

Instructional Support Programs at White Mountain Elementary School

Title 1: The Title I, Part A program at White Mountain Elementary helps meet the same high academic standards expected of all children by improving reading skills through use of school-wide models. In addition to Title 1 instruction during the regular school hours, additional tutoring is available after school. Also, students can take advantage of Title 1 classes during the month of July and August.

Bilingual/Dual Language Classrooms: White Mountain Elementary is proud to house six bilingual/dual language classrooms. The Dual Language programs are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction. All students in Dual Language programs develop their second-language skills while learning content knowledge in both languages. Dual Language programs provide students with an academically rigorous curriculum in two languages, enabling both ELLs and English proficient (EP) students to meet or exceed the rigor set in the Common Core. Participating students become bilingual, biliterate, and bicultural.

Basic Programming: All students at White Mountain Elementary School receive basic instruction in the following areas: English Language Arts, English Language Development Mathematics (Investigations Math), Science, Social Studies, Physical Education, Computer Education, Library Skills, Music and Art.

Special Education: Special education classes are available for those students meeting the state/federal guidelines. Special education at White Mountain Elementary implements a variety of teaching/modeling strategies, interventions and tools to teachers and students. Our special education team works closely with parents, related service staff, general/dual language teachers and administrators to create a program that is individualized to the needs of each qualifying student. The special education programs include: inclusion, related services, gifted, other health impairments as well as small group modeling/instruction for reading, math and writing support.

Section 504: Students who are evaluated and qualify for Section 504, are able to receive special services to learn the information and skills needed to be successful, independent learners. A specific Section 504 plan is written with the collaboration of the SAT (student assistance team), parents, students, medical personnel (when necessary) and other special service providers to

provide the best opportunities, interventions, strategies, skill applications for student assistance in their learning environment.

School Wide Programming: The school counselor takes an active role with the students through presenting specific lessons in the classroom based on the needs of the WME Positive Behavior Intervention Plan and in addition to the individual themes/topics requested by teachers. The school supports a school wide behavior rubric for each area of our school. Those expectations are posted through-out our school and our daily “Cares Card” is a communication tracking tool that teachers send home daily to the parent informing them of their child’s current academic/behavior successes and or concerns. The “Cares Card” supports the school EPSS goal of caring for self and others. Guidance Program: White Mountain Elementary provides a comprehensive guidance program that promotes and enhances all student success. This program is designed to meet the developmental needs through use of prevention and intervention strategies. A multi-dimensional program model is used to utilize and coordinate the delivery of services to include: specialized guidance activities/projects/events, crisis intervention, individual counseling, and school support services. The goal is to enable and empower students through the implementation and practice of social and or academic skills to reach their personal and educational success.

Physical and Sexual Abuse Prevention/Awareness Program: The school nurse in conjunction with the school counselor work to present developmental appropriate lessons to cover subjects like: oral hygiene, puberty, good touch/bad touch, proper hand-washing, etc. and other current health/emotional topics to increase awareness and knowledge in these developmental areas for the students. These lessons are designed as an effort to help enable the child to recognize, avoid, and report potentially dangerous situations/experiences.

Specialized Guidance Activities: Some children and families with more specific and personal needs have additional counseling services available to them. Referrals for these services come from multiple sources (i.e. teacher request, parent, resource staff, the students themselves). For more intense and frequent counseling the school then refers the student and family to the District School Based Health Center. An intake is provided to collect information and data and a service plan and length of involvement is provided and implemented dependent upon the type and severity of need. Students/families are rotated in and out of these activities based on individual circumstances.

Group Therapy: Services and specific therapy are specialized for small groups; sizes typically consist of 4 – 6 students and can meet once or more a week/month. These student groups are clustered by similar themes like: (divorce, death, grieving, anger management, decision-making, problem solving and social skills) and provide students the opportunity to work through situations specific to their needs/concerns.

Individual Therapy: One-to-one individual therapy time is provided as needed to those children who are in need of more individualized and intense attention. This allows for maximum privacy and attention in exploring behaviors, ideas and feelings. Short and long term goals are set and the tracking of the success of those goals are data driven.

Family Therapy: Within limited boundaries, parents are welcome to join the sessions when there are several siblings in need of service. Great benefits have been noted when working with the family as an integral unit. Parents are encouraged to visit the school counselor at a time of convenience for support on any level. For frequency and more intense therapy, families are referred to the District School Based Health Center for individualized sessions.

Crisis Intervention: The counselor and the school's Crisis Management Team collaboratively implement immediate assistance when a student or staff is in crisis. The district safety crisis plan will be supported by all school personnel and will be followed due to the actions needed to match the different type of crisis.

Support Services: The school counselor supports and utilizes school and community resources through consultation, coordination and referral services. The counselor takes an active role on the Student Assistance Team which provides support, interventions, strategies, and referrals based on individual student needs. Personal contact, communication and consultations with parents, teachers and other professionals (school psychologist, social workers, community agencies) through a collaborative effort are made regarding meeting the student's specific educational/emotional needs.