

## **At-Risk/Dropout Prevention Plan and Board Action**

Pursuant to Iowa Code §257.38 and §257.41, the Dallas Center-Grimes Community School District Board of Education annually approves an At-Risk/Dropout Prevention Plan prior to requesting a Modified Supplemental Amount (MSA) from the School Budget Review Committee (SBRC). The plan below outlines program goals, identification procedures, staffing, professional learning, evaluation processes, and the accompanying budget request.

### **I. Program Goals and Objectives**

The Dallas Center-Grimes Community School District is committed to ensuring that all students have the academic and social and emotional support they need to prepare for the future. The At-Risk/Dropout Prevention Program supports students who need additional assistance to be successful in school and to graduate prepared for post-secondary opportunities.

1. Improve Student Attendance & Engagement
  - a. *Objective:* Reduce chronic absenteeism among identified at-risk students. Increase district attendance rates for students chronically absent to meet or exceed the State of Iowa's growth rate of 4.96%.
2. Improve academic progress by reducing barriers and providing a multitiered system of supports in the areas of literacy and mathematics
  - a. *Objective:* Provide targeted remediation (e.g., intervention, booster study hall, proactive scheduling) for students who are behind grade level in key subjects.
3. Support Social, Emotional, Behavioral Health (SEBH) needs.
  - a. *Objective:* Train staff (teachers, counselors) in trauma-informed practices, restorative practices, or positive behavior supports.
4. Strengthen Alternative Education Options.
  - a. *Objective:* Monitor and evaluate the performance of at-risk students (attendance, credits earned, graduation rate) and adjust supports accordingly.
5. Strengthen school–family–community partnerships that address social determinants of learning.
  - a. *Objective:* Increase parent / guardian involvement through two way communication (Parent Square).
6. Evaluate and Monitor Program Effectiveness.
  - a. *Objective:* Conduct regular (bi-annual) reviews of the plan, using data to adjust strategies.

## II. Student Identification Criteria and Procedures

Consistent with Iowa Administrative Code 281—12.2(256) and 281—12.5(13), Dallas Center-Grimes CSD identifies students as at-risk using valid and systematic procedures. Students are identified if they meet two or more state criteria

State Criteria (must meet 2 or more):

- High rate of absenteeism or truancy
- Limited connectivity or lack of identification with school
- Lack of typical academic progress or failing grades
- Low achievement scores in reading or mathematics (two years below grade level)

In addition to the factors outlined above, the state of Iowa also defines the following three classes of students: dropouts, returning dropouts, and potential dropouts. The state defines them as follows, and as a district we will utilize the same criteria in determining these students as being at-risk:

**Dropouts** are defined as any school-age student who is served by a public school district and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled from the date of student entrance until high school graduation.

**Returning dropouts** are defined as resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for any reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.

**Potential dropouts** are defined as resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:

1. High rate of absenteeism, truancy, or frequent tardiness
2. Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging
3. Poor grades including, but not limited to, failing in one or more school subjects or grade levels
4. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level

Any student meeting two or more of the factors identified above or meeting the state's definition of a dropout, returning dropout, or potential dropout will be identified as at-risk and served as a part of this plan.

### III. Staff In-Service Education Design

Professional learning for all staff follows the Iowa Professional Development Model and aligns with the District and Building Career Development Plans. Annual focus areas include:

- Tiered System of Supports (Academic & Behavior)
- Trauma-informed and restorative practices & social emotional behavioral health
- Data-driven decision-making and intervention monitoring.

### IV. Staff Utilization Plan

The District employs a range of licensed staff to deliver At-Risk and Dropout Prevention services:

Dallas Center-Grimes At Risk Staffing			
Elementary PK-4	DC-G Middle School 5-6	Oak View 7-8	DC-G High School 9-12
Reading Interventionists	Reading Interventionists	Reading Interventionists	Academic Interventionist
School Counselors	School Counselors	School Counselors	School Counselors
MTSS-B Coordinator	MTSS-B Coordinator	MTSS-B Coordinator	MTSS-B Coordinator
			At Risk Interventionist
			Alternative Education Teachers
		School Resource Officer	School Resource Officer
Bullying & Harassment Investigator	Bullying & Harassment Investigator	Bullying & Harassment Investigator	Bullying & Harassment Investigator

### V. Qualifications of Personnel Delivering the Program

Certified personnel working with students in the areas of at-risk and dropout prevention services are required to have the appropriate license as determined by the Iowa State Board of Educational Examiners. Programs and services that are needed by students and are provided by outside agencies are provided by employees licensed by those agencies and who have obtained permission from the student's parent or guardian to be able to provide those services within the school district.

### VI. Evaluation Criteria, Procedures, and Performance Measures

Evaluation is conducted annually using academic, behavioral, and social-emotional indicators:

- Academic: Course completion, assessment growth, graduation rates
- Behavioral: Attendance and discipline data
- Social-Emotional: Conditions for Learning Survey
- Program Fidelity: Implementation checklists, evaluation rubrics, and staff feedback

## VII. Program Description

Dallas Center-Grimes CSD provides a continuum of supports aligned with students' specific needs.

Dallas Center-Grimes At-Risk Programming Options			
Elementary PK-4	DC-G Middle School 5-6	Oak View 7-8	DC-G High School 9-12
Counseling Services	Counseling Services	Counseling Services	Counseling Services
Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention
SEB Intervention	SEB Intervention	SEB Intervention	SEB Intervention
Transitional Kindergarten	Structured Study Hall	Structured Study Hall	Alternative Education Programming
Universal Pre-School Classrooms		Edmentum Online Learning	Edmentum Online Education
		Wednesday School Programming	APEX Online
			DMACC Consortium
	Student Assistance Program through EFR	Student Assistance Program through EFR	Student Assistance Program through EFR

## VIII. Process for Identifying At-Risk Students

Identification occurs through universal screening, staff referral, data review, and parent input.

## IX. Budget Supporting the SBRC Request

The At-Risk/Dropout Prevention budget is composed of:

- Modified Supplemental Amount (MSA) requested annually (FY26 \$1,348,537)
- District match 25% of budget (FY26 \$449,512)

Budget Categories:

- Salaries and benefits for program staff
- Professional development and instructional materials
- Contracted mental health and social services
- Credit recovery and virtual school options
- Contracted Bullying & Harassment Investigator and trainer

Dallas Center-Grimes Community School District-At-Risk/Dropout Prevention Plan 2025-2026

<b>At-Risk</b>	<b>Salary</b>	<b>FICA/IPERS</b>	<b>Medical</b>	<b>Supplies</b>	<b>Total</b>	<b>% At Risk</b>
<b>SRO OFFICERS</b>	103,243	0	0	2,000	105,243	100%
Interventionist	54,044	9,236	10,196	0	73,476	100%
Counselor	31,244	5,340	6,117	0	42,702	60%
Counselor	31,455	5,376	5,098	0	41,928	50%
Interventionist	28,007	4,786	0	0	32,793	100%
Counselor	34,790	5,946	6,117	0	46,854	60%
MTSS-B Coordinator	10,235	1,749	1,427	0	13,411	14%
Interventionist	24,330	4,158	0	0	28,487	100%
Counselor	41,291	7,057	6,117	0	54,466	60%
Interventionist	33,860	5,787	0	0	39,646	100%
Counselor	31,455	5,376	5,098	0	41,928	50%
MTSS-B Coordinator	10,235	1,749	1,427	0	13,411	14%
Interventionist	55,554	9,494	10,196	0	75,244	100%
Counselor	33,608	5,744	6,117	0	45,470	60%
Interventionist	39,901	6,819	6,270	0	52,990	62%
Counselor	22,012	3,762	0	0	25,773	100%
MTSS-B Coordinator	10,235	1,749	1,427	0	13,411	14%
Counselor	35,381	6,047	6,117	0	47,546	60%
Interventionist	21,529	3,679	3,874	0	29,082	38%
Interventionist	68,819	11,761	10,196	0	90,776	100%
Interventionist	55,554	9,494	10,196	0	75,244	100%
Counselor	18,291	3,126	3,874	0	25,291	38%
MTSS-B Coordinator	10,235	1,749	1,427	0	13,411	14%
Counselor	29,843	5,100	6,321	0	41,265	62%
Counselor	33,608	5,744	6,117	0	45,470	60%
Extended Contract Counselor	2,902	496	0	0	3,398	EXTENDED CONTRACT
Interventionist	70,904	12,117	10,196	0	93,217	100%
Counselor	56,014	9,573	10,196	0	75,783	100%
EXTENDED CONTRACT Counselor	2,902	496	0	0	3,398	EXTENDED CONTRACT
MTSS-B Coordinator	10,235	1,749	1,427	0	13,411	14%
Interventionist	30,092	5,143	5,098	0	40,333	50%
Extended Contract Interventionist	8,118	1,387	0	0	9,506	Extended Contract
Counselor	28,880	4,936	6,117	0	39,934	60%
Extended Contract Counselor	7,494	1,281	0	0	8,775	Extended Contract
Counselor	35,381	6,047	6,117	0	47,546	60%

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Extended Contract Counselor	8,055	1,377	0	0	9,432	Extended Contract
Extended Contract Counselor	7,863	1,344	0	0	9,207	Extended Contract
Counselor	33,155	5,666	6,117	0	44,939	60%
Interventionist	56,014	9,573	10,196	0	75,783	100%
MTSS-B Coordinator	21,931	3,748	3,059	0	28,738	30%
Interventionist	32,817	5,608	5,098	0	43,523	50%
Interventionist	28,500	4,871	5,098	0	38,468	50%
Interventionist	27,022	4,618	5,098	0	36,738	50%
Interventionist	30,092	5,143	5,098	0	40,333	50%
Total Staff						1,738,155
SRO Supplies						2,000
EFR						5,290
Edmentum						30,000
Gail Callahan Consulting						16,069
<b>Total</b>						<b>1,798,049</b>

### Board Approval Signatures

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Board President

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Board Secretary

Date Approved: \_\_\_\_\_