

Notes about CPSB At-Risk Student Procedures

Pre-Planning

1. Data Processing runs a list of all students by school that are 2 years behind. I send the list of students to schools and allow them to add any additional students they feel are at-risk.
2. The HS Department then takes the list of at-risk students and pulls data on every student.
 - a. Test Score Card with student's picture to have a face with each case
 - b. History of Discipline, attendance, grades, and School mobility, notes on students in the system and Transcript
3. We prepare 3 sets of student history files for every student with all of the above data in #2 for each student. The school, HS Director, and sped/alternative programs each keep a set of data.
4. We create an at-risk team that included alternative programs counselor, special education, school counselor for each site, school leader, CPSB counselor consultant, and Director of HS Curriculum. We also had other personnel on standby to answer question.

We conduct 3 face-to-face meetings with our schools with the highest number of at risk students: Barbe, Washington Marion, and LaGrange.

For the other high schools, some years we have met with them as the attached schedule shows, and other years the HS Curriculum Director would meet with these schools to make an action plan.
5. We set 3 review dates for schools to meet with the at-risk team.

Review Team Meeting

- ✓ Team members bring laptops to access JCampus and any additional records and information we would need to check for the student.
- ✓ We review each student individually and then create a plan of action for every student. We use the data packet on each student to create the action plan.
- ✓ Typical Review Meeting Procedure Questions
 - How old is the student?
 - How many years behind is he/she?
 - How many credits does he/she have? What is the current graduation pathway? What credits count towards graduation pathway? Do we need to change the graduation pathway?
 - How is his/her attendance? Grades? Special education?
 - What is the discipline history? Does this student need an alternative setting because of the discipline history?
 - Has the student met LEAP 2025 graduation requirements?
 - What other factors are important to know? Language, pregnancy, homeless, criminal history...

- ✓ Typical Review Meeting Actions

- We write notes on each student's packet of data as we discuss the student and recommend actions.
- We write our final action recommendation on the packet.
- We designate someone as the point person to implement the student's plan of action. For example, an action for a student could be to administer the Hiset Practice Test to see if the student has the qualifying scores to sit for the exam. The point person could be the sped teacher or a counselor. A follow up (2nd meeting) on this student would be (A) if the student had the qualifying scores, testing the student (B) if the student did not have the qualifying scores, remediating the student in areas of weakness.