annual measurement of success to document changes in student learning/performance: Data will be collected regarding progress in the areas of: on-task behavior, tardies, using appropriate behaviors, bringing materials to class, following instructions, completing assigned work, and showing respect to peers. Additionally, attendance records, and grades will be monitored.

Kimball Public Schools: Project for At-Risk Students

Year Implemented: 1999-2000

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Identification of targeted student subgroup(s):

Students in grades 7-12 who are at risk behaviorally or academically will be involved in this project.

Number of students to be served: 25

How determination of subgroup(s) was reached:

The target group was selected on the basis of: Review of report card grades, classroom performance, discipline referrals, attendance records, SAT referrals, drop-out rates, achievement test results, or student, parent, teacher request or recommendation.

Methodology

Students who are faced with loss of school/classroom time for disciplinary reasons, or students not qualifying for special education services but performing poorly in the classroom, will be given individualized assistance and monitoring of their classroom assignments by an at-risk coordinator. This person's responsibility is to coordinate class work with the student and his/her teacher so it is clearly understood what is expected of the student. The coordinator will provide direct assistance to the student to enable him/her to complete the work in a satisfactory manner as assigned. Students who are suspended from class/school will be assigned to the coordinator and provided the opportunity to stay current and complete with their required class work in the manner described above. Given this opportunity should assist the student in avoiding failure and building responsibility for his/her classroom work. Out of school/class time without direct monitoring of class work during such absence generally leads to lack of completion of work or poor work performance. This intervention is designed to avoid this.

Staff development activities that would be funded under the proposal:

No staff activities are currently planned that would be funded under this proposal. Inservice activities to enhance this project will be conducted through a variety of sources such as: Kimball's general inservice budget, Special Education budget, ESU # 14 Inservice activities, NDE's CSPD projects and other available inservice opportunities.

Student outcomes for the targeted subgroup(s):

The primary desired outcome for these at-risk students through this program is to assist them in maintaining satisfactory academic progress leading to the completion of graduation requirements in a "timely" manner. A secondary student outcome is to try to keep these at-risk students continually eligible for activity participation. We monitor all students 7-12 each 4 1/2 weeks for

academic eligibility to participate in activities. Keeping students involved in activities, we know from experience and research, improves attitudes, self-esteem, and behavior that contribute to over-all school success.

Describe how the proposal is different from what is currently available to the targeted subgroup(s): Currently there is no program at the Kimball Junior and Senior High to work directly with students one-on-one unless they qualify for Special Education services.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The Junior/Senior High Principal will be responsible for implementing and coordinating this project. He will also be responsible for identifying participants and directing the day to day operations. The Special Education Resource Teacher will work with classroom teachers in determining student's academic and behavioral needs and work directly with the at-risk coordinator. The at-risk coordinator will assist in providing tutoring to students.

Annual measurement of success to document changes in student learning/performance:

The following measurements and data will be used to measure student progress and the success of this "at-risk" program.1. We will look for an improvement in the GPA's of students served in the program.2. The number of out-of school suspensions will be monitored and will hopefully show a decrease in numbers.3. The number of students on the 4 1/2 week list of students not eligible to participate in activities for academic poor performance will decrease.

Millard Public Schools: Individualized Approaches to Meeting the

Needs of Academically At-Risk Students

in Four Targeted Buildings

Year Implemented: 1998-2000

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FAX: (402) 895-8448 **Phone:** (402) 895-8306

Identification of targeted student subgroup(s):

The targeted sub-groups are students enrolled in Rockwell Elementary School (RES) and Millard South High School (MSHS). These buildings have consistently scored below the district average on the MAT, OLSAT, and Essential Learner Outcome (ELO) assessments. Students identified in these schools are at risk of not meeting district outcomes in reading, writing, and mathematics; are more likely to drop out of school; and constitute the majority of referrals for inappropriate behaviors in school.

Number of students to be served: 1327

How determination of subgroup(s) was reached:

At-risk students will be targeted based on both academic and social criteria. Academic needs will take higher priority than social priority, but both aspects will be examined when determining scope of need for the program.

Academic criteria will include: an examination of MAT, OLSAT, and classroom performance for trends in achievement; meeting essential learner outcome cutscores in reading, writing and mathematics; and overall classroom performance, including course grades and outcomes and assessments such as Math Criterion Reference Tests. Students identified at Rockwell Elementary School will meet Title I state mandated criteria. Social criteria will include socio-economic status, attendance, and referrals for behavior and family issues. Teacher recommendations will play a large role in identifying these students.

Methodology

During the school year, plans submitted by all elementary and secondary buildings will be reviewed to ensure the highest quality reteaching programs possible for students who have not yet met cutscores on ELO=s. Activities to address reteaching needs will include differentiation strategies in the classroom, special reteaching classes each quarter, weekly tutoring and mentoring sessions, and study center referrals. The HOSTS (Helping One Student to Succeed) mentoring program was implemented at Rockwell Elementary School on March 1, 1999. It ran for nine weeks before the school closed for the summer. A one-on-one reading program that uses volunteers as mentors, the goal of HOSTS is to assist students who need additional help to become successful students. During the upcoming 1999-2000 school year, the program will be refined and expanded from 15 to 35 Title I eligible students who will receive one-on-one tutoring from a community mentor for 40 minutes per day, four days per week. The focus will be on

reading skills. Millard South High School will focus on its at-risk 9th and 10th grade students newly enrolled in the New Frontier program. A variety of options will be used to meet the needs of these low-performing students. Some options include innovative uses of time, a variety of instructional strategies, and classroom structure. Mentoring will also be a focus of the program. Individual student programs will be designed after a thorough diagnosis of student needs based on: academics, behavior, attendance, family situations, interest in school, and work obligations.

Staff development activities that would be funded under the proposal:

Staff development activities include: HOSTS conference; training in individual assessment and diagnosis of academic and behavioral needs; training in specific methodologies which enhance atrisk learner achievement; and training for mentors in the skills and issues facing volunteers in mentoring situations. Teachers will be trained in how to identify students who would best benefit from having a mentor.

Student outcomes for the targeted subgroup(s):

All students in the targeted buildings will demonstrate: increased scores upon re-testing in their specific area of deficit; decreased instances of non-mastery of (Essential Learner Outcomes-ELO) cutscores; improved classroom performance; reduced behavioral referrals; increased attendance; and increased use of appropriate social and behavioral skills. All outcomes will be documented.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Strategies used in reteaching throughout the district will be individualized to meet each student's unique needs. Many students will be new to programs, and new strategies will be devised to meet the changing needs of students who have previously been served. Sufficient at-risk programs are generally well established in all district schools, with the exception of MSHS and RES. Initiated on March 1, 1999, HOSTS was in operation for only nine weeks. After a year of planning, the recently completed 1998-99 school year was the first year of implementation for MSHS's New Frontier program. The programs at both RES and MSHS will be refined and expanded during the upcoming 1999-2000 school year. New or revised strategies will be developed for each student after a thorough diagnosis of their needs, whether they are new or previous program participants. During the recently completed 1998-99 school year, HOSTS participants were third, fourth and fifth graders. For the upcoming 1999-2000 school year the program will be expanded to also include first and second graders, none of whom have previously participate in HOSTS. New fourth and fifth grade students will join those who have previously participated in the program. Of the total number of HOSTS students, only eight will not necessarily experience new strategies or methods. New Frontier participants are freshmen and sophomores. Incoming freshmen are new to the program. Sophomores who were in the program as last year=s freshmen comprise 27 % of the total number. Although they previously have been in the program, these students will experience new program strategies for the upcoming 1999-2000 school year. New strategies include: incorporating a discipline plan that teaches social skills, including the services of an interventionist, and utilizing a school-to-work program.

Millard Public Schools: Plan for Re-teaching Students Who are At-

Risk of Not Meeting the District's Essential

Learner Outcomes (ELO)

Year Implemented: 1998-99

Contact Name: Donna Moss

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FAX: 402-895-8448 **Phone:** 402-895-8302

Identification of targeted student subgroup(s):

1893 students who scored below the District's 1997-98 Essential Learner Outcome cut scores in reading, writing, and mathematics were selected as the target group.

Number of students to be served: 1893

How determination of subgroup(s) was reached:

The district's assessment program is a combination of normative and criterion referenced assessment measures. The students selected as the targeted group scored below the preestablished cut-scores for minimal competencies on the district's K-12 assessments in reading, writing, and mathematics. Some students scored below the standard in only one area. Other students scored below the standard in all three areas. Individual scoring results as well as aggregate data by grade level and subject level is available.

Methodology

Each of the District's 30 buildings was required to submit a building plan to address students who did not meet the District's ELO assessment cutscore. These "reteaching" plans had to meet certain criteria components and involve the entire building staff in reaching the objective of having all students meet the cutscores in reading, writing, and mathematics. Each plan included a specific plan for each student who did not achieve an ELO cutscore in the initial ELO assessment conducted in 1997-98. These plans, called Individual Learning Plans (ILP) are similar to IEP or 504 plans currently in place.

Plan components consisted of activities designed to: 1) ensure that SAT/IAT processes were operating for maximum benefit for all students; 2) describe the role and function of classroom teachers, special educators, building specialists, administration, and support staff in ensuring that the students meet the cutscores; 3) describe methods of delivery for reteaching; 4) describe an individualized building plan for staff development; 5) align all support staff and programs (SPED, READ, ELI, ESL, etc.) to assist students in meeting the objective; and 6) differentiate instruction at all levels in the content area.

Staff development activities that would be funded under the proposal:

Some plans contain individualized teacher/specialist specific information and training needs (ie, more emphasis on reading for meaning v. phonics). Plans include mentoring of new staff members, direct instruction and training of non-certificated and parent/community members.

Specific methodology training sessions have been planned. General workshops on differentiation have been developed. Each staff development plan is contained within the building plan and copies are again available for review.

Student outcomes for the targeted subgroup(s):

Targeted Outcomes are 1) all students will demonstrate increased scores upon retesting (Spring 1999) in their specific area(s) of reading, writing, and/or mathematics, and 2) the total number of instances of non-mastery of the ELO cutscores will decrease district-wide. Retesting and data collection will occur prior to May 15, 1999.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

1) Each student will have an Individual Learning Plan which focuses upon success and mastery of the skills in those three specific areas.2) At-risk students have never been afforded the opportunity to benefit from the knowledge and skills of direct instruction from special education staff members. Also, special education youngsters will now have the opportunity to directly interact with all of the general education specialists and support programs.3) Each reteaching plan is centered and generated by building level needs (which is generated by the individual needs of students and families in that building's responsibility area). Therefore, although supervised by the district, buildings are more able to plan, implement and adjust their programs to tailor to their students. These intervention and strategy opportunities (what programs are actually available to students) become more individualized to student's needs.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Teams of teachers, parents, specialists, administrators and in some cases, students, designed the building plans through their building management teams, therefore all participants are responsible for implementing the proposals in some way.1) Each teacher is responsible for the success of his/her students in meeting the assessment cutscore through providing appropriate plans, interventions, and strategies in implementing the student's ILP.2) Each building principal is responsible for the success of his/her students and teachers through the administration, supervision, and in some plans, actually providing implementation, of the building reteaching plan.3) Each program director is responsible for the success of the students in meeting the cutscores through ensuring that the plans are aligned with the District's Essential Learner Outcomes, that funds and support are provided to implement the plans, and that the evaluation of the interventions is completed and communicated to parents and staff.

Selected Special Education Flexible Funding Projects Reference Document

Norfolk Public Schools: Preventive Educational Services

Year implemented: 1998-99

Contact Name: Brad Conner, Student Services Director

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FAX: (402) 644-2506 **Phone:** (402) 644-2509

Identification of targeted student subgroup(s):

Considering these strategies for reaching all learners, it is the intent of the Norfolk Public Schools to develop and implement a preventative program for meeting the specific needs of high-risk students in grades 7-12 who do not currently receive services under special education programs.

Number of students to be served: 200

How determination of subgroup(s) was reached:

Based on current quarterly report cards; attendance records; drop out rates; discipline referrals; Guidance staff SAT referrals; and results of nationally-normed achievement tests, it is estimated that this population of students comprises approximately 10% of the current student enrollment in these grades. It is anticipated that this preventative program will provide new services, both directly and indirectly to at least 50% of this high-risk group.

Methodology

Based on the Norfolk Public School's School Improvement Plan and mission to equip all students to succeed in a complex, changing world, three strategies have been identified to assist in providing preventative educational services that meet the needs of all of our students. Within the plan, a preventative component has been developed to specifically serve those students identified as being "at-risk" of failure, and for whom other general education alternatives and special education services are not provided. Within this plan, three strategies have been targeted for providing these services: a) to structure all schools and the district to assure success for all students; b) to develop and implement an educational system which provides quality learning for all students. The educational system will include curriculum, instruction, assessment, and professional development; and c)to develop and implement technological environments to achieve identified goals, objectives, and program standards. Strategies:1. Computer assisted individualized instruction2. Tutorial assisted individualized instruction3. Modification of current schedules/curriculum4. Guidance/Career Planning5. Individual/Group Counseling6. Alternative methods of earning class credits

Staff development activities that would be funded under the proposal:

1) Technology training in software usage 2) Behavioral/Emotional intervention training 3) Curriculum development/Instructional modifications

Student outcomes for the targeted subgroup(s):

1. At least 50% of all students entering the prevention program will graduate.2. Students in the program will receive at least 70% equivalent class credits to those in the general education curriculum.3. All students in the program will be encouraged to participate in either an

extracurricular activity or community service project as a part of their high school graduation credits.4. Those students with prior attendance problems will demonstrate a significant increase in daily attendance rates.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently, few if any of the alternatives proposed in this preventative plan are available to students in grades 10-12. The junior high currently provides some curriculum and credit alternatives. However, these are only available to a select group of at-risk students. This plan would both increase options available to junior high students, and create a variety of new options for senior high students.

Identify the position, r ole and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Frank Hebenstreit - (Budget)Special Education Coordinator Norfolk Public Schools Brad Conner - (Program)Student Services Director Norfolk Public Schools

Annual measurement of success to document changes in student learning/performance: Success will be measured by: 1)Attendance Records, 2) Grades & Class Credits, 3) Graduation Rates, 4) Drop-out Rates, 5) Nationally-Normed Achievement Test Scores, and 6) Participation Rates in Activities/Community Projects

Ord Public Schools: Functional Assessment Project

Year implemented: 1998-99

Contact Name: John Kennedy

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P.O. Box 850

Kearney, NE 68848

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FAX: 308-237-5920 **Phone:** 308-237-5927

Identification of targeted student subgroup(s):

This project is to target students who do not qualify for special education or Title I but who are having academic difficulty. These students at present can not be verified, but without assistance will either be verified later or are at risk. Language and specifically reading is a skill needed at all grade levels. Closer identification of deficient skills are needed to assist the students.

Number of students to be served: 100

How determination of subgroup(s) was reached:

The students identified as needing assistance will meet the following criteria: They will be more than one SD below the mean on CBM measures, the classroom teacher lists them a needing assistance, and they are rated at risk.

Strategies/interventions

All students grades 2-6 and 7-8 will be given CBM probes to establish class norms. Those students scoring below 1.0 SD from mean will be offered a program to assist in improving those language skills identified as deficient or lacking. These modifications will be made in the regular classroom where feasible.

Staff development activities that would be funded under the proposal:

A graduate assistant from UN-K psychology department will be the director of the project. She, along with the special education director at ESU 10 and Dr. Max McFarland from UN-K will provide preliminary activities to local staff. The local district will provide staff development as part of the school improvement plan. CBM will be used as a problem solving model. The use of rubrics and how to devise evaluation materials will be staff development offered. Time will be spent in exploring the relationship of outcomes of this project and the local standards.

Student outcomes for the targeted subgroup(s):

The students will increase their performance in language from January to May for grades 2-6 and 7-8. The CBM scores as a measure of success will indicate the student has improved toward the mean. CBM will again be given in the Fall of the following year to continue monitoring and establishing baselines. Middle school students will improve reading and writing abilities and show higher grades in academic classes.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently there are some plans in the target school to improve language skills for students who do not qualify for special education and title programs. CBM has not been used as a basis to look at the specific skills students lack. Teachers need to identify the areas of need for each student to provide appropriate assistance. Monitoring of the results of the present programs need to be completed to determine if the program is effective. Alternate techniques designed around CBM need to be used.

Annual measurement of success to document changes in student learning/performance: CBM probes will be given in Winter and Spring to track progress. These probes will be designed for each district based on the reading series and texts used. The probes will be given in Reading, Spelling, and Writing. Scores from other evaluations and functional assessments will be used.

Ralston Public Schools: Home/School Liaison Behavior Interventionist

Year implemented: 1998-2001

Contact Name: Mary Tompkins

Mailing address: Ralston Public Schools, 8545 Park Drive, Ralston NE. 68127

Email address: mtomkins@esu3.org

FAX: 402-331-4843 **Phone:** 402-331-4700

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. All Pk-12 students and their families not verified for special education and related services, but who demonstrate through the Student Assistance Team process of identification a high risk potential for failure in the general education curriculum are the proposed target population.

Number of students to be served: 50

How determination of subgroup(s) was reached:

Students at high risk for failure in the general curriculum include those students with poor attendance, suspected parental neglect or abuse, socio-emotional or behavioral difficulties, lack of positive peer experiences, court /legal involvement and health/ nutritional factors.

Strategies/interventions

Students suspected in need of this service and displaying any of the characteristics listed in the previous section will be referred to the Student Assistance Team process already in place in each of the Ralston schools. A team problem solving process which includes regular building level or special education intervention consideration will be completed. Those students who seem unlikely to be assisted by either of these processes will be referred for home liaison/ behavior interventionist services. This service provider will provide a variety of services as needed such as: advocating for the student and parent/ guardian with the school, facilitate school family communication, facilitate communication and service for children from public agencies, assist children and families in extreme or crisis situations, facilitate communication between juvenile courts, schools and families, improve student attendance through behavioral counseling, assist attendance offices in preparing truancy information needed by legal offices, provide individual advice /counseling to families regarding appropriate home behavior management of children, and otherwise serve as an advocate for at risk unverified students and their families.

Staff development activities that would be funded under the proposal:

It is anticipated that there would be few in-service activities resulting in a need for line item assigning ,but explanation of role and function would be an important initial step.

Student outcomes for the targeted subgroup(s):

Over a three year period: It would be expected that a 10% reduction would be seen in district referrals for special education assessment. A 25% reduction would be anticipated in student tardies/ unexcused absences.

South Sioux City Community Schools: Behavior Interventionist

Year Implemented: 1998-2000

Contact Name: Rozanne Warder

Mailing address: 820 East 29th, South Sioux City, Nebraska 68776

Email address: rwarder@cardinal.sioux.esu1.k12.ne.us

FAX: 402-494-3916 **Phone:** 402-494-2440

Identification of targeted student subgroup(s):

All center based elementary and secondary students enrolled in South Sioux City School programs with office referrals.

Number of students to be served: 300

How determination of subgroup(s) was reached:

The students repeatedly referred for discipline difficulties are at risk for alternative placements and at-risk for dropping out of school. It is imperative that behavior management plans be put in place to assist these students by teaching them to monitor and intervene in their behavior difficulties. Additionally, crisis intervention with an interventionist allows for appropriate problem solving during high need times.

Methodology

The elementary and secondary interventionist will plan, implement and monitor behavior intervention plans. In addition, this person will be available for crisis intervention and strategically assist students to de-escalate inappropriate behavior.

Staff development activities that would be funded under the proposal:

Interventionists will receive ongoing training in behavioral interventions and crisis management plans.

Student outcomes for the targeted subgroup(s:

There will be a 5% reduction in suspensions and expulsions will remain at 0.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently the Behavior Interventionist in place at the elementary and secondary level with the time and training to write, monitor, and evaluate intervention plans.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Insures documentation of intervention impact.

Instructs staff on intervention techniques and monitoring methods.

Demonstrates the ability to write and insure implementation of behavior management plans.

South Sioux City Community Schools: SAT/504 Coordinator

Year Implemented: 1998-2000

Contact Name: Rozanne Warder

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Email address: rwarder@cardinal.sioux.esu1.k12.ne.us

FAX: 402-494-3916 **Phone:** 402-494-2440

Identification of targeted student subgroup(s):

The identified groups are students referred to the SAT process. These students are defined as being at-risk due to parent, staff or self concerns. These concerns may be, but are not limited to acdemic concerns, behavioral concerns or social concerns. The students referred are all of school age and attend either a public or parochial school within the South Sioux City Community School District.

Number of students to be served: 155

How determination of subgroup(s) was reached:

Each school has assigned an SAT to serve as an intervention team for non-identified students. It was the intent of the district to serve at-risk students through a problem solving approach. It was the view of the district that appropriate intervention and problem solving would reduce the number of students tested for special education, appropriate problem solving would reduce the number of students referred for office discipline and would reduce suspensions and expulsions.

Methodology

The Sat process will be consistently supervised so that during the problem solving process interventions are pinpointed, applied and outcome based. Interventions will include, but are not limited to: behavior contracts, crisis plans, management plans, peer tutoring, miscue analysis, audio tapes, shadow reading, drill and practice, counseling etc. The progress toward a set goal will be monitored on an individual basis. Lack of expected improvement will be monitored and new interventions and strategies will be attempted until the SAT determines that interventions are successful or that diagnostic testing is appropriate.

Staff development activities that would be funded under the proposal:

All problem solving teams will be in-serviced in the SAT process, behavioral interventions and progress monitoring. SAT/504 Coordinator will receive ongoing training in 504 and behavioral interventions.

Student outcomes for the targeted subgroup(s):

The number of students referred to special education for testing will remain at the 98-99 number.

The number of students referred for special education testing that do not qualify will remain at the 98-99 number.

The number of expulsions will remain the same as the 98-99 school year. The number of suspensions will decrease by 5%.

For each referred student there will be documentation of successful interventions through baselines and progress monitoring, this will be the same procedure as the 98-99 school year.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently all SAT's include school administration and teaching staff. There is consistency of interventions and documentation of progress monitoring. Consistent record keeping and experience in outcome based assessment is evident. The district will utilize 504 plans for students who do not qualify for special education or who have been terminated from special education. Currently the SAT Coordinators are in place at the elementary and secondary level with the time and training to write, monitor and evaluate intervention plans.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

SAT/504 Coordinator:

Serves as an active and regular participant in all elementary and secondary SAT/504 meetings. Insures documentation of intervention impact.

Keeps accurate record of SAT/504 meetings through the use of notes and agendas.

Instructs staff on intervention techniques and monitoring methods.

Demonstrates the ability to write and insure implementation of 504 plans.

The SAT/504 Coordinator will maintain ongoing documentation of the number of SAT referrals.

Documentation of progress monitoring toward pre-determined outcomes will enable SAT to monitor and adjust intervention plans to meet the needs of the students. Frequent review of progress will allow for timely alterations of plans as required to meet the needs of the students.

Annual measurement of success to document changes in student learning/performance:

In one year:

The number of students referred for special education testing will remain at the 98-99 number. The number of students referred for testing that do not qualify for special education will remain at the 98-99 number.

There will be a 5% reduction in suspensions from the 98-99 school year and expulsions will remain at 0.

100% of all SAT's will be trained in the problem solving process.

100% of all students who no longer qualify for special services will be routed through the SAT.100% of all students tested for special education that do not qualify will be routed through the SAT.

Superior Public Schools Behavioral Intervention Plan

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FAX: (402) 879-3022 **Phone:** (402) 879-3258

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. The target group will be elementary students who demonstrate significant behavior problems. Based on data from the past three years, it is estimated that 15-20 students will be served in grades kindergarten through sixth grade.

Number of students to be served: 20

How determination of subgroup(s) was reached:

The elementary principal will track the number of office referrals for each elementary student. After the third referral, due to behavior/discipline problems, the student will be assigned to the student subgroup. The following are student behaviors which are prohibited and will result in an office referral.

- A. Use of Violence force, noise, coercion threat intimidation, fear or other similar conduct.
- B. The willful causing or attempting to cause damage to private or school property.
- C. Stealing or attempting to steal private or school property on school grounds.
- D. Causing or attempting to cause physical injury to any school employee or to any school employee.
- E. Threatening or intimidating a student for the purpose of or with the intent of obtaining money or anything of value from a student.
- F. Possessing, handling or transmitting any object which is ordinarily or generally considered to be a weapon.
- G. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs or controlled substance.
- H. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- I. The use of language which is profane or abusive to students or staff members.

Strategies/interventions

The Superior Schools are in the process of developing a new school-wide discipline plan. A major part of the plan is to address elementary students who are "at risk" due to behavior problems. We believe that by teaching skills that will improve self esteem, respect for others, and problem solving abilities, the number of office referrals and student referrals for special education will be reduced.

After the third office referral, students will be assigned to a problem solving room. The room will be staffed for 2 hours per day by a certified teacher. This teacher will receive training in problem solving and social skills development. The training will be ongoing and will include, but not be

limited to, "Character Counts" and "Character First". Additional training will be offered through ESU 9 and will include instruction from Dr. George Sugai.

Staff development activities that would be funded under the proposal:

The room will be staffed for 2 hours per day by a certified teacher. This teacher will receive training in problem solving and social skills development. The training will be ongoing and will include, but not be limited to, "Character Counts" and "Character First". Additional training will be offered through ESU 9 and will include instruction from Dr. George Sugai.

In addition to staffing the room and providing instruction to students, the teacher will be responsible for researching and inservicing the staff and administration on new discipline models. When a recommendation is made to implement a new model or change what is currently used, the plan will be submitted to the Board for approval.

Student outcomes for the targeted subgroup(s): (Report the intended changes in student performance. Include indicators and timelines.)

The student outcomes from the targeted subgroups are as follows:

Students will learn problem solving skills.

Students will learn conflict resolution skills.

Students will learn to model the appropriate behaviors.

Students will learn to communicate effectively.

Students will learn to respect themselves and others.

Students will learn to respect personal and school property.

Students will enhance their self esteem and personal responsibility.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Our current discipline program does not focus on preventing disruptive behavior but on providing consequences for inappropriate behavior. This new discipline plan will focus on teaching students appropriate behaviors and is proactive as opposed to being reactive.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Bob Tipton, Martha Young, and Rhonda Myers will be responsible for implementing the program.

Annual measurement of success to document changes in student learning/performance:

Student referral records will be maintained on a yearly basis, and compared to previous years. A drop in the number or percentage of students being referred to the office and to the student assistance team will indicate a measure of success.

Sidney Public Schools: Increasing the Shared Responsibility for Student Success

Year Implemented: 1999-2000

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Sidney, NE 69162

Email address: <u>paulas@hamilton.net</u>

FAX: 308-254-5756 **Phone:** 308-254-5853

Identification of targeted student subgroup(s):

1.) Students who are entering the SAT level due to academic concerns or frequent suspensions and are in danger of long term suspension or expulsion. 2.) Students who exhibit below average skills on the district CBM in one or more area, yet are not receiving assistance. They may benefit from limited intervention at the K-6 level. 3) Middle school and high school students failing academic classes due to lack of skills, lack of attendance, or lack of problem solving skills.

Number of students to be served: 100

How determination of subgroup(s) was reached

Students identified as needing more assistance meet the following criteria: 1). Students who are failing due to not completing work, frequent absences, suspension, and whose SAT team feel would benefit from short term goal setting and problem solving intervention. 2). Students who score at the below average or lower on the CBM for grades K-6, are listed by the instructor as needing and not receiving special education assistance. THIS IS REVIEWED AFTER EACH CBM PROBING AND STUDENTS EXIT OR ENTER THE PROGRAM AT THAT POINT. Written language will receive the most emphasis in the coming year. This was not an assistance area in the past year. 3). Students at the 7-12 level who exhibit difficulty with communication skills, are failing two or more classes due to lack of skills in academics or in problem solving.

Methodology

1). K - 6 level: Success Coordinator at that building will work closely with the teacher. They will develop an intervention strategy for each child. This might result in the coordinator working with the child in the classroom, in a small group, or one-on-one. They will focus on areas of need. Students will be probed in the area of concern on a bi-weekly basis. A log will be kept of interventions and progress. 2). 7 - 12 level will focus on teaching strategies in the classroom materials. Students will develop study skill strategies for SUCCESS. They will keep a portfolio of activities. 3). Students whose parents and the SAT team feel would benefit from the alternative behavior program for a short period of time will keep a log of their goal setting and problem solving efforts and will show growth on charting and by being successful in the academic skills areas. Student success on return to the general education environment will also be documented.

Staff development activities that would be funded under the proposal:

None - the school will continue to develop the problem solving model and the CBM with emphasis on measuring the standards.

Student outcomes for the targeted subgroup(s):

Students will raise their scores by one level on the CBM by the end of the year (e.g., from below average to average). Students will maintain passing grades in the middle school and high school increasing their overall academic average by one grade point. Students will remain in school rather than being suspended long term or expelled, or dropping out. At the alternative level the students will demonstrate the ability to set and follow through on goals as evidenced by journaling and charting. Students will reintegrate in the school environment with the appropriate supports in place and not have to be labeled BD. The number of students referred for evaluation will decrease and teachers will use the CBM results to plan strategies for use with students in their environment as evidenced by the use of the SUCCESS plan rather than referrals.

Describe how the proposal is different from what is currently available to the targeted subgroup:

There are approximately 500 students in two elementary schools that do not qualify for remedial services. Individual and small group assistance was limited to volunteers or aides with little coordination until the Success program was started. There continues to be a need for a person at each level in each building to tie the assistance sources together and to provide some small group or one-on-one support for students. 2). With the CBM in place as well as trial instruments for determining who is meeting the standards in reading and writing, there is a great need to have the problem solving model in place for the students who are not being successful. We do not want to leave any student behind in the attempt to meet the standards. 3). Students at the High School and Middle School level appear to benefit the most from a person to organize and encourage them to work on the problem solving aspects to achieve success in the classrooms. This is not possible in study halls of 70 students. There continue to be a few students who require more assistance in the areas of communication and reading skills for content area classes. 4). The Problem Solving Model and Goal setting appears to be needed by a handful of students who are not considered behaviorally disordered, but need some direct instruction in these areas to be successful in the school environment. These students need short term - not more than 45 days - skills instruction in goal setting, problem solving, and school success strategies. This is not possible in a general education classroom.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes:

1). At all levels teachers will be responsible for using a SUCCESS plan to access this assistance. They will have parents sign the plan before it is implemented. This will be completed and documented for any student being referred to the SAT teams prior to referral for SPED evaluation unless these are students who exhibit behaviors that are harmful to themselves or others. 2). Staff implementing the plan will: A. Insure the plan is in place and that they are part of the SUCCESS team for this student. B. Document the criteria for placing the student in the program. C. Provide assistance based on an analysis of the student needs. D. Set up the progress monitoring schedule. E. Communicate with the teachers and parents (if appropriate). F. Work with the student in the regular education environment or small group whenever possible. G. Assist the regular education staff in developing the strategies needed to work with the student. Staff to implement the program: North - Title Teacher 17 percent; South - Communication Assistant 10 hours week; Central - SPED staff member 10 percent of the time; West - SPED staff member 10 percent of the time; Middle School - SPED staff 12 percent of the time; High School - 12 percent of the time; Alternative teacher - 30 percent of the time; Peter Heineke, SPED director will oversee this program.

Valley Public Schools: Positive Behavior Support Systems

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Identification of targeted student subgroup(s):

All students in need of learning appropriate social behaviors to be successful within the Valley Public Schools are identified as the primary target group. This is estimated at approximately 200 students. Every student attending Valley Public School is identified within the secondary target group. These students either adhere to the school-wide Behavior Management System or are referred to the Problem Solving Room/Positive Action Center to review the plan and the correct steps to take to be in conformity with the plan. During the 2000-2001 school year a parent component will be added. Any parent of a student receiving three referrals and determined to be in need of a Behavior Intervention Plan, will be invited to attend a parenting seminar. A program entitled Smart Discipline will be used.

Number of students to be served: 710

How determination of subgroup(s) was reached:

The 200 students in the primary target group were identified as these students had office referrals during the 1999-2000 school year. These students will be monitored to insure that they have learned the appropriate social skills. If they have not, they will be scheduled to attend the Problem Solving Room/Positive Action Center for review of the appropriate social skill. The students identified as the secondary target group (every student attending the Valley Schools) are included because the Positive Behavior Support Program is intended to be positive and proactive and teach all students appropriate behaviors and social skills. From time to time each student may need a review of an appropriate behavior or social skill.

Methodology

The district has developed Behavior Management Plans for the elementary school and the middle/high school. These plans are dynamic and are continually updated to insure that they remain effective. They each consist of a series of steps through which students move as they misbehave. The first two steps are designed to insure teacher and parent involvement in attempting to modify the behaviors. Once the student has reached the third step he/she is referred to the Problem Solving Room/Positive Action Center to work with an individual trained in problem solving skills and social skills development. Students are then taught the appropriate behavior/social skill. It is the district's philosophy that discipline is an ongoing teaching process that fosters respect and dignity for all individuals. The process is proactive, developmentally appropriate, positive, and culturally and gender sensitive. It stresses growth, personal responsibility, and problem solving in a collaborative effort among students, parents, teachers, and the community. The Problem Solving Room/Positive Action Center will primarily serve that 12--15% of the student population with habitual behavior problems who are at risk of being referred for further evaluation and specialized placement. It is anticipated that this intervention will reduce behavior referrals to two percent or less (0% during the 1998-99 and 1999-2000

school years.) The Problem Solving Room/Positive Action Center is also available to students who continually lag with assignment completion. The focus will be on not only getting the assignments done but also on developing the social and emotional responsibility necessary to develop an internal locus of control that will insure that the students wants to complete his/her assignments.

Staff development activities that would be funded under the proposal:

The district will be bringing in a speaker on the first day of school to "kick-off" the year. This speaker will address the entire staff. The cost of this speaker will be funded through district funds. The district will also be bringing in a speaker on "Bullyproofing Your School." This speaker will also address the entire staff. The cost of this program will be paid through a grant from the Nebraska Department of Education. Three or four staff members will be attending a training at Wayne State from A.P.L. Associates in he area of Behavior Management. This staff development will also be completed through funds received in a grant from the Nebraska Department of Education. The district will also implement a parent component to the plan during the 2000-2001 school year. Staff members will be trained to lead the parent sessions. The cost of this training will be covered by district funds.

Student outcomes for the targeted subgroup(s):

Students will improve communication skills. Students will learn new coping skills, appropriate anger management skills, conflict resolution skills, decision making skills. Students will learn to establish realistic expectations and to maintain their behavior in an environment that enhances learning for all students. Students will learn positive parent-student-teacher interaction skills, and to care for and respect school and personal property. Students will build and maintain a strong self-esteem.

With each referral to the Problem Solving Room/Positive Action Center, students are taught appropriate skills. Data collected indicates that 85--90% of problem behaviors are corrected with one referral to the Problem Solving Room/Positive Action Center. For that 10--15% of the population that requires ongoing training, the Problem Solving Room and Positive Action Center are available. There is also a Behavior Management Team available to work with the student and his parents in developing a positive behavior intervention plan to further assist the student in learning the appropriate behavior/social skill. A parent component will be implemented during the 2000-2001 school year.

Describe how the proposal is different from what is currently available to the targeted subgroup(s

Prior to the 1998-99 school year, the district did not have a program available that taught students appropriate behaviors/social skills. It was done on a hit and miss basis by the classroom teachers with the support of the building principal. The emphasis was on consequences for inappropriate behaviors rather than having the two paraeducators teaching referred students appropriate behaviors/social skills. Through the collection of data, the district has learned that the current positive, proactive approach to behavior management has been superior in reducing the number of office referrals and as an added benefit, student achievement has improved at every grade level and the district has had a 0% drop-out rate over the past two school years. School officials believe that this happened as a result of the plan giving the teachers the time to teach and the students an environment conducive to learning.

IV. PROJECTS ADDRESSING COUNSELING OR SIMILAR STRATEGIES

124	Selected Special Education Flexible Funding Projects
 ·	Selected Special Education Flexible Funding Projects Reference Document
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Selected Special Education Flexible Funding Projects Reference Document

Emerson-Hubbard Community Schools: Academic Assistance

Year implemented: 1997-2000

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Identification of targeted student subgroup(s):

The students involved would be students who are academically or behaviorally at risk in grades K-8.

Number of students to be served: 40

How determination of subgroup(s) was reached:

Students would be recommended for participation by teachers, parents, counselors, and administrators based on school and classroom performance, academic grades, homework completion, and standardized test scores.

Strategies/interventions

Two forms of interventions will be used.

Counseling: The elementary counselor has designed a program of small group and individual counseling to address the specific needs of at-risk students. Throughout the 1997-98 school year there have been up to 22 students involved in this counseling program.

Academic Assistance: The Elementary Alternative Classroom is designed as a team approach for assisting students who are assigned to a study center where skills instruction is provided. The 7-8 Grade Academic Assistance Program is designed to monitor homework and academic progress for students after school. See hard copy file for more information on the Elementary Alternative Classroom and the 7-8 Grade Academic Assistance Program.

Staff development activities that would be funded under the proposal:

The staff members involved participated in developing the programs based on student needs and faculty expertise. The rest of the faculty was trained on how to identify students, how to monitor student progress, and encouraging parents to have their child participate in the program.

Student outcomes for the targeted subgroup(s):

The counseling aspect of this program is designed to address personal issues which may be interfering with student's performance in school. It is our belief that if we can reduce or eliminate these issue, students will be less distracted and have a greater opportunity to perform successfully in classes. In academic assistant, the anticipated outcomes are that many students who do not do well academically do so because they do not complete homework appropriately. The Alternative Classroom and Academic Assistance Program are designed to monitor homework completion and tutor students in areas of low academic performance. This allows us to keep students on track academically resulting in a greater level of academic success.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This program is different in that it focuses on the family, social, and academic aspects of the students' lives. The expectation is that in including interventions in all three areas, each will have an impact on the other, and academic performance will improve.

Annual measurement of success to document changes in student learning/performance: Several methods will be used to monitor student progress. This includes academic classroom performance as indicated in grade reports, CTBS test score performance, reading improvement through Accelerated Reader comprehensive testing, and the number of behavior referrals to the office.

Gering Public Schools: School/Community Facilitator Project

Year Implemented: 1997-98

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Identification of targeted student subgroup(s):

Gering Public Schools utilized the At Risk Criteria by Gross and Capuzzi, 1989. Teacher nomination is being used to select students for early intervention to "at risk" behaviors. The criteria was used to address the needs of all students at Lincoln Elementary. The amount of time the school/community facilitator will be used for "at risk" non-special education students is 35 percent. However, the school/community Facilitator project address' all students. Therefore, the project exhibits blending of funds; special education 30 percent, "at risk" population 35 percent and other general education at 35 percent.

Number of students to be served: 103

How determination of subgroup(s) was reached:

A school/community facilitator (school psychologist) was employed to serve all students, students "at risk", and special education students. For the purpose of the Flexible Funding 0.35, the school/community facilitator serves the "at risk" student population K-6 and their teachers and parents. The school/community facilitator, along with other comprehensive services, will provide for early prevention, intervention, strategies, and appropriate services to students.

Strategies/interventions

Direct interventions by the school/community facilitator will take place in working with "at risk" students. Collaborative planning and intervention will involve teachers in child study team meetings. Students will learn and use consistent problem solving model and have expanded opportunities to participate in need focused group counseling. The school/community facilitator will provide services for "at risk" students and their families by serving as a liaison between home, school, and community. The school/community facilitator will coordinate crisis intervention procedures including abuse and neglect referrals to social services.

Staff development activities that would be funded under the proposal:

Within the in-kind from the Gering Public Schools, money was funded for staff development. The staff from Lincoln Elementary attended workshops and participated in social skills training. Specific staff development activities include the following:

- Boys Town Social Skills Training form Omaha took place in Gering, Nebraska
- Dr. Max McFarland, Department Chairman, Department of School Psychology, University of Nebraska at Kearney, in-service on meeting needs of "at risk" students.

- Dr. Brett Nelson, School/Community Facilitator, Greeley Public Schools, Greeley, Colorado, in-service on school/community facilitator meeting the needs of "at risk" students **Student outcomes for the targeted subgroup(s):**

The expected outcomes of the program is as follows:

- Decrease number of referrals for special education evaluation- Increase attendance in schools
- Increase problem solving skills
- Reduce rebellion toward authority

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The 1997-1998 school year is the first year that a formal inventory has been used to identify "at risk" students and their behaviors. The At Risk Criteria was developed by Gross and Capuzzi, 1989.

Annual measurement of success to document changes in student learning/performance: Lincoln Elementary will use the At Risk Criteria; by Gross and Capuzze, 1989, to determine each identified "At Risk" student's behavior for further intervention and growth that each student has made. This instrument was used to identify students who exhibited "At Risk" behaviors during the 1997-98 school year. The School/Community Facilitator will coordinate the CBM evaluation to determine the growth of "At Risk" students.

Gothenburg Public Schools: Boys Town Model

Year implemented: 1999-00

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Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. The Gothenburg Public Schools will be targeting students with discipline problems that have been found to have poorly developed social skills. Deficient social skills have also been linked with poor academic performance, peer rejection and social isolation, all of which result in high rates of aggressive and disruptive behaviors. Best practices tout comprehensive school-wide prevention programs that address the major determinants of the behaviors mentioned above. The problem affects children of all ages. This proposal will address the problem district wide.

Number of students to be served: 835

How determination of subgroup(s) was reached:

McRel A+ perception surveys of the school's staff, students and community surveys revealed a perceived problem with alcohol use among students and a concern for the choices that our students have been making in regards to their behaviors (e.g. rule-breaking, peer-to-peer conflict, etc.).

Strategies/interventions

Application of the Boys Town Model for administrative intervention of disruptive students and specialized classroom management techniques for teachers, para-professionals and support personnel. The entire school staff will learn how to set expectations for acceptable behavior. Staff will learn how to combine the teaching of social skills and the management of student behavior. They will learn how to respond calmly and positively to student misbehavior by teaching new skills and delivering effective consequences.

Staff development activities that would be funded under the proposal:

During the 1998-99 school year all the administrative staff attended the Boys Town administrative intervention workshop. This workshop helps administrators to work effectively with disruptive students who have been referred to the office for disciplinary action. All teachers will attend the Boys Town well managed classroom workshop. This workshop is designed to help teachers in regular classroom and resource settings successfully work with difficult children.

Student outcomes for the targeted subgroup(s)

The Boys Town Education Model (BTEM) provides teachers, administrators, and support staff with a method of teaching students social skills and provides positive discipline when student behavior problems occur. Additionally, the BTEM is a systems approach which is structured so

that application is consistent across staff and throughout the school facility and school day. Research studies of the BTEM have found that student behaviors were significantly improved after the implementation of the BTEM. Significant increases in time on task in the classroom and decreases in time off task were the strongest evidence of BTEM program effects. Also found were significant decreases in office referrals for verbal and physical aggression. These findings support the kinds of behaviors we would like to see improved in our students.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This program will provide additional support in helping Gothenburg Public School address discipline problems in a systematic manner. Prior to the 1998-99 school year Gothenburg Public School did not have a systematic approach like BTEM to train staff.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The district's plan entails an all staff training in the Boys Town Education Model (BTEM). The BTEM program provides a structured standardized way to teach social skills and correct student behavior problems at the time they occur. It also is a systems approach which is trained so that application is consistent across staff and throughout the school facility and school day. Results from research on the effectiveness of the BTEM show significant improvements in student behaviors, which ultimately would lead to improvement in their decision making which would show concern for themselves and others (i.e. school improvement goal).

Annual measurement of success to document changes in student learning/performance:

Prior to implementation of the BTEM, the district would collect various data in order to establish a baseline from which to measure progress.

K-6 baseline data would include: student behavior observations; these will be obtained by replicating the methods used by Furst, Terracina, Hamilton, Swank, Criste, and Daly (1998). Office referrals; documentation of student referrals and the reasons for the referrals will be recorded in the MacSchool computer program.

7-12 baseline data would include: office referrals; the number of referrals and reasons for referrals will be documented for the two years prior to the implementation of the BTEM in order to have a baseline from which to measure progress toward the goal. A decrease in office referrals would be one indicator of improvement in student behaviors/decision-making.

Consumer satisfaction survey; pre-implementation and post-implementation survey results will be compared in order to measure progress toward the goal. In such a survey, the youth actually rate their satisfaction on items regarding the classroom environment. Improved satisfaction would be an indicator of improved environment which would be a reflection of improved behavior/student decision making.

Hartington Public Schools: Learning Center: Failure Prevention

Support Center

Year implemented: 1996-97 (Pilot year)

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Identification of targeted student subgroup(s):

This is a grades 7-12 continuation project from 1997-98 (implementation year). It is in its 4th year. Students served: Twelve (12) not qualifying for special education services who are served by Student Assistance Team Plans (SATs); Two(2)with disabilities not qualifying for special education who are served by 504 Plans; One hundred eight(108)receive tutoring, assistance, cooperative group study, independent study or elective credit through a Learning Center Plan (LCP). Students with Individual Education Plans (IEPs) may also participate in Learning Center activities.

Number of students to be served: 122

How determination of subgroup(s) was reached:

1. Analysis of the weekly failing-warning lists. 2. Student, parent, teacher request or recommendation. 3. Criterion-based measurements in reading and writing. 4. Referral by the Student Assistance Team.

Strategies/interventions

Each student, in conjunction with a Learning Center teacher or other teacher, will develop a plan that specifies their study goals for the semester. The teacher designated to monitor the plans, or Plan Coordinator, will check the weekly failing-warning list and cause appropriate remedial follow-up. Study will be of two types: directed or independent. Following the existing Homework Plan, students will make up deficiencies immediately, turn in homework, request and receive assistance when needed, and be accountable for their work. Students will be able to study together or alone using teacher and student prepared flashcards, study guides, and instructional software. Students who are off the failing-warning list will be able to participate in a variety of educational activities beyond regular class work such as are offered in the library or computer lab.

Student outcomes for the targeted subgroup(s):

Students will pass more and fail fewer classes on a daily, weekly, quarterly, semester and yearly basis. Students will express satisfaction in getting the help they need to pass classes.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This is a continuation project. No service or program was available prior to its implementation.

Annual measurement of success to document changes in student learning/performance:Count failing-warning numbers by grade, by quarter, by semester, by year. Compare year to year. Give Teacher Survey. Analyze and make adjustments. Give Student Survey. Analyze and make adjustments.

The program is maintaining the low INDEX (Course Failure Rate) that has been established since the institution of the Learning Center. The combination of making sure individual student learning plans are carried out (LCP, SAT, 504, IEP), OE interventions (e.g. study guides), study help, overall teacher adherence and parent support of the homework policy, and student efforts/cooperation are seen as the reasons for success. Each factor in combination with the others is necessary for the success of this program.

Hastings Public Schools: Guidance Counseling

1999-00 Year implemented:

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Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. The targeted student subgroup for the flexible funding project will be non-disabled students in grades K-12. Flexible funds will be used to fund a school psychologist position. This position will allow the district to hire/replace the psychologist position that was at Longfellow Elementary School during the 1998-99 school year and make this a district-wide position. Reorganization of the school psychology program would allow for services to all non-verified students in addition to disabled students (through special education funds). The targeted population will be:

- 1. Students who are at risk for failure because of lack of school attendance.
- 2. Students who are at risk for failure but do not qualify for an IEP.
- 3. Students who receive mid-quarter down slips.
- 4. Students who are referred by guidance counselors for additional counseling.
- 5. Students whose parents refer them for additional services.

Number of students to be served: 75

How determination of subgroup(s) was reached:

Hastings Public Schools has an enrollment of 3400 students. Throughout the last 8 years, the population of the schools has become more diversified. An influx of more than 200 non- or limited-English-speaking students during this period of time has necessitated significant growth in programming at this area. Although academic needs are met, each year we have seen an increased need in this population in the area of counseling.

Four out of eight of our schools receive Title I funding that has allowed these buildings to develop programs to help children who are at risk for academic failure. In the other four buildings, including both secondary buildings, this programming is not available.

During the 1998-99 school year, the district expanded the school nursing program. Although we continue to increase and refine our medical services for all children, our absentee rate is too high.

Guidance counselors work closely with students and parents. However, an intermediate level of service, prior to suggesting a referral to an outside agency, is needed for children and families who are in need of counseling. School psychologists have additional training that will allow them to provide this service.

Other instruments to determine subgroup are:

- 1. Attendance records
- 2. Student Assistant Team referrals
- 3. Teacher referrals to guidance counselors
- 4. Student self-referrals5. Parent referrals
- 6. Referrals from other agencies

Strategies/interventions

- 1. Direct counseling for students and families.
- 2. Work with school teams to decrease the number of student absences.
- 3. Work with teams to develop 504 plans for students who qualify for them.
- 4. Be an advisor for Student Assistance Teams.
- 5. Be a liaison between school service providers.

Staff development activities that would be funded under the proposal:

Since this position will be split between several psychologists, it is important that they receive ongoing staff development in counseling of students and families. In addition, training in working/coordinating services with other agencies will result in better wrap around services for children. Psychologists will provide staff development in their buildings. It should be noted that a great deal of staff development will be funded from general education dollars.

Student outcomes for the targeted subgroup(s):

- 1819 Decrease the number of student absences.
- 2. Decrease the number of students who receive failing grades.
- 3. Increase the number of students and families who receive counseling.
- 4. Decrease the number of referrals for special education.
- 5. Increase the number of positive parent contacts.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

The roll of the school psychologist has traditionally been linked to special education identification and service. If a student does not qualify as having a disability, psychological services were not available. This proposal will provide such service.

Annual measurement of success to document changes in student learning/performance:

Evaluation instruments will include, but are not limited to: 1) report cards, 2) number of referrals to special education, 3) absentee records, 4) down slips, 5) psychologist logs indicating student and parent contacts, and 6) numbers of referrals from guidance counselors, teachers, parents, and administrators.

Lakeview Community Schools: At-Risk Student Behavior Prevention and Intervention

Year implemented: 2000-01

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Identification of targeted student subgroup(s):

The group of students targeted for this program are students that are at risk due to behavior problems in grades Kindergarten through eight at three different K-8 elementary schools in the Lakeview Community School District. The students for various reasons have not qualified for Special Education services. Behavioral interventions that the school has attempted to this point have not received satisfactory results. Some of these students are likely candidates for future Special Education placement as Other Health Impaired or Behavior Disabled if an effective intervention program is not put in place for them soon. These students have shown signs of being able to make proper decisions and behave appropriately much of the time. However, they also have indicated that some of their current behaviors that interfere with learning may be beyond the ability of the current school district programs to alleviate effectively. Therefore a new approach is sought.

Number of students to be served: 24

How determination of subgroup(s) was reached:

The subgroup will be identified by teacher recommendation, history of SAT referrals, behavior/discipline records, low academic performance as related to inappropriate classroom behaviors, and parent referrals. Low academic performance will be determined based on criterion referenced assessments, ITBS Achievement Tests, and school grades.

Strategies/interventions

Identified students will be placed in a Social Skills teaching program. Several skill based programs have been examined and several more will be examined, however the Boy's Town Social Skills or a similar program appears to be the most promising. After completion of the program, on-going counseling will be provided. Parent involvement will be encouraged and developed so that the students will get similar messages about appropriate behaviors at school and home. Parent training will be considered if needed. There are already parent training opportunities available in the community that we could utilize for this program.

Staff development activities that would be funded under the proposal:

Training for staff members will consist of complete training in the social skills program chosen. Some of this training may be paid for by other grant moneys. Staff members will be trained as

one group or as needed based on the staff that work directly with the targeted students. All staff will be trained staff members at regular meetings on information that is relevant to them.

Student outcomes for the targeted subgroup(s):

The anticipated outcomes for the targeted students will be more appropriate choices made in school regarding student behavior. This should result in a more positive and effective learning climate for all students. Office referrals should be decreased and the need for individual behavior plans for specific students should be limited. Fewer referrals to the SAT team for behavior should be documented as students experience more success in school. This should in turn result fewer children referred for SPED testing and therefore fewer students identified for needing SPED services. By the end of the school year, we believe we will see academic growth within this student population that is greater than has been experienced by these students in the past. This can be documented on the criterion referenced assessments, ITBS Testing, and report cards.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Currently there is no system wide program in place to address this type of at-risk behavior. Students with needs in this area are handled on an individual basis through the school disciplinary rules and procedures or the SAT Teams. Some staff have been trained in social skills models but carry over from grade to grade is inconsistent. Counseling services are not available to the students except in rare situations. Currently, the teachers, administration, and support staff work together with at risk students in whatever ways they think they can make work.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

Implementation of this proposal would be by all staff employed by the District's elementary schools. The administration and guidance counselor would administer and coordinate the program. All appropriate staff would receive the needed training. A team of staff members in each building would meet regularly to make decisions regarding start up procedures, identifying targeted students, organizing staff training, operationalizing the program, and monitoring the progress of the program. All staff would be aware of the skills to be taught and the behavior expectations identified. Therefore, all staff would at various times be involved in intervening with students to teach and reinforce acceptable behaviors.

Annual measurement of success to document changes in student learning/performance: Information on the District's criterion referenced assessments, ITBS tests, report cards, and disciplinary logs will be charted. Student progress will be noted. Anecdotal feedback from teachers of the targeted students will be solicited at the end of the school year. A report

summarizing the effectiveness of the program based on this information will be prepared by the building administrator and shared with the Superintendent and other affected or interested persons.

Update. Because no elementary guidance counselor could be recruited, counseling has been minimal. Two of three schools have implemented the program.

Logan Public Schools: School Psychologist

Year implemented: 2000-01

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Identification of targeted student subgroup(s):

Regular education students in grades kindergarten through grade 12 who are displaying defiance, disruptive or noncompliant behaviors in the classroom or who refuse to cooperate with teachers will be identified as the targeted student subgroup.

Number of students to be served: 30

How determination of subgroup(s) was reached:

The determination of this subgroup will be reached through teacher observations, informal/formal diagnostic instruments, criterion referenced measurements, the ITBS and IOWA basic tests, parent referrals, and the number of absenteeism and/or office referrals.

Strategies/interventions

Identified students will be worked with individually or in classes in social skills, problem solving skills and social communication skills. These sessions will be conducted by a school psychologist with follow-up by the classroom teachers and secondary school counselor. Students will participate in these classes as a part of their regular school day. The school psychologist will be available 18 days per year to conduct this program.

Staff development activities that would be funded under the proposal:

Staff development will be offered to include strategies for regular classroom teachers to incorporate into their classes. There will be scheduled meetings to allow teachers to share effective classroom management strategies. Informal meetings will be scheduled as needed. Two informal inservices will be offered to teachers on behavior management strategies and social skills training.

Student outcomes for the targeted subgroup(s):

It is expected that by the end of the school year records will show that these students will have had fewer office referrals and their attendance in school, if previously a problem, has improved. It is also intended that there will be improved classroom academic performance resulting in improved report card grades.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This will be a new program for the Logan View Public School District since there is currently no elementary school counselor available to the six elementary school sites. In the secondary and elementary program there is no psychologist available to the non-special education students.

Social skills, problem-solving and social communication skills programs are currently not offered to non-special education students.

Annual measurement of success to document changes in student learning/performance:

Program success will be evaluated through:

- •Report card grades
- •Teacher reports/records
- •Parent reports
- •Student reports
- •Administrative reports on attendance and discipline.

Mead Public Schools: Grow With Guidance

Year implemented: 1998-200

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Identification of targeted student subgroup(s):

One subgroup will include students exhibiting At Risk behaviors included on an At Risk Checklist, frequent enough to raise the concern of a teacher/administrator. The categories on the checklist include: Isolation Patterns, Work Habits, Interaction with Authority Figures, Interaction with Peers, Self-Discipline, Detention/Disciplinary Referrals, and School Attendance. A second subgroup will include students who are having classroom academic difficulty, but do not qualify for special education services.

Number of students to be served: 90

How determination of subgroup(s) was reached:

Referrals for students to be identified as a member of the subgroup will be annual and ongoing. Teachers/Administrator will be asked to make referrals after the first month of school, and throughout the year based on student observation. Subgroups will be determined in the following ways: - Referrals from teachers, administrators, and/or parents using At-Risk checklist to indicate behaviors interfering with academic success - Teachers track Students' Grades and make referrals based on low academic performance or a noticeable drop in student; performance - Achievement scores indicating student is performing below his/her ability - Teacher/administrator keep records of student behavior and make referrals for those having difficulty with classroom behavior; interfering with academic achievement; - Teacher/secretaries keep records of student attendance/tardies and teachers make referrals when the student's absence from school is interfering with academic achievement

Strategies/interventions

Elementary Classroom Group Guidance will help all children develop skills in the areas of Self, Other Awareness, Self-Control, Decision Making/Problem Solving, and Group Cooperation. Working with all of the subgroups simultaneously will improve respect in peer relationships and improve conflict management. Students in the subgroup will spend more time on-task as peer relationships improve. Many at-risk students have behavior problems and the system addresses linking student skills with positive behaviors in the classroom and school building. Grow with Guidance, by Tommie R. Radd, will be used as the backbone for the elementary guidance program. Spanish versions of student and parent materials are included.

Student outcomes for the targeted subgroup(s):

Selected Goals, Competencies and Outcomes taken from Grow With Guidance by Tommie R. Radd, Ph.D. - Improved student attendance - Improved student grades

- Students perform at or above level of ability
- Students improve classroom behavior

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

This year, the elementary guidance position will be increased to a .4 FTE position. This will allow more time to further develop the program. Before the origination of this flexible funding project, there was not a comprehensive, preventative elementary guidance program in place, to deal with prevention of behaviors/character traits associated with at risk students.

DIFFERENCE: #1 The Grow With Guidance System is comprehensive, preventative, and proactive. A systematic approach lays the foundation for important concepts such as: Developmental Guidance School-to-Career Drug-free Schools Emotional Intelligence Invitational Education Students-at-Risk.

DIFFERENCE #2: A Systems approach encourages inviting teaching practices. ey & J. Novak. DIFFERENCE #3: Grow With Guidance enhances student skills in the areas of Self, Other Awareness, Self-Control, Decision Making/Problem Solving, Group Cooperation, Career Enrichment, Behavior Management, Self-Pictures and Self-Talk, and staff skill development; therefore, all students learn positive ways of learning, interacting, and being.

Annual measurement of success to document changes in student learning/performance:

Selected evaluation materials included in Grow With Guidance based on Goals, Competencies and Outcomes from programs

and activities. Quantitative and Qualitative evaluations will be used.

- CANA score comparisons
- ITS-P&I score comparisons by those volunteering to participate
- Students' grade records
- Student attendance records
- Students' disciplinary/behavior records
- Students' achievement test

scores when available (to measure if student is performing at his ability

Selected Special Education Flexible Funding Projects Reference Document

Norfolk Public School: Alternative Education

Year implemented: 1999-00

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FAX: (402) 644-2506 **Phone:** (402) 644-2509

Identification of targeted student subgroup(s):

The targeted student subgroup for the Alternative Education Program being funded through Flexible Funding will consist of non-disabled students in grades 8-12. This is a continuation of the Alternative Education Program that began in 1997, but will consist of some transition students from that program, as well as new students at-risk of failure and possible Sp. Ed. placements and those likely to become drop-outs due to poor attendance, failing grades, or behavior difficulties.

Number of students to be served: 75

How determination of subgroup(s) was reached:

Eligibility for services under the Flexible Funding portion of the Alternative Education Program will be determined on the basis of the review by the SAT fo the following student information obtained in the Alternative Education Referral:

- A.) Quarterly report grades of "D" or "F" in 3 of the 4 core subjects.
- B.) Attendance records of 5 or more absences per quarter.
- C.) Re-enrollees, following a previous drop-out of school.
- D.) Multiple discipline referrals or second offense violations under the district's Rights & Responsibilities procedures.
- E.) National Achievement Test (CAT-5) scores below the 25th %tile in major areas of Reading, Math, Science or History.
- F.) Parental and/or staff requests for additional services due to concerns regarding the student's mental, emotional or physical health in school related activities.

Strategies/interventions

Once placed in the Flexible Funding Alternative Education Program, the student may receive individualized and/or small-group instruction through a combination of the following possible instructional techniques:

- A.) Individualized, computer generated instruction using the PLATO software and supplemental instructional curriculum.
- B.) Individualized, or small-group teacher assisted instruction, using a modified version of the classroom curriculum.
- C.) Tutorial assistance with the general education classroom curriculum, with some modification, as determined necessary by the SAT, Section 504 Accommodation Plan, or other Alternative Education Plan.
- D.) Teacher assistance with independent study coursework through the University of Nebraska Independent High school, or other correspondence center.

E.) Individualized and/or small-group counseling to address emotional or behavioral issues that have resulted in previous stress and/or academic and social difficulties.

Staff development activities that would be funded under the proposal:

The following staff development activities will be funded for staff involved with students int he Alternative Education Program A.) Training in use of and curriculum development surrounding the PLATO software programs. B.) Discipline With Purpose training for development of positive intervention alternatives for behavior issues., C.) Boy's Town Social Skills training for intervention and positive discipline techniques for behavior change., D.) Character Counts and/or related Character Education training for development of increased self-esteem and character building among at-risk students.

Student outcomes for the targeted subgroup(s):

The following outcomes have been established for students enrolled in the Alternative Education Flexible Funding Program:

- A.) At least 60% of all students receiving services through this program and continuing to live in the Norfolk Public School's boundaries will graduate from high school by the age of 21.
- B.) Students included in this program will receive at least 70% equivalent class credits to those students in the general education curriculum.
- C.) At least 75% of those students with prior attendance problems will meet either:
- 1.) The district's minimum attendance requirements for students in the general education curriculum, OR
- 2.) A modified attendance requirement as established by the SAT on an Alternative Education Plan.
- D.) Students with previous behavioral conflicts (repeated office referrals) will demonstrate a 25% reduction in office referrals over the previous school year E.) At least 75% of all students enrolled in this program will receive passing grades in 3 of their 4 core subjects.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Prior to the establishment of the Alternative Education Program services for "at-risk" students were limited to a small number of eligible Junior High students who failed 75% of their courses, or to those at Senior High who required modifications as a result of a Section 504 Plan or IEP. Continuation of this Alternative Education Program will allow for the expansion of such individual and small-group instructional techniques to a population nearly 300% greater than was available in 1997. With the expanded PLATO work stations and supplemental curriculum being provided through this program, a wider variety of services and instructional options will be made available to students. This should result in a greater opportunity to complete their school career, without risking the likelihood of requiring special education services or dropping out of school. This expansion of the program will make independent study more accessible and assistance from school staff more available

Ogallala Public Schools: Counseling for At-risk Students

Year implemented: 1998-00

Contact Name: Patricia Skinner

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FAX: (308) 284-3981 **Phone:** (308) 284-4029

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. Ogallala Public Schools has targeted fifty students in grades 9 through 12 who have "at risk" behaviors. These students have a history of poor academic performance and are currently failing one or more required high school courses. Thirty of these students have excessive absences and tardiness. Five students are pregnant or are teenage parents. Four have been treated for substance abuse and several others are suspected of abusing substances. Many of these fifty students are juvenile offenders and are currently in the court system. None of these students have qualified for special education services.

Number of students to be served: 50

How determination of subgroup(s) was reached:

Ogallala Public Schools has targeted fifty students in grades 9 through 12 who have "at risk" behaviors. These students have a history of poor academic performance and are currently failing one or more required high school courses. Thirty of these students have excessive absences and tardiness. Five students are pregnant or are teenage parents. Four have been treated for substance abuse and several others are suspected of abusing substances. Many of these fifty students are juvenile offenders and are currently in the court system. None of these students have qualified for special education services.

Strategies/interventions

Strategies/interventions include a part time counselor who provides these students with frequent and consistent contacts. Students watch videos, listen to tapes and discuss strategies for staying in school and improving class performance. This counselor spends time contacting absent students to assess reasons for them not being in school. Other interventions include social skills training, behavior management, counseling and following up on students' goals and the steps they are taking to reach those goals.

taff development activities that would be funded under the proposal:

Staff development activities included staff training on using the Boys Town Social Skills Model. Thirty-four high school staff signed up to participate in these sessions. The high school will implement these strategies beginning August, 1998. These students especially will benefit from the specific strategies of staying on task, making a request, waiting turns, accepting criticism, accepting no for an answer, following directions, etc.

Student outcomes for the targeted subgroup(s):

Outcomes expected for this target group of students will be measured by the decrease in absences

and fewer tardies, as well as, improvement in grade point averages. Knowledge and use of more acceptable social skills will assist these students in more positive participation and performance in the classroom. This will be observed by teachers and fewer office referrals for unacceptable classroom behaviors.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

These strategies and interventions are different from what is currently available to "at risk" students due to the staff not being trained in Boys Town Social Skills and the lack of personnel in the counseling department to address the needs of these students. The person responsible for implementing these strategies and interventions is a part time counselor.

Annual measurement of success to document changes in student learning/performance:

Outcomes expected for this target group of students will be measured by the decrease in absences and fewer tardies, as well as, improvement in grade point averages. Knowledge and use of more acceptable social skills will assist these students in more positive participation and performance in the classroom. This will be observed by teachers and fewer office referrals for unacceptable classroom behaviors.

Seward Middle School: 4R-ROOM

Year implemented: 1997-99

Contact Name: Eldon Lindquist

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Identification of targeted student subgroup(s):

The Seward Middle School 4R-Room project is an expanded instructional service to students who are currently at-risk for school failure, and who are the prime candidates to drop out of school when they attain the age of 16 or older. The project aims to serve students who behave inappropriately in the classroom setting, but who are not viewed by teachers and parents as students who should be referred for special education assessment. Experience tells all involved, however, that unless the behavior is identified and replaced with appropriate skills; the student will be referred later and most likely identified in upper grades--or he/she will drop out of school. In other words, the 4R-Room project intends to serve at-risk students in the general education curriculum before they become special education referrals or so disconnected from school, they elect to drop out.

Although the project's primary function is to serve non-verified at-risk students; certain special education students will also receive services. Specifically, there are a number of special education students who are mainstreamed in regular education classrooms, but who demonstrate the same level of inappropriate behaviors as the non verified at-risk students. In such cases where it may be deemed applicable, the student will be assigned to the 4R-Room in the same fashion as the at-risk student, thus preventing increased special education placement in the traditional resource room. In other words, it is hoped that the 4R-Room can serve to both prevent special education referrals, and to create a seamless behavior intervention service for mildly handicapped students in the regular education environment. Accordingly, the budget preparation page that appears later in this application reflects only half of the total project costs as Flexible Funding.

This is an instructional project. Specifically, in the 4R-Room, students are taught various ways they can recognize their problem behavior before it occurs and they are instructed in many skills they can apply to avoid poor choices and to monitor their own behavior. The philosophy of the project is embedded in the belief that students want to be good, and when taught the skills to do so, most will learn and become positive members of their classrooms.

Number of students to be served: 15

How determination of subgroup(s) was reached:

By reviewing student discipline records, school officials were able to isolate the names of certain students who seemed to be continually referred to the office from classroom situations due to inappropriate behaviors. By listing the students and their behaviors, it was easily discernable that some students did not repeat their inappropriate behaviors once they were referred to the office. For many others, however, the desired cessation of inappropriate behaviors did not occur as a result of being sent to the office. It is those students that the 4-R Room concept is intended.

Strategies/interventions

This is an instructional project. Specifically, in the 4R-Room, students are taught various ways they can recognize their problem behavior before it occurs and they are instructed in many skills they can apply to avoid poor choices and to monitor their own behavior. The philosophy of the project is embedded in the belief that students want to be good, and when taught the skills to do so, most will learn and become positive members of their classrooms.

Before the 4-R Room services are initiated for a student, each classroom teacher is expected to attempt student management techniques that are traditional to public school instruction. For example, changing the student's seating, 1-1 visits and problem solving conversations with the student, conferencing with the student's parents, positive reward systems and checklists, are some of the approaches that must precede referral to the 4R-Room. As well, detentions are likely to be applied to deter the student from exhibiting his/her inappropriate behavior in the future.

For the student who continues to violate classroom rules, and who frequently disrupts the learning environment after such traditional student management techniques have been tried, a short-term placement in the 4R-Room becomes effective on the very next time it becomes necessary to send the student out of the classroom. "Short-term" can be any length of time from one or two classroom periods, to several days--depending on the response the student demonstrates to the intervention strategies and techniques taught by the 4R-Room teacher.

Students are exposed to strategies to examine advantages and disadvantages of their actions, and are actually instructed in appropriate social skills, classroom attending skills, and sometimes most importantly--anger control. Direct teaching of the strategies and skills is always reinforced with role playing. Role playing provides the practice necessary for many of the students before they are actually able to apply their new skills in the "real world". In every case, the 4R-Room also helps each student identify his/her own strengths that they are probably not aware of or think of as strengths. This positive focus is then channeled toward the self-esteem of the student as he/she works on the skills in which he/she struggles.

Student outcomes for the targeted subgroup(s):

The overall goal of the 4R-Room is to enable the student to improve his/her behavior. Once a student is referred to the 4R-Room, the teacher and student immediately begin a dialogue that is intended to be a learning experience for the student. The teacher and student both attempt to gain an understanding of the student's behavior in terms of attention getting, peer power struggles, avoidance of academics, opposition to adult authority, and others. Once the student understands what exactly is being communicated and what the purpose may be for inappropriate behavior, the next step is to try to redirect the student. Redirection takes the form of teaching certain skills to the student that will cause him/her to choose methods other than misbehaving to communicate.

Annual measurement of success to document changes in student learning/performance:

Records are maintained on each student who is referred to the 4R-Room at-risk intervention program. Those records consist of primarily pre-referral data on the student's classroom behavior and frequency of being sent to the office. Once 4R-Room intervention is utilized, behavioral data continues to be collected. Students, as well as teachers, record student behavior by various techniques such as behavior contracting, daily behavior charts, regularly scheduled student meetings, and parent input. Each student sets improvement goals that are measured by the information documented in the behavior reports.

South Platte Public Schools: High School Learning Center

Year implemented: 1999-2000

Contact Name: John Frates

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69122

Email address: jfrates@esu16.esu16.k12.ne.us

FAX: (308) 889-2523 **Phone:** (308) 889-3622

Identification of targeted student subgroup(s):

The South Platte Schools proposes to continue the Learning Center in the high school to assist and encourage our at-risk student population with the study skills needed to be successful in the classroom. The Learning Center will be in a centralized location and will be staffed by a paraeducator, and monitored by the Resource Teacher.

Number of students to be served: 6

How determination of subgroup(s) was reached:

The number would be determined by the teachers referring at-risk students from their classes, the grades on the report cards, and student attendance.

Strategies/interventions

We will use some of the strategies that we are learning in our learning styles workshops to assist the students in the regular classes and in the Learning Center. The students will also put to use the study skills they need in the Learning Center. We will practice notetaking from their reading assignments, show them how to use their notes and study guides to study from tests, and practice test taking techniques in the Learning Center. We will also answer questions about homework and help them better understand the classes they are working on. Students are sometimes self-conscious about asking questions in the classroom setting, and are more willing to ask for help in a small informal setting.

Staff development activities that would be funded under the proposal:

Staff development is very necessary to help our students. All staff members will be enrolled in a Learning Styles Workshop that will last most of the school year. The Learning Styles workshop will give the teachers a better understanding of how they teach in their classrooms, why some students do better under their teaching styles, and how they can reach the other students that have a different learning style. Teachers will be instructed on how they can adapt their instruction to meet the needs of their students.

Student outcomes for the targeted subgroup(s):

We will determine success as improved grades, attendance, attitude and teacher observation.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

Until last year, we did not have a special program to help students who were having difficulty in school. Now we have seen that we can make a difference by offering more individual and small group help for the students that are struggling.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The persons responsible would be the superintendent, principal, classroom teachers, a paraeducator, and the resource teacher. The resource teacher will be responsible for implementing the strategies or interventions needed to help students with the study skills they need. The paraeducator will be working directly with the students and their specific needs. The superintendent and principal would help classroom teachers determine students that would benefit from the Learning Center. We would still determine success as improved grades, more completed assignments, better self-esteem of students, attitudes of students and teacher observation.

Annual measurement of success to document changes in student learning/performance:

The annual measurement of success would be the improved performance of the at-risk students on their report cards, progress reports, and an overall improvement of student attitude towards school.

Superior Public Schools Behavioral Intervention

Year implemented: 1998-99

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FAX: (402) 879-3022 **Phone:** (402) 879-3258

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. The target group will be elementary students who demonstrate significant behavior problems. Based on data from the past three years, it is estimated that 15-20 students will be served in grades kindergarten through sixth grade.

Number of students to be served: 20

How determination of subgroup(s) was reached:

The elementary principal will track the number of office referrals for each elementary student. After the third referral, due to behavior/discipline problems, the student will be assigned to the student subgroup. The following are student behaviors which are prohibited and will result in an office referral.

- A. Use of Violence force, noise, coercion threat intimidation, fear or other similar conduct.
- B. The willful causing or attempting to cause damage to private or school property.
- C. Stealing or attempting to steal private or school property on school grounds.
- D. Causing or attempting to cause physical injury to any school employee or to any school employee.
- E. Threatening or intimidating a student for the purpose of or with the intent of obtaining money or anything of value from a student.
- F. Possessing, handling or transmitting any object which is ordinarily or generally considered to be a weapon.
- G. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs or controlled substance.
- H. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- I. The use of language which is profane or abusive to students or staff members.

Strategies/interventions

The Superior Schools are in the process of developing a new school-wide discipline plan. A major part of the plan is to address elementary students who are "at risk" due to behavior problems. We believe that by teaching skills that will improve self esteem, respect for others, and problem solving abilities, the number of office referrals and student referrals for special education will be reduced.

After the third office referral, students will be assigned to a problem solving room. The room will be staffed for 2 hours per day by a certified teacher. This teacher will receive training in problem

solving and social skills development. The training will be ongoing and will include, but not be limited to, "Character Counts" and "Character First". Additional training will be offered through ESU 9 and will include instruction from Dr. George Sugai.

Staff development activities that would be funded under the proposal:

The room will be staffed for 2 hours per day by a certified teacher. This teacher will receive training in problem solving and social skills development. The training will be ongoing and will include, but not be limited to, "Character Counts" and "Character First". Additional training will be offered through ESU 9 and will include instruction from Dr. George Sugai.

In addition to staffing the room and providing instruction to students, the teacher will be responsible for researching and in-servicing the staff and administration on new discipline models. When a recommendation is made to implement a new model or change what is currently used, the plan will be submitted to the Board for approval.

Student outcomes for the targeted subgroup(s):

The student outcomes from the targeted subgroups are as follows:

Students will learn problem solving skills.

Students will learn conflict resolution skills.

Students will learn to model the appropriate behaviors.

Students will learn to communicate effectively.

Students will learn to respect themselves and others. Students will learn to respect personal and school property.

Students will enhance their self esteem and personal responsibility.

Annual measurement of success to document changes in student learning/performance:

Student referral records will be maintained on a yearly basis, and compared to previous years. A drop in the number or percentage of students being referred to the office and to the student assistance team will indicate a measure of success.

Tekamah-Herman Public Schools: Behavioral Counseling

Year implemented: 1998-99

Contact Name: Dean Chase

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Tekamah, Nebraska 68061.

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FAX: 402-374-2155 **Phone**: 402-374-2157

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. Due to a changing student population, we have an increasing number of students who are not eligible for Special Education services. As of March 3, 1998 we had twenty- nine new families enrolled in our Elementary School. Of the families who transferred into our district for the 1997-98 school year, 19 families were either single parent or blended families. 10 of these families also have a history of referrals with the Department of Social Services. The students usually come from families who also qualify for assistance in our breakfast and lunch programs. These children and other at risk students who currently attend our school are in need of someone who can offer professional guidance to help solve the problems that are interfering with their ability to concentrate on the academic subjects at school. It is our hope that by adding a behavioral counselor we will reduce the number of students who fall between the cracks in the areas of grades, behaviors and social conflicts that they do not know how to resolve.

Number of students to be served: 12

How determination of subgroup(s) was reached:

Selection of students to participate in this counseling program will be determined through the Student Assistance Team (SAT) process. SAT members will refer those students to this counseling program as part of the SAT plan. As noted in Rule 51, this plan includes use of interventions to help the student obtain success in school and thereby prevent further referral to special education procedures. Students in grades three through six will be eligible the first year. Referred students will be in danger of failing academically and/or of suspension because of unacceptable behavior. As the Counselor will be here one day a week, a proposed total of twelve (12) students would be served at anyone time. Emergency situations will be handled by the SAT as they arise.

Strategies/interventions

The counselor will use the Williamson methodology of counseling - a direct, structured approach in which the counselor leads the student (s) to building trust with the counselor, identifying problems in school, and developing a plan to resolve problem issues. Students will be seen individually and in small groups. The counselor would have the final determination if a small group or an individual session was the most appropriate. On average, the sessions would last a maximum of 30 minutes. However, the sessions would be tailored to the attention span of the child involved.

Staff development activities that would be funded under the proposal:

Initial staff development will include a talk from NDE/HHS staff on the implications of poverty and/or referral for Allotment services have on school success/failure for elementary as well as secondary students. Training in two to four workshops throughout the year will be provided for the purpose of defining those abhorrent behaviors which are most amenable to intervention at the classroom level.

Student outcomes for the targeted subgroup(s):

We would expect the students involved in this program to have a positive change in the area of grades, attitude, and the ability to successfully deal with the concerns they would be faced with on a day to day basis.

Describe how the proposal is different from what is currently available to the targeted subgroup(s):

We currently have no behavioral counseling services available in the elementary and the secondary schools for students who have academic and/or behavioral concerns and who do not qualify for special education services. We do have an academic counselor in the secondary who works with some Special Education behavioral students, but her main emphasis is working with the general student population on academic concerns.

Identify the position, role and responsibilities of those implementing the proposal and how their activities relate to measurable student outcomes.

The SAT team, which includes the behavioral counselor, will be the group responsible for determining the successful completion of the goals that are established working with the student, the teacher, and the child's parent at the beginning of the counseling sessions. We would expect the students involved in this program to have a positive change in the area of grades, attitude, and the ability to successfully deal with the concerns they would be faced with on a day to day basis. These positive changes would be measured by improved grades on their daily work and on their report cards, a decrease in referrals to the office, improved behavior in and out of the classroom as monitored by the classroom teachers and other staff members.

Annual measurement of success to document changes in student learning/performance:

A modest success rate of a change in 50% of the students served will resulting in a change in behavior and/or improved grades will be used as a goal for student outcomes this first year. That is, given the number of students seen by the counselor in this program for "high risk" of failing in academic work and/or school behavior, 50% of them will have a reduced number of referrals for behavior and/or improved grades as measured by their report cards. A possible comparison might be made to the number of students failing and/or suspended in these grades in the previous three years.

Valley Public Schools: Behavior Management

Year implemented: 1998-00

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FAX: (402) 359-4371 **Phone:** (402) 359-2583

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. At-risk students demonstrating significant behavior problems will be the target group. It is anticipated that 75--90 students will be served K--12.

Number of students to be served: 90

How determination of subgroup(s) was reached:

The group will be determined by tracking the number of office referrals on each individual student. Office referrals may be received for class cutting and/or leaving without permission, disruptive behavior, controlled substances, fighting, harassment/hazing, insubordination, theft, vandalism, abusive/profane language, weapons, any behavior that endangers the student or any other person, and an accumulation of minor infractions. The emphasis will be on teaching the correct behaviors, problem solving, conflict resolution, and decision making. Any student with an excess of three office referrals will be selected as a target group member.

Strategies/interventions

The district has developed a Behavior Management Plan. When students reach the third step (Step 1: Student-Teacher Problem Solving; Step 2: Student-Teacher Problem Solving Review; Step 3: Parent Contact) they will be referred to a Problem Solving Room (PSR) for problem solving. It is our philosophy that discipline is an ongoing teaching process that fosters respect and dignity for all individuals. It is proactive and developmentally appropriate, and culturally and gender sensitive. It stresses growth, individual responsibility, and problem solving in a collaborative effort among students, parents, and the community. The center will primarily serve those 10% of students who are habitual in behavior problems. These students are "at-risk" of being referred for evaluation. It is anticipated that this intervention will reduce behavioral referrals to two percent or less. The PSR would also be available to students who continually lag behind on assignment completion. The focus would be on not only getting the assignments done but developing the social and emotional responsibility such that the student wants to complete his assignments. This will be accomplished by:

Staff development activities that would be funded under the proposal:

Two classified staff members would be trained in operating a problem solving room. The training would be conducted by personnel from the Omaha Public Schools. This training would focus on teaching, practicing, modeling, maintaining, and encouraging responsive behavior. Specific training would be done on Jim Faye's questioning techniques and language, how to develop logical consequences and the four steps to teaching responsibility. Communication techniques between the teacher, principal, student and PSR would be covered. The stages of child growth

and development would be emphasized. Glasser's Seven Step problem solving model would be taught. Techniques for reporting suspected child abuse and/or neglect and other district procedures would be reviewed. A study of resilient children would be included. To insure that the training is ongoing and that there is an infrastructure for support, the PSR coordinators will meet with the Guidance Counselor on a monthly basis.

Another major part of the training would be for the Valley PSR facilitators to do on-site visitations of the OPS problem solving rooms and to have the OPS Director come to Valley to assist in the implementation of the PSR rooms.

Additionally, two certificated staff members will be trained to assist with the the Functional Behavior Assessments. This training will be done by the district psychologist. Training will consist of looking at relationships between behavior and environment. It will consist of a functional analysis which involves systematically manipulating identified variables to determine what reinforces the inappropriate behavior and a descriptive analysis which involves using methods to develop an informed sense--or hypothesis--regarding the functional relationship. Behavior is described from a collection of pertinent behavioral information obtained from multiple sources. They will be taught to use both an indirect approach which relies on using rating scales, checklists, questionnaires, and interviews, and a direct approach which measures behavior at particular times, including an analysis of study skills, work habits and interactions with teachers and peers. It will also include direct discussions, time-on-task analysis, and environmental analysis techniques. The two individuals would do functional behavior assessments and assist in the development of behavior management plans. The focus being on remediation rather than verification for services.

Student outcomes for the targeted subgroup(s):

Student outcomes for the targeted subgroup

Annual measurement of success to document changes in student learning/performance:

Accurate records will be maintained on each student referred to the problem solving room. Longitudinal studies will be conducted to determine if the office referral rate drops and if the referral rate for behaviors to the student assistance team is reduced. Longitudinal studies will also be conducted on individuals to determine success.

Walthill Public School: Behavior Management

Year implemented: 1997-98

Contact Name: Dr. James Deignan, Supt.

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Identification of targeted student subgroup(s):

10-15% of the total student population who have repeated misbehavior problems.

Number of students to be served: 35

How determination of subgroup(s) was reached:

Students targeted are those students who have not responded to the normal forms of student behavior management methods. It is estimated that forty-eight students make up the majority of administrative time spent dealing with disciplinary issues. These students will not, or do not qualify for special education services. It has been determined that these students need added intervention support.

Strategies/interventions

The WPS Behavior Management Program (BMP) is a school wide comprehensive student behavior program (Theme) designed to improve student motivation and interest in school. The emphasis of the project is to build positive student behavior by developing and promoting positive relationships.

The Behavior Management Program is holistic in that it integrates positive discipline (Discipline with Dignity), appropriate intervention (Reclaiming At-Risk Youth), and alternative rewards for acceptable behavior (Promoting Student Success). The program incorporates positive approaches which are fair, consistent and meaningful to the student. It is believed that a program that concentrates only on punishment as the sole method for behavior management is not sufficient and is insulting to the individual.

The school wide project involves three basic components: Positive Rewards, Positive Intervention and Positive Discipline. All components involve the underlying premises of:

- Building a caring environment for all students
- Connecting students to school
- Making students feel they are able and successful
- Making students responsible for their choices
- Helping students learn generosity

Staff development activities that would be funded under the proposal:

Staff Development includes all activities and project coordinator activities designed to improve student behavior. One staff development activity is the Reclaiming Youth at Risk Training.

Student outcomes for the targeted subgroup(s):

The student outcomes for the target group is improved behavior, improved academic achievement, and improved school wide school learning environment.

Yutan Public Schools Grow with Guidance

Year Implemented 1998-2001

Contact Name: Arlene Buttenschon

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Email address:

Phone: 402 625-2141

Identification of targeted student subgroup(s):

Identify the group of non-disabled students experiencing difficulty in general curriculum. One subgroup will include students exhibiting At Risk behaviors included on an At Risk Checklist, frequent enough to raise the concern of a teacher/administrator. The categories on the checklist include: Isolation Patterns, Work Habits, Interaction with Authority Figures, Interaction with Peers, Self-Discipline, Detention/Disciplinary Referrals, and School Attendance. A second subgroup will include students who are having classroom academic difficulty, but do not qualify for special education services.

Number of students to be served: 250

How determination of subgroup(s) was reached:

Referrals for students to be identified as a member of the subgroup will be annual and ongoing. Teachers/Administrator will be asked to make referrals after the first month of school, and throughout the year based on student observation. Subgroups will be determined in the following ways:

- -Referrals from teachers, administrators, and/or parents using At-Risk checklist to indicate behaviors interfering with academic success
- -Teachers track Students' Grades and make referrals based on low academic performance or a noticeable drop in student performance
- -Achievement scores indicating student is performing below his/her ability
- -Teacher/administrator keep records of student behavior and make referrals for those having difficulty with classroom behavior interfering with academic achievement
- -Teacher/secretaries keep records of student attendance/tardies and teachers make referrals when the student's absence from school is interfering with academic achievement.

Strategies/interventions

-Elementary Classroom Group Guidance will help all children develop skills in the areas of Self, Other Awareness, Self-Control, Decision Making/Problem Solving, and Group Cooperation. Working with all of the subgroups simultaneously will improve respect in peer relationships and improve conflict management. Students in the subgroup will spend more time on-task as peer relationships improve. Many at-risk students have behavior problems and the system addresses linking student skills with positive behaviors in the classroom and school building. Grow with Guidance, by Tommie R. Radd, will be used as the backbone for the elementary guidance

program. Spanish versions of student and parent materials are included. (Information about Grow with Guidance is incorporated into the application. For an overview, and more information on the system you may visit http://www.radiks.net/grow with guidance).

(The System includes everything to implement your 3 to 5 year guidance strategic plan and program. No reordering is necessary after you have a complete set. See the Funding Sources Sheet for funding ideas. Grow With Guidance qualifies for School-To-Career and Drug Free Schools funds. This System is an investment in your future.)

- Small group guidance will focus on developing skills in the areas of Self, Other Awareness, Self-Control, Decision Making/Problem Solving, and Group Cooperation. These areas build on top of the base in Classroom Group Guidance. Specific small groups may be developed to address subgroup concerns/challenges.
- Elementary Individual guidance counseling will focus on developing skills in the areas of Self, Other Awareness, Self-Control, Decision Making/Problem Solving, and Group Cooperation.
- Follow-up support will be given by teachers and staff as they work with the subgroup on a daily basis. Teachers and staff will reinforce the development and application of the skills in the students lives, as they encounter 'teachable moments' throughout the school day.
- Follow-up support will be given by parents/guardians who choose to voluntarily become involved in the Grow with Guidance system approach. Parents/guardians will reinforce the development and application of the skills in the children's lives as they encounter "teachable moments" when children are not at school.
- Parent Involvement meetings and written communications will provide parents with information to improve parent-child relationships, and parenting skills. Improvement of these relationships will enable the student to increase the amount of time the student is on-task
- Staff Development helps create a learning environment where all students feel comfortable to practice their skills. Counselors develop rapport with staff and teachers learn skills to work more effectively with all subgroups.

Staff development activities that would be funded under the proposal:

Staff development possibilities will include: outside speakers familiar with the 'Grow With Guidance System' and 'Invitational Teaching Practices'; sessions during in-service dates presented by the elementary guidance counselor; information learned while participating in Classroom Group Guidance; information presented at staff meetings by the elementary guidance counselor; and written communication from the elementary guidance counselor. A staff needs assessment will be used to determine specific staff development topics. A 3 - 5 year implementation plan would be developed for staff development.

Student outcomes for the targeted subgroup(s):

Selected Goals, Competencies and Outcomes taken from Grow With Guidance by Tommie R. Radd, Ph.D.

- Improved student attendance
- Improved student grades
- Students perform at or above level of ability
- Students improve classroom behavior

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