

## Hamilton School District #3

### Student Services

#### Building Level Support

#### Pre-School

- Multi-Tiered Systems of Support (MTSS) – Link to website for Little Bronc Manual, Handbook, and Brochure.
  - Academic Support– Literacy and Math readiness focus through 1 FTE Certified teacher and 2 FTE Para-Professional Support
  - Behavioral Support – MBI format through 1FTE certified teacher and 2 FTE Para-Professional Support
  - Spectra – Consultation available through HSD # 3 Spectra Personnel
  - Counseling – Counseling services/support by request from HSD # 3 Personnel
  - Career – Transitional services through collaboration with HMS Case-Managers and partnership with the HHS program.
  - Olweus – All OBPP support through HSD # 3 K-12 Program
  - Comprehensive School and Community Treatment (CSCT)
    - CSCT is a therapeutic service jointly provide by the Bitterroot Valley Education Cooperative (Co-op) and participating schools. It is designed for children and adolescents who are experiencing serious emotional and behavioral problems. The program offers services for preschool through high school aged youth and their families.
    - Using a team approach, teachers and mental health staff work closely to provide an environment where child and adolescents can be successful. The final result is youth and families learn new strategies to cope with conflicts and stress. The mental health team consists of a licensed Mental Health Clinician and trained Behavior Consultant.
    - Once a child is identified as struggling with emotional or behavior problems, the CSCT Mental Health Clinician will complete a clinical assessment to determine eligibility for CSCT services. A child becomes eligible for CSCT services, if during assessment there is found to be the presence of a serious emotional disturbance and affects their ability to perform and maintain in one or more areas of life functioning.
    - Our goal is to help students improve quality of life and increase academic functioning. The CSCT team tracks data based on the child’s progress/lack of progress to their treatment and behavioral goals. This information is shared with the school staff/team on a quarterly basis.
      - Services Offered:
        - Individual, Family and Group Therapy
        - Therapeutic Recreation
        - Social Skills Training
        - Life Skills Training
        - Behavior Intervention at school and home
        - Parenting Education
  - Student Advocacy -
  - Keystone K2 - 21<sup>st</sup> Century - The Keystone Program, now in its 13<sup>th</sup> year of operation, is an after school and summer enrichment program hosted by the Hamilton School

District. Over three hundred students K-12 participated in activities throughout the 2015-2016 year, with half of those students participating regularly over thirty days or more. More importantly, 3 out of every 4 Keystone participants return to program each year with some having been involved since its inception. This year we expect to meet and exceed our participation numbers from previous years.

- The program is funded largely by the 21<sup>st</sup> century Community Learning Center Federal grant. The Hamilton School district is fortunate to have not only one, but two of these grants allowing us to have a K-8 center at the Middle School, as well as a High school center.
- Both centers operate Monday-Friday after school until 5:30, and are staffed largely by licensed educators, high school aides and community volunteers. Buses to and from center are provided daily, as well as a snack for all K-12 participants. Four to six weeks of activities are also offered in the summer, with day long activities revolving around exploration of our state, community and the great outdoors.
- Participants in the K-8 program are allowed to choose from four different activities that rotate daily and change every six weeks. Activities are designed to cover a broad array of student interests while considering the vast physical, emotional, and developmental differences between the grades. Students are also given both homework assistance as well as personal free time after their group activities.
- Our program also partners with many local organizations which allow our students access to a wealth of resources, activities, and volunteers in our community. The Bitterroot Buggers program, a partnership with the local chapter of Trout Unlimited, is designed to introduce youth in the Bitterroot Valley to the art of fly tying and fly-fishing while developing a sense of stewardship. The 4-H mentor program places at risk youth in our area with caring role models in an effort to have a positive impact both at home and in school.
- At the state level, students who participate in after school programs perform 14% higher on standardized math tests and 11% higher on reading tests. 75% of Keystone students surveyed during the 2015-2016 school year said that they noticed a positive increase in their attitude towards themselves and school. While over half of those participants also saw an increase in homework completion, and test scores.
- Afterschool applications for each year are available the first week of August, while Summer Program applications, scheduling, and information are not available until the first week of May. All applications can be found and returned to any HSD3 office or at [HSD3.org](http://HSD3.org).

- Special Services and Special Education
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  - 504 – Uploaded to the HSD #3 website
  - HSD # 3 Preschool manual/handbook – Uploaded to the HSD #3 website
- Parent Support
  - FFE
  - Surveys
  - Adult Education – is offered at the district level and open to all adults based on specific class offerings and enrollment capacities at each building offering.
- School Community Agency Agreements
  - Vocational Rehabilitation – Transitions

## Washington Primary School

- Multi-Tiered Systems of Support (MTSS)
  - Academic Support – ELA and Math Support provided through Title I with 1 FTE certified and 1 FTE Para-Professional Support
    - The following are used to determine tiered support for all students;
      - DIBELS Math/Reading, Common Assessments, CORE Phonics, and teacher specific measures and feedback/input.
      - Benchmarks are then determined (Fall/Winter/Spring) and students are ranked based on scores, and tiered support is assigned.
      - Once tier level of support is determined, students are served along the spectrum of classroom support to specific “pull-out” intervention support.
    - Intervention curriculum support materials from Math Expressions and Wonders ELA are used school wide.
    - Student performance is progress monitored based on tier support (weekly, bi-weekly, monthly, benchmarks) and interventions are modified as needed.
    - Monthly MTSS meetings are held (meeting agenda’s available) to track performance data and determine intervention effectiveness and necessary modifications.
  - Behavioral Support – A school wide MBI Team of teachers and specialists meet weekly to discuss student behavior, intervention /behavior support, and rewards/celebrations (meeting agenda’s/minutes available).
  - Spectra – PROGRAMMING -The School-Wide Enrichment Model
    - The Hamilton Public School District includes but is not limited to the School-Wide Enrichment Model of Joseph Renzulli. The enrichment program is designed to continuously meet the needs of traditionally defined gifted students as well as to enrich the lives of all students within a school. The goal of this portion of the program is to improve academic performance of all students in the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable learning. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.
    - TIER I and II ACTIVITIES - Tier I and II activities can include, but are not limited to any of the following options:
      - Enrichment of content in the regular classroom. Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned to develop thinking processes.
      - Enrichment Clusters (SPECTRA SIDELINES): Non-graded groups of students who share common interests or abilities, and who come together to pursue these interests during specially designated time blocks to produce a product or service.

- Independent Studies: Identified Gifted and Talented students design and implement projects in individual talent areas. Promotes self-regulation skills and career readiness exploration.
  - Cranium Gymnasiums: Organized opportunities for students to enhance their creative and critical thinking skills while in the classroom. Support and supplies are given to students and regular education teacher
  - Strategies Labs: Whole class and small group opportunity to practice problem solving and strategic thinking with Spectra supplied games.
  - Mentorships: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- Tier III ACTIVITIES -Tier III activities attempt to create the best possible match between students' achievement and instruction. It underscores the central importance of the classroom teacher and of differentiated instruction in the regular classroom.
  - Curriculum for the gifted extends or replaces the regular curriculum. These activities may include, but are not limited to the following:
    - Individualizations of instruction: Investigative activities and artistic productions in which the learner assumes the role of first hand inquirer; the student thinking, feeling, and acting like a practicing professional.
    - Pull out instruction: Students may be allowed to work outside their classrooms for a more in-depth pursuit of topics. These activities will support both creative and critical thinking skills.
    - Guidance and counseling: A partnership with school counselors to provide support of the affective needs of gifted students.
  - Program needs are differentiated by grade level because of identification compatibility, time, resources, and scheduling concerns. Programming will follow the following guidelines - Grades K-2:
    - Tier I Whole Class Enrichment for every K-2 classroom
    - Tier II activities to pique student interests and broaden their knowledge base. These activities should include enrichment clusters.
    - Initial informal observations.
    - Tier III activities on an individual basis.
  - K-1 Spectra - Tier 1 – ALL students will be taught a forty-five minute whole-class lesson once a month by Spectra personnel focusing on Multiple Intelligences. Tier 2 – Students who show an aptitude in Logic Smarts (math) and Word Smarts (ELA) on district-wide testing and are nominated by their classroom teachers will be taught a higher-level thinking skill based class. This will be taught by Spectra personnel once or twice a month during a small enrichment cluster grouping.
    - Logic Smart focuses on convergent thinking skills: including Logical, Strategic, Flexible, Critical (Evaluative), and Spatial.

- Word Smart focuses on divergent thinking skills and effective communication: including reading, creative writing, listening and speaking.
- Counseling – I FTE offering the following support:
  - Individual counseling/crisis management, small group counseling, backpack/angel tree, mentoring programs, Olweus coordinator, behavior management, MTSS – behavior team member/consult, 504 coordinator, WIDA/ELL coordinator, community resource liaison.
- Career – Collaboration/Partnership with the HHS program.
- Olweus – HSD #3 has adopted the Olweus Bully Prevention Program as our universal bully awareness/education/prevention framework.
  - A K-1 team of teachers and specialists meet monthly (agenda's and minutes available) to track program effectiveness, plan kick-offs/celebration/school wide trainings/class meetings/parent community awareness/etc.
- Comprehensive School and Community Treatment (CSCT)
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  - Both centers operate Monday-Friday after school until 5:30, and are staffed largely by licensed educators, high school aides and community volunteers. Buses to and from center are provided daily, as well as a snack for all K-12 participants. Four to six weeks of activities are also offered in the summer, with day long activities revolving around exploration of our state, community and the great outdoors.
  - Participants in the K-8 program are allowed to choose from four different activities that rotate daily and change every six weeks. Activities are designed to cover a broad array of student interests while considering the vast physical, emotional, and developmental differences between the grades. Students are also given both homework assistance as well as personal free time after their group activities.
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## Daly Elementary School

- Multi-Tiered Systems of Support (MTSS)
  - Academic Support– MTSS Tiered Academic support is provided in both ELA/Reading and Math. Student need is determined through benchmark assessments, prioritized list scoring rubrics, as well as teacher referral. Research based curricular interventions are used, evidenced based intervention/fidelity trackers are used, and time/intensity is determined through Tier I, II, or III placement.
    - The MTSS team includes specialists, grade level teachers, administrator, and parents where appropriate.
    - The MTSS ELA/Reading and Math teams meet weekly (agenda/minutes available) to discuss student performance data, growth rates, intervention effectiveness and intervention/tiered placement modification as needed.
    - Benchmark and progress monitoring support materials include but are not limited to; DIBELS Math and Reading, CORE diagnostics, STAR, DAZE, and grade level specific common assessments.
    - Intervention support materials include but are not limited to; Connecting Math Concepts, Corrective Math, Number Worlds, Rocket Math, Explode the Code, Sound Partners, Read Well, Reading Mastery I and II, Corrective Reading, REWARDS, Soar to Success, Read Naturally, SRA Specific Skills, Comprehension Connection.
  - Behavioral Support – The Daly Mustang MBI Program uses research based interventions and data driven decision making to create the best possible environment for fostering academic achievement and maximizing student potential. It is based on the Montana Behavior Initiative (MBI) as promoted by Montana’s Office of Public Instruction (OPI). The following is a summary of what MBI looks like here at Daly Elementary.
    - The Daly MBI team includes the following members: A Coordinator, co-coordinator, administrative rep., grade level rep., and parent where appropriate.
    - The MBI Team meets at least monthly and has a regular meeting format/agenda, minutes, defined meeting roles and a current Action Plan.
    - Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. All behavioral expectations will be taught/reviewed by the classroom teacher at the start of the school year and upon returning from the winter break. Behavior expectations will also be reviewed each day in the morning announcements and focus on a different area each week. Teachers may also use weekly Class Meeting time to review expectations as needed. At least 70% of our students should be able to list at least 67% of the expectations.
  - Spectra – PROGRAMMING -The School-Wide Enrichment Model
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the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable learning. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.

- TIER I and II ACTIVITIES - Tier I and II activities can include, but are not limited to any of the following options:
  - Enrichment of content in the regular classroom. Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned to develop thinking processes.
  - Enrichment Clusters (SPECTRA SIDELINES): Non-graded groups of students who share common interests or abilities, and who come together to pursue these interests during specially designated time blocks to produce a product or service.
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  - Guidance and counseling: A partnership with school counselors to provide support of the affective needs of gifted students.
- Program needs are differentiated by grade level because of identification compatibility, time, resources, and scheduling concerns. Programming will follow the following guidelines - Grades 3-5:
  - Tier I Whole Class Enrichment for every 3-5 classroom
  - Tier II activities to piqué student interests and broaden their knowledge base.

- Initial formal identification using a variety of objective and subjective observations and testing.
  - Tier II Enrichment clusters (Spectra Sidelines)
  - Approximately Top 10-15% of the student population involved in Tier III activities closely tied to curriculum.
  - Increased differentiation and enrichment of regular curriculum to include in-services and peer coaching.
- Counseling – 1.25 FTE offering the following support:
  - Small group counselling services (friendship, grief/loss, changing families, support for new students/mentoring), Individual counseling services (short term counselling support, crisis management, suicide assessment, risk assessment), assessment coordination (WIDA, NAEP, SBAC, CRT), celebration coordination (red ribbon week, Mustang roundup, specialist choice awards), 504 coordinator, managing student resources (allocation foundation funds, coordinating backpack program), student leadership training, MTSS Behavior program, parent consultation, Olweus coordinator, teaching counseling curriculum 3-5, playground supervision/mentoring.
- Career – Collaboration/Partnership with the HHS program.
- Olweus – HSD #3 has adopted the Olweus Bully Prevention Program as our universal bully awareness/education/prevention framework.
  - A 2-5 team of teachers and specialists meet monthly (agenda's and minutes available) to track program effectiveness, plan kick-offs/celebration/school wide trainings/class meetings/parent community awareness/etc.
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  - Guidance and counseling: A partnership with school counselors to provide support of the affective needs of gifted students.
- Program needs are differentiated by grade level because of identification compatibility, time, resources, and scheduling concerns. Programming will follow the following guidelines - Grades 6-12:
  - Tier III activities with increased differentiation and enrichment of regular curriculum through in-services.
  - Independent Studies for selected students.
  - Periodic Tier II enrichment activities when scheduling allows.
- Counseling – 1 FTE offering the following support.
  - Individual Student Support (anxiety, depression, bullying reports, family and peer conflict, study skills, academics, scheduling, abuse, suicidal ideation, self-mutilations, crisis and grief counselling, access to community resources), Group Support (social skills group, Startz girls group – partnership with B.E.A.R.), Classroom Support (character building, suicide prevention, growth mindset, family changes, puberty), 504 Coordinator, Team Meetings (6-8 team member, safety team, MTSS Behavior interventions, CSCT team member, SRO), Student Leadership (Trapper Creek Job Corps., Lunch buddies), Events (8th grade girls overnight), Career Readiness (resume writing, MT career information system), Professional Development (resiliency training, MT school counselor conference).
- Career – Collaboration/Partnership with the HHS program.
- Olweus – HSD #3 has adopted the Olweus Bully Prevention Program as our universal bully awareness/education/prevention framework.
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  - FFE
  - Surveys
  - Adult Education – is offered at the district level and open to all adults based on specific class offerings and enrollment capacities at each building offering.
  - Supporters of Abuse Free Environment (SAFE)
  - SAFE provides housing and counseling for victims of domestic violence.
  - River Front Counseling
  - Parent and Student outside counseling wrap-around services
  - Youth Dynamics
  - Parent and Student outside counseling wrap-around services
- School Community Agency Agreements
  - Vocational Rehabilitation – Transitions
  - Trapper Creek Job Corp
    - Trapper Creek’s leadership team provides instruction for our 7<sup>th</sup> and 8<sup>th</sup> grade leadership students. Pay – it – Forward Instruction includes: leadership skills, mentoring, problem solving and collaboration.
  - U.S. Forest Service, Montana Fish Wildlife and Parks, Search and Rescue, Natural Resources Conservation District, and the Bitterroot Land Trust
    - These organizations provide instructors for our 7<sup>th</sup> grade fall, winter and spring ecology days that take place in the field.
  - Montana State University Extension Service

- MSU Extension provides financial instruction to our 6<sup>th</sup> grade students.
  - Bitterroot Ecological Awareness Resources
  - Provides mentoring and training in wilderness first aid, leadership, rock climbing, skiing, and camping
- National Institute of Health – Rocky Mountain Laboratory
  - RML Scientist provide mentorship and hands-on experiences through the B.R.A.S.S. program
- Confederated Salish and Kootenai Tribal Community
  - Partner on culturally congruent instruction
- Bitterroot Valley Kiwanis Club
  - Sponsor the HMS Builders Club
- DUI Task Forces
  - Effects of impaired activities (driving side-by-sides, walking, and catching)
- State of Montana, Office of Court Administrator and the 21<sup>st</sup> Judicial District Youth Court
  - We partner to provide a community based educational program (school within a school) for high risk students.
- Bitterroot Cares for Kids Network
  - Sponsor and organize a job fair for 7<sup>th</sup> grade students
  - Provide Trauma training for staff
  - Family Fun Nights
- University of Montana
  - SPECTRA – Instruction and hands-on scientific activities for all grade levels
- RAPP Foundation
  - Financial support for all student who qualify for free and reduced lunch. This includes but is not limited to school supplies, fees, pay-to-play, and clothing.
- Greater Ravalli Foundation
  - The G.R.F. provides winter clothing for students of need.
- Berkshire Hathaway – Montana Properties
  - Provide financial support and instructor for a three-day resume building, job search and interview skills workshop for all 8<sup>th</sup> grade students.
- Lost Trail Ski Area
  - Lost Trail provides reduced lift tickets for Healthy choices day as well as the location for our winter ecology field trip.
- Families for Education (FFE)
  - Our parent organization provides invaluable support to our students and staff. Examples include meals, grants, fieldtrips, copy service, and staff appreciation.
- Hamilton Downtown Business District
  - Hamilton Business have partnered with HMS in providing students a safe location as needed for our Olweus anti-bullying program

## Hamilton High School (HHS)

- Multi-Tiered Systems of Support (MTSS)
  - Academic Support–
    - Montana Digital Academy (MTDA) for credit recovery and original credit courses. All MTDA courses are taught by teachers who are certified in the content area.
    - Alternative Learning Center (ALC) individualized learning for students who are slightly credit deficient and or have life conditions that don't allow for the more traditional high school experience. 11 credits (junior status) are required for entry. A certified teacher is on staff at the ALC with para-professional support.
    - Title I funding is utilized for the Math Read and English Lab courses. These are a double dose of English, Algebra, Geometry, etc. where one period of the regular course and one period of the intervention are assigned to students based on need and they are taught by certified content specialists.
  - Behavioral Support – A Montana Behavioral Initiative (MBI) team of teachers and specialists meet bi-monthly (meeting agenda's/minutes available) to discuss and track student behavior data to determine support, celebrations, and school/parent/community awareness.
  - Spectra – PROGRAMMING -The School-Wide Enrichment Model
    - The Hamilton Public School District includes but is not limited to the School-Wide Enrichment Model of Joseph Renzulli. The enrichment program is designed to continuously meet the needs of traditionally defined gifted students as well as to enrich the lives of all students within a school. The goal of this portion of the program is to improve academic performance of all students in the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable learning. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.
    - TIER I and II ACTIVITIES - Tier I and II activities can include, but are not limited to any of the following options:
      - Enrichment of content in the regular classroom. Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned to develop thinking processes.
      - Enrichment Clusters (SPECTRA SIDELINES): Non-graded groups of students who share common interests or abilities, and who come together to pursue these interests during specially designated time blocks to produce a product or service.
      - Independent Studies: Identified Gifted and Talented students design and implement projects in individual talent areas. Promotes self-regulation skills and career readiness exploration.

- Cranium Gymnasiums: Organized opportunities for students to enhance their creative and critical thinking skills while in the classroom. Support and supplies are given to students and regular education teacher
    - Strategies Labs: Whole class and small group opportunity to practice problem solving and strategic thinking with Spectra supplied games.
    - Mentorships: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
  - Tier III ACTIVITIES -Tier III activities attempt to create the best possible match between students' achievement and instruction. It underscores the central importance of the classroom teacher and of differentiated instruction in the regular classroom.
  - Curriculum for the gifted extends or replaces the regular curriculum. These activities may include, but are not limited to the following:
    - Individualizations of instruction: Investigative activities and artistic productions in which the learner assumes the role of first hand inquirer; the student thinking, feeling, and acting like a practicing professional.
    - Pull out instruction: Students may be allowed to work outside their classrooms for a more in-depth pursuit of topics. These activities will support both creative and critical thinking skills.
    - Guidance and counseling: A partnership with school counselors to provide support of the affective needs of gifted students.
  - Program needs are differentiated by grade level because of identification compatibility, time, resources, and scheduling concerns. Programming will follow the following guidelines - Grades 6-12:
    - Tier III activities with increased differentiation and enrichment of regular curriculum through in-services.
    - Independent Studies for selected students.
    - Periodic Tier II enrichment activities when scheduling allows.
- Counseling – 2 FTE offering the following support: Coordinate Testing (CRT, ASVAB, PLAN, PSAT, SAT and ACT), Coordinate college representatives, Coordinate Hugh O'Brien (HOBY), Facilitate MT Digital Academy and Correspondence Courses, Coordinate EdReady MT, Serve as liaison for foreign exchange students, RAPP Funds (Coordinate and Disseminate as Needed), Intervention Team Facilitators, MBI Team, Safety Team, ESL Student Advocates, Class Sponsors (rotates annually), Oversee Internship Classes, Compute GPA's, Maintain and Update Transcripts, Coordinate Military Representatives, Coordinate Boys and Girls State, Schedule Students as Needed, Provide education counseling/ developing and adjusting 4 year plans, Change student schedules as needed, Monitor student grades/progress (at-risk senior letters), Maintain student cumulative files, Provide personal counseling, crisis counseling, drug/alcohol counseling, etc., Provide college/career counseling, Conduct welfare checks and make referrals to outside agencies when necessary, Participate in ER, IEP and 504 Meetings, 504

Coordinator, Consult and mediate with teachers, students, parents on various issues, Facilitate financial aid workshops for parents and students, Write letters of recommendations for students, Coordinate scholarship information for students, Assist with coordination of annual college fair, Provide 8th grade orientation, Assist seniors with graduation applications, Attend regular trainings to keep current on pertinent topics and issues, Coordinate senior awards ceremony, Assist with graduation practice and graduation ceremony, Fulfill other duties as assigned

- Career – Individual Student Programs; exploring exceptionalities, site coordination with the Bitterroot College CNA program, Montana Career Information System, document building for employment and career readiness, on site resource to district staff for career readiness, community internships and job shadowing for 50-80 students. Group/site resources; student safety/building drills/full scale district safety training and drills, coordinate various community and non-profit meetings/interactions for public relations.
- Olweus – HSD #3 has adopted the Olweus Bully Prevention Program as our universal bully awareness/education/prevention framework.
- Comprehensive School and Community Treatment (CSCT)
  - CSCT is a therapeutic service jointly provide by the Bitterroot Valley Education Cooperative (Co-op) and participating schools. It is designed for children and adolescents who are experiencing serious emotional and behavioral problems. The program offers services for preschool through high school aged youth and their families.
  - Using a team approach, teachers and mental health staff work closely to provide an environment where child and adolescents can be successful. The final result is youth and families learn new strategies to cope with conflicts and stress. The mental health team consists of a licensed Mental Health Clinician and trained Behavior Consultant.
  - Once a child is identified as struggling with emotional or behavior problems, the CSCT Mental Health Clinician will complete a clinical assessment to determine eligibility for CSCT services. A child becomes eligible for CSCT services, if during assessment there is found to be the presence of a serious emotional disturbance and affects their ability to perform and maintain in one or more areas of life functioning.
  - The CSCT goal is to help students improve quality of life and increase academic functioning. The CSCT team tracks data based on the child's progress/lack of progress to their treatment and behavioral goals. This information is shared with the school staff/team on a quarterly basis.
    - Services Offered:
      - Individual, Family and Group Therapy
      - Therapeutic Recreation
      - Social Skills Training
      - Life Skills Training
      - Behavior Intervention at school and home

- Parenting Education
- Student Advocacy
- Keystone K2 - 21<sup>st</sup> Century - The Keystone Program, now in its 13<sup>th</sup> year of operation, is an after school and summer enrichment program hosted by the Hamilton School District. Over three hundred students K-12 participated in activities throughout the 2015-2016 year, with half of those students participating regularly over thirty days or more. More importantly, 3 out of every 4 Keystone participants return to program each year with some having been involved since its inception. This year we expect to meet and exceed our participation numbers from previous years.
  - The program is funded largely by the 21<sup>st</sup> century Community Learning Center Federal grant. The Hamilton School district is fortunate to have not only one, but two of these grants allowing us to have a K-8 center at the Middle School, as well as a High school center.
  - Both centers operate Monday-Friday after school until 5:30, and are staffed largely by licensed educators, high school aides and community volunteers. Buses to and from center are provided daily, as well as a snack for all K-12 participants. Four to six weeks of activities are also offered in the summer, with day long activities revolving around exploration of our state, community and the great outdoors.
  - Participants in the K-8 program are allowed to choose from four different activities that rotate daily and change every six weeks. Activities are designed to cover a broad array of student interests while considering the vast physical, emotional, and developmental differences between the grades. Students are also given both homework assistance as well as personal free time after their group activities.
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  - Families For Education (FFE)
    - K2 has partnered with FFE to accomplish the family engagement component. FFE focus has been on support for building the academic wall of fame (underway), facilitating communication and parent involvement in school improvement, and support of our college and career readiness efforts through a scholarship program for dual credit and advanced placement testing.
  - Surveys
  - Adult Education – is offered at the district level and open to all adults based on specific class offerings and enrollment capacities at each building offering.
- School Community Agency Agreements
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