

Holdingsford Middle Level Program

Holdingsford Jr./Sr. High School

Contact Person: Patrick Vandrovec, Principal

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Program Length: Partial Day Pull Out Program

Number of Learners Served: 10-12 Mid-level students

Mission Statement:

The mission of the Holdingsford Middle Level Program is to provide the important and necessary support to adolescents experiencing difficulty in the academic and social realms of their Middle Level Development at school.

Belief Statements:

- Students are at various levels social, emotional, physical, ethical and intellectual. Schools should be oriented toward unique student needs and interests and should provide a flexible program, which will assure a smooth transition between developmental levels and school.
- Each student is capable of learning and accomplishing maximum individual success. To promote this, we should strive to foster in students a positive attitude toward setting and achieving goals. We should seek to develop the highest possible learning potential of each student equitably.
- The use of a variety of instructional strategies delivered in flexible models maximizes individualization to meet the needs of each child.
- Students at this age have a special developmental need to feel appreciated and accepted. To facilitate this, schools should promote the growth of healthy self-esteem in the adolescents they serve.
- Early identification of at-risk youth increases the effectiveness of intervention. Funding will be used for identified students as young as Grade 4.
- Efforts toward collaboration with families as "program partners" can only foster optimal student growth.
- Clear, frequent communication between regular classroom teachers and special education staff encourage growth of the "whole child".
- Students need to learn how to learn. We should provide opportunities for students to develop skills in problem solving, critical thinking and creative thinking.
- Students learn best from those who show a genuine concern for their welfare and are positive role models. We should 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.

Entrance Criteria:

Entrance will be based on a case-by-case basis as determined by the Student Assistance Team (SAT) based on the following criteria of eligibility:

- One year behind in academics
- At risk of chemical involvement
- Victim of sexual or physical abuse
- At risk of mental health problems
- Homeless within the last 6 months
- Currently or previously on an IEP
- Expelled or excluded by Board action
- Speaks English as a second language
- Has limited English proficiency
- Referred by district administration or teacher
- Determined by Student Assistance Teams as having special need for intervention

Referral/Enrollment Process:

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

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|---------------------------|---------------------------|
| Parents | Dean of Students |
| Self-Referral | Superintendent |
| Classroom Teacher | Principal |
| Special Education Teacher | Other Agencies |
| Support Service Personnel | County Sheriff Department |
| Nurse | County Social Services |
| School Psychologist | County Health Services |
| School Counselor | County Probation Services |
| Administration | Other |

Once a student has been referred, parent(s) will be notified if they didn't make the initial referral. Then, the referral will be brought to the SAT team for review and determination as to the appropriateness for the Middle Level Program. Having been approved, a Continuous Learning Plan will be developed and the areas of need will be indicated.

Description of Academic Program:

Developmental Math - This class is offered to Grade 7 and 8 students who are performing below grade level in the math area. Seventh grade students are placed by sixth grade teacher recommendation and using formal math assessments. Instruction is given daily in basic math skills, problem solving, fractions, decimals, estimation, and positive/negative numbers. Exiting the program requires appropriate grade level scores on the Iowa Basic Test scores, passing the Basic Skills Math Test in eighth grade, and teacher recommendation. On teacher recommendation, the student can exit the course and be placed in a more advanced level math course.

In conjunction with above class, any Middle Level student (on CLP) will receive additional services via pullout program taught by a teacher. This would be in addition to Developmental Math course work. Additional focuses will be listening and organization skills.

Schedule: Classes meet daily

Developmental English - This class is for Grade 7 and 8 students who are performing below grade level in the language areas of reading and writing. Seventh grade students are placed by sixth grade teacher recommendation and using formal reading assessments. Instruction is given daily in reading fluency, vocabulary building, comprehension, reading strategies, written communication, listening, speaking, and study skills. The Minnesota Reading Inventory for grade 7-9 is administered in the Fall of seventh grade and the Spring of each year. Exiting the program requires appropriate grade level scores on the MRI, passing the Basic Skills Reading Test in eighth grade, and teacher recommendation.

In conjunction with the above class, any Middle Level student (on CLP) will receive additional support services via pullout program taught by a teacher.

Schedule: Classes meet daily

Exploration Activities:

All Mid-Level learners will be mainstreamed into vocational skills type courses such as Industrial Tech, Family and Consumer Sciences, Art and Design, Personal Progress (career investigation), Music, Speech, and Computer Science. Their full participation on field trips and work experience opportunities will be encouraged. A journal, either auditory or written of special activities will serve as an evaluation tool for teacher and student.

Program Schedule:

The students' individual schedule will dictate which days and times (55 minute Study Halls) that Academic help can be given for Developmental Math and English courses. Instructors' schedules will adjust to fit students' needs. (Final schedule will be ready in the fall). Social and Personal Development Skills groups will meet with a social worker twice a month for 35-40 minutes. All Mid-Level learners will need to participate in at least one of three groups available.

Parent Involvement:

Parents will be involved in the decision of program enrollment and the development of the Continual Learning Plan for their child. Any volunteer efforts will be encouraged, i.e. field trip chaperones, etc. Parent/Teacher conferences will be scheduled to discuss progress in the Program.

Exit Criteria:

The Alternative Program Coordinator or Designee will monitor each student's program. When goals are met and the classroom teacher(s) no longer identifies targeted need area(s) as a concern, the student will be exited from the program. Every 2 weeks, the Coordinator will check with the students' classroom teacher(s) to determine appropriateness of placements. Recommendation will then go back to the Student Assistance Team. Parents will be notified at that time, also.