

# K - 12 At-Risk Plan

## Charter Oak-Ute Community School

Serving the Needs of All Students

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## **PURPOSE**

The Charter Oak-Ute Community Schools' At Risk Program is being developed for the purpose of prevention, early intervention, and transition of students preschool through twelfth grade. The intent of the program is to create a successful experience in our school district for potential dropout students who are having difficulties in the areas of personal, social, academic, and career preparation skills. The program is designed to help assure that our student population will graduate, are employable, healthy and drug free.

## **RATIONALE**

The Charter Oak-Ute Community Schools' At Risk Team is comprised of a wide array of school personnel working with community and outside agencies. Team members may include: classroom teachers, special education, guidance counselors, Title I, paraeducators, volunteer program personnel, AEA personnel, support staff, school administrators, parent and community resources. These personnel will coordinate the program to serve the student population, and more readily involve the community and family in the at-risk issues and programs.

The At Risk Coordinator is responsible for the program and conducts the activities necessary to meet the district's goals. Under the direction of the coordinator, the At Risk Team is continually assessing the program and making the necessary changes as dictated by the needs of our students.

Charter Oak-Ute Community School District  
At-Risk Identification Checklist

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student name

**K-12**  
**Check all that apply**

Students with three or more of these at-risks traits or an extreme severity of one trait will be considered for services.

- Low achievement scores; below the 30th percentile or two years and more behind
- Limit English proficiency
- Not succeeding as expected after being given support services by special education staff
- Lack of motivation
- Poor attendance; missing one day per week
- Transient(moves from school to school within and outside the district frequently)
- Frequent visits to the nurse
- Dislike for school; frequently mentions not belonging
- Lack of friends/withdrawn
- Sudden negative changes in classroom performance or social interaction
- Inability to adjust to transition steps in the education process
- Unhealthy physical appearance
- Victim of overwhelming peer harassment
- Dramatic attention seeking
- Fighting or aggressive behavior
- Irresponsibility
- Mood swings
- Lack of respect for authority
- Disruptive and defies rules
- Lack of self-esteem
- Inability to pay fee, lunch tickets, transportation, materials, etc.
- Culturally or geographically isolated; not able to interact with students of a different race and socioeconomic background
- Homeless\*
- Low parent involvement
- Victim of abuse
- Family abuse of drugs/alcohol
- Member of a single parent family
- Low parental value of education
- Taking behavioral modification medication

## 5-12

### Check all that apply

- Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale)
- Poor organization of study habits; can't find homework, lacks necessary materials
- Unfamiliar with and inability to use community service agencies
- Incomplete assignments
- Frequent tardy
- Suspended or expelled one or more times
- Negative peer influence (social crowd or dropouts, delinquents and/or poor achievers)
- Difficulty meeting long-term goals
- No extra-curricular involvement
- Substance use or abuse
- Suicidal tendencies

## 9 - 12

### Check all that apply

- Course selection is highly random, leading toward no specific post-school training or career choice
- No reasonable career plans upon graduation or beyond graduation
- Low motivation to seek motivation
- Inability to keep employment; unacceptable work behavior
- Pregnancy
- Teen parent
- Drop out

\*State of Iowa definition of "homeless":

- Children and youth who are sharing the house of other persons due to loss of housing, economic hardship or a similar housing; (examples: motels, hotels, camping grounds due to the lack of alternative adequate accommodations, or awaiting foster care placement)
- Children and youth who have primary nighttime residence that is public or private not designed or originally used regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public places, abandoned buildings, substandard housing or similar settings
- Migratory children who qualify as homeless

# CHARTER OAK-UTE RISK REFERRAL FORM

Student Name:

Grade:

Date of Referral:

Referred by:

## I. Area of Concern:

### Academic

- poor/failing grades
- incomplete assignments
- lack of motivation
- lack of organization
- other

### Attendance

- frequent tardies (6)
- absences (excused) (7)
- frequent visits to nurse
- suspensions
- truancies (unexcused absence)

### Social/Behavior Concerns

- aggression toward self and others
- lack of respect for authority
- withdrawn
- disruptive
- lack of coping skills
- health related issues
- lack of school identity
- mood swings
- defiance of rules
- irresponsibility
- fighting
- dramatic attention seeking
- personal hygiene issues

### Family Issues

- low parent involvement
- victim of abuse (sexual, physical  
psychological)
- personal/family abuse of drugs/  
alcohol
- member of single parent family
- low parental value of education
- lack a regular and adequate  
nighttime residence
- other

What have you tried so far? (Examples: changing student's seat, parent calls/conferences, positive reinforcement, small group instruction, tutoring, contracts, academic interventions)

Additional Comments:

## **CHARTER OAK-UTE COMMUNITY SCHOOL INSTRUCTIONAL SUPPORT SERVICES**

The following are possible programs that could be considered for students who need help to succeed in academic classes:

- Preschool early intervention
- Transitional programs (elementary to junior high, junior high to senior high, senior high to work or post-school training)
- Parent helpers in the classroom and at home with homework.
- Computer-based tutorial assistance
- Pullout remedial programs
- Small class ratios of 1: 12 or less
- Peer tutoring
- Summer school
- In-class remediation
- Work experience and exploratory/vocational education offering applied learning experiences
- Cooperative learning allowing mixed ability grouping
- Contractual learning and personalized education plans.
- Extended learning for vocational areas.



## CHARTER OAK-UTE COMMUNITY SCHOOL-BASED SUPPORT SERVICES

The following list indicates some school-based support services that might be considered at Charter Oak-Ute.

### School-Based Support Services

**Speech-language pathologist**--John Miller 712-263-4625  
Provides assessment and intervention services related to speech and language development as well as disorders of language, voice, articulation and fluency.

**School Psychologist**--Don Woodward 712-433-2071  
Provides assessment, intervention, and consultation regarding students behavioral, social, emotional, educational, and vocational needs. Provides group and individual counseling to students, parents and families.

**School Instructional Coach**--Kathleen Snyder 712-689-2227  
Provides assessment and consultation regarding student social, emotional, and behavioral needs; intervention including individual and group; coordination of school and community resources.

**School Nurse**--Lisa Steffen 712-678-3865  
Provides assessment, planning, implementation, and evaluation regarding students' school health needs.

**Special Education Consultant**--Theresa Hansen 712-263-4625  
Provides assistance in the development of curriculum and specialized instructional procedures, techniques, and materials for students experiencing academic and behavioral difficulties.

**Work Experience Coordinator**--Lee Stence 712-678-3325  
Plans and implements sequential secondary programs for students requiring specially designed career exploration and vocational preparation

**School Audiologist**--Tina Finch 800-352-9040  
Provides planning, counseling, coordination and intervention strategies for students with hearing impairments.

**School Occupational Therapist**--Lou Cortner 712-433-2071  
Provides assessment and intervention strategies for students with physical impairments.

**Food Service Personnel**--Diane Gotto & Jenny Castillo  
Provide nutritious breakfast, and lunches for all children, including low income students, children in child care settings and special dietary need students.

## **CHARTER OAK-UTE COMMUNITY SCHOOL COORDINATION WITH COMMUNITY BASED SUPPORT SERVICES**

The following are some agencies that are considered for coordination with community based support services:

- Iowa Workforce Development
- Mental Health (West Iowa Community Mental Health Center)
- Department of Human Services
- Northwest Area Education Agency
- Substance Abuse Centers (Gordon Recovery Centers)
- Hospitals
- Churches
- Law Enforcement
- County Extension Services
- Women, Infant and Children (WIC)

## **CHARTER OAK-UTE COMMUNITY SCHOOL APPROPRIATE COUNSELING SERVICES**

The guidance standard specifies that a K-12 guidance program be established to address personal, educational, and career development. The program should include counselors, instructional and non-instructional staff, students, parents and community members in a full range of service. The requirements of the guidance standard similar to the requirement of the at-risk standard: parent involvement; coordination with community services; involvement of all school personnel; provisions for monitoring academic, behavioral and social improvement; and provision for special instructional services.

Particular attention could be given to some specific issues which relate highly to at risk students. Some examples include:

- A district wide crisis plan for sudden trauma such as suicide, death and accidents.
- Building Assistance and Leadership Teams
- Small group counseling
- Individualized career plans
- Individualized counseling
- Coordination of outside agencies
- Mentorship programs
- Programs to help parents to help their children
- Consultation with staff to assist in understanding and helping students
- Provide alternative ways to earn credits toward graduation.

## **CHARTER OAK-UTE COMMUNITY SCHOOL STRATEGIES FOR ENGAGING PARENTS**

At the elementary level....

Charter Oak-Ute elementary works together with parents to communicate and support learning. Parental involvement comes through parent teacher conferences. Teachers and parents also have effective communication with each other through phone calls, e-mails, notes home, personal conversation, class newsletters, web sites and home visits. Parents are welcome into the classrooms to help out and many come to have lunch with their child. Parents are always welcomed to attend classroom and school events, including music concerts, book fairs, awards day, to name a few.

To better serve our families and to encourage parent involvement our school offers the following in addition to the above:

- Open House
- Kindergarten Round Up Parent Night
- School Handbook given at registration
- PSP--Parent-School Partnership
- Report Cards sent home 4 times a year
- Purple Hands Pledge
- Character Counts
- Honor Roll
- Attendance Letters
- Bus Behavior Referrals

At the middle school level....

Edline and Edmodo offer constant access to grades and homework. Parent-teacher conferences are held twice a year, as well as mid-term grades sent home. Parents are routinely contacted by phone, email and midterm report cards. Other methods of parent involvement include: IEP staffings, open house, band/choir concerts, and sports activities.

At the high school level....

Edline and Edmodo offer constant access to grades and homework. Parents attend conferences two times a year. Mid-term progress reports are mailed to parents after 4 1/2 weeks of each quarter and report cards are mailed to parents or handed out to them at the conclusion of each quarter/semester. Parents are called on an “as needed” basis for social/academic positives, as well as concerns.

Students with involved parents are more likely to . . . .

- Earn higher grade and test scores
- Be promoted, pass their courses and earn credits
- Attend school regularly
- Have better social skills and improved behavior
- Graduate and go on to postsecondary education

Below are some suggestions to help parents become more involved through quality communication within the home and between the school and home and through quality learning in the home.

### Meaningful Two-Way Communication

Actions of Parents/Guardians/Family	Actions of Teachers and Principals
Stay in touch with teachers and share expectations	Create a welcoming environment for families
Plan student’s academic program with student and guidance counselor as well as with teachers	Stay in touch with parents/guardians and share expectations
Meet regularly with teachers to talk about progress of student	Partner with families to plan the academic program of their student
Contact student’s teachers with questions, concerns, or information (e.g., crisis, health issues, attendance, work schedule, bullying, homework)	Lead with positive and use language that promotes cooperation
Tour student’s school especially at transition levels.	Provide tours of the classrooms and school as well as opportunities to visit staff, especially at transition levels.

## LEARNING AT HOME

<b>Actions of Parent/Guardians/Family</b>	<b>Actions of Teachers and Principals</b>
Provide a quiet study area with appropriate lighting, materials, etc.	Ask parents what they need to help their children learn at home
Make sure student reads and does his/her homework	Share homework expectations with students and families
Volunteer and attend parent-teacher conferences and other school events	Share effective practices with parents about their involvement
Stress the value of education	Develop partnerships with other community agencies.

## **CHARTER OAK-UTE COMMUNITY SCHOOL INVOLVEMENT OF ALL SCHOOL PERSONNEL**

The following are suggestions for all school personnel when working with at-risk students.

- Once a month, call a parent of an at-risk student.
- Send short, positive notes home
- Engage peers in cooperative learning/tutoring
- Utilize computer programs for tutoring, remedial help, and additional instruction time.
- Provide in-class practice exercises with the specific objective to assist the neediest in the time provided.
- Include at-risk students in class participation and encourage their interaction.
- Help all students review for tests, and pay special attention to those most likely to fail
- Utilize classroom and program opportunities as much as possible to maximize individualized learning and assistance
- Remember students' names
- Teach study skills in the content of subject matter
- Present information/directions using as many learning modalities(hearing, seeing, touching, and speaking) as possible.
- Deliberately select learning experiences with the greatest likelihood of success to minimize the possibility of failure.
- Report any information pertaining to any homeless school age child

Full and part-time professional staff may be annually engaged on a minimum of one training program to increase their potential to assist students identified as at-risk. The following list indicates potential staff development ideas that can be incorporated in local plans:

- Child Abuse Training
- Identification and Referral of At-Risk Students
- Emergency Health Care



**CHARTER OAK-UTE COMMUNITY SCHOOL  
COMPLIANCE WITH FEDERAL & STATE NONDISCRIMINATION  
LEGISLATION**

The following chart indicates some possible strategies to promote integration and avoid segregation.

**Activities Related to Achieving Integration of All Student**

<b>Activities Promoting Integration</b>	<b>Activities to Avoid Segregation</b>
Develop individual education plans	Use more than one criteria for identification
Use positive labeling	Decrease the number of prerequisites for entry to program
Allow open entry and exit for support programs and services	Review teaching practices
Use peer assistance	Avoid ability grouping
Use cooperative learning	Avoid charging fees or supplement when fees can't be paid
Encourage parent collaboration	Provide support services allowing intergration

## **CHARTER OAK-UTE COMMUNITY SCHOOL PROVISIONS FOR MONITORING BEHAVIOR, SOCIAL, & ACADEMIC IMPROVEMENTS**

Once students have been identified as being at-risk, they may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for constant review of student performance. The review and analysis of data frequently ensures a student's needs are being met in a proactive manner. This constant review of data allows for the fluid entry and exit of students as needed. Examples of monitoring tools:

- Behavior checklist and classroom behavior plans
- I-plans/505 Plans
- Office Referral
- Monitoring of reading and math data (BRI, probes, ITBS/ITED)
- Individualized education/career plans
- Report cards
- Letters or notes sent to parents or guardians
- Recorded observation of performance
- Attendance Records
- Cum Folders