IDENTIFICATION AND INTERVENTION STRATEGIES FOR STUDENTS AT-RISK

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CARL JUNCTION R-1 SCHOOL DISTRICT

MISSION STATEMENT

Carl Junction Schools, in partnership with our community, cultivates a vibrant and diverse learning environment that prepares students to be productive citizens.

DISTRICT AT-RISK PROGRAM

MISSION STATEMENT

The mission of the Carl Junction R-1 School District At-Risk Program is based on the belief that all students can succeed in and out of the educational setting with support in the appropriate environment. Today’s students are faced with many challenges, emotional, physical, and mental, that interfere with their efforts to succeed. Students who are at risk of educational failure are identified and provided with alternative intervention strategies (AIS) that will assist them in becoming useful and responsible citizens in our diverse global society.

DEFINITION OF AT-RISK

At-Risk students are those who may not complete their education because of academic, economic, social, physical, psychological, and/or environmental conditions.

PROGRAM DESCRIPTION

The Carl Junction R-1 At-Risk Program consists of two parts: an elementary program (K-6) and a secondary program (7-12.) These programs have similarities but are designed to meet the individual needs of each student. They both have established prevention, confidential at-risk identification, and intervention plans. A variety of alternative intervention strategies are available and detailed in the following pages.
PRIMARY &
INTERMEDIATE
(K-6) PROGRAM
PREVENTION STRATEGIES

Prevention programs, services, and activities are offered to Carl Junction students and are designed to promote positive self-esteem, encourage academic pursuits, reinforce a healthy lifestyle, and develop socially acceptable behavior. Staff development is offered to enhance the knowledge and abilities of teachers to positively address the needs of potential at-risk students.

**Crisis Team Intervention** – In the case of a crisis in school (i.e., death of a student or faculty member), a team of trained counselors can be made available to help students deal with the situation. Team members are present at the school to help students with coping skills. Students may see team members in small groups or individually.

**D.A.R.E. Program** – The Drug Awareness Resistance Education Program is a 13-week program teaching 5th grade students ways to resist drugs, alcohol, and violence. It is a community-based program that brings in members of local law enforcement to instruct and interact with students in positive ways.

**Parent-Teacher Conferences** – The district hosts parent teacher conference days every school year.

**Parents as Teachers** – The Parents as Teachers program serves families with children birth through age five. The program provides developmental screenings for children to help identify possible delays. Identified children are offered opportunities through Title I or Early Childhood Special Education preschool. The program also provides home visits, informational meetings for parents, group meetings, and parent resources.

**Positive Behavior Support Room (K-6)** – Positive Behavior Support System is a proactive approach to establish the behavioral support and social culture needed for all student to achieve social, emotional and academic success. It is presented from pre-K through 6th grade as a part of the school-wide building climate their school wide curriculum. A positive approach to behavior management in all school settings, on the playground, and in the cafeteria is promoted. Assemblies/celebrations are held several times throughout the year. The PBS room is available to all students who need prevention strategies, secondary interventions, or tertiary interventions that help them acquire the schools expectations.

**Rachel’s Challenge** – This is a Carl Junction R-1 School District initiative. At the K-1 level, students are encouraged to focus on character traits throughout the year such as acceptance, understanding, respect, compassion, and kindness, exhibited toward self and others. This initiative can assist in improving one’s self-concept and self-esteem as well as others and can influence the social and academic success of a student.

**Reading Buddies** – The high school service learning class visits the primary buildings once per week for one semester. Each high school student is teamed with a primary student for paired reading experiences. The high school class is trained in paired reading.
**Red Ribbon Week** – Red Ribbon Week is scheduled annually to provide awareness of the drug and alcohol problems in today’s society. Age-appropriate lessons are presented to each class. Poster and coloring contests are held, and a building-wide assembly is planned to emphasize a “healthy life-choices” message to all students.

**Screenings** – All primary schools screen all students for developmental deficiencies such as readiness skills, vision, hearing, speech, and language. The results may be used to plan the child’s academic program. All new students are screened as they enter our district.

**School to Career** -- Parents, educators, employers, and students participate in the implementation of Missouri’s Community Careers System. This system, through school-based, work-based, and connecting activities will provide the opportunity for all students to achieve the skills and knowledge necessary to become successful in life after high school.

**Career Exploration Day** - This day encompasses several area community people that give of their time and talents to come to K-1 and share information on their career. They talk about what they do, the skills needed to do their job and the tools used. They incorporate into their presentation how what they learned in school helped them to become successful in their job. Presentations are interactive in nature encouraging student questions on the given careers presented. The career people are stationed throughout the building area. Students are placed in groups that travel from station to station.

**School Plus** -- This after school child-care program is offered through the Joplin Family Y on the Carl Junction Schools campus. It is held Monday through Friday immediately after school until 6:00 p.m. and a fee is charged. Any child in grades K-6 is welcome. The program offers a unique and special experience for all children including homework time, fitness, and indoor/outdoor play. Children receiving state assistance attend at a reduced rate.

**Staff Development** – The staff at both the Primary and Intermediate Schools is given the opportunity to gain skills helpful in dealing with some of the specific problems common to children at-risk. Some of the inservice opportunities have included information on conflict management, attention deficit disorder, using puppets to facilitate positive interaction with students, learning styles, inclusion practices, and others.

**Teacher Resources and Education** – At-risk information is available to teachers in the media centers at all primary buildings. Teachers are routinely given information about at-risk issues through inservices, committee meetings, and district meetings.

**All Pro Dad’s**- All Pro Dad’s Day is a simple idea with a profound impact that can really strengthen a dad’s relationship with his children. All Pro Dad’s includes regular morning meetings, breakfast, and a lesson (which is provided from the All Pro Dad’s curriculum) addressing topics relevant to fatherhood. Ultimately this program supports and strengthens the success and achievement of the child through relationship building with fathers and strengthening family ties.
**Take-Stock Day**-This is a day set aside once a month for staff to reflect on all students taking into account the areas that impact student learning and achievement that can affect their success in school and life. These areas include: academic, personal, social and family. Staff members who have students of concern will fill out the District At-Risk Checklist including intervention strategies that have been used with the student. The forms will be given to the building counselor. A decision will be made on supports needed for these students which could result in a request for a SUCCESS Team meeting.

**Bright Futures**-Carl Junction Bright Futures will serve the children of the Carl Junction community through partnerships with parents, businesses, human service organizations, and faith-based entities to tackle poverty issues and improve student academic performance. It is a school organization designed to help students meet their individual needs and celebrate their successes in order to help them graduate.

**School Volunteers of the Community (K-1)** –Carl Junction students spend time at the school providing assistance to teachers and students in various areas of need.
REFERRAL PROCESS K-6

1. When a student is experiencing academic difficulties, a teacher, administrator, counselor, parent, or the student him/herself may request at-risk interventions. This request is then made known to the elementary counselor.

2. The elementary counselor then disseminates the SUCCESS Team packet which includes the At-Risk Checklist (see Appendix, Page 27) to the classroom teacher(s) of the student. The At-Risk Checklist specifies a variety of behaviors useful in identifying students in danger of academic/behavioral failure. The teacher(s) fills out the At-Risk checklist by checking those items that apply to the particular student and returns all forms to the counselor.

3. The SUCCESS Team, made up of relevant school personnel and the child’s parent(s) or guardian(s), are scheduled by the counselor/principal to review the referral and assign the appropriate Alternative Intervention Strategies (AIS) as described on the following pages.

4. Additional meeting times will be set to monitor progress and make necessary adjustments.

   a. If the AIS are determined to be successful in meeting the student’s needs, the implementation of these strategies will be continued until such time as they are no longer needed.

   b. If the AIS plan has not successfully met the needs of the student or reversed the risk of academic failure, and a disability is suspected, a formal referral for a special education evaluation will be made.

5. At times and for various reasons, a SUCCESS Team will not be convened. If this is the case, the counselor and/or referring staff member will assign and monitor the AIS.
AT-RISK CHECKLIST PROCEDURAL PLAN

K-6

K-1

- The checklist will be completed for any student that teachers feel may be At-Risk. This form is part of the SUCCESS Team packet and stays with the SUCCESS Team packet when the student moves from grade to grade.
- When students move to 2nd grade, both building counselors discuss all SUCCESS Team packets and checklists.

Any student who has gone before the SUCCESS Team throughout each year should be counted as At-Risk for that year. For the following year, only the students who have flagged SUCCESS Team folders should begin the year as an identified At-Risk student.

2-3

- Second and Third Grade teachers have access to each child’s SUCCESS Team packet, which includes the At-Risk Checklist. Student packets that are flagged should be counted as At-Risk.
- In addition to the above, the checklist will be completed for any additional student that teachers feel may be At-Risk. This form is part of the SUCCESS Team packet and stays with the SUCCESS Team packet when the student moves from grade to grade.
- Other students may have an At-Risk Checklist completed without initiating a SUCCESS Team conference. Counselors monitor these students and keep the checklist in a separate file. This file will be given to the Intermediate School Counselor as students move up in grade level.
- When students move to 4th grade, both building counselors discuss all SUCCESS Team packets and separate checklists.

Any 2nd or 3rd Grade student who has gone before the SUCCESS Team throughout the current year, has a flagged SUCCESS Team folder, or has an individual checklist should be counted as At-Risk for that year. For the following year, only the students who have flagged SUCCESS Team folders or flagged At-Risk Checklists should begin the year as an identified At-Risk student.

4-6

- Fourth through Sixth Grade teachers receive each child’s flagged SUCCESS Team packet, which includes the At-Risk Checklist. (See note on revisions that were submitted.)
- Counselor maintains separate folder of flagged and not-flagged At-Risk Checklists.
- In addition to the above, the checklist will be completed for any additional student that teachers feel may be At-Risk. This form could initiate a SUCCESS Team for a student or be kept as a separate document. If a SUCCESS Team is not formed, counselors monitor these students and keep the checklist in a separate file. This file will be given to the Junior High School Counselor when students enter the 7th grade.
- When students move to 7th Grade, the Intermediate School Principals, Counselor, and Junior High Counselor discuss all SUCCESS Team packets and separate checklists.

Any 4th through 6th grade student who has gone before the SUCCESS Team throughout the current year, has a flagged SUCCESS Team folder, or has an individual checklist should be counted as At-Risk for that year. For the following year, only the students who have flagged
SUCCESS Team folders or flagged At-Risk Checklists should begin the year as an identified At-Risk student.
Flagged = A checklist in which interventions are still being made.
ELEMEHTARY (K-6)
AT-RISK INTERVENTION FLOW CHART

The following chart describes the process in which a student is identified and placed based on the student’s particular need.

**Request For Intervention**

\[\downarrow\]

**Appropriate SUCCESS Team Forms are Completed**

\[\downarrow\]

**SUCCESS Team Assigns AIS**

\[\downarrow\]

If Successful, Student Progress Monitored

Or

If Unsuccessful, RT Assigns Further AIS

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<tr>
<th><strong>Outside Agency</strong></th>
<th><strong>School Interventions</strong></th>
<th><strong>Guidance</strong></th>
<th><strong>Other</strong></th>
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<tr>
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<td>A+ Tutoring</td>
<td>Group Guidance</td>
<td>Attendance Policy</td>
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<td>Community Service Org.</td>
<td>Behavior Management</td>
<td>Hotline Procedures</td>
<td>Home Visits</td>
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<td>Counseling Services</td>
<td>Classroom Modifications</td>
<td>Individual Guidance</td>
<td>Parent Involvement Program</td>
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<td>Div. of Family Services</td>
<td>English as a Second Language</td>
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<td>Progress Reports to Parents</td>
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<td>Homebound Instruction</td>
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<td>Staff Briefings</td>
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<td>Law Enforcement</td>
<td>Individual Testing</td>
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<td>Ozark Center</td>
<td>Intelligence Testing</td>
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<td>Satellite School</td>
<td>Observations</td>
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<td>Peer Tutoring</td>
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<td>Rainbows</td>
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<td>Teacher Tutoring</td>
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<td>Tier 2 or Tier 3 in RtI</td>
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<td>Title I/Inclusion</td>
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Student Progress Monitored

INTERVENTION DESCRIPTORS

Outside Agencies

*Beacon School* – Beacon School is an alternative program housed within the Joplin R-VIII boundaries but run by the Southwest Missouri Regional Special Services Cooperative (eight districts). Beacon began as a day treatment program. The criterion for admission is that a student must have exhausted all the resources of an individual school district. Typically, students referred to Beacon are emotionally and/or behaviorally disturbed as well as having severe learning difficulties. A maximum of thirty students may attend at any one time. The staff includes teachers, paraprofessionals, a case manager, and mental health professionals.

*Community Service Organizations* – Students with specific needs are referred to various community service organizations such as Shriners or the Lions Club.

*Counseling Services* – The school district maintains a list of community counseling agencies to refer students with special needs. (see Appendix, Pages 33, 35, & 36)

*Division of Family Services (DFS)* – DFS provides investigation and counseling services, and serves as a resource for strengthening positive parental involvement in the child’s life. When concerns about a student’s well being arise, counselor and/or principal call to consult.

*Jasper County Juvenile Division* - Representatives from the agency assist in helping with issues surrounding student attendance and/or behavior issues. (Diversion Court & behavior contracts)

*Law Enforcement* – Police officer on campus assists in creating a safe school environment conducive to learning. The officer’s visual presence on campus aids in opening lines of communication between students and law enforcement. Students may be referred to the campus officer for appropriate help.

*Ozark Center* – The school provides curriculum for students placed in the school-aged day treatment program. The Ozark Center also serves as a resource and consultant for specific cases and is used for children’s targeted case management program.

*Satellite School* – The Carl Junction Satellite School is located on Ozark Center’s Turnaround Ranch Campus. Turnaround Ranch is a residential treatment facility serving individuals ages 10-17 with emotional and behavioral difficulties. The Division of Family Services and/or legal guardians place individuals at the ranch. The Division of Family Services and the Department of Mental Health provide funding for residential treatment. The Carl Junction Satellite School provides an on-grounds educational program for individuals in treatment.

**School Interventions**
**A+ Tutoring** – Tutoring is made available in each building after school. The at-risk student is assigned a high school A+ student to tutor in the area of deficiency.

**Behavior Management** – Students are referred by teachers to the SUCCESS TEAM for individual behavior management programs. Programs are designed individually to meet the student’s specific behavioral needs. Students may alternatively be placed in Tier 2 PBS for behavioral interventions.

**Classroom Modifications** – Teachers may modify assignments/tests, environment, instruction, and other activities to meet individual student needs. (see Appendix, Page 31)

**Dimensions** -- “Dimensions” is the district enrichment program available for students qualifying as academically and intellectually gifted. Referrals are made from screening data gathered from group testing and teacher referrals. The program offers alternative support and motivation to encourage students with high ability levels to succeed academically.

**English as a Second Language**– A faculty member works with all students who have English as their second language.

**Homebound Instruction** – Homebound instruction is provided by the Special Services department for students unable to attend school for an extended period of time.

**Individual Testing** – Students requiring additional assistance, following the SUCCESS TEAM intervention, are referred to the district’s Special Services department for a full evaluation. Procedures for the completion of this procedure are in accordance with the district’s compliance plan. The full evaluation procedure results in a staffing to determine the need of special programming for the students.

**Observations** – Principals, counselors, or other staff members may observe a child during class time in order to give feedback to the teacher or the SUCCESS TEAM.

**Peer Tutoring** – Peer tutors are often assigned within classrooms to assist students with academic or social needs. The SUCCESS TEAM often assigns peer tutors to help students from different classes and grade levels.

**Positive Behavior Support** - Strives to use a system to understand what maintains an individual’s challenging behavior. Students’ inappropriate behaviors are difficult to change because they are functional; they serve a purpose for the child. These behaviors are supported by reinforcement in the environment. Functional assessment clearly describes a behavior; identifies the contexts (events, times, and situation) that predict when behavior will and will not occur, and identifies consequences that maintain the behavior

**Rainbows** – “Rainbows” is a small support group program for students who are experiencing or have experienced significant family changes due to death or divorce.
**Grief Recovery Group**-Grief Recovery is an after-school support group program for students who are experiencing or have experienced significant family changes due to death or divorce.

**We Treasure Reading Program**-This is an after school reading program in K-1 that gives extended learning time to kindergarten and first grade students that are identified as reading below their current reading level. The students work in a small group with a certified teacher one to two days per week. Extended activities, quality books, and guided practice are used to raise the students’ reading levels.

**Reading Plus** -- This program is offered to students qualifying for Title I services in the areas of communication arts and math. It is a tutoring program held after school two nights per week for intermediate students, grades 4-6. The students are tutored in small groups and given practice on deficit skills. Parents of these students meet at the beginning of the school year and other times as necessary. They are instructed in parenting skills through the publication “Home & School Connection.”

**Reading Retention Program** – Students who are identified as reading substantially below (more than one grade level) their current grade level are given remediation. If improvement is not made, these students may be retained.

**Retention Review** – Before a student can be retained, the retention referral must be reviewed and determined by the SUCCESS TEAM. Determination for retention requires parental support and information concerning the student’s ability level. Retention scales are often used to predict the success of the retention. Students referred by the SUCCESS TEAM for retention are counseled by building counselors to encourage a positive attitude about the retention and a smooth transition from one peer group to another.

**Screenings** – Hearing, vision, language, speech and attention deficit screenings are available for students who are identified as at risk.

**SUCCESS TEAM** – The SUCCESS Team is a process whereby At-Risk students are brought before a team (see Page 7) that forms a support basis for the child and offers alternative strategies to meet individual needs.

**Summer School** – A summer program is available to all students in the school district. Children at risk for school failures are often encouraged to take part in this program. The small class size and alternative teaching methods used are effective in helping students who have been at risk during the regular school term.

**SWIS (K-6)**-The School-Wide Information System is a web based information program used to improve behavior support. It provides school personnel with accurate, timely and practical information in decision making about school-wide behavior support systems, targeted interventions for problem areas, and/or individual student behavior support systems such as SUCCESS Team.
**Teacher Tutoring** – Teacher tutoring is offered before, during, and after school by classroom teachers to lessen the gap between achievement and grade-level expectations.

**Tier 2 or Tier 3 in RtI & PBS** – Intervention periods for students who are struggling in reading.

**Tier 2 or Tier 3 in PBS** - Intervention periods for students who are struggling with behavioral issues that are affecting their school achievement/success.

**Title I/Inclusion** – Students identified as deficient in communication arts or math are served within the regular classroom by paraprofessionals assigned to rooms for this purpose and/or through the use of “pull-out” instruction with Title I teachers. The progress of Title I students is monitored by the program with the goal of helping the students make necessary progress in deficient academic areas.

**School Counseling**

**Classroom Guidance** – Guidance classes are scheduled weekly in all classrooms. The building counselor presents lessons from the guidance curriculum designed to provide students with skills to enhance their development – personal, social and academic. The desired outcome of this program is to encourage responsible citizenship at school as well as at home and in the community.

**Hotline Procedures** – 1) Staff member observes or is told of a student who may be in need due to possible abuse or neglect. 2) Staff member notifies building counselor, principal, or assistant principal of concern. 3) Staff member contacts hotline and documents their phone call.

**Individual Counseling** – When parents, teachers, or principals have a concern, school counselors will address the issue(s) with students on an individual basis.

**Small Group** - Small group counseling is provided for students to help with social interaction, anger control, grief management, and other high-need areas as identified by a needs assessment of the students at the beginning of the school year.

**Small Group Guidance** - Teachers (and parents) can request placement of a student in a small group counseling group in which the growth of student learning/success is impacted. These small groups are: anger/frustration, social skills, impulsivity, and self-esteem/self-confidence. An additional group is considered for students who are impacted by a parent or relative serving in the armed forces.

**Other**

**Attendance Policy** – Students with excessive absences are referred to the Jasper County Truancy Officer after three contacts with the family from the school. Additionally, students with excessive absences/tardiness are referred to the Truancy Officer for Jasper County.
Intermediate School provides an attendance group for those students with a history of poor attendance.

**Home Visits** – Teachers at the Primary and Intermediate Schools are encouraged to make home visits. Principals quite frequently make home visits as well. In the Primary School, the home visit project provides home visits for interested families as a part of the Parent Involvement Program. The visits involve learning activities designed to help the child feel special as well as provide ideas for academic home practice. Intermediate does not participate in home visits.

**Parent/Child Library Program** – This program includes a Read-Aloud Training Seminar for parents, storytelling, parenting information reviews, special guests to the library, and evening checkout for parents and children.

**Parent Involvement Program** – Parents at the primary school are encouraged to become involved in their children’s education. Evening meetings are held to inform parents of opportunities to become involved as well as motivate them to desire involvement. Parents of at-risk students are especially encouraged to participate.

**Parent-Teacher Conferences** – Staff is available to meet with parents during their planning periods or before or after school. Arrangements for individual parent-teacher conferences can be made through the teachers or the counselors.

**Progress Reports to Parents** – Regular reports of academic progress are provided to the parents. These reports are reviewed by teachers to determine need for referral to intervention programs.

**Staff Briefings** – Principals, counselors, and the school nurse share pertinent information with the staff concerning students who have special problems that might place them at risk of educational failure.
JUNIOR HIGH &
HIGH SCHOOL
(7-12) PROGRAMS
PREVENTION STRATEGIES

Prevention programs, services, and activities are offered to Carl Junction students and are designed to promote positive self-esteem, encourage academic pursuits, reinforce a healthy lifestyle, and develop socially acceptable behavior. Staff development is offered to enhance the knowledge and abilities of teachers to positively address the needs of potential at-risk students.

**A+ Program** – This program is designed to ensure that all students graduate from high school. Whether they choose to attend college or vocational training, join the military or enter the workforce, they will be provided selections of courses, career counseling, technology and/or workplace skill development opportunities appropriate to their career goals.

**Active Parenting of Teens** – A group of junior high students’ parents meet weekly for six weeks to discuss issues that face parents of teenagers.

**Drug Testing** – The high school instituted a drug testing program to randomly test students for a variety of drugs.

**Career Shadowing** – Career Shadowing offers students the opportunity to learn more about their potential career choices. They spend a half-day in the workplace to participate and observe duties included in that particular career.

**CJU**-Alternative high school program which offers students the opportunity to earn a state minimum-credit diploma.

**Co-curricular and/or Extra-curricular activities** – The junior high and senior high offer a variety of activities for students. These include, but not limited to: Future Problem Solvers, Knowledge Bowl, FCCLA, Fellowship of Christian Students, Destination Imagination, Community Problem Solvers, Student Council/Student League, Art Club, Band, Choir, NFL, FFA, Drama Club, NHS, FBLA, Coffee Book Club, and a variety of boys’ and girls’ sports.

**Credit Recovery** - Students who wish to make up failed required credits may complete credit recovery at the alternative school after school.

**Crisis Team Intervention (CTI)**– In the case of a crisis in school (i.e., death of a student or faculty member), a team of trained counselors including district counselors can be made available to help students deal with the situation. The team could come to school to help students with coping skills. Students may see team members in small groups or individually.

**Early Release (A/B)**-A/B Sophomore, Junior and Senior students are released during homeroom time. Grades are re-checked for all students every 4 weeks.

**Friends of Rachel**-Follow-up from Rachel’s Challenge, a group of students work to promote positive school climate.
**FTC & CTC**-Juniors and Seniors may take technology classes at FTC & CTC off-campus. These students will complete two years and may receive a certificate upon completion of the program.

**Grade Level Parent Nights** - Parents and students of each grade level are invited to school one evening a year and counselors explain specific information pertaining to the grade level in which their child is enrolled.

**Counseling Office Social Media** – A website is maintained by the Guidance Office showing current information regarding academic and current scholarship information through Facebook, You Tube and Twitter. Counselors communicate with students and parents regarding up-coming events and necessary information.

**High School Planning** – The high school guidance office facilitates post-high school planning. Presentations address educational planning including course selection, career exploration, identification of work values, personal interests and abilities, and post-high school plans.

**Homeroom**-Students are assigned to homeroom teachers whom they visit every day last period and often review grades and build relationships.

**Tutoring**-High School students may sign up for teacher tutoring in core areas.

**Parent -Teacher Conferences** – The district hosts parent teacher conference days in the fall of every school year.

**Parents as Teachers**-High School students who are parents may meet with the district Parents as Teachers staff in order for them to learn more about parenting and resources available to them.

**Peer Ambassadors/Stuco** – A group of junior high students has been organized to help acclimate new students to our school. Peer Ambassadors/Stuco show new students around the building, introduce them to their teachers, help at lunch, etc.

**Red Ribbon Week** - Red Ribbon week is scheduled annually to provide awareness of the drug and alcohol problems in today’s society. At the junior high, students hear guest speakers, watch films, and participate in discussion groups. Poster and writing contests may be held.

**Referral List**-High School Counselors have a referral list available for parents and students who wish to seek professional counseling services and a variety of other outside resources.

**Screenings** – Students are screened routinely for hearing, vision, and speech in the 7th and 10th grades and as new enrollees to the district. Referrals for additional screening can be made at any time by concerned parents or teachers.

**Senior Meetings**-- These are informational meetings that the high school counselors conduct with CJHS seniors in a large group setting. The topics covered include: college applications and admissions, the scholarship process, financial aid, meeting deadlines, and time management, etc.
**Teacher Resources and Education** – Teachers are routinely given information about at-risk issues through inservices, committee meetings, and district meetings.

**Teacher Tutoring** - Teachers are available before and after school in each department for student assistance. The schedule of teacher availability is published by the High School Guidance Office and posted to the High School website.

**Technology Curriculum** – The technology curriculum at the junior high and senior high offers students the opportunity to explore vocational and technical skill areas. Students are also encouraged to use the Missouri Connections website for academic and career planning.

**Upward Bound & Talent Search** – Participants are involved in a wide variety of college preparatory courses, research projects and enrichment activities through Crowder College & MSSU. The purpose of the program is to generate skills and motivation necessary to complete high school and to begin and complete a bachelor’s degree.
REFERRAL PROCESS 7-12

1. When a student is experiencing academic difficulties, the parent of the student or the student him/herself may request at-risk interventions.

2. If it is determined that the student is at-risk, one of two actions will be taken. Alternative Intervention Strategies (AIS), as described on the following pages, may be suggested by the counselor or a teacher.
   a. If the AIS are determined to be successful in meeting the student’s needs, the strategies will be continued until such time they are no longer needed.
   b. If the AIS has neither successfully met the needs of the student nor reversed the risk of academic failure, a different AIS will be suggested. If a disability is suspected however, a formal referral for a special education evaluation could be made.
AT-RISK CHECKLIST PROCEDURAL PLAN

7-12

7-8

- Junior High Counselor receives and maintains all SUCCESS TEAM packets including At-Risk Checklists and additional At-Risk Checklist folder from Intermediate School Counselor.
- Counselor instigates the implementation of modifications for “flagged” checklists.
- In addition to the above, the checklist will be completed for any additional student that staff members feel may be At-Risk. The Junior High counselor will maintain this form.
- When students move to 9th Grade, the Junior High Counselor, Principal, Assistant Principal, and other interested personnel will meet with the High School Counselors and other interested high school personnel to discuss all 9th grade students, giving specific information about those students with flagged checklists.

*Any 7th or 8th grade student who has received an At-Risk Checklist throughout the current year or who had a flagged checklist beginning the year should be counted as At-Risk for that year. For the following year, only the students who have flagged At-Risk Checklists should begin the year as an identified At-Risk student.*

Flagged = A checklist in which interventions are still being made.
JUNIOR HIGH/HIGH SCHOOL (7-12)
AT-RISK INTERVENTION FLOW CHART

Request For Intervention
↓
Student Identified as At-Risk
↓
Counselor or Teacher Suggests AIS
↓

↓
Outside Agencies
Adolescent Treatment Centers
Beacon School
Community Service Organizations
Counseling Services
Division of Family Services
Jasper County Juvenile Div.
Job Corp
Private Counseling Centers
Satellite School
Voices (MO Career Center)
Vocational Rehabilitation

↓
School Interventions
504 Plan
Academic Probation
Assignment Sheets
Attendance Meetings
A+ Tutoring
Carl Junction Unlimited
Detention
English as a Second Language
Gifted/Talented Program
Homebound Instruction
In-School Suspension
Inclusion
Parent Contacts
Parent-Teacher Conferences
Parents as Teachers
Progress Reports
Referral to Special Services
Referral to mentoring program
Summer School
Special Seminars
Teacher-Student Conferences
Teacher Tutoring
Credit Recovery
Vocational Services

↓
Guidance
Referral to CJU
Counselor Referrals
Dropout Contact
Hotline Procedures
Individual Counseling
Individual Testing
Mentoring Program
Homeroom Pass for Assistance
Signed up for Credit Recovery

↓
Student Progress Monitored
INTERVENTION DESCRIPTORS

Outside Agencies

Adolescent Treatment Centers – District counselors maintain referral lists of area inpatient and outpatient treatment centers specializing in treating adolescents. These treatment centers are for mental/behavioral health problems or drug and alcohol treatment.

Beacon School – Beacon School is an alternative program housed within the Joplin R-VIII boundaries but operated by the Southwest Missouri Regional Special Services Cooperative (comprised of eight school districts). Beacon began as a day treatment program. The criterion for admission is that a student must have exhausted all the resources of an individual school district. Typically, students referred to Beacon are emotionally and/or behaviorally disturbed, as well as having severe learning difficulties. A maximum of thirty students may attend at any one time. Staff includes teachers, paraprofessionals, a case manager, and mental health professionals.

Community Service Organizations – Students with specific needs are referred to various community service organizations such as Shriners or the Lions Club.

Counseling Services – The school district maintains a list of community/area counseling agencies to refer students with special needs. (see Appendix, Pages 33, 35, & 36)

Division of Family Services – (DFS) DFS provides investigation, counseling services, and support for families. When concerns about a student’s well-being arise, a staff member calls to consult.

Jasper County Juvenile Diversions Truancy Division – Students with excessive absences are referred to the truancy officer.

Job Corp - This is a federally funded residential educational and vocational training program designed exclusively for unemployed and/or undereducated men and women, ages 16-24.

Private Counseling Centers – District counselors maintain and distribute a list (see Appendix, Pages 33, 35, 36) of area private therapists and counselors. The list is given to parents and students who request information or referrals for professional help and for students who need ongoing, longer-term counseling which is not available through the building counselors.

Satellite School – The Carl Junction Satellite School is located on Ozark Center’s Turnaround Ranch Campus. Turnaround Ranch is a residential treatment facility serving individuals ages 10-17 with emotional and behavioral difficulties. The Division of Family Services and/or legal guardians place individuals at the ranch. The Division of Family Services and the Department of Mental Health provide funding for residential treatment. The Carl Junction Satellite School provides an on-grounds educational program for individuals in treatment.
**Vocational Rehabilitation** – This is a program where students with disabilities receive appropriate assistance and/or are employed within or outside the school setting and receive credit along with compensation.

**School Interventions**

**504 Plan** - Under 504, a person is considered to have a disability if that person (29 U.S.C. Sec. 706(8)): (1) Has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (2) Has a record of such an impairment, or (3) Is regarded as having such an impairment.

**Academic Probation** - Academic Probation is an after school program designed to support students who are at risk of failing grades due to missing assignments. Students will be assigned to academic probation when they fail to turn in one or more assignments for any class from the week before. Being assigned to academic probation will result in the student having to stay after school in Homework Center to work on missing assignment(s) from the previous week until caught up.

**Assignment Sheets** – Students having difficulty completing assignments are required to carry an assignment list (see Appendix, Page 26) indicating missing and/or current assignments. In order to be informed of their student’s progress, parents are also made aware of the list. The list is a tool to help parents/students communicate about assignments.

**Attendance Meetings** – The high school attendance committee meets with students who fall below the 90% attendance standard in an effort to eliminate poor student attendance. The truancy officer is notified of students under age 16 with poor attendance.

**A+ Tutoring** – High school student tutors are available in each district building after school and during the school day. At-risk students are assigned a high school student to tutor them in their areas of deficiency.

**Carl Junction Unlimited** – The alternative school’s goals are to help students complete the requirements for graduation, prepare them to succeed in college, technical school or the workplace, develop skills needed in every day life, and promote the development of sound minds and healthy attitudes.

**Detention** - Detention is used for students who have received a discipline referral for failure to comply to building/classroom rules. Detentions are held before school, during school, after school, and on selected Saturdays.

**English as a Second Language** – A faculty member works with all students who have English as their second language.

**Gifted/Talented Program** – The district’s enrichment program is available to students qualifying as academically and educationally gifted. Referrals are made from screening data gathered from
achievement test scores and teacher recommendations. The program is designed to offer support and motivation to students with high ability levels and to encourage academic success.

**Homebound Instruction** – Homebound instruction is provided by the Special Services department for students not able to attend school for an extended period time.

**In-School Suspension (ISS)** – When high school students are assigned to ISS, they are given materials to read or view and a follow-up assignment appropriate to the offense (i.e. Anti-Smoking, Conflict Resolution, and Dropout Prevention information) in addition to their daily class assignments. At the junior high level, students are provided their daily class assignments to complete for full credit.

**Inclusion** – Special services students are served in the regular classroom if possible with the support of paraprofessionals. These students benefit from being a part of the general school population and getting the same information.

**Tutoring** - Tutoring is available upon request.

**Out of School Suspension (OSS)** - Students are suspended from school for a period of time (usually in compliance with a safe schools violation or repeated offenses of the same nature). If requested, homework is provided and can be completed by the student during the time so they are not academically behind when they return. This work is not for credit however.

**Parent Contacts** – Teachers, administrators and guidance counselors contact parents by mail, e-mail, or telephone to notify them of any concerns.

**Parent -Teacher Conferences** – Staff is available to meet with parents during their planning periods or before or after school. Arrangements for individual parent-teacher conferences can be made through the teachers or the counselors.

**Parents as Teachers** – The Parents as Teachers program serves high school students who are parents. P.A.T. instructors visit with high school students monthly and alternative school students weekly teaching parenting skills.

**Progress Reports** – Quarterly reports of academic progress are made available to parents of students. The reports are reviewed by the counselor to determine the need for individual counseling or other interventions.

**Referral to Special Services** – When a student’s academic progress and/or achievement test scores demonstrate a need, teachers, parents, or counselors may refer a student for special services screening. The full evaluation procedure results in staffing to determine the need for special services for the student.

**Referral to Mentoring Program** – The mentoring program is designed to pair High School students with successful members of the community or district stakeholders. When students
build relationships with caring adults, students’ attendance, academic performance and behavior will improve—along with their self-esteem.

**Summer School** – A summer school program is offered for students who need credit recovery.

**Freshman Homeroom**– Freshmen Students identified as academically at-risk, are placed in designated homerooms in hopes of a relationship being built with the teacher as well as organizational skills being improved.

**Teacher-Student Conferences** - When a teacher has a concern regarding a student’s academic performance or social adjustment, a conference may be arranged between the teacher and the student. The purpose of the conference is to clearly communicate concerns and issues from both the teacher’s perspective and the student’s perspective. The guidance counselor and/or administrator may also attend the conference. The ultimate goal of a teacher-student conference is to develop a plan of action designed to address the concerns/issues.

**Teacher Tutoring** – Many teachers offer before or after school tutoring for students who are experiencing difficulty. The tutoring may be individual or group. Tutoring for every high school student is available during seminar.

**Credit Recovery** - Students who are in danger of not graduating with their class due to lost credits are able to work independently on coursework in order to regain lost credits. This specially designed program allows students to work at their own pace after school until coursework is complete.

**Vocational Services** – Various vocational classes are offered to students at the high school and area vocational school, Franklin Technology Center (FTC.) A program is offered for juniors and seniors at FTC. Students are advised of programs available to meet their specific needs. State diploma options: Flex and M.O. are available to students who are at risk for drop out. Student must qualify.

**Guidance**

**Referral to CJU**–The opportunity of attending CJU is discussed/offered with a student. Whether they accept the offer is ultimately their decision.

**Counselor Referrals** – Teachers and parents can make referrals for counselor intervention. Referrals may result in individual counseling, parent contact, or suggested interventions. Referrals for out-of-school counseling are sometimes made in an attempt to help the at-risk student.

**Dropout Contact** – Administrators contact students who have withdrawn from school.

**Group Counseling** - A Junior High guidance counselor may provide a group counseling opportunity for students dealing with similar issues (i.e. divorce, parents in military). The goal
of a group counseling program is to provide students strategies and support to more effectively cope with the issue at hand.

**Hotline Procedures** – In cases of suspected or reported child abuse or neglect, teachers, counselors, or administrators will hot-line on behalf of a student.

**Individual Counseling** – Students are encouraged to contact teachers and/or counselors concerning individual problems or needs. Counselors and teachers are encouraged to provide individualized support techniques when appropriate for concerns that can be addressed in the school setting. Sometimes, these techniques involve written contracts which can be negotiated and agreed to by both parents and students.

**Individual Testing** – Students referred for special services or gifted/talented programs may be given individual IQ and/or achievement tests in accordance with the district’s compliance plan. Testing is done in the summer.

**Mentoring Program** - The mentoring program is designed to pair High School students with successful members of the community or district stakeholders. When students build relationships with caring adults, students’ attendance, academic performance and behavior will improve along with their self-esteem.

**Homeroom Pass for Assistance** - Students needing intensive help from a particular teacher are given a pass which allows the student to check into their homeroom and then move directly to the teacher in which the help is needed from.

**Signed Up for Credit Recovery** - A student failing a class required for graduation is given the option of using Credit Recovery. If they are interested the information is passed to CJU where they are entered into Plato and can begin regaining the credit.
APPENDIX
CARL JUNCTION R-1 SCHOOL DISTRICT  
AT-RISK CHECKLIST & INTERVENTION STRATEGIES (K-6)  
Student’s Name: ________________________________ Grade: ____________________  
Date:______________________________  Person Completing Form: _________________________

Directions: Complete ALL sections by placing a check mark ☒ next to all items that apply and are of significant concern to you.

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>PERSONAL</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor grades (D’s &amp; F’s)</td>
<td>exhibited immature behavior</td>
<td>difficulty with authority figures</td>
</tr>
<tr>
<td>low achievement test scores</td>
<td>frequent health complaints</td>
<td>spends a lot of time alone/ poor social interaction</td>
</tr>
<tr>
<td>(map, terranova)</td>
<td>major illness or medical problems</td>
<td>victim of prejudice/harassment</td>
</tr>
<tr>
<td>low test scores</td>
<td>diagnosed ADD/ADHD</td>
<td>no co-curricular interests</td>
</tr>
<tr>
<td>marked change in academic performance</td>
<td>job working more than 20 hrs. per week</td>
<td>dropped from sports or</td>
</tr>
<tr>
<td>late or incomplete assignments</td>
<td></td>
<td>inappropriate language or gestures</td>
</tr>
<tr>
<td>poor reading skills</td>
<td></td>
<td>suspected sexual activity</td>
</tr>
<tr>
<td>overage for grade placement (retained)</td>
<td></td>
<td>juvenile office/law enforcement involvement</td>
</tr>
<tr>
<td>poor attendance</td>
<td></td>
<td>marked change in peer group/social behavior</td>
</tr>
<tr>
<td>tardy to school/class</td>
<td></td>
<td>PBS referrals that relate to social skills</td>
</tr>
<tr>
<td>discipline problems</td>
<td></td>
<td>other: __________________________________________</td>
</tr>
<tr>
<td>comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| comments:                                        |                                                                                  |                                                   |

| comments:                                        |                                                                                  |                                                   |

| comments:                                        |                                                                                  |                                                   |

| comments:                                        |                                                                                  |                                                   |

| comments:                                        |                                                                                  |                                                   |

| comments:                                        |                                                                                  |                                                   |
**FAMILY**

**Family Unit**
- Difficulty Contacting Parent
- Lack of Parental Involvement at School
- Non-English Speaking Home
- Multiple Families Living in Home
- Homeless
- Evidence of Financial Difficulty
- Frequent Family/School Moves
- Marked Change in Family Structure (such as divorce/military/incarceration/death)
- Parents Did Not Complete High School

**Legal Issues**
- DFS Involvement
- Custody Issues
- Emancipated Minor

**Health Issues**
- Major Health Issues in Family
- Death of a Relative or Friend
- Attempted Suicide of a Relative or Friend
- Other: ____________________

Comments: __________________________________________

**INTERVENTION STRATEGIES**

*Check the box and write the date on the blank line of the intervention strategy(ies) you have used with this student.*

**School Interventions**
- BASE (A+ Tutoring)
- PBS (Positive Behavior Support)
- CATCH
- Classroom Modifications
- Dimensions
- English as a Second Lang.
- Homebound Instruction
- Individual Testing
- Intelligence Testing
- (truancy referrals)
- Observations
- Peer Tutoring
- Rainbows
- After School Teacher Tutor Log
- Reading Retention Program
- Retention Review
- Screenings
- Summer School
- SUCCESS Team
- Teacher Tutoring
- Title I/Inclusion

**Outside Agency**
- Beacon School
- Community Service Org.
- Counseling Services
- Div. Of Family Services
- Jasper County Juvenile Div.
- Law Enforcement
- Ozark Center
- Satellite School
- Jasper County Juvenile Office

**Other**
- Active Parenting
- Attendance Policy
- Home Visits
- Parent/Child Library Prog.
- Parent Involvement Prog.
- Parent-Teacher Conf.
- Parenting for Prevention
- Progress Reports to Parents
- Staff Briefings

**Guidance**
- Group Guidance
- Hot Line Procedures
CARL JUNCTION R-1 SCHOOL DISTRICT
AT-RISK CHECKLIST & INTERVENTION STRATEGIES (7-12)
Student’s Name: _______________ Grade: __________
Date: ______________________ Person Completing Form: ______________

Directions: Complete ALL sections by placing a check mark ☑ next to all items that apply and are of significant concern to you.

**ACADEMIC**

- Poor Grades (D’s & F’s)
- Low Achievement Test Scores (MAP)
- Low Test Scores
- Marked Change in Academic Performance
- Late or Incomplete Assignments
- Poor Reading Skills
- Overage for Grade Placement (retained)
- Poor Attendance
- Tardy to School/Class
- Discipline Problems

Comments: ____________________________________________

**PERSONAL**

- Considered or Attempted Suicide
- Appears Worried, Tense, Unhappy, Depressed or Apathetic
- Defiant Attitude, Argumentative
- Lies Frequently
- Doesn’t Accept Responsibility for actions
- Expresses Dislike for School
- Consistently Negates Self and Others
- Attention-Seeking Appearance
- Marked Change in Appearance or Affect
- Poor Grooming, Hygiene
- Appears to Make Poor Choices
- Suspected Drug/Alcohol Use
- Exhibits Immature Behavior
- Frequent Health Complaints
- Major Illness or Medical Problems
- Diagnosed ADD/ADHD
- Job Working More than 20 Hrs. Per Week
- Pregnant or Teen Parent
- Married
- Victim of Abuse (sexual, verbal, physical or emotional)
- Lives Away from Parental Home
- Other: __________________________

Comments: ____________________________________________

**SOCIAL**

- Poor Peer Relationships
- Trouble Making Friends
- Poor Social Judgment
- Difficulty with Authority Figures
- Spends a Lot of Time Alone/
  Poor Social Interaction

Intervention Comments: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>_______ Frequent Disruptive Social Behavior</td>
<td>_______ Victim of Prejudice/Harassment</td>
<td>_______ No Co-curricular Interests</td>
<td>_______ Dropped from Sports or Co-curricular Activities</td>
</tr>
<tr>
<td>_______ Verbal or Physical Aggressive Behavior</td>
<td>_______ Suspected Sexual Activity</td>
<td>_______ Juvenile Office/Law Enforcement Involvement</td>
<td>_______ Reacts w/Anger Disproportionate to Situation</td>
</tr>
<tr>
<td>_______ Inappropriate Language or Gestures</td>
<td>_______ Marked Change in Peer Group/Social Behavior</td>
<td>_______ Other: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>
FAMILY

Family Unit

- Difficulty Contacting Parent
- Lack of Parental Involvement at School
- Non-English Speaking Home
- Multiple Families Living in Home
- Homeless
- Evidence of Financial Difficulty
- Frequent Family/School Moves
- Marked Change in Family Structure
- Parents Did Not Complete High School

Legal Issues

- DFS Involvement
- Custody Issues
- Emancipated Minor

Health Issues

- Major Health Issues in Family
- Death of a Relative or Friend
- Attempted Suicide of a Relative or Friend
- Other: _______________________

Comments: __________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

INTERVENTION STRATEGIES

Check the box and write the date on the blank line of the intervention strategy(ies) you have used with this student.

School Interventions

☐ ________ 504 Plan
☐ ________ Assignment Sheets
☐ ________ Attendance Meetings
☐ ________ BASE (A+ Tutoring)
☐ ________ Carl Junction Unlimited
☐ ________ Detention
☐ ________ English As a Second Language
☐ ________ Gifted/Talented Program
☐ ________ Homebound Instruction
☐ ________ In-School Suspension
☐ ________ Inclusion
☐ ________ KIDD Group
☐ ________ Parent Contacts
☐ ________ Parent-Teacher Conferences
☐ ________ Parents as Teachers
☐ ________ Progress Reports
☐ ________ Referral to Special Services
☐ ________ Special Seminars
☐ ________ Summer School
☐ ________ Teacher-Student Conferences
☐ ________ Teacher Tutoring
☐ ________ Credit Recovery
☐ ________ Vocational Services
☐ ________ Late Start Tutoring

Guidance

☐ ________ Counselor Referrals
☐ ________ Dropout Contact
☐ ________ Group Counseling
☐ ________ Hotline Procedures
☐ ________ Individual Counseling
☐ ________ Individual Testing

Outside Agencies

☐ ________ Adolescent Treatment Center
☐ ________ Beacon School
☐ ________ Community Service Org.
☐ ________ Counseling School
☐ ________ Division of Family Services
☐ ________ Jasper County Juvenile Div.
☐ ________ Job Corp
☐ ________ Private Counseling Centers
☐ ________ Satellite School
☐ ________ Vocational Rehabilitation
☐ ________ Other Interventions: __________

Intervention Comments: ______________________________________________________________________________________________
______________________________________________________________________________________________
# Counseling Referral List

## Behavior Management Assoc.
- **Aimee Golden LPC**
  - Position: Counselor
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Payment expected at the time of service
- **Corinne Young PsyD**
  - Position: Psychologist
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: $110 an hour
- **Douglas Brooks, Ph.D.**
  - Position: Psychologist
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Insurance Filed
- **Scott Gordon, M.S.**
  - Position: Psychologist
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Will work out payment plan if needed
- **Christina Ross PLP, PsyD**
  - Position: Psychologist
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Medicare & Medicaid accepted
- **Jerry Walker, Ed.S.**
  - Position: Counselor
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Will work out payment plan if needed
- **Lindsey Brooks PLP, Psy.D.**
  - Position: Psychologist
  - Contact: 782-1910
  - Address: 2503 Jackson Street
  - Notes: Medicare & Medicaid accepted

## Christian Counseling Center
- **Karl Wendt, Ph.D.**
  - Position: Psychologist
  - Contact: 624-9659
  - Address: 2810 Mt. Hope Road, Webb City
  - Notes: Payment expected at the time of service
- **Sue Matthews, M.S., PLPC**
  - Position: Counselor
  - Contact: 624-9659
  - Address: 2810 Mt. Hope Road, Webb City
  - Notes: $95 an hour or sliding scale based on your income
- **Joan Wilson, MSW**
  - Position: Counselor
  - Contact: 624-9659
  - Address: 2810 Mt. Hope Road, Webb City
  - Notes: Insurance filed
  - Notes: Will work out payment plan if needed
  - Notes: Medicaid accepted up to age 21

## College Heights Christian Center
- **Mark Francis, M.S.**
  - Position: Counselor
  - Contact: 624-0570
  - Address: 811 North Sycamore
  - Notes: $100 an hour or sliding scale based on your income
- **Andy Melton, PLPC**
  - Position: Counselor
  - Contact: 624-0570
  - Address: 811 North Sycamore
  - Notes: Will work out payment plan if needed
- **Ty Osgood, LPC**
  - Position: Counselor
  - Contact: 624-0570
  - Address: 811 North Sycamore
  - Notes: Accepts medicaid
  - Notes: Does not accept medicare

## College Skyline Center
- **Kristen Joyner M.S.**
  - Position: Therapist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Peggy Eaten, Ed.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: $100 an hour to $120 an hour for therapy
  - Notes: Insurance filed
- **Judith Kellenberger, M.S.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **John Godfrey, M.S.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Juliann McFall, LPC**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Insurance filed
- **Sue Norton, Ed.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Roger Paige, Ph.D.**
  - Position: Therapist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Karla Millsap M.S.**
  - Position: Therapist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Cherie Paige, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Nicole Black, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Jeanette Hettz, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Marion Conover, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Greg Koehler, Ph.D.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Charles Doyle, Psy.D.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Ian Kling, M.D.**
  - Position: Psychiatrist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Will work out a payment plan if needed
- **Ron Woody Ed.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Wess Baugh**
  - Position: Therapist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Maykay Cole Ph.D.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Cherie Paige M.S.**
  - Position: Therapist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists

## AGAPE (Christian Counseling Wing of College Skyline Center)
- **Amarion Conover, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Diane Ohmart, M.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Ron Woody, Ed.S.**
  - Position: Counselor
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
- **Dr. Charles Doyle, Psy.D.**
  - Position: Psychologist
  - Contact: 782-1443
  - Address: 1230 North Duquesne
  - Notes: Medicaid accepted for 18 years and under
  - Notes: Medicaid & Medicare accepted by psychologists
<table>
<thead>
<tr>
<th><strong>Ozark Center</strong></th>
<th>347-7600</th>
<th>530 East 34th Street</th>
<th>Payment expected at the time of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned to a counselor based on individual needs</td>
<td></td>
<td></td>
<td>Some monthly payment arranged</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Some funding available for Jasper and Newton County residents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initial Eval. $268.44</td>
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<td>Individual Therapy $94.74-$268.44</td>
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<td></td>
<td>Family Therapy $94.76-$268.44</td>
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<td></td>
<td></td>
<td>Insurance Filed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medicaid and Medicare accepted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counseling Resource Center</strong></th>
<th>781-7337</th>
<th>1905 W. 32nd Street Suite 208</th>
<th>Payment expected at the time of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamon Paige, MD</td>
<td>Psychiatrist</td>
<td></td>
<td>Initial $120-240, follow-up $55-110</td>
</tr>
<tr>
<td>William Klontz, M.D.</td>
<td>Psychiatrist</td>
<td></td>
<td>Insurance filed</td>
</tr>
<tr>
<td>James Orlando, M.D.</td>
<td>Psychiatrist</td>
<td></td>
<td>Does not accept Champus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medicaid/Medicare accepted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medicaid not accepted alone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gail Roberson, M.S.</strong></th>
<th>781-4552</th>
<th>420 S. Pearl, Joplin, MO.</th>
<th>Payment expected at the time of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Roberson, M.S.</td>
<td>Counselor</td>
<td></td>
<td>$90 an hour</td>
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<tr>
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<td></td>
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<td>Insured filed</td>
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<td></td>
<td></td>
<td>Accepts Medicaid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Medicare accepted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Snider Kent, PhD, CEO</td>
<td>Psychologist</td>
<td></td>
<td>Payment expected at the time of service</td>
</tr>
<tr>
<td>Lindsay Udell P.L.P.C.</td>
<td>Counselor</td>
<td></td>
<td>Initial $150 initial and $120 follow-up</td>
</tr>
<tr>
<td>Robert McDermid, PhD</td>
<td>Psychologist</td>
<td></td>
<td>Insurance filed</td>
</tr>
<tr>
<td>Rachal Bales, MA, MFT</td>
<td>Therapy</td>
<td></td>
<td>Medicaid and Medicare accepted</td>
</tr>
<tr>
<td>Elaine Childs, MS, NCC, LPC</td>
<td>Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Faubion, MS, NCC, LPC</td>
<td>Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chad Hunter, PLPC</td>
<td>Counselor</td>
<td></td>
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</tr>
<tr>
<td>Denise Becker, Psy.D.</td>
<td>Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul Iles, Psy.D.</td>
<td>Psychologist</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Community Health Center of Southeast Kansas</strong></th>
<th>620-231-6788</th>
<th>924 N. Broadway Pittsburg Ks. 66762</th>
<th>Medicaid accepted, MO Medicaid for children 19 and under and pregnant women.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three full time experienced dentists</td>
<td></td>
<td></td>
<td>Services are provided regardless of ability to pay.</td>
</tr>
<tr>
<td>Services provided:</td>
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<td>Medicaid and Medicare accepted</td>
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<tr>
<td>cleaning</td>
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<td>x-ray</td>
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<tr>
<td>fillings</td>
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<td>extractions</td>
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<td></td>
<td></td>
<td>Low incomes families pay as little as $25.00</td>
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</table>
## Ozark Tri-County Health Care Sites

<table>
<thead>
<tr>
<th>Clinic Name</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mary Ann Bradley Medical Center</strong></td>
<td>927 N. Business 71</td>
<td>Anderson, MO 64831</td>
<td>417-845-8300</td>
<td>417-845-8314</td>
</tr>
<tr>
<td><strong>Mary Ann Bradley Dental Center</strong></td>
<td>927 N. Business 71</td>
<td>Anderson, MO 64831</td>
<td>417-845-2273</td>
<td>417-845-0094</td>
</tr>
<tr>
<td><strong>My Clinic</strong></td>
<td>2700 McClelland Blvd, Bldg. A, Suite 104</td>
<td>Joplin, MO 64804</td>
<td>417-782-6200</td>
<td>417-782-6210</td>
</tr>
<tr>
<td><strong>My Dental Clinic</strong></td>
<td>2700 McClelland Blvd., Bldg. C, Suite 310</td>
<td>Joplin, MO 64804</td>
<td>417-782-0080</td>
<td>417-782-0096</td>
</tr>
<tr>
<td><strong>James D. Warn Community Clinic</strong></td>
<td>1101 Main Street</td>
<td>Cassville, MO 65625</td>
<td>417-847-0057</td>
<td>417-847-0079</td>
</tr>
<tr>
<td><strong>Ozark Tri-County Health Care</strong></td>
<td>4301 Doniphan Drive</td>
<td>Neosho, MO 64850</td>
<td>(417) 451-9450</td>
<td>(417) 451-9459 Fax</td>
</tr>
</tbody>
</table>
Other Helpful Contacts

**American Red Cross**
410 Jackson
Joplin, MO 64801
(417) 624-4411
Disaster preparedness and emergency relief, safety education and water safety classes supportive services to military families.

**Joplin Family Y**
510 S. Wall &
3404 W. McIntosh Circle
Joplin, MO 64801
(417) 623-4597/(417) 781-9622
Youth and senior needs-based scholarships for the Y's programs and memberships, school's plus after-school program, financial assistance to eligible children K-6th grade for Summer Adventure Day Camp.

**Arthritis Association of SW MO**
819 East 9th Street
Joplin, MO 64801
(417) 782-6752
Assistance to area residents affected by arthritis; Loan Closet provides medical equipment such as walkers, wheelchairs, hospital beds, and lift devices for a minimal fee.

**Joplin NALA - READ**
509 Wall
Joplin, MO 64801
(417) 782-2646
Tutoring classes for adult English-speaking students to help improve their reading and math skills. Classes for foreign-born students in reading, writing, and speaking English.

**Big Brothers Big Sisters**
3510 East 3rd Street; Joplin, MO 64801
(417) 626-9244
Community and school-based mentoring programs to empower youth to develop a sense of self-worth, responsibility and community.

**Lafayette House**
1809 Connor
Joplin, MO 64804
(417) 782-1772
Emergency family violence shelter. Services to victims of sexual assault, licensed day-care for children ages 0-12, 24 hour crisis services, counseling and social services.

**Boys & Girls Club**
317 Comingo
Joplin, MO 64801
(417) 623-8072
Enrichment and development programs for youth 5-18 years old. Education center and library provides mentoring, tutoring, and counseling. Supervised recreational and athletic activities.

**Legal Aid of Western MO**
302 Joplin Street
Joplin, MO 64801
(417) 782-1650
Voices in Court Project provides legal representation for victims of domestic violence in Adult and Child Order of Protection cases

**Children's Haven of Southwest Missouri**
701 S. Picher St.
Joplin, MO 64801
417-782-4453
Provides no-cost temporary emergency care for children and youth whose families are experiencing a crisis situation.

**Ozark Trails Boy Scouts**
2702 N. Richard Joseph Blvd
Joplin, MO 64804
(417) 624-4168
Youth programs which focus on character building, citizenship, and physical fitness. Sponsorships given to make summer camp available to every scout, regardless of economic hardships.
Children's Mercy Hospital
2401 Gillham Road
Kansas City, MO 64108
(816) 346-1364
Regional pediatric medical center providing comprehensive and specialized care for the children of Southwestern Missouri and eastern Kansas.

Joplin Association for the Blind
311 Schifferdecker
Joplin, MO 64801
(417) 623-5721
A service center for the blind and the visually impaired. Specialized visual aids and equipment; Braille Library.

Community Clinic
701 S. Joplin Street
Joplin, MO 64801
(417) 624-5500
Provides high quality health care at no cost for individuals who have no health insurance or access to health care.

Regional Health & Welfare
c/o Don McClure
US Bank
P.O. Box 8
Joplin, MO 64802
(417) 625-3265
Provides financial and emergency assistance to individuals and families for housing, utilities, food and prescriptions.

Community Support Services of Missouri
2312 Annie Baxter
Joplin, MO 64804
(417) 624-4515
Transportation services for persons with developmental disabilities to attend community activities for life skills training.

Salvation Army
320 East 8th Street
Joplin, MO 64801
(417) 624-4528
Emergency assistance (shelter, utilities, food, clothing, and medication)
Center for Hope Life Center provides transitional housing for homeless families.

Cerebral Palsy of Tri County
1401 West Austin
Webb City, MO 64870
(417) 673-4940
Comprehensive pre-school programming for developmentally disabled children 6 mo-5 years of age. Therapy - Speech, Physical, Occupational

United Way Success By 6
3510 East 3rd Street
Joplin, MO 64801
(417) 624-0153
Provides a partnership between parent, childcare providers, and the public to ensure that all children have the opportunity to enter school healthy, well adjusted and ready to learn.

Girl Scout Council of the Ozark Area
1029 E. 7th St.
Joplin, MO 64801
(417) 623-8277
Programs that provide girls the opportunity to develop resourcefulness, confidence, and human understanding.

WINGS - Teen Pregnancy
701 S. Joplin
Joplin, MO 64801
(417) 624-5500 ext. 25
Provides prenatal, nutrition, and health information to pregnant and parenting teens. Provides one-on-one support between pregnant teens/parenting teens and qualified mentors.

To report threats of school violence concerning students, teachers or schools call the School Violence Hotline at 1-866-748-7047. Callers have the option to remain anonymous.

Freeman Occumed
3201 McClelland
Corner of 32 and McClelland
347-6625
$20.00 for 1 hour open till 5:15
CRISIS & EMERGENCY

- Ozark Center - New Directions 782-2410
- Scott Greening Center (Substance Abuse) 623-1990

- Alcoholics Anonymous 673-8591
- Narcotics Anonymous 781-2210

- Drug Abuse Hotline 1-800-827-7571
- Alcohol & Drug Referral Hotline 1-800-252-6465
- Nat'l Institute of Drug Abuse, Info. 1-800-662-4357
- Nat'l Parents' Resource/Drug Education 1-800-241-7946
- Cocaine Hotline 1-800-COCAINE

- Freeman Hospital Poison Control 1-800-392-9111
- St. John's Poison Control Center 625-2305

FAMILY PROBLEMS

- Child Abuse Hotline 1-800-392-3738
- Elderly Abuse Hotline 1-800-392-0201
- Tough Love Hotline 1-800-333-1069
- Tough Love (Parents' Line) 781-4032 (2410)
- Legal Aid of Western Missouri 782-1650

- Rape Hotline 782-RAPE
- Runaway Hotline 1-800-231-6946
- Child Find 1-314-781-8226
- Suicide & Rape 24 hour Emergency 1-800-333-4444
- Ozark Suicide Prevention 781-8211
- Ray of Hope (Suicide) 781-1443
- Crisis Intervention 781-2255

- AIDS Hotline 1-800-342-AIDS
- AIDS Information 1-800-551-2728
- Veneral Disease Hotline 1-800-227-8922

- Lafayette House 782-1772
- Crisis Pregnancy Center 624-8030
- Birthright 781-3210
- Missouri Citizens for Life 781-8581
- Planned Parenthood 781-6500

COUNSELING

- Behavior Management Associates 782-1910
- College Skyline Center 782-1443
- Counseling & Resource Center 781-7337
- Family Counseling & Resource Center 624-1101
- Ozark Center 782-2410
- Professional Counseling Services 782-2774
- Sadie Cole Gordon 782-9120
- Snider & Associates 623-1381
Resources & Referrals

Missouri Migrant Education Program
305 E. Cleveland
Monett, MO 417/235-6534
Fax 417/235-8094

District: Carl Junction R-1

Head Start: Head Start of Carl Junction
206 South Roney
Carl Junction, MO 64834
417/649-5746

District Preschool: Kari Arehart
Early Education Center
306 West Allen
Carl Junction, MO 64834
417/649-5709

Parents As Teachers: Kari Arehart
Early Education Center
306 West Allen
Carl Junction, MO 64834
417/649-5709

GED/ESL Classes: Cyndy Giebler
Carl Junction Unlimited
201 Broadway
Carl Junction, MO 64834
417/649-5731
5:30-8:30 Monday & Tuesday

District Contact: Dr. Kathy Tackett
Assistant Superintendent
206 South Roney
Carl Junction, MO 64834
417/649-7026

School Nurses: Carl Junction R-1
Stacey Whitney-K1
417/649-0745 Ext. 2108
Martha Tate-K1
417/649-5761 Ext. 2226
Dena Myers-Primary 2-3
417/649-7034 Ext.2204
Amberlee Kendrick-Int.
417-649-5760 Ext. 2313
Misha Johnson-JH
417-649-7246 Ext. 2504
Bridget May-HS
417-649-7081 Ext. 2640

County: Jasper

Public/County Health
Dept. : Jasper County Health Dept.
321 East 4th
Joplin, MO 64801
417/623-6122
WIC, 417/623-1928

Division of Family Services:
Jasper County DFS
601 Commercial
Joplin, MO 64801
417/629-3050

Local Clinic: The Community Clinic
701 South Joplin
Joplin, MO 64801
417/624-5500

Freeman Maternity Clinic
3401 McIntosh Circle Drive
Joplin, MO 64804
417/347-8566

Family Planning Clinic
302 South Joplin
Joplin, MO 64801
417/781-4788

Head Start Central Office
1200 North Main
Joplin, MO 64801
417/781-4497

Legal Aid: Legal Aid of Western MO
417/782-1650

MISC: National Aids Hotline
1-800-342-AIDS/English
1-800-344-SIDA/espanol

Immigration Lawyer:
Suzanne Gladney
920 Southwest Blvd.
Kansas City, MO 64108
816/474-9868
# Missing and Current Assignment List

Student’s Name: ___________________________ Date: ________________ Counselor Signature: ___________________________

Teacher Instructions: ________________ is to list all missing assignments that can still be turned in for credit and also list current assignments. Please initial so that I will know that he/she has discussed assignments with you.

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Missing Assignments That can still be turned in for credit</th>
<th>Current Assignments</th>
<th>Teacher Initials</th>
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<tr>
<td>1</td>
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<td>10</td>
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</tr>
</tbody>
</table>
WITHDRAWAL FROM CARL JUNCTION R-1 SCHOOLS
RESPONSE FORM

Student Name____________________________   Age__________   Grade Level________

Withdrawal Date from CJHS__________________________   Locker Number________

Reason for Withdrawal:

( ) Transferring To Another School

Name of School ________________________________________________________________

City_______________________________________ State _________ Zip_____________

Reason for Transferring:

Discussed with student and/or legal guardian:

Administrator’s Signature   Date   Student and/or Legal Guardian   Date

( ) Home Schooling

If student is home schooling, our school district does not report them to the State of Missouri as a dropout.

Parent/Guardian completed home schooling form

Comments:

Discussed with student and/or legal guardian:

Administrator’s Signature   Date   Student and/or Legal Guardian   Date

( ) Dropping Out

Was Drop Student Initiated?     Yes     No

Was Drop School Initiated due to Lack of Attendance?
If yes, what was the last day attended? ___________________________

Was Parent/Guardian Contacted?     Yes     No

Contact Date and Time ___________________________________________________________________

Complete Questionnaire on Back Page
COMPLETE THIS SECTION IF STUDENT IS DROPPING OUT OF SCHOOL

**Distribute:**
1. Potential Earnings Sheet  
2. Home School Form

**Ask:**
1. Reason for dropping out of school -
   - Lack of Attendance  
   - Financial Pressure  
   - Drug Problems  
   - Illness  
   - Lack of Interest  
   - Discipline  
   - Pregnancy  
   - Expelled  
   - Unknown  
   - Marriage  
   - Home Problems  
   - Other: ____________________________

2. Educational Plans -
   - GED  
   - Vocational School  
   - 4-Year College or University  
   - Other: ____________________________

   □ Community College

3. Career/Vocational Plans (How does student plan to support him/herself in his/her lifetime?) -

4. Did student take advantage of district alternative programs?  
   Yes No

   If yes, check the following:
   - Jr. High PLUS Program
   - Carl Junction Unlimited School
   - Unlimited Plus
   - GED Option Program
   - Homebound
   - Other: ____________________________

5. What could have been done to keep the student in school? (student/parent comments) -

   Discuss additional educational opportunities—Offer to mail literature:  
   Student Reply: Yes No

   1. Unlimited Plus Credit Recovery  
   2. Carl Junction Unlimited  
   3. GED/GED Options Program  
   4. Job Corp  
   5. Returning to CJHS next Semester

   Discussed with student and/or legal guardian:

   Administrator’s Signature  Date  Student and/or Legal Guardian  Date

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# MODIFICATION CHECKLIST

**Instructions:** If you modified for this student, place your grade level in the appropriate box. (i.e. 1 = 1st grade)

<table>
<thead>
<tr>
<th>Modifications</th>
<th>All Areas</th>
<th>Reading</th>
<th>Communication Arts</th>
<th>Math</th>
<th>Spelling</th>
<th>Science</th>
<th>Social Studies</th>
<th>Health</th>
<th>Comments</th>
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<tbody>
<tr>
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<td></td>
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</tr>
<tr>
<td>Taped text/lecture for student to repeat</td>
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<td>Text/lecture outline to complete during lecture</td>
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<td>Preteaching vocals or concepts</td>
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<td>Copy of other student’s notes</td>
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<tr>
<td>Speak slowly &amp; avoid lengthy oral directions</td>
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<tr>
<td>Regular/frequent feedback</td>
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<tr>
<td><strong>ACTIVITIES---No Mod. Needed</strong></td>
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**Comments:**

**Kindergarten**
- Check if Retained
- Other Programs

**1st Grade**
- Check if Retained
- Other Programs

**2nd Grade**
- Check if Retained
- Other Programs

**3rd Grade**
- Check if Retained
- Other Programs

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# MODIFICATION CHECKLIST

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**4th Grade**

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**5th Grade**

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**6th Grade**

**Additional Comments**

**Additional Modifications**