

Sartell Middle Level Program

Sartell Middle School

Contact Person: Michael Spanier, Building Principal

Program Length: Partial Day Pull Out Program

Number of Learners Served: 50-60

Planning Team:

The planning team is the Site Council, which is made up of:

- Building Principal
- Dean of Students
- School Social Worker
- Parents (3)
- Teachers (9)
- District Representative
- Staff Development
- Media Specialist
- Non-certified Staff Member

Mission Statement:

The mission of the Sartell Middle Level Program is to provide the necessary support to ensure the Middle School helps adolescents feel appreciated and accepted and their various levels of individual development, accomplished through flexible programming and a variety of unique learning experiences.

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 levels social, emotional, physical, ethical and intellectual development. 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 schools.

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.

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.

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 in different ways and at different rates. To provide for optimum learning, we 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. We should provide a safe and positive learning environment where students have the opportunity for a one-to-one relationship with at least one caring adult in the school.

Students need to become informed, responsible citizens in an ordered and democratic society. Schools and parents must provide opportunities for students to make decisions about their behavior and to become accountable for their actions.

Entrance Requirements:

Entrance will be 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 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 Process:

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

- Parents
- Self-Referral
- Teacher
- Grade Level Team
- Special Education Team
- Support Services
 - Nurse
 - Social Workers
 - School Psychologist
- Administration
- Other Agencies
 - County Social Services
 - Boys and Girls Scouts
 - Boys and Girls Clubs
 - County Health Services
 - County Probation Services
 - Others

Once a student has been referred, the referral will be brought to the SAT for review and determination as to the appropriateness for the Middle Level Program.

At the time it is determined that this is an appropriate program, a Continuous Learning Plan will be developed and the areas of need will be indicated.

DESCRIPTION OF SUPPORT SERVICES AND SCHEDULE:

ADD Group: This is a program targeted at students with a diagnosis of ADHD/ADD. The focus of the program is to help students understand the nature of ADD, its impact on the students life,

understanding the various treatment approaches, learning new strategies to deal with ADD and to provide support for each other in their academic and extra-curricular activities.

Schedule: Offered at each grade level 1 time per week for 35-40 minutes

Family Change Groups: Program to benefit students living with family change situations due to death of a parent, separation, divorce, remarriage or single parenting. Focuses on feelings, the change process, visitations, blended families, choices, desires, etc.

Schedule: Offered at each grade level 1 time per week for 35-40 minutes

Stress and Issue Groups: Benefits students dealing with various stress issues, family concerns, etc. Students have the chance to share concerns and develop strategies to make choices/plans to tackle those concerns.

Schedule: Offered at each grade level 1 time per week for 35-40 minutes

E/BD Small Groups: Benefits students with similar issues as Stress and Issues Groups but also have an E/BD diagnosis. Students share concerns with additional emphasis on problem-solving and decision-making skills.

Schedule: Offered at each grade level as needed

SOCIAL AND PERSONAL DEVELOPMENT SKILLS:

Circle of Friends: A group of caring people who support students with special needs. Groups discuss issues that have **come** up for the special needs student (teasing, social issues, etc) and how they can assist with those issues. Circle also stresses social activities and having fun together.

Schedule: Offered at each grade level 1 time per week for 30 minutes
(Four times per year evening social activities are scheduled)

Gang Resistance Education and Training (GREAT): The purpose of this program is to end, and prevent, gang violence. The curriculum is taught by trained uniformed police officers and target grades 7 and 8. The teaching strategies and methodologies are congruent with the social and cognitive changes of early adolescents' experience. GREAT students are provided opportunity to discover for themselves the ramifications of gang violence through structured reality based exercises and interactive approaches to learning.

DESCRIPTION OF ACADEMIC PROGRAM:

Assurance of Mastery: Assurance of mastery is an ongoing program designed to assure minimum competency in the areas of language arts and mathematics. Outcomes have been identified in the curriculum which must be mastered. Help is provided on the individual outcomes to students who have not displayed mastery. Concept areas are retested on an ongoing basis after redemption has been provided.

Schedule: Throughout the school day

Reading Strategies Class: Reading strategies classes are offered to middle school students who are performing below grade level in the language areas. Students are recommended on the basis

of Iowa Basic Test Scores, teacher recommendation, and informal reading assessments. Instruction is given daily in the areas of reading fluency, vocabulary building, comprehension, phonics, and spelling and written communication. Exiting the program requires a 95% score on the grade level test, which precedes the actual grade level.

Schedule: Classes meet daily

Math Strategies Class: Math strategies classes are 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 reading assessments. Instruction is given daily in the areas of reading fluency, vocabulary building, comprehension, phonics, and spelling and written communication. Exiting the program requires a 95% score on the grade level test, which precedes the actual grade level.

Schedule: Classes meet daily

Exit Criteria:

The Middle School guidance counselor will monitor each student's program and when goals are met and classroom teacher no longer identifies targeted need area as a concern, the student will be exited from the program. Each week the programs will be reviewed by the grade level teams to determine appropriateness of placement. Recommendation will then go back to the Student Assistance Team for final action.