

# F.O.R.T. Student Success Plan



Prepared by  
Office of School Culture  
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2017-2018 School Year

F.O.R.T. students fall into many at risk categories and need some extra support at school. The McKinney-Vento law and Every Student Success Act provides that those supports are available to temporarily housed students and foster care students.

These students change school much more frequently, have lower achievement and academics at school, have higher absenteeism rates, experience higher amounts of trauma than students that do not experience homelessness and foster care.

We need to know what they need so we can provide it to them as quickly as possible. Most of the supports already exist but students are not getting connected to them as they need them.

The F.O.R.T. staff cannot offer the level of case management these students need without your help.

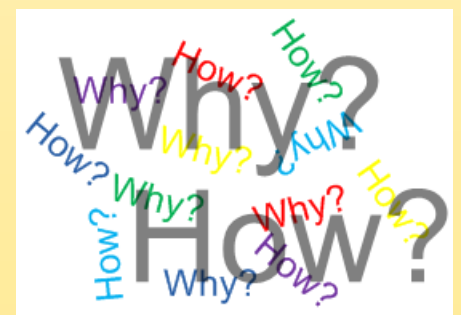
## Who should be part of your team?

Once your team has been set up , set up bi-monthly meetings with the team,.

Review the current status of each identified homeless student. Do a quick over view of any needs or issues they may have.

The most important part of the team is dividing some of the case management work amongst the team members.

- ◆ Student Support Specialist
- ◆ Principal or assistant principal
- ◆ School Counselor
- ◆ Community in Schools staff
- ◆ Priority Schools staff
- ◆ Project PEACE staff
- ◆ Building secretary



Conduct an initial assessment for the identified F.O.R.T. students enrolled in your building which includes the following;

- Review academics, behavior, attendance and mobility rates for each identified F.O.R.T. student
- Meet with the student
- Complete the trauma survey with parent or care taker
- Complete assessment results form

Meet with the F.O.R.T. student monthly (in person)

Meet with the parent– care taker of the F.O.R.T. student (in person or by phone)

Make appropriate referrals to services that will provide supports as needed for F.O.R.T. students



## Initial Assessment

Upon receiving the email from F.O.R.T. staff that identifies a student that has become eligible for the F.O.R.T. Program, an assessment needs to be completed with the student and the parent-current caretaker for the student.

And re-evaluate the student's status once a month until the student is in a stable living situation or until the end of the school year.

## Meeting with the student

### What to look for:

- WORN CLOTHES
- UNLAUNDERED CLOTHES
- CLOTHES THAT DON'T FIT
- POOR HYGIENE
- MISSING CLOTHES LIKE SOCKS OR A COAT
- Sleepiness

Conducting a trauma assessment with the parent or care taker of the student is also highly recommended during your meeting with the parent-care taker.

The results may lead to a referral for some counseling, something they may get missed using discipline information alone.

### Before meeting with the student, the assessor should review the following:

- Academics from last year and the current school year
- Current years attendance
- Past and current discipline records

After reviewing the academics, discipline and attendance for the student you will have a good understanding what services the student may benefit from.

### Services may include:

- ◆ Tutoring
- ◆ Mental health assistance
- ◆ Medical , dental or optical care-treatment
- ◆ Clothing
- ◆ Personal hygiene products
- ◆ Transportation to and from school
- ◆ Food assistance, like weekend backpack programs
- ◆ Extracurricular activities
- ◆ Graduation items such as cap and gown

Now that an assessment has been completed, who do refer students to and what do I do with the assessment form, trauma assessment and logs for the student? Should I do any follow up with the student after the assessment?

It is recommended that each school F.O.R.T. Student Success Team create and maintain a building file to keep all the paperwork in one spot.

This will make it easier to keep organized in order to serve students throughout the school year. especially as you do your monthly follow up meetings with the student.

### Closing out the school year

Please send all your F.O.R.T. assessments and other paperwork you may have collected to Wainwright so the F.O.R.T. Program can attach it to the student's F.O.R.T. form.

These forms are used to monitor the services and items provided to F.O.R.T. students and are essential in evaluating the program.

### **After the assessment it is important that monthly follow up meetings are held with the student and/or parent-care taker.**

F.O.R.T. students move frequently and may need to leave belongings behind. They may out grow clothing, need help paying for a field trip or break, parents may have forgotten to ask for items or they may break a coat zipper for example . They may need to have transportation changed to new temporary addresses.

By conducting monthly follow up meetings , we can make sure that all of their needs are meet throughout the school and not just when they are first identified.

### **If student's need services who do I refer them to?**

- Tutoring is provided at most buildings and at the Capital Area Library and may be provided through the F.O.R.T. Program- Email Rose Taphouse -[rose.taphouse@lansingschools.net](mailto:rose.taphouse@lansingschools.net)
- Mental Health- contact CMH, Gateway services, Child and Family services and if applicable- Project Peace-  
[Ggine.zerka@lansingschools.net](mailto:Ggine.zerka@lansingschools.net)
- Medical, optical, and dental- contact your school nurse or email Rose Taphouse
- Transportation to and from school- email Rose Taphouse or Pam Davis [pamela.davis@lansingschools.net](mailto:pamela.davis@lansingschools.net)
- Senior expenses- FASFA assistance contact the college advisor at the student's high school or their counselor or email Rose Taphouse
- Food assistance- check with your school to see if they are part of the weekend backpack program if available at your school, use attached resource sheet for community resources for food, start a small food pantry at your school
- Clothing, school supplies, personal hygiene supplies, some bedding, and other similar items- email Rose Taphouse or Pam Davis
- Housing- parent needs to contact the Coordinated Point of Entry (VOA-HARA) or for unaccompanied youth- call the Gateway Crisis line 1-877-833-3689 (24 hours) or call 211

# Student Success Log

## F.O.R. T. Student Success -Time and Effort Log

Student Name: \_\_\_\_\_ SSS: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Initial Assessment Date: \_\_\_\_\_

- Reviewed attendance for last year
- Reviewed attendance for this year
- Reviewed test scores or grades from last year
- Reviewed test scores or grades this year
- Reviewed behavior
- Conducted Distress screener with parent-guardian
- Observed students appearance (i.e.- looked at shoes to see if the fit and are in good condition, observe students personal hygiene, etc.)
- If student is a senior inquire about college plans and financial aid and if there are other needs such as cap and gown

### Referrals made based on assessment

- Tutoring
- Counseling services- CMH or school grant
- Other Title 1 programs
- School Nurse
- Other school programs or activities
- F.O.R.T. Program for additional needs such as gym shoes, cap and gown, or personal hygiene needs- concerns etc.
- Post-secondary counselor-advisor

### Monthly Follow-up log

Date meet with student	Activity- reviewed academics, attendance, follow up on referrals,current nighttime status, additional needs, etc.	Additional comments

# Trauma Assessment

## Distress Screener\*

Student Name:

Language: [Click here to enter text.](#)

School: [Choose an item.](#)

Grade: [Choose an item.](#)


Parent Name:

Date: [Click here to enter a date.](#)

Speaks English: [Choose an item.](#)

Understands English: [Choose an item.](#)

Please rate the following areas for your child:



Symptoms	NOT AT ALL	A LITTLE BIT	MODERATLY	QUITE A BIT	EXTREMELY
Problems eating (not related to change in diet)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Problems sleeping (too much, not sleeping, restless sleep)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Muscle, bone, joint pain	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Headaches, stomachaches	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Closed off to others	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Gets mad easily	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Nervousness/shakiness	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Startled easily/jumpy	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Cries easily	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Toileting issues	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Total Score					

Please respond to these areas within the past month:

Does your child want to hurt him/herself?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Does your child want to hurt others?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Does your child physically act out? (kicking, punching, biting, throwing, etc)	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Total Score					

**Additional Information:**



# Trauma Assessment Scoring

## Distress Screener Scoring

### Box 1 (Symptoms) Total score

**Tier 1: (Score less than 15)**- The child may experience occasional distress, however the child is functioning well, symptoms do not interfere with functioning at home, school, or in social situations and child reports overall general good mood most days. Tier 1 supports in the classroom may reduce concerns of distress.

**Tier 2: (Score between 15-25)** - The child is experiencing some levels of distress, symptoms seem to be interfering with functioning at home, school, work, or in social relationships. Tier 2 supports (Cultural Brokers and Student Support Specialists) can assist the student with needed resources. This may include group support, afterschool activities, buddy system, mentoring.

**Tier 3: (Scores between 25-40)** - The child is experiencing acute or severe symptoms of emotional distress or behavioral dysregulation including risky behaviors. Symptoms are severely interfering with functioning at home, work, school, with peers; unable to attend school or develop appropriate social relationships; difficulties completing basic tasks, etc. Tier 3 supports (more intensive services) might include: counseling services for the student and/or family, emergency services, group support, weekly check ins, etc.

### Box 2

If any of the following questions score 1-2, refer to Tier 2 supports

If any of the following questions score a 3-4, refer to Tier 3 supports

\*This tool was adapted from 2011 Pathways to Wellness: Integrating Refugee Health and Well-being, Refugee Health Screener (RHS-15)



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