

SECTION 18E

E. PERSISTING IN HIGH SCHOOL/GED PROGRAM

Once a student is enrolled in a best-fit school or program, the Coach will provide persistence coaching until a high school degree or GED is obtained.

Use the [High School Roadmap](#) to review the Student Situations and the corresponding goals.

See examples of student situations and goals below:

- ❖ **If the student is enrolled in high school**, the goal will be:
["Complete school year promoted"](#) if they are in grades 9-11. Once the student is a high school senior or have approximately one year left to graduate, the goal becomes: ["Obtain high school degree"](#)
- ❖ **If the student is in a GED program**, the goal will be:
["Advance a grade level in a GED Program and/or Pass a section of the GED exam."](#)
Once they are ready to take the full exam or are close to passing most of it, the goal becomes:
["Obtain GED"](#)
- ❖ **If the student is enrolled in an alternate assessment (non-degree) high school program**, the goal is:
["Complete school year with 85%+ Attendance and Mastery of IEP goals*IEP Goals."](#)
Once the student is one year away from graduating, the goal becomes:
["Obtain Skills and Achievement Commencement Credential"](#)

Depending on the **Goal**, there are some **Required Steps**, which are in line with best practice, and necessary to help student achieve their potential.

The Required Steps that apply to students enrolled in high school who have a goal of ["Complete school year promoted"](#) or ["Obtain High School Diploma"](#) include:

- ☐ Monitor attendance
 - This should happen at whatever frequency attendance data is provided.
 - If a student is in an alternative high school, the Coach should form a relationship with the student's Counselor (who typically work at much lower ratios than traditional schools) and request a regular update.
- ☐ Monitor grades
 - This should happen on whatever frequency data is provided (typically quarterly).
 - Some alternative schools offer grades on a biweekly basis.
- ☐ Monitor student's transcript
 - In February and July (for students on a semester schedule), and in December, March, and July (trimester schedule).
 - This ensures that Coaches are monitoring not just a student's grades but their cumulative credits, the Regents exam that they have completed, and which exams are still needed to graduate.
 - For students with a GPA below 75, grades should be monitored ideally biweekly, if possible.
- ☐ Speak to/meet with the guidance counselor/staff regarding young person's attendance or performance
 - The Coach should do this at least once per semester (or more if needed) to ensure the student is on-track for graduation and receiving the supports they need. These conversations will also be centered around planning and preparing for a post-secondary setting. (See [Fair Futures Program Manual Section 21](#))
 - The Coach should bring the [Appendix F6 High School Graduation Checklist](#) and ensure the student has the appropriate high school graduation goal (Advanced Regents diploma, Regents diploma, Local Diploma, CDOS, or SACC – see [Appendix F7 High School Graduation Options for Students with Disabilities](#)).

- ❑ Provide weekly coaching, support, and encouragement around school persistence: *Text, call, or meet student*
 - Regardless of the academic setting, the Coach should check in each week with the young person. If needed, this can include an in-person visit to discuss any concerns.
 - If they are doing well, it can be a weekly text message to send an encouraging, supportive message (e.g., “Good luck on that quiz today! You have been working so hard – let me know how it goes.”).
 - A weekly contact also helps with continuing to build the relationship, even if the young person does not respond, they will know that their Coach is still there for them. **Consistency and constancy!**

If the student is engaged in school but struggling academically, some common actions include:

(all are **Potential Steps** under the [“Complete school year promoted”](#) or [“Obtain high school Diploma”](#) goals)

- ❑ Refer the student to a tutor (and follow-up with tutor on performance);
- ❑ Help the student enroll in afterschool programming or Regents exam prep;
- ❑ Create a study plan;
- ❑ Advocate with the school/DOE to help the student obtain a particular service or accommodation;
- ❑ Request that the school submit an evaluation for an IEP or 504 Plan (requires parent's consent)
- ❑ Evaluate whether the school is a good fit with Supervisor (See [Fair Futures Program Manual Section 18D](#))

If the student also needs support around engagement in school (not just academic support), effective suggestions/

Potential Steps include:

- ❑ Help young person understand why school is important by connecting them to a peer group or credible messenger;
- ❑ Help young person understand why a school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway;
- ❑ Help young person have a “breakthrough moment” by taking them on a trip or engaging in a new experience that broadens their horizons.
- ❑ Work with young person to improve attendance; coach young person, text/call young person in the mornings.

If the student is in a GED program, the Required Steps to help them persist include:

See [“Advance a grade level in a GED Program and/or Pass a section of the GED exam”](#) goal

- ❑ Monitor attendance and performance biweekly (check-in with the young person's Primary Person at the program);
- ❑ Provide weekly persistence coaching, support, and encouragement to advance grade level (text, call, or meet).
- ❑ If the student is struggling, follow the Potential Steps listed above under the student situation “If the student is engaged in school but struggling academically”

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