

Foley Middle Level Program

Foley Intermediate School

Contact Person: Sandy Backowski, Julie Leistico, Judy Olson

Program Length: Partial Day Pull Out Program

Number of Learners Served: 40-60 students

Planning Team:

1- Building Principal

1- School Social Worker

5- Regular Education Teachers

1- Business Manager

Mission Statement:

The mission of Foley Middle Level Program is to provide the necessary support to ensure students make satisfactory academic, social and emotional progress. The Middle Level Program promotes an appreciation and recognition of various levels of individual development by providing flexible programming and a variety of learning experiences offered to meet identified individual needs.

Promoting Program to the Community:

A description of the program and its components will be made available through the Central Minnesota Joint Powers website, which is accessible throughout the region and state. It will also be made available through the Benton Stearns Education District website. Informational articles will be published in the Foley Intermediate School Newsletter to make district residents and parents aware of the programs and services available through the Foley Middle Level Program.

Accessibility to District Programs:

Due to the pull-out nature of this program, all district programs, services and facilities will be accessible to all Middle Level Program students in the same manner as they are to all other students.

Belief Statements:

- Students are at various social, emotional, physical, and intellectual levels of development. Foley Intermediate School strives to provide flexible programming that will help meet these varied needs.
- All students can learn and be successful. Schools must foster positive student attitudes toward setting and achieving goals.
- Students deserve to be provided with equitable opportunities to reach their highest possible learning potential.
- Adolescents have a unique developmental need to feel appreciated and accepted. Schools have a responsibility to facilitate the development of a healthy self-esteem in the students they serve.
- Schools must provide opportunities for students to develop skills in problem solving, critical thinking, and creative thinking.
- Students learn in different ways and at different rates. To provide for optimum learning, schools need to address the learning styles of each student.
- Students learn best from those who show a genuine concern for their welfare and are positive role models. Schools must provide a safe, caring and positive learning environment where students have the opportunity for a one-to-one relationship with at least one caring adult in the school.
- Effective and on-going communication between home and school is critical to the promotion of academic, social and emotional growth.

Entrance Requirements:

Entrance will be on a case by case basis based on the following criteria of eligibility:

- A. Has changed schools often, or
- B. Has had attendance problems
- C. Has demonstrated a poor attitude toward learning, class participation, self-motivation and responsibility, or
- D. Has low self esteem, or
- E. Has a need for individual attention for academic, personal and/or social problems; or
- F. Consistently fails classes
- G. Is one or more grade levels below in achievement
- H. Is a poor reader; or
- I. Is clearly discouraged to the point of having little hope for being successful in school or in society; or
- J. Is at home more than 3 hours per day without adult supervision
- K. Has limited math skills

Referral Process:

A student may be referred for consideration into the Middle Level Program by the following:

- A. Parents
- B. Self-referral
- C. Teacher
- D. Grade Level Team
- E. Special Education Team
- F. Student Assistance Team
- G. Support Services: Nurse, Social Worker, Counselor
- H. Administration
- I. Other Agencies: County Social Services, Probation Services, Diversion Program, etc.

Once a student has been referred, the referral will be review and a determination as to the appropriateness of the Middle Level Program will be made. At the time it is determined that this is an appropriate placement a Continual Learning Plan will be developed and individual areas of need will be identified.

Description of Services and Schedule that Supports Academic, Social, Emotional Development of Participants:

ACADEMIC PROGRAM

Guided Study Program (Grades 4 through 8)

All 7th and 8th grade students at Foley Intermediate School are assigned to a Guided Study class throughout the year. All guided study classes are kept at a 1:25 teacher/student ratio or smaller. Some guided study classes meet every day and others meet every other day. Students are assigned to a guided study class based on need. The small-guided study class supports students (especially 7th graders) in making the transition to having several teachers/classes during the school day. All students are required to bring their daily planners to guided study class. Teachers spend time on a regular basis reviewing with the group and with individual students the homework and assignment expectations of their classes. They are available to assist students with homework and organization. Daily planners are updated and checked for accuracy by guided study teachers. The daily planner is used as an effective communication tool between home and school. There are a variety of guided study classes available at FIS, including:

Guided Study Plus, grades 7,8: Students who are identified by teachers as needing more time to complete assigned work or who need help organizing their work are offered the opportunity to take this class.

Schedule: Class meets daily; student/teacher ratio: approx. 20:1

Reading Skills Guided Study, grades 7,8: A reading guided study class is offered to middle school students who are performing below grade level in reading. Students are recommended on the basis of Iowa Test of Basic Skills, teacher recommendation, and informal reading fluency, vocabulary building, comprehension, phonics, spelling and written communication.

Schedule: Class meets daily; student/teacher ratio: approx. 15:1

Math Skills Guided Study, grades 7,8: A math guided study class is offered to middle school students who are performing below grade level in the math area. Students are recommended on the basis of Iowa Basic Test Scores, teacher recommendation, and informal math assessments. Instruction is given daily in the areas of problem solving, number sense, estimation, measurement, tables and graphs, chance and data, shape and space.

Schedule: Class meets daily; student/teacher ration: approx. 15:1

Guided Study, grades 7,8: Students assigned to these guided study classes are generally less needy of individual attention. However, all aspects of the general description above help to make this class an important support for those within the group who are less independent than others.

Schedule: Class meets every other day; student/teacher ratio: approx. 25:1

Peer Tutoring (Grades 4-8)

High School students are recruited to work one on one with Intermediate students on homework or class assignments. In addition, these HG students are also available to students who need tests read to them. Often Intermediate students are identified as having difficulty working independently, having homework missing or are failing a course. Sometimes their lack of reading skills hinders their ability to do well in classes such as science and social studies. These students often lack self-motivation and a feeling of connectedness with school. The peer tutor provides a structured situation that promotes organizational skills, time on task, and a sense of accomplishment and connectedness with the school.

Additional Academic and Social/Emotional Interventions (Grades 4 through 8).

- Education Assistants are available, at times, for small group or individual review of concepts taught. They also assist with work completion.
- Tests read to individuals or small groups of students
- Assignments modified
- Assignment to guided study program by parents or teachers
- Placement on the restriction list, restricting students to study hall
- Daily planners updated and checked for accuracy (organization)
- Behavior modification plans developed for individuals (also serves as a tool for communication with home)
- Conflict resolution/problem solving sessions
- Individual counseling sessions
- Communication with parents of identified students about academic progress is made regularly. Meetings with parents are scheduled for those students who are not making adequate progress academically and/or socially/emotionally.

- Preferential seating assignment
- Reassignment to a more appropriate instructional level.

Schedule: Throughout the school day

SUPPORT SERVICES AND SCHEDULE ADHD GROUP:

This program services students with a diagnosis of ADHD/ADD. The purpose of this program is to help students understand the nature of ADHD along with the impact it has on the student's life. The program offers an understanding of various treatment approaches, learning new strategies to deal with ADHD and it provides peer support.

Schedule: Offered at each grade level 1 time per week for 35-45 minutes.

Family Change Groups:

Program to benefit students living with family change situations due to death of a parent, separation, divorce, marriage, single parenting or foster placement. This group focuses on feelings, the change process, visitations, blended families, choices, desires, etc. Students share feelings, concerns, issues and set goals.

Schedule: Offered at each grade level 1 time per week for 35-45 minutes.

Friendship/Social Skills Groups:

This program serves students who demonstrate a need to learn and practice a variety of social/relationship skills. Students set goals and plans that focus on skill development.

Schedule: Offered at each grade level 1 time per week for 35-45 minutes.

Peer Mentoring: In cooperation with Big Brothers Big Sisters of Central Minnesota, High School students are matched with "littles" at the Intermediate building. They typically meet once a week for about 50 minutes. Students spend time together in social activities such as playing a board game, shooting hoops, working on a seasonal project or just talking together. This program was established during the 2001-02 school year and has grown in popularity each year. The HS students are members of the National Honor Society and IS students are referred to the program by the school social worker, parents, classroom teachers and students.

Peer Tutoring (described in academic section)

Guided Study Program (described in academic section): Along with addressing the academic needs of 7th and 8th grade students, aspects of this program also address the social/emotional needs of students. The small class size and the emphasis on developing organization skills provide a supportive, safe, structured environment that promotes independence and a positive sense of self. In addition, communication between home and school through the daily planner helps parent to more effectively support heir child's efforts at school.

Exit Criteria: School staff and parents will monitor each student's program. When goals are met and classroom teacher and parents no longer identify the targeted need area as a concern, the student will be exited from the program. Continual Learning Plans will be reviewed regularly by grade level teacher/teams to determine appropriateness of placement.