



GUIDE FOR COACHES: SUPPORTING STUDENTS WITH “PROMOTION IN DOUBT” STATUS

... WHAT TO DO, STEP BY STEP!

Fair Futures Coaches help combat the low graduation rates for students who are system-involved. This includes supporting students with a **Promotion In Doubt (PID) status**, who are significantly more likely to leave (“drop out”) of high school. Please follow the best practice guide below with tips from Advocates For Children, providers, the DOE, ACS, and the Center for Fair Futures.

Overall, you want to understand the drivers of the student’s PID status by reviewing recent data/documents, having coaching conversations, and meeting with the student and their Dream Team (see below). From there, help the student access any needed supports/services to target whatever it is they are struggling with ... And for those students who are not attending school, get at the heart of WHY and employ creative FF coaching approaches!

If you need help getting started or have questions along the way, you can always sign up for a TA session (see a full Contact List on last page)!

STEP BY STEP TO PROMOTION

FOLLOW THIS GUIDANCE FOR ALL STUDENTS WITH PID STATUS:

In January of every year, the parent of the student will receive a notification from the DOE if the student has a PID status. Please make sure to check-in with the parent around this time to see if the student's promotion is in doubt.

STEPS:

#1: SCHEDULE A SCHOOL VISIT AS SOON AS POSSIBLE

(As it's being scheduled, follow the other steps below).

- ☐ **Request a conference to address the student's PID status and to discuss any needed services/supports.**

Make sure to include everyone - the student, parent, guidance counselor, teacher(s), someone from the special education team if the student has an IEP, etc. This helps to keep the school accountable because they know there are people who care about how the student is doing. It also ensures everyone is on the same page and ensures all parties are accountable.

While that gets scheduled, follow the steps below to prepare for the meeting (meeting guidance in Step 6!).

#2: GATHER KEY DOCUMENTS & DATA FOR ALL STUDENTS WITH A PID STATUS!

- ☐ **Biweekly DOE attendance/data, the student's report card (if in middle school) or transcript (if in high school), and IEP (if the student has one).**

To obtain these documents, reach out to the student's school; the school will need a FERPA (ask your Supervisor or Relationship Manager how to obtain one).

#3: FOR EACH STUDENT WITH PID STATUS, LOOK AT THEIR ATTENDANCE AND GRADES.

This will help you decide what approach(es) and supports may be most effective!

- ☐ **Look at their attendance each month. Does their PID status seem to be driven by attendance?**

If they have strong attendance (85%+), their struggles may be more related to performance or the need for a service they are not receiving; if this is the case, keep reading. If they DO have low attendance, this is where using coaching approaches can be effective! ... You want to understand the drivers, their own personal "WHY" they may not be attending.

Some suggestions:

- ☐ Meet up with them in-person, if possible. Try to find out what is going on in their lives/hearts/minds that may be preventing them from attending school, in a non-judgmental, compassionate way. How can you support them with any of these struggles?
- ☐ Find a gentle way to share with them their PID status and emphasize that **it is not too late!** to get promoted, if that is what they want! ... Always try to tie it back to a goal or interest they have. For example, if they have an interest in a particular career that will require a HS degree (most do!), or in making good \$ in the future, remind them that they will save time by putting in the effort NOW vs. during the summer ... or repeating the grade.
- ☐ Help them set goals, one day at a time, and celebrate the small wins! ... If their attendance increases by 1 day/week, acknowledge that and continue to support them with increasing it.

☐ **Look at the student's grades.**

Are they struggling in just 1-2 classes? Or all classes? ... Check out their report card(s) and observe any patterns to gather more info ... e.g., do they tend to struggle in Math? Were they doing well and now they aren't (what could drive that)? If they are attending school regularly but have low grades, this may indicate that they are not getting the services/accommodations they need and/or that they need a Tutor or other academic supports.

- If they are struggling in any class(es) and are open to exploring tutoring, ask your Supervisor if you can connect them to tutoring!
- *In addition to tutoring, there are other academic supports provided by the schools; see Step 6 below.*

#4. REVIEW THEIR IEP (IF THEY HAVE ONE); ARE THEY RECEIVING ALL THE SERVICES/ ACCOMMODATIONS?

If not, this could be a potential driver of their PID status. If unsure how to find this out:

☐ **Ask your colleagues, parent, and/or the school when the student's annual IEP meeting is; did it happen yet?**

(Reminder – the Coach is supposed to attend their IEP meeting!) If you did not attend it, find out who did. If the student was not receiving all services, you can help advocate for them! If you need support, reach out to your Fair Futures Relationship Manager or AFC (see Contacts below).

#5. MAKE SURE TO SHARE DATA AND CONSULT WITH THE STUDENT'S DREAM TEAM TO DISCUSS THE "STORY" BEHIND THE DATA.

WHAT HAPPENS IN THE HOME IMPACTS WHAT HAPPENS IN THE SCHOOLS!

#6. BEFORE THE SCHOOL MEETING, DEBRIEF WITH THE STUDENT

Make sure they understand the purpose of the meeting, what PID means, that there is still time to get promoted, and that their Dream Team will be there to help put any needed supports in place! Make sure to ask how they are feeling, as school meetings can be triggering/ traumatizing!

Review the Fair Futures, ["Appendix C5. Conducting an Effective School Visit" Guide](#) for more key tips on how to help the student mentally prepare.

#7. NOW YOU ARE PREPARED FOR THE SCHOOL MEETING!

- ☐ In the meeting, don't forget to model strength-based approaches as you try to find out from the teacher(s) specifics about what the student is struggling with, so those areas can be targeted.

Ensure the student has a voice.

- ☐ **Ask schools to provide Academic Intervention Services (AIS).**

Students who are Promotion-in-Doubt are entitled to additional services, and schools get money specifically to provide these supports.

- ☐ **If the student has an IEP, make sure to ask about the COVID Compensatory Services available to students** – see more info [here](#).

#8. PREPARE THE STUDENT FOR THE POTENTIAL OF SUMMER SCHOOL AND SUPPORT THEM TO ENROLL

Decisions about summer school aren't made typically until the second week of June, so there is very little time to ensure the student enrolls in and attends summer school! ... The parent will get a letter. You should be maintaining communication with the student's parent and guidance counselor throughout the process to be informed as soon as possible. In terms of how to coach the student:

- ☐ **Ensure you have the summer school convo early** – hopefully it motivates the student to avoid it entirely!
 - ☐ **If they do need to go, have coaching conversations – help them weigh the pros/cons of going or not going in terms of their goals.** Make sure they are also signed up for SYEP! They can do both.
 - ☐ **Once enrolled, provide emotional and persistence support.**
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KEY EDUCATION CONTACTS

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[Click here](#) for a list of all **DOE Guidance Counselors**.