

Nevada R-5 Check and Connect

Basic Approach:

1. Meet daily to a minimum of weekly with student to review risk factors and check-in with the student.
2. Record progress on “Check” section of the monitoring sheet
3. Record focus of contact with student in the “Connect Basic” section of the monitoring sheet.
4. Record any actions taken based on contact in the “Connect Intensive” section of the monitoring sheet.
5. Refer to Check & Connect Intervention List for intervention suggestions

Step One: Complete Intake Form for Targeted Students

Collect information about family circumstances, demographic characteristics, and school experiences that may place student at additional risk.

Step Two: Select Mentors (Graduation Coaches)

Desirable characteristics include (a) willing to make a commitment to the student; (b) personal belief that all students have abilities and strengths; (c) willingness to cooperate and collaborate with school staff; (d) able to both be an advocate for the student and to teach the student how to be a self-advocate; (e) organizational skills; (f) a willingness to be a mentor (i.e. “want to, not obligated to”).

Step Three: Use “Check” Procedures and Monitoring Sheet

Graduation Coach meets a minimum of weekly with their assigned student. After the meeting the “Check” portion of the Mentoring Sheet is completed to make decisions about the need for the type of interventions needed. Increased risk leads to the introduction of interventions to reconnect students. If the student is showing increased signs of disengagement, the frequency of checking and monitoring performance will need to be increased.

Step Four: Implement “Connect” Procedures and the Monitoring Sheet

Determine the level of intervention needed. The kind of intervention support is based on levels of risk indicated by regular monitoring. See the following table for guidelines on indicators and criteria signifying high risk.

Indicator of Risk	Definition	High Risk
Tardiness	Arriving late either for school or for class.	Five or more incidents per month or ≥ 15 percent incidents per month
Skipping	Missing selected class periods within a day without an excused reason.	Three or more incidents per month or ≥ 15 percent incidents per month (e.g., # classes skipped / # classes times days enrolled).
Absenteeism	Full day's absence for excused or unexcused reasons. Days when the student is absent for out-of-school suspensions should be included here.	Three or more incidents per month or ≥ 15 percent days per month (e.g., # days absent / # days enrolled).
Behavior referrals	Being sent to administrative or resource staff for inappropriate behavior	Three or more referrals per month.
Detentions	A consequence for inappropriate behavior for which the student "owes" time either before or after school. (The student is often required to perform some custodial function on school grounds, complete school work, or sit quietly.)	Two or more incidents per month.
In-school suspension	A consequence for inappropriate behavior for which the student spends the school day(s) in a separate area or classroom of the school building.	Two or more incidents per month.
Out-of-school suspension	A consequence for inappropriate behavior for which the student spends a defined number of school days at home. (The student is not allowed on school property for the suspension period.)	Two or more days suspended per month.
Failing classes	Receiving a grade of D or F in any class.	Two or more D's per grading period and/or one or more F.
Behind in credits	Earning too few credits to be on track to graduate in four years	Earning less than 80% of the possible credits per grading period.

BASIC INTERVENTION: All students, regardless of risk, receive the basic intervention on a weekly basis. If students are meeting expectations, connecting through basic intervention may be faded to less often (twice a month), but always on a regular schedule.

- *Share general information about Check & Connect.* Explain how Check and Connect works and provide information to parents or guardian about your role as a Graduation Coach.
- *Provide student with regular feedback.* Praise students for improvements or continued success in various aspects of performance such as attendance or grades. (Find something positive to share!) Let students know you are concerned about their connection to school. (Talk about tardiness, incomplete homework, etc.) Review Monitoring Sheet with the student so they can see how their progress is being tracked.
- *Regularly discuss importance of learning and staying in school.* Ask student about the importance of school and share "facts" of staying in school: Students have to attend regularly to do well in school. Dropouts earn an average of \$60 a week less than high school

graduates. During a lifetime, dropouts earn approximately \$200,000 less than those who complete high school. (Anything that promotes their perception that school is important.)

- *Monthly problem solving about indicators of risk.* Problem solve with students about indicators of risk and staying in school. Guide students through real or hypothetical problems using a cognitively oriented problem solving plan such as this 5-step approach:
 1. Stop! Think about the problem.
 2. What are some choices?
 3. Choose one.
 4. Do it.
 5. How did it work? (August, Anderson & Bloomquist, 1992)

The use of this type of problem solving strategy helps students learn how to take control of their behavior and is a basis for teaching productive coping skills. Graduation Coaches help students learn how to balance their thoughts, feelings, and behaviors to meet the demands of school.

INTENSIVE INTERVENTION: Intensive interventions are implemented in addition to the basic intervention for students exhibiting high risk. Graduation Coaches may begin by implementing intensive intervention if a student is at high-risk and work toward the student receiving only basic intervention. Some examples of intensive interventions include:

- Connect students with a tutor
- Develop individualized academic contracts
- Assist teachers in making accommodations for students who are struggling
- Facilitate student social skills groups to assist w/ problem solving skills
- home visits
- Develop individualized behavior contracts
- Facilitate youth involvement in after-school activities
- Help students arrange for summer jobs or other structured summer activities

Connecting with Parents

Graduation Coaches function as a connection between home and school. They strive to build constructive family-school relationships, increase home-school communication, and encourage families to be more engaged at school and with their children's learning.

Home-school communication strategies:

- Call parents on a regular basis, not just when there are problems (especially when you have something positive to report)
- Write notes to parents to let them know what is going on in school (make language simple and in family's first language).
- Make home visits regarding educational progress.
- Make home visits at least once a year for a positive reason.
- Find out whether parents need suggestions, resources, or support to help with the student at home.
- Directly invite parents to be partners.
- Attend parent-teacher conferences with parents.

Step Five: Provide Mentor Support and Supervision:

Check & Connect Coordinator holds regular meetings with Graduation Coaches to provide support and resources to implement Check & Connect and to maintain intervention integrity.

Step Six: Evaluate Program

Graph and analyze daily/weekly data collected on risk indicators for individual students and for program effectiveness. Data should be graphed for all students for review at the team meeting.

Check & Connect Intake Form

Information should be based on student status at time of referral:

Student name _____ Date of signed permission _____

Date of birth _____ Grade at referral _____ Graduation Coach _____

Gender Male Female

- Ethnicity / race
- African American
 - American Indian/Native
 - Alaskan
 - Asian or Pacific Islander
 - Caucasian
 - Hispanic
 - Other _____

- Special Services
- Special Education
 - Title 1
 - ELL
 - None
 - Don't know

- Residence
- Lives with parent(s)/guardian
 - Lives with other family
 - Lives with foster parent(s)
 - Out-of-home placement
 - Single parent home
 - Other _____

Indicate the at-risk behaviors the student has engaged in, as documented by records:

Behavior	Since the beginning of the current school year and prior to intervention			During the prior academic year				
	Mark one box			If yes	Mark one box			If yes
	Yes	No	Don't know	# of times	Yes	No	Don't know	# of times
Late to school (excused/unexcused)								
Absent (excused/unexcused)								
Behavior Referrals								
Detention								
Bus Incidents								
Suspension								
Poor Academic Performance								
Grade Retention								
Out-of-home Placements								
Running Away								
Substance use or abuse								

Family(Friend) Risk / Stressor:

- Parents unengaged with school
- Siblings with history of school problems
- Parent(s) did not complete school
- Physical health challenges
- Homeless / Shelter
- Unemployment
- Substance abuse
- Friends w/ others who have dropped out

Please note any concerns or add any other pertinent information (feel free to use the back of this sheet):
