

**School Year 2012-2013**

**FARWELL ISD  
State Compensatory  
Education  
Policy and  
Procedures Manual**

Modified by Region 16 ESC



*Originally Developed by Linda McCord*

## TABLE OF CONTENTS

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SECTION		PAGE
I.	PROGRAM OVERVIEW .....	1
II.	STUDENT ELIGIBILITY CRITERIA.....	2
III.	STUDENT IDENTIFICATION PROCEDURES .....	3
IV.	PROVISION OF SERVICES .....	4
V.	EXIT PROCEDURES.....	5
VI.	PROGRAM EVALUATION .....	6
VII.	CAMPUS-LEVEL SERVICES.....	8
	A. FARWELL ELEMENTARY – TABLE I.....	
	B. FARWELL JR. HIGH – TABLE II .....	
	C. FARWELL HIGH SCHOOL – TABLE III.....	
VIII.	OTHER SERVICES/FUNDS UTILIZED.....	10
IX.	SUMMARY OF FTEs.....	11
X.	COST COMPARISON.....	12
XI.	STUDENT AT-RISK PROFILE .....	14

## Section I: Program Overview

### Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Farwell ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school at all campuses, a **40%** poverty school-wide. The Primary has chosen to use its supplemental SCE funds to support the school-wide program for upgrading the entire educational program. On all other campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all Farwell ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

### General Use of Funds

Farwell ISD uses all SCE funds to supplement services beyond those offered through the regular education program. The only exception to this ruling is where SCE funds are used to support one or more of the **ten** components at all campuses, our Title I, Part A school-wide campus, which exceeds 40% low income threshold. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the **ten** Title I, Part A Schoolwide Program Components at all campuses, so long as the campus continues to meet, at a minimum, the **40%** poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

## Section II: Student Eligibility

Farwell ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Section III: Identification Procedures

### Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, shall appoint an At-Risk Contact for the district. Each contact is responsible to...

- ♦ Oversee processes for identification of students
- ♦ Maintain a list of identified students with the qualifying criterion/criteria listed
- ♦ Advise district staff, as appropriate, of the status of identified students
- ♦ Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- ♦ Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- ♦ Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- ♦ Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- ♦ Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

### Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (see Section XI of this document). The district contact shall oversee identification processes and shall ensure that PEIMS data is updated accordingly.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- ♦ For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- ♦ For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- ♦ Retention rates
- ♦ Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- ♦ Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- ♦ Alternative education program placement (current or preceding year school year)
- ♦ Expulsion records (current or preceding school year)
- ♦ To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- ♦ Previous dropout information
- ♦ LEP status
- ♦ Department of Protective and Regulatory Services(DPRS) referrals (current school year)
- ♦ Homeless status
- ♦ Residential facility placement data (preceding or current school)

## Section IV: Provision of Services

### Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- ♦ Intensive remediation services for State Assessments
- ♦ Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- ♦ Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
- ♦ Counseling sessions
- ♦ Peer, teacher, community-member mentoring sessions
- ♦ ACT/SAT preparation resources are available for identified students
- ♦ Teen parenting sessions
- ♦ Intensive, supplemental reading programs
- ♦ Study skills sessions
- ♦ Self-esteem enhancement sessions
- ♦ Summer enhancement programs
- ♦ Individualized instruction
- ♦ Extended early childhood programs
- ♦ Goal-setting sessions
- ♦ Class-size reduction measures

### Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- ♦ Periodic interviews with service providers
- ♦ Ongoing monitoring of changes in status or situations with students
- ♦ Review of subject area performance
- ♦ Periodic benchmark assessments
- ♦ Review of six-week failure lists and/or three week progress reports
- ♦ To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- ♦ As appropriate, review impact of counseling services offered to identified students

## **Section V: Exit Procedures**

### **Exit Review**

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

### **Continued Monitoring**

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## **Section VI: Program Evaluation**

### **Required Overall Program Evaluation**

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

### **Additional Evaluation Measures**

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.

### **Specific Program Evaluation**

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.



**Annual SCE Evaluation – School Year 2012-2013**

<b>SCE Program Evaluation for School Year 2011-2012</b>				
<b>Service &amp; Evaluation Strategy</b>	<b>Person(s) Responsible</b>	<b>Final Evaluation Conducted By</b>	<b>Findings</b>	<b>Program Modification</b>
Extended Day Services- after-school tutoring. – Semi-annual review of benchmark assessment results for identified students served and State Assessment results	District Coordinator; Campus Contacts	District Coordinator	Effective use of teachers and programs	High school tutorials before and after school
Special Classes- Reading, English, math, and, science. Review 3 and 6 week failure lists for identified students served in special programs and course completions/promotion rates	District Coordinator; Campus principals	Principals	Effective use of tutorial labs and remediation programs	Additional learning labs for remediation and tutoring purposes
Credit Recovery program- Math, Science, English, History	Counselor	Principal and counselor	Effective use of technology for credit recovery purposes	Added additional elective subjects

**Table I**

<b>Farwell Elementary Services Funded by SCE</b>						
<b>Student Eligibility Criteria</b>	<b>Program or Service</b>	<b>SWP Comp.</b>	<b>Formative Evaluation</b>	<b>Formative Evaluation Timeline</b>	<b>Summative Evaluation</b>	<b>Estimated Expense</b>
Pre-kindergarten, kindergarten, grade 1,2, or 3 did not perform satisfactorily on readiness test	Teachers and Teacher aides to provide additional one-on-one assistance, High school students to aid in reading and math skills	M, HQ, PD	Formative Benchmark assessments, Progress reports	Fall and Spring assesments; Each 3 and 6 weeks progress reports	Review data from Fall and Spring assessments	\$55000.00
: Non-mastery of content Not maintaining a grade of 70	Teachers and Teacher aides to provide additional one-on-one assistance to at-risk students (6 aides)	M	Formative Benchmark assessments; Progress reports; Teacher interviews; 6 wks. grades; failure reports	Each 3 and 6 weeks	Review of disaggregated State Assessment , SDAA, TPRI, and other assessment results	\$56000.00
Student did not advance from grade to another	AT Risk coordinator to monitor student progress and grades	M, PI,	Progress reports, Teacher Interviews, Student report	Each 6 weeks	Review 6 week and semester grades	\$2000.00
Did not perform satisfactorily on State Assessment or meet 110 percent	Teachers and Teacher aids to provide additional one-on-one assistance, Extended day tutorials	M, PI, HQ, PD	Formative Benchmark assessment, Progress reports, Teacher interviews, participation in tutorials	Daily, Weekly, 3 and 6 weeks	Review student participation and success on Benchmarks and State Assessment	\$4500.00
Student of limited English proficiency	ESL class period to monitor and provide assistance to students	M, HQ, Coord	Progress reports, ESL and mainstream teacher interviews	Each 3 and 6 weeks	Evidence of successful student progress in classroom and on tests through oral and visual assessments	\$1500.00
Transition from 5 <sup>th</sup> to 6 <sup>th</sup> grade	Back to school night orientation involving student, parents, teachers and administrators	HQ, T, PI	Student/Parent survey	Spring/Summer	Review survey to determine strengths and weaknesses of transition program	\$200.00

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. in Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>

*\*Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.***

**Table II**

**Farwell Jr. High Services Funded by SCE**

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Non-mastery of content Not maintaining a grade of 70	Teachers and Teacher aides to provide additional one-on-one assistance to at-risk students	M	Formative Benchmark assessments; Progress reports; Teacher interviews; 6 wks. grades; failure reports	Each 3 and 6 weeks	Review of disaggregated State Assessment and other classroom assessment results	\$32750.00
Student did not advance from grade to another	AT Risk coordinator to monitor student progress and grades	M, PI,	Progress reports, Teacher Interviews, Student report	Each 6 weeks	Review 6 week and semester grades	\$750.00
Did not perform satisfactorily on State Assessment or meet 110 percent	Teachers and Teacher aids to provide additional one-on-one assistance, Extended day tutorials	M, PI, HQ, PD	Formative Benchmark assessment, Progress reports, Teacher interviews, participation in tutorials	Daily, Weekly, 3 and 6 weeks	Review student participation and success on Benchmarks and State Assessment	\$3000.00
Student of limited English proficiency	ESL class period to monitor and provide assistance to students	M, HQ, Coord	Progress reports, ESL and mainstream teacher interviews	Each 3 and 6 weeks	Evidence of successful student progress in classroom and on tests through oral and visual assessments	\$800.00
Transition from 5 <sup>th</sup> to 6 <sup>th</sup> grade and 8 <sup>th</sup> to 9 <sup>th</sup> grade	Back to school night orientation involving student, parents, teachers and administrators	HQ, T, PI	Student/Parent survey	Spring/Summer	Review survey to determine strengths and weaknesses of transition program	\$200.00

<u>CAN</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment &amp; Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination &amp; Integration of federal, local, &amp; state Programs</u>

**Table III**

<b>Farwell High School Services Funded by SCE</b>						
<b>Student Eligibility Criteria</b>	<b>Program or Service</b>	<b>SWP Comp.</b>	<b>Formative Evaluation</b>	<b>Formative Evaluation Timeline</b>	<b>Summative Evaluation</b>	<b>Estimated Expense</b>
Non-mastery of content Not maintaining a grade of 70	Teachers and Teacher aides to provide additional one-on-one assistance to at-risk students	M	Formative Benchmark assessments; Progress reports; Teacher interviews; 6 wks. grades; failure reports	Each 3 and 6 weeks	Review of disaggregated State Assessment and other classroom assessment results	\$20500.00
Student did not advance from grade to another	AT Risk coordinator to monitor student progress and grades	M, PI,	Progress reports, Teacher Interviews, Student report	Each 6 weeks	Review 6 week and semester grades	\$1000.00
Did not perform satisfactorily on State Assessment or meet 110 percent	Teachers and Teacher aids to provide additional one-on-one assistance, Extended day tutorials	M, PI, HQ, PD	Formative Benchmark assessment, Progress reports, Teacher interviews, participation in tutorials	Daily, Weekly, 3 and 6 weeks	Review student participation and success on Benchmarks and State Assessment	\$31600.00
Student of limited English proficiency	ESL class period to monitor and provide assistance to students	M, HQ, Coord	Progress reports, ESL and mainstream teacher interviews	Each 3 and 6 weeks	Evidence of successful student progress in classroom and on tests through oral and visual assessments	\$1500.00
Student is pregnant or a parent	Teacher, Counselor, AT-Risk coordinator, and Nurse to monitor student needs	M, PD, HQ, PI	Monitor student absences, Progress reports, 6 weeks grades, Counseling reports	As needed, daily, weekly, 3, and 6 weeks	Student reports, Review of teacher progress reports and Student success on State Assessments	\$750.00
Student is homeless	Teachers, Counselor, AT-Risk coordinator, Nurse and Principal to monitor and provide one-on-one assistance to homeless student	M, PD, HQ, T, PI, Coord	Monitor student absences, Ensure student is eating in cafeteria, Progress reports, Teacher interviews, Student report	As needed: daily, weekly, 3 and 6 weeks	Review progress reports and 6 week grades, Student does not have excessive absences.	\$1000.00

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment &amp; Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>I</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. in Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination &amp; Integration of federal, local, &amp; state Programs</i>

**Section VIII: Other Services/Funds Utilized**

In addition to the strategies listed within the campus tables included, Farwell ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

- *Title I, Part A*
- *SSI*
- *Credit Retrieval Program*

### Section IX: Summary of FTEs

Campus	Personnel	Position	Salary/Benefits	FTE	SCE Funds
<b>High School</b>					
	Schilling, Karen	At Risk Coordinator	\$42645.00	40%	\$17058.00
<b>Jr. High</b>					
	Read, Traci	Reading	\$65447.00	39.39%	\$25780.00
<b>Elementary</b>					
	Cain, Sherry	Elem. Aide	\$12500.00	100%	\$12500.00
	Coburn, Laura	Elem. Aide	\$14344.00	100%	\$14344.00
	Reyna, Adrianna	Elem. Aide	\$13792.00	100%	\$13792.00
	Ruiz, Isabel	Elem. Aide	\$14344.00	100%	\$14344.00
<b>Primary</b>					
					\$97818.00
Note: Salaries include benefits					

**Section XI: At-Risk Student Profile**  
**FARWELL ISD AT-RISK STUDENT PROFILE**

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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**STUDENT PERFORMANCE/IDENTIFICATION CRITERIA**

**PK-3 Criteria**

Readiness on TPRI Score: \_\_\_\_\_  
 (PK-3 only)

Readiness TPRI Test Date: \_\_\_\_\_  
 (PK-3 only)

**20 State Assessment Scores**

State Assessment – Rdg. \_\_\_\_\_

State Assessment – Math \_\_\_\_\_

State Assessment – Write \_\_\_\_\_

State Assessment – Sci \_\_\_\_\_

State Assessment – SS \_\_\_\_\_

**Core Subject Grades (7-12 only)**  
**Previous Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

**Core Subjects Grades (7-12 only)**  
**Current Semester**

MATH \_\_\_\_\_

SCIENCE \_\_\_\_\_

ELA \_\_\_\_\_

SOCIAL STUDIES \_\_\_\_\_

<b><u>AT RISK CRITERIA</u></b>	<b><u>DOCUMENTATION</u></b>
<i>Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."</i>	<i>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.</i>
1. Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)	Copy of Readiness Test (PK-3)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	Grade Record or failure list
3. Was not advanced from one grade to the next for one or more school yrs.?	Grade Record
4. Did not perform satisfactorily on state assessment? Or has failed State Assessment in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)	Copy of State Assessment or EOC reports
5. Is pregnant or is a parent?	Copy of Doctor's report confirming pregnancy or records proving parenthood
6. Is/Was in AEP (preceding or current year)? Section 37.006	Copy of hearing record indicating placement in AEP due to appropriate cause
7. Is/Was expelled in preceding or current school year? Section 37.007	Copy of expulsion records indicating cause of expulsion
8. Is currently on parole, probation, deferred prosecution, or other conditional release?	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9. Was previously reported to PEIMS as a dropout?	Copy of PEIMS report classifying student as a dropout
10. Is a LEP student?	Copy of LPAC profile indicating LEP status
11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	Copy of DPRS documentation confirming custody or referral
12. Is homeless, as defined by 42 U.S.C. §11302, and its amendments?	Copy of records indicating homeless status
13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home?	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

**Student is At-Risk (Please Circle):** **Yes**   **NO**   \_\_\_\_\_

Person Completing Form
Principal's Signature
Date



**MONITORING RECORD**

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

**EXIT RECORD**

DATE EXITED FROM SCE SERVICES: \_\_\_\_\_

REASON FOR EXITING STUDENT: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EXIT REVIEW CONDUCTED BY: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_