

Lone Tree Community School

At Risk Program



August, 2010

At-Risk Committee Members

Amber Jacque, Elementary Principal

Bret Jones, High School Principal

Lindsay Breen, High School Special Education Teacher

Shelby Bryce, High School At-Risk/Special Education Teacher

Candice Salow, Elementary Special Education Teacher

Jeremy Hissem, High School Career Counselor

Mike Miller, Middle School Teacher

Denece Toomey, School Social Worker

Rhonda Lacina, Elementary Teacher

Christa Davidson, Elementary Teacher

Students At-Risk

Mission Statement:

The mission of the Lone Tree Community School District *At-Risk Program* is to identify, intervene, and effect needed change into the lives' of students leading them graduation.

Equity Statement:

Lone Tree Community School declares and affirms to its students, employees, and to the public that it does not discriminate on the basis of sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity, physical appearance, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The Lone Tree Community School District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10 (2), Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the American Disabilities Act.

If you have any questions or grievances related to the compliance with this policy, contact Michael Reeves at 303 South Devoe Street, Lone Tree, Iowa 52755 or by phone at (319) 629-4212.

Definition:

Any identified student who is *at-risk* of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker may be considered an *at-risk* student. These students may include dropouts, potential dropouts, teenage parents, substance users and abusers, low or high academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

Program Goals:

To facilitate the growth of *at-risk* students at Lone Tree Community School, the following program goals will be addressed at each educational level:

- 1) Establish strategies for identification of *at-risk* students.
- 2) Plan and implement a system to review policies and practices that contribute to student failure.
- 3) Establish a monitoring system to identify student progress behaviorally, socially, and academically.
- 4) Provide assistance for students who need help to succeed in academic classes.
- 5) Involve parents/guardians in the child's educational program.
- 6) Coordinate school-based and community-based support services.
- 7) Provide appropriate counseling services.
- 8) In-service school personnel to increase their capacity to assist students identified as *at-risk*.
- 9) Meet the requirements of state and federal non-discrimination legislation for *at-risk* students.

Identification:

Lone Tree Community School will use valid and systematic procedures and criteria to identify at-risk students within the school-age population on an ongoing basis. Students may be referred through self, peer, staff, and parent referrals. Students will be informed of the program through student and parent handbooks, brochures, personal counsel, and teacher guidance. Students in K-12 may be eligible for services based on one or more of the following criteria:

- Inability to cope with full class schedule
- Poor student achievement in one or more classes
- Homeless for any length of time
- Suspended or expelled two or more times
- Substance use or abuse
- Lack of friends
- Frequently tardy
- Dislikes school, mentions not belonging
- Transient or mobile living
- Sudden, negative changes in classroom performance or behavior
- Poor organization/Study skills
- Suicidal tendencies
- Inability to pay fees, lunch tickets, transportation, materials
- No post-secondary plans for employment
- Limited English proficiency
- Low motivation
- Developmental delays
- Pregnancy/teen parents
- Long term illness
- Low aptitude/skills for competitive work/Inability to keep employment

At the elementary, students are identified through informal assessments, test scores, teacher recommendation, and parent referrals. At the secondary level, the child study team, consisting of counselors, special education teachers, principal, special education director AEA staff are used for identification. Referrals may be initiated by any teacher working with the student. Data will be collected and evaluated as it pertains to student needs. The team will identify educational, social/emotional, or career interventions that may be appropriate.

The at-risk staff will provide direct services, monitor classroom interventions, inform and involve parents and coordinate the implementations of the plan. Staff development will include instruction on identification and working with at-risk students.

At-Risk Plan

Service	K-2	3-5	MS	HS
Parent Programs	Back to School Night K-5 Music Program (2) Scholastic Book Fair (2) Parent/Teacher Conf. Commun-O-Gram/Newsletter Non-formal Communication Reading Buddies Grandparent's Day Good News Notes Friday Folders	Back to School Night K-5 Music Program (2) Scholastic Book Fair (2) Parent/Teacher Conf. Commun-O-Gram/Newsletter Non-formal Communication Reading Buddies Grandparent's Day Good News Notes Friday Folders ELP/Lego League Mid-Term Reports Online Gradebook	Back to School Night 6-12 Music Program (2) Parent/Teacher Conf. Commun-O-Gram/Newsletter Non-formal Communication ELP Two-Week Reports Mid-Term Reports Online Gradebook Homework Link	Back to School Night 6-12 Music Program (2) Parent/Teacher Conf. Commun-O-Gram/Newsletter College Night Parent Meetings Non-formal Communication ELP Two-Week Reports Mid-Term Reports Online Gradebook Homework Link
Recognition Programs	Good News Notes Read Across America Awards Day Music Programs PBS Assemblies Morning Messages Newspaper	Good News Notes Read Across America Subject Area Programs Reading Incentives Music Program Awards Day Newspaper	Black and Gold Honor Roll Admin. Recognition Honor Roll Newspaper Bulletin Boards Good News Notes Phone Calls End of the Month Activity	Black and Gold Honor Roll Admin. Recognition News Media Year Book Academic Letters Emails Bulletin Board Class Day Commencement Local Scholarships Awards Night
Tutorial Assistance	Peer Tutoring Cross-age Tutors Peer Helpers Adult Volunteers Computer Lab Cooperative Learning	Homework Help Computer Keyboarding Peer Tutoring Adult Volunteers Teacher Assistance Read Naturally After School Program	Homework Help Teachers Assistance Homework Link 9 th Period	Peer Tutoring Peer Tutor Training Teacher Assistance Teacher Conf. Periods Homework Link 9 th Period

At-Risk Plan

Service	K-2	3-5	MS	HS
Pullout Programs	Resource Title I Reading Reading Recovery Speech/Language GW Services Guidance	Resource SCI Title 1 Reading ELP Speech/Language Guidance	Resource ELP Speech/Language Learning Center	Resource ELP Speech/Language Learning Center
Small Classes (for remediation, tutoring, dropout)	Resource Guided Reading Grant Wood Services Title 1 Reading Guidance	Resource SCI Grant Wood Services Title 1 Reading ELP Speech/Language Guidance	Resource ELP Speech/Language	Resource ELP Speech/Language Comp. I Consumer Math Individualized Programming ICN
Shared Counseling by Staff	Grade Level Mtgs. Staff Mtgs. Informal/Individual Classroom Intervention	Grade Level Mtgs. Staff Mtgs. Informal/Individual Classroom Intervention	Informal/Individual Classroom Intervention Advisor/Advisee Skills for Adolescence Learning Center MS/HS Meetings Increased Communication between At- Risk Teacher Tutor and Reg. Ed. Teacher	Advisor/Advisee Student Study Team Learning Center Support Peer Helpers MS/HS Meetings Increased Communication between At- Risk Teacher Tutor and Reg. Ed. Teacher

At-Risk Plan

Service	K-2	3-5	MS	HS
Peer Counseling and Tutoring	Small Guidance Groups Peer Helpers Cooperative Learning Reading Recovery Title 1 Reading Cross-Age Groupings	Peer Helpers Small Groups in Guidance Program	Skills for Adolescence Bullying and Harrassment Peer Helper Program Peer Tutoring	Peer Helpers Peer Tutor Training Advanced Peer Helpers ELP Mentoring
Positive Attendance Support	Home Visits DHS/County Attorney Phone Calls Counselors Monitoring Child Study Parent Conf. Mentor Check in Check In/Check Out Check & Connect	Home Visits DHS/County Attorney Phone Calls Counselors Monitoring Child Study Parent Conference Check In/Check Out Check & Connect	Home Contacts DHS/County Attorney Counselors Consistent Monitoring	Home Contacts DHS/County Attorney Counselors Consistent Monitoring
Drug Free School	PBS Character Education Red Ribbon Week	PBS Character Education Science Curriculum Red Ribbon Week	DARE Health Curriculum Red Ribbon Week	Sophomore Health Course Red Ribbon Program
Career Ed and Vocational Ed Training, Orientation	Infused across the Curriculum Character Education	Infused across the Curriculum Character Education	Working on Infusing across the curriculum Skills for Adolescence 9 th Grade Career Exploration	Working in Infusing across the curriculum Stay in School to Get a Job Office Ed. Home Ec. Career Choices Voc Ag. Business Ed. Work Force Development (OJT)

At-Risk Plan

Service	K-2	3-5	MS	HS
Tutorial Services (includes computer assistance)	Adult Volunteers Cross-Age Tutors Various Software Successmaker	Afterschool Program Computer software Computer Keyboarding Class Successmaker	Homework Link GWAEA Learning Center 9 th Period	Homework Link GWAEA Learning Center 9 th Period
Special Services for Disabled Population	Adult Assistance Special Ed. Prog. ECSE Title I Speech/Language Reading Recovery Grant Wood Services	Adult Assistance Special Ed. Prog. SCI Title I Speech/Language Grant Wood Services	Adult Assistance Resource Room Learning Center	Adult Assistance Resource Room Learning Center Voc. Rehab.
Follow-up Evaluation for dropout, special programming		Title I Resource Room IEP Conferences	Teacher Updates Resource Room Guidance monitors	Guidance monitors Personal Contact Resource Room Individual Conf.
District/Building Analysis of At-Risk	Grade Level Team Meetings Teacher Feedback IDM (Instructional Decision Making Model) PBS Tertiary	Grade Level Team Meetings Teacher Feedback IDM (Instructional Decision Making Model) PBS Tertiary	MS/HS Meetings	MS/HS Meetings
Health Services	School Nurse Prevention Medical Intervention Health Plans Hearing/Vision Screening	School Nurse Prevention Medical Intervention Health Plans Hearing/Vision Screening 5 th Grade Body Awareness Mtg.	Nurse Health Classes	Family Consumer Science PE/Health Classes Nurse Kirkwood Nursing Classes

At-Risk Plan

Service	K-2	3-5	MS	HS
Multi-Agency Collaboration	GWAEA DHS Lions Boy Scouts Girl Scouts U of I Hospital Community Counseling Volunteers Crisis Child Care	Services Contacted appropriate.	Coordinated through Guidance and used when	Coordinated through Guidance
Teenage Parenting Services			Guidance Counselor	Guidance Counselor Family and Consumer Science
Schools of Choice	Open Enrollment Home School	Open Enrollment Home School	Open Enrollment Home School	Open Enrollment Kirkwood Denison Job Corp.
Curriculum Modifications & Accommodations	Curriculum Development Process Cooperative Learning Developmentally Appropriate Practices Individualized Programs Adult Support 504 Plans Leveled Grouping	Curriculum Development Process Cooperative Learning Developmentally Appropriate Practices Individualized Programs Adult Support 504 Plans Leveled Grouping	Curriculum Development Process Reduced Assignments Extra Credit 504 Plans	Curriculum Development Process Child Study Reduced Assignments Resource Room Succeed Class 504 Plans

At-Risk Plan

Service	K-2	3-5	MS	HS
Programs for Non-English Speaking				
Work Experience / Work Exploration				OJT Special Ed Business ED Field Trips Vocational Readiness
Business & Industry Collaborative Programs				Ag Consumer Science FCCLA Special Speakers
Intramural Sports and Activities	Wrestling Club	Wrestling Club Basketball Volleyball Track Soccer Band	Lego League Athletics	Drama Art Club Athletics
Community Services Project	Character Education	Character Education ELP	Skills for Adolescence ELP	Teacher Assistant Housing Construction Peer Helpers
Contractual Learning or Independent	This is sometimes done, no formal organization or contract available		ELP	Kirkwood Correspondence School AP Class ICN
Time Out Center	Time out arranged with the office	Time out arranged with the office	In-school Detention	In-school Detention Mandatory 9 th Period for Credit

At-Risk Plan

Service	K-2	3-5	MS	HS
Personalized Ed. Plan	Special Ed. Prog./IEP IDM 504 Plan	Special Ed Prog./IEP IDM 504 Plan	Special Ed Prog./IEP Registration 504 Plan	Special Ed Prog./IEP AP Class Post Secondary H.S. Option Registration Career Planning 504 Plan
Student Class Transfer			Guidance Intervention	Guidance Intervention
Longer or Adjusted School Schedule (summer school)	Individual Modifications Help by individual teachers	Homework Help Individual Modifications Help by individual teachers	9 th Period Homework Help Teacher Detention Help by individual teachers	9 th Period Kirkwood programs Modified class schedule Drivers Ed. 2 nd school enrollment option
In-School Suspension	Principal	Principal	Principal	Principal
Early Intervention	ECSE Speech Therapy GW Services Hearing/Vision Check Grade Level Mtgs. IDM	ECSE Speech Therapy GW Services Hearing/Vision Check Grade Level Mtgs. IDM.	MS/HS Meetings	MS/HS Meetings

AT-Risk Plan

Service	K-2	3-5	MS	HS
Transition Programs	Child Check GWAEA Preschool Registration	New school transitions Resource/SCI visitation	IEP Parent Meetings in Spring	IEP Parent Meetings in Spring
Monitoring of At-Risk Behaviors	Online Gradebook IDM Guidance Nurse Title I Special Ed Principal Social Worker	Online Gradebook IDM Guidance Nurse Title I Special Ed Principal Social Worker	Online Gradebook MS/HS Meetings Progress Reports Guidance Nurse At-Risk	Online Gradebook MS/HS Meetings Progress Reports Guidance Nurse At Risk
Consistent Discipline	PBS Building Wide Expectations Office Referrals Class Guidance Cooperative Learning Positive Behavior Support Music/Art Character Ed. Harry Wong Check In/Check Out Behavior Plan	PBS Building Wide Expectations Office Referrals Class Guidance Cooperative Learning Positive Behavior Support Music/Art Character Ed. Harry Wong Check In/Check Out Behavior Plan	7 th grade orientation discuss expectations 1 st day of school assembly Individual student conference	Sophomore orientation in fall 1 st day of school assembly Individual student conference Saturday school

Counseling Services:

The Lone Tree K-12 Guidance Program will support the identification, monitoring, and provision of assistance to needs of at-risk students regarding their personal, social, academic, and career/vocational development. Some activities may include:

1. A district wide crisis plan provide established procedures for a sudden trauma
2. Volunteer and student mentoring and tutoring
3. Individual and group counseling
4. Classroom Guidance Curriculum in the Elementary
5. Consultation with parents and staff regarding students in need of assistance
6. Referral to appropriate agencies

I. Community Based Support Services available for students in PK-12

1. Formal agreements with Kirkwood GED, VITAL, Career Connections, Kirkwood Career Academies, Kirkwood Vocational Agreements, tuition to area alternative educational programs
2. Referrals to outside agencies will be initiated when appropriate: community mental health, MECCA, Johnson County Public Health
3. Referrals and cooperation will be supported with the Johnson County law Enforcement and juvenile court liaison
4. Services may be provided through Vocational Rehabilitation.
5. PEP's developed at the district level will indicate appropriate referrals to community based services necessary to support academic, personal-social, and career-vocational development
6. Community based services, including Grant Wood AEA, Child Check

II. Parental Involvement for students in PK-12:

1. Parents/guardians receive frequent communication regarding student achievement, behavioral concerns, social development, and career development from teachers, at-risk coordinator, counselor, an/or building administrator.
2. Parents of students identified of needing at-risk services are involved in educational program planning
3. Parents will be invited to participate in school sponsored activities that support student learning: transition meetings, field trip, parent/teacher conferences, asked to volunteer
4. Parents of at-risk students will receive assistance and referrals to other agencies when needed to complete basic tasks to support their child's education: registration, attendance, medical exams, etc.

III. Staff Development

Certified and non-certified staff will be annually engaged in professional development to increase their skills in working with at-risk students. The focus of the training will be in the identification, characteristics, and appropriate interventions for at-risk students. Non-certified staff will be invited to attend when appropriate. Lone Tree Staff Development Committee has identified the following staff development topics for the next two years. These staff development topics support the district's Comprehensive Improvement Plan.

1. Review of at-risk, talented and gifted, special education integration throughout the school year.
2. Identification of instructional strategies that support at-risk students
3. Identification of instructional methodologies that support various learning modalities and learning styles
4. Differentiated curriculum
5. Alternative assessment training
6. Staff development on educational software that supports student learning – tutorial, assessments
7. Review of the Comprehensive School Improvement Plan and Annual Students Achievement Goals and educational strategies that support student learning needs
8. Teacher training with PBIS (PBS)

9. Training on various behavioral strategies
10. Study skills development
11. Harassment/bullying

IV. Compliance with Federal and State Nondiscrimination Legislation

The district will comply with federal and state legislation ensuring educational equity:

Federal Legislation:

- Title VI of the Civil Rights Acts of 1964
- Title VII of the Civil Rights Acts of 1964
- Title IX of the 1972 Education Amendments
- Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984
- Section 504 of the Rehabilitation Act of 1973
- Civil Rights Restoration Act of 1987

State Legislation:

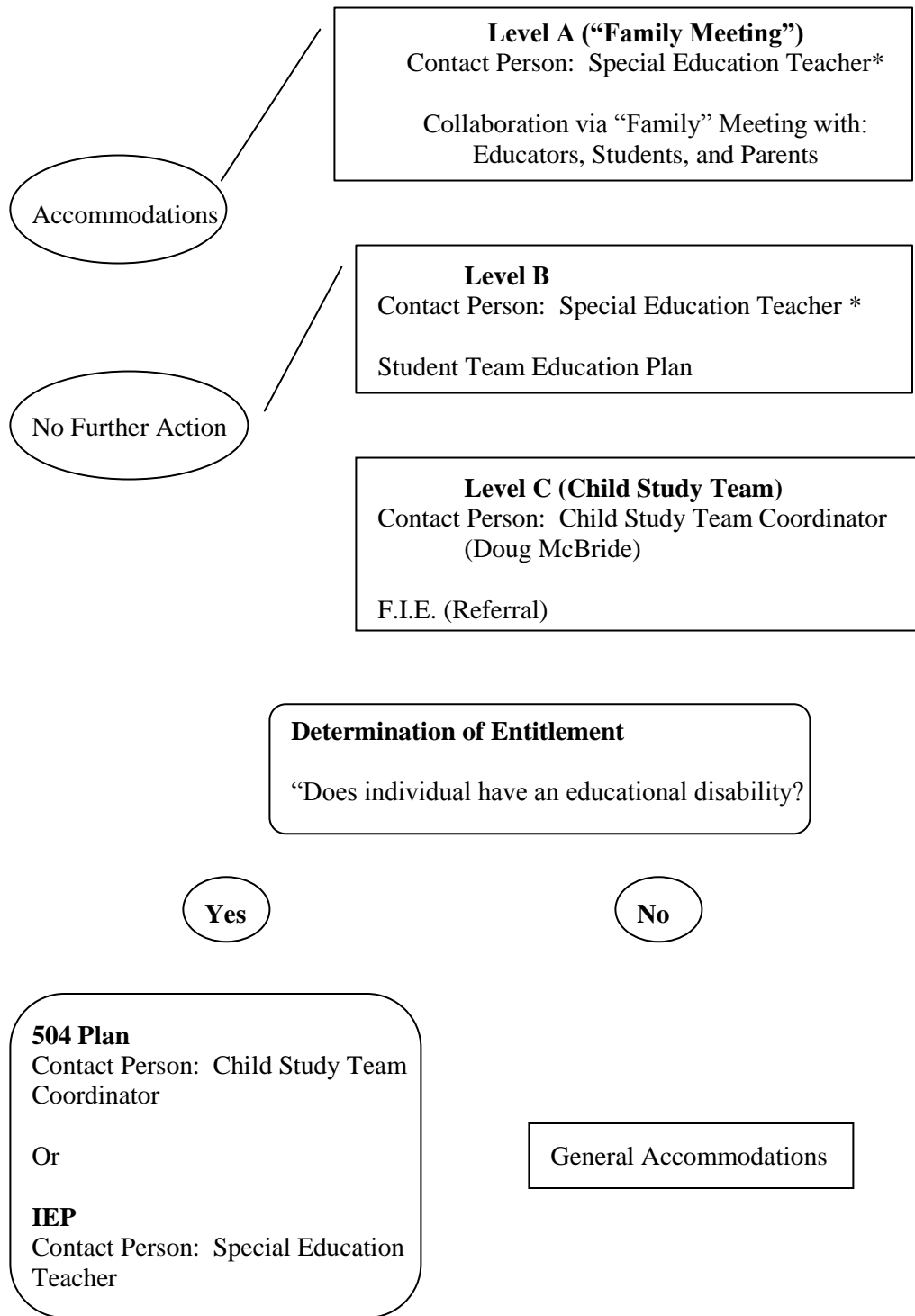
- Iowa Code Chapter 280.3 Uniform School Requirements – Prohibits discrimination
- Iowa Code Chapter 256.11 Iowa School Standards – Defines minimum standards
- Iowa Code Chapter 601A.9 Civil Rights Commission – Prohibits discrimination
- Iowa Code Chapter 280.4 Uniform School Requirements – English as a Second Language
- Iowa Code Chapter 19B.11 Nondiscrimination in employment
- Iowa Code Chapter 12.1(1) Educational Units Covered by Standards – Accreditation Standards

V. Evaluation of Effectiveness of At-Risk Programming – Monitoring Behavior, Social, and Academic Improvements for Lone Tree PK-12 students and dropouts

Student academic and social/emotional progress will be monitored through staff meetings at each building. The team will also monitor any progress toward career related goals identified for individual student learning needs. Parents will be invited to participate with the student review teams and will be asked to assess student progress as well.

1. Student progress toward annual goals for student achievement will be monitored through district-wide assessments. Parents will receive communication about student progress through student report cards, progress reports, district staff monitoring of D/F lists, parent/teacher conferences, and individual conferencing with parents.
2. Student participation in extra-curricular activities will be monitored by the counselor and/or at-risk coordinator.
3. Attendance records will be monitored by the counselor and/or at-risk coordinator.
4. Goals will be developed and monitored by the at-risk coordinator.
5. Parents sans at-risk students will be included in the district wide needs assessment to determine district strengths and concerns in meeting needs of at-risk students.
6. District developed student surveys.
7. The Iowa Youth Survey will be administered and results will be shared with staff, parents, and board.
8. Dropout statistics and re-enrollment data of dropout will be reported annually.
9. Contact will be made by the counselor with dropouts to determine how they might be supported in returning to an appropriate educational program.
10. Student and parent surveys will be administered.
11. At-risk program evaluation will be completed every five years.

IDM Solution Focused Process



IDM Intervention Checklist

Starting Date _____

This form is designed to provide information for interventions, evaluations and programming for students who are experiencing learning or behavioral challenges. It will also assist you in bringing your concerns into a clearer focus. Please begin to complete the form as you share concerns and plan interventions. This form will need to be filled out and given to the Child Study Team Coordinator prior to scheduling Child Study Team Meetings.

Student's Name _____ Grade _____ DOB _____
(Last) (First) (MI)

Referring Teacher(s) _____ Referred Previously? Yes No

Attendance:

This year:	Present _____	Absent _____	Not Applicable _____
Previous year:	Present _____	Absent _____	Not Applicable _____
Previous year:	Present _____	Absent _____	Not Applicable _____
Previous year:	Present _____	Absent _____	Not Applicable _____
Previous year:	Present _____	Absent _____	Not Applicable _____

Parent Conference(s): This must be done prior to any meeting

Date(s): _____ Results: _____

Date(s): _____ Results: _____

Date(s): _____ Results: _____

Date parent notified of intent to go team meeting (Level A): _____

Level A Meeting(s) Record:

Date(s): _____ Results: _____

Date(s): _____ Results: _____

Date(s): _____ Results: _____

Level B Intervention:

Date(s): _____ Results: _____

Date(s): _____ Results: _____

Date parent notified of intent to go team meeting (Child Study): _____

Modification Checklist

Student _____

Date _____ Form Completed by _____

Check modifications that have been tried.

Tried

New Modifications

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson Presentation

- Provide study guides
- Instructor checks for understanding
- Break longer presentations into shorter segments
- Read directions to student
- Stand near student when giving directions & Presenting lessons
- Have student repeat directions
- Provide visual aides

_____	_____
_____	_____
_____	_____
_____	_____

Assignment

- Provide extra time to complete work
- Shorten assignments; break work into smaller segments
- Highlight key concepts on handouts
- Allow student to dictate assignments

_____	_____
_____	_____

Textbooks/Materials

- Provide tape-recorded books
- Provide highlighted texts

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Assessment

- Allow extra time for testing
- Allow oral testing
- Allow open book test or use of class notes
- Give frequent short quizzes, not long exams
- Substitute a project for a test to demonstrate knowledge learned
- Provide someone to record student answers
- Reduce number of choices in multiple-choice test
- Allow tests to be taken in a separate environment
- Allow dictation of answers to essay & short answer questions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Environment

- Provide preferential seating
- Alter physical arrangement of room
- Reduce/Minimize distractions
- Seat student near a positive role model
- Offer cooling off place
- Allow alternate setting

Anecdotal Information

Prioritize specific concerns that need to be addressed at this time. Please be specific.

Academic:

Pre-Reading/Reading:

Written Language/Spelling:

Math:

Humanities:

OTHER:

Social/Behavioral/Emotional:

Interpersonal Relationships:

Attentional/Organizational:

Behavioral:

Learner Characteristics

Positive Learner Characteristics – Check all that apply

Classroom Work Habits

- Well-organized
- Works neatly
- Imaginative
- Stays on task
- Coordinated
 - Fine Motor Skills
 - Gross Motor Skills
- Anxious to please
- Cooperative

Interpersonal Habits

- Even-tempered
- Empathetic
- Good Problem-solving skills
- Positive Peer Relations
- Calm, relaxed
- Enthusiastic
- Outgoing
- Positive Adult Relations
- Sense of Humor

Negative Learner Characteristics – Check all that apply

Classroom Work Habits

- Disorganized
- Work difficult to read
- Difficulty in concentration
- Inattentive
- Motor Skills
 - Fine Motor Skills
 - Gross Motor
- Excitable
- Appears Frustrated
- Daydreams
- Doesn't work well independently

Interpersonal Habits

- Disturbs others
- Defiant and/or Aggressive
- Poor problem-solving skills
- Negative problem-solving skills
- Overly Sensitive
- Appears sad or withdrawn
- Disrespectful to peers/adults
- Destructive to property
- Worried or fearful
- Tattles
- Requires constant adult attention

Health Concerns (check all or any that apply):

- Appears tired
- Vision Problems
- Chronically complains of illness
- Frequent Absence due to illness
- Inappropriate dress
- Under or over normal weight range
- Other: _____

Estimate of child's level of functioning within grade placement:

Subject Area	TOP	MIDDLE	BOTTOM	BELOW GRADE
Math	_____	_____	_____	_____
Spelling	_____	_____	_____	_____
Lang. Arts	_____	_____	_____	_____
Reading	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Music/PE/Art	_____	_____	_____	_____
Social Skills	_____	_____	_____	_____

Consultation with Resource Personnel

- _____ Student Conference
- _____ Parent Conference
- _____ Previous/Present Teachers
- _____ School Nurse
- _____ Special Education
- _____ Guidance Counselor
- _____ Building Administrator
- _____ School Psychologist
- _____ AEA Social Worker
- _____ AEA Consultant
- _____ Extended Learning Program
- _____ English as a Second Language
- _____ Title 1 Math
- _____ Title 1 Reading/Reading Recovery Whom? _____
- _____ Other _____

Alternative Services (when applicable)

- _____ Retention; Grade Level _____
- _____ Medical Intervention: Results? _____
- _____ Chapter One Math/Reading (Include current and past history)
- Reading Recovery Intake _____ Dismissal _____
- First Grade Math _____ Reading _____
- Second Grade Math _____ Reading _____
- Third Grade Math _____ Reading _____
- _____ Special Education Services:
- _____ Past provision of service: Dates _____
- _____ Currently on an IEP: Date of annual review _____
- Details: _____

Academic/Curricular Interventions**Successful?****Dates****Reduced Assignments:**

<input type="checkbox"/> Math	Not	Somewhat	Very	_____
<input type="checkbox"/> Reading/Reading Readiness	Not	Somewhat	Very	_____
<input type="checkbox"/> Written Language	Not	Somewhat	Very	_____
<input type="checkbox"/> Social Studies	Not	Somewhat	Very	_____
<input type="checkbox"/> Science	Not	Somewhat	Very	_____
<input type="checkbox"/> Spelling	Not	Somewhat	Very	_____
<input type="checkbox"/> Handwriting	Not	Somewhat	Very	_____

Alternative Curriculum:

<input type="checkbox"/> Math	Not	Somewhat	Very	_____
<input type="checkbox"/> Reading/Reading Readiness	Not	Somewhat	Very	_____
<input type="checkbox"/> Written Language	Not	Somewhat	Very	_____
<input type="checkbox"/> Social Studies	Not	Somewhat	Very	_____
<input type="checkbox"/> Science	Not	Somewhat	Very	_____
<input type="checkbox"/> Spelling	Not	Somewhat	Very	_____
<input type="checkbox"/> Handwriting	Not	Somewhat	Very	_____

Instructional Interventions

<input type="checkbox"/> 1:1 Teacher Assistance	Not	Somewhat	Very	_____
<input type="checkbox"/> 1:1 Peer Helpers	Not	Somewhat	Very	_____
<input type="checkbox"/> 1:1 Adult Volunteer Assistance	Not	Somewhat	Very	_____
<input type="checkbox"/> Small Group Instruction	Not	Somewhat	Very	_____
<input type="checkbox"/> Study/Organizational Skills Instruction	Not	Somewhat	Very	_____
<input type="checkbox"/> Have student repeat directions	Not	Somewhat	Very	_____
<input type="checkbox"/> Allow student to dictate written work	Not	Somewhat	Very	_____

Environmental Interventions

<input type="checkbox"/> Preferential Seating? Where? _____	Not	Somewhat	Very	_____
<input type="checkbox"/> Private Work Area (Office)	Not	Somewhat	Very	_____
<input type="checkbox"/> Visual Presentation of Material	Not	Somewhat	Very	_____
<input type="checkbox"/> Auditory Presentation of Material	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide opportunities for movement	Not	Somewhat	Very	_____
<input type="checkbox"/> Reduce/Minimize Distractions	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide a "timeout" area	Not	Somewhat	Very	_____
<input type="checkbox"/> Use headphones to block distractions	Not	Somewhat	Very	_____
<input type="checkbox"/> Seat student near positive role model	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide assistive technology	Not	Somewhat	Very	_____

Organizational/Self-Management Interventions

<input type="checkbox"/> Organizational Skills Instruction	Not	Somewhat	Very	_____
<input type="checkbox"/> Use of daily assignment Sheet	Not	Somewhat	Very	_____
<input type="checkbox"/> Daily/Weekly Progress reports Home	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide procedures for work completion	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide sample of finished product	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide self-monitoring strategies	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide a "Study Buddy" for clarification	Not	Somewhat	Very	_____
<input type="checkbox"/> Provide student movement opportunities	Not	Somewhat	Very	_____

Lone Tree Community School

Student Assistance Team Referral

Student's Name: _____

Date: _____

Class taught by instructor: _____

Grade: 10 11 12

This student may benefit from services in the following areas:

Academic _____

Social, Emotional _____

Career/Vocational _____

Behavioral _____

Attendance _____

Other define) _____

Reason for Referral:

Actions taken by teacher:

- Communicated with student
- Communicated with parent
- Other _____

Signature of person referring

**Please return this referral to the Principal*

Meeting Summary:

Action taken by SAT:

- Request for Pre-SST meeting
- Referral to _____
- Request for information from _____
- Request for conference with parent
- Other _____

Succeed
Student Information Sheet

Student Name: _____ Sex _____ Grade _____

Address: _____ Phone _____

Parent's Name(s): _____

Student lives with: *both parents* *mother* *father* *guardian* *other*

Parent place of employment: _____ Phone _____

_____ Phone _____

Entered program: _____, 20____

Reasons for placement: (check all that apply)

___ Failing grades