**Expelled and At-Risk Student Services (EARSS)**

**Our Vision:**
Students will rise to the level of expectation and participate fully in the academic, social and civic activities.

**Our Mission:**
To create effective and engaged students by developing students through training, mentorship, relationship building and service learning.

**About:** (NEW website: [http://www.thompsonschools.org/expelled-at-risk](http://www.thompsonschools.org/expelled-at-risk))
There are a significant number of Hispanic male students demonstrating multiple at-risk behaviors with discipline referrals, habitual truancies, poor grades and ultimately lower graduation rates. Thompson is proactively approaching the issues with structures through staff, community and family to enable them to embrace their own learning success as effective and engaged students.

We are focused on:
- Improving parent capacity to support their students.
- Academic achievement related to failing grades and course completion.
- Student attendance.
- School safety, discipline or social and emotional functioning.

**Current initiatives:** Student support, Student Effectiveness camps (2 HS and 2 MS), Infinite Campus- EARSS referral process, Parent Pre/post surveys, collaboration for secondary Group support (Why Try?, Life Skills, substance abuse, social-emotional support, 8 Keys to Success), after school program- CSU Campus Corps, after school Credit Recovery tutoring, Check and Connect Mentorship and Restorative practices.

The Expelled and At-Risk Student Services (EARSS) grant program at the Colorado Department of Education (CDE) is authorized by Colorado Revised Statute 22-33-205 to assist in providing educational and supportive services to expelled students and students at-risk for expulsion.

EARSS exists to assist in meeting statutory obligations to:
1. Identify students at risk of suspension or expulsion and provide them with a plan to provide the necessary support services to help them avoid expulsion, and work with parents or guardians to provide the services. The district may provide services through agreements with appropriate local and state governmental agencies, community-based organizations, and institutions of higher education.
2. Provide alternative educational services, agreed to by parents, to expelled students which may be provided directly or in cooperation with one or more other school districts, boards of cooperative services, charter schools, and non public, non-parochial schools, and
3. Develop plans to assist habitual truants to remain in school and to work with families regarding their child’s attendance.

Hispanic males in Thompson School District are a disproportionately represented subpopulation of the district’s 16,000 students. Many are disengaged with a significant number demonstrating multiple at-risk behaviors with discipline referrals, habitual truancies, poor grades and ultimately lower graduation rates.

These issues/trends parallel what is occurring nationally. Studies point to disengagement among Hispanic males as well as African American males. The Urgency of Now’s Schott Foundation 50 State Report on Public Education and Black Males 2012 included data on Hispanic males and named Colorado with one of the lowest Hispanic graduation rates.1 Using its 2010 statistics, the report revealed a state 49 percent rate among Hispanic males with a gap of 20 percent. Thompson mirrors this trend with the 2012 graduation rate being 76.2% for White males and 55.4% for Hispanic males, a 20.8% gap Appendix B).