



# ***Chisago Lakes High School Check and Connect Program***

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# ***Problem Identification/Analysis***

- ◎ Identified a need for a Tier II behavioral intervention at CLHS
  - ◎ High number of 9th and 10th grade students with high failure rates
  - ◎ Tier I Universal supports in place through advisement; Tier III through special education
  - ◎ Still small group of students who needed something else - failing multiple classes; detached from school

# ***Problem Identification/Analysis***

- ③ Created a chart to organize data on at-risk students:
  - ③ GPA, MS Report (i.e., contract, check-ins), CORE Report, Discipline Referrals, HS Report, Problem Solving/SPED Eval, U of M Student Engagement Survey
- ③ SAT team met to select final participants
  - ③ Need to be students reinforced by adult attention

# *Plan Development*

- ⊙ Gathered information about two different programs:
  - ⊙ Check and Connect out of the U of M
  - ⊙ Behavior Education Program
- ⊙ Determined what fit with the need we were identifying
- ⊙ Combined aspects of each program to create CLHS Check and Connect

# *The Plan*

## ⊙ Morning Check-In

- ⊙ Student meets with C & C Coordinator each morning before 1st block
- ⊙ Student enters name in raffle for checking in
- ⊙ Make sure student has supplies for day; check planner
- ⊙ Check student's mindset/attitude for the day
- ⊙ Send student off to class with positives

# *The Plan - continued*

- ◎ Individual Problem Solving Sessions
  - ◎ Meet over student's lunch period weekly or bi-weekly
    - ◎ Students are provided with a free lunch
  - ◎ Discussion centers around areas of concern identified by coordinator on data collection sheet
  - ◎ Work through problem solving process:
    1. Stop! Think about the problem.
    2. What are some choices?
    3. Chose one.
    4. Do it.
    5. How did it work?

# *The Plan - continued*

## ◎ Reward System

- ◎ Weekly drawing for check-ins
- ◎ Random rewards (i.e., Golden Behavior Tickets)
- ◎ Lunch with coordinator
- ◎ Larger rewards for making progress toward term end goals

# *Progress Monitoring Data*

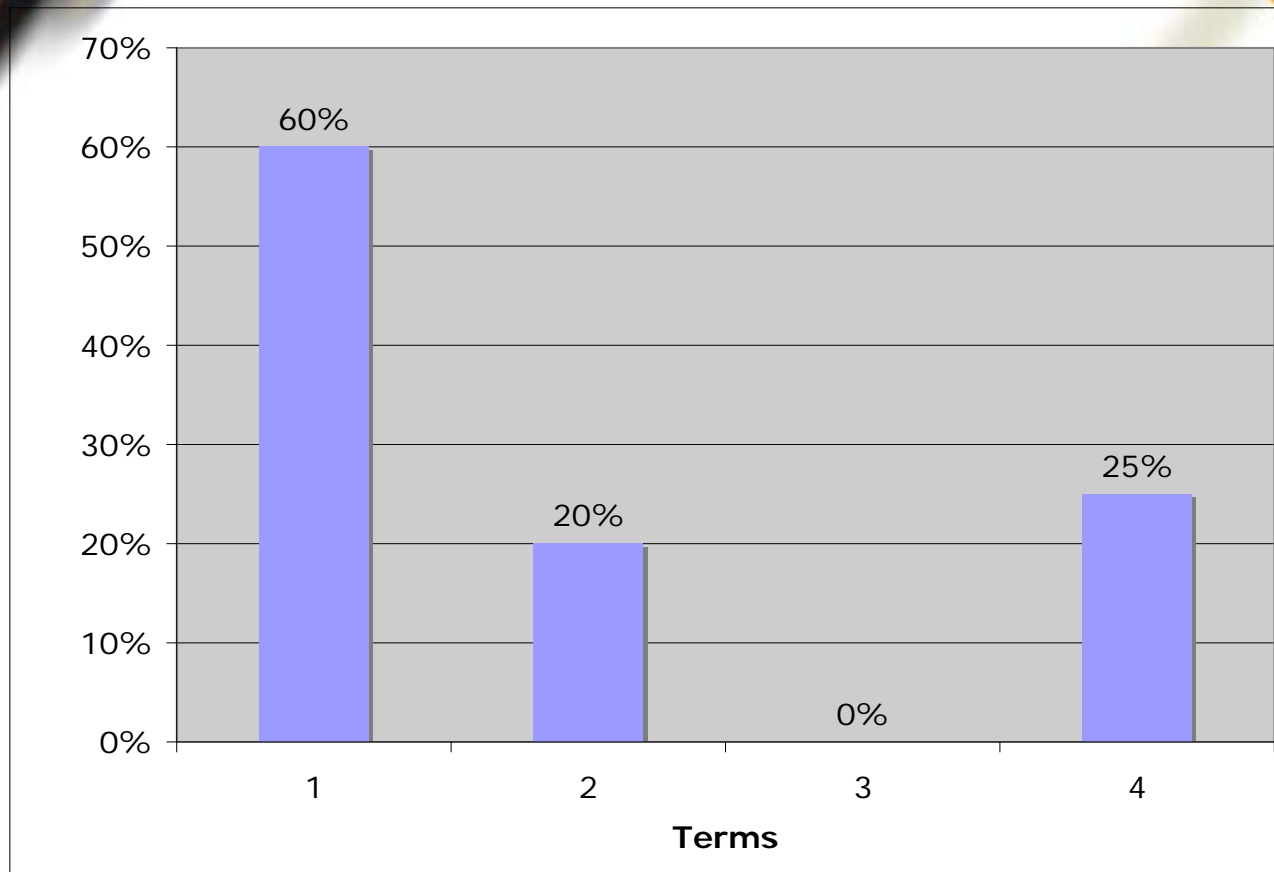
- ◎ Student Engagement Probes (bi-monthly)
  - ◎ Pilot measure - questions from Student Engagement Inventory
- ◎ Grades
- ◎ Discipline referrals
- ◎ Attendance

Progress reviewed by C & C coordinator weekly, C & C coordinator and school psychologist biweekly, and the entire SAT team monthly

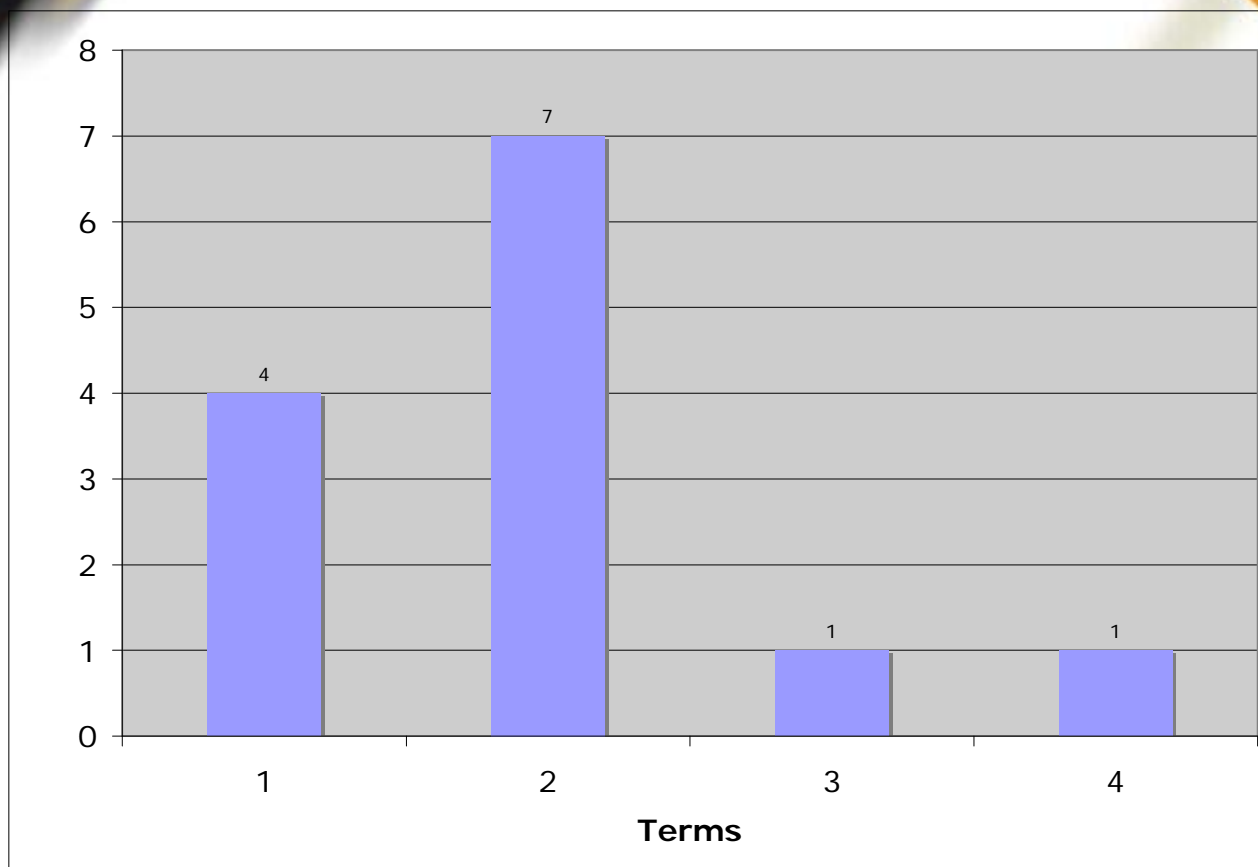
# *Plan Implementation*

© Integrity Script and Checklist

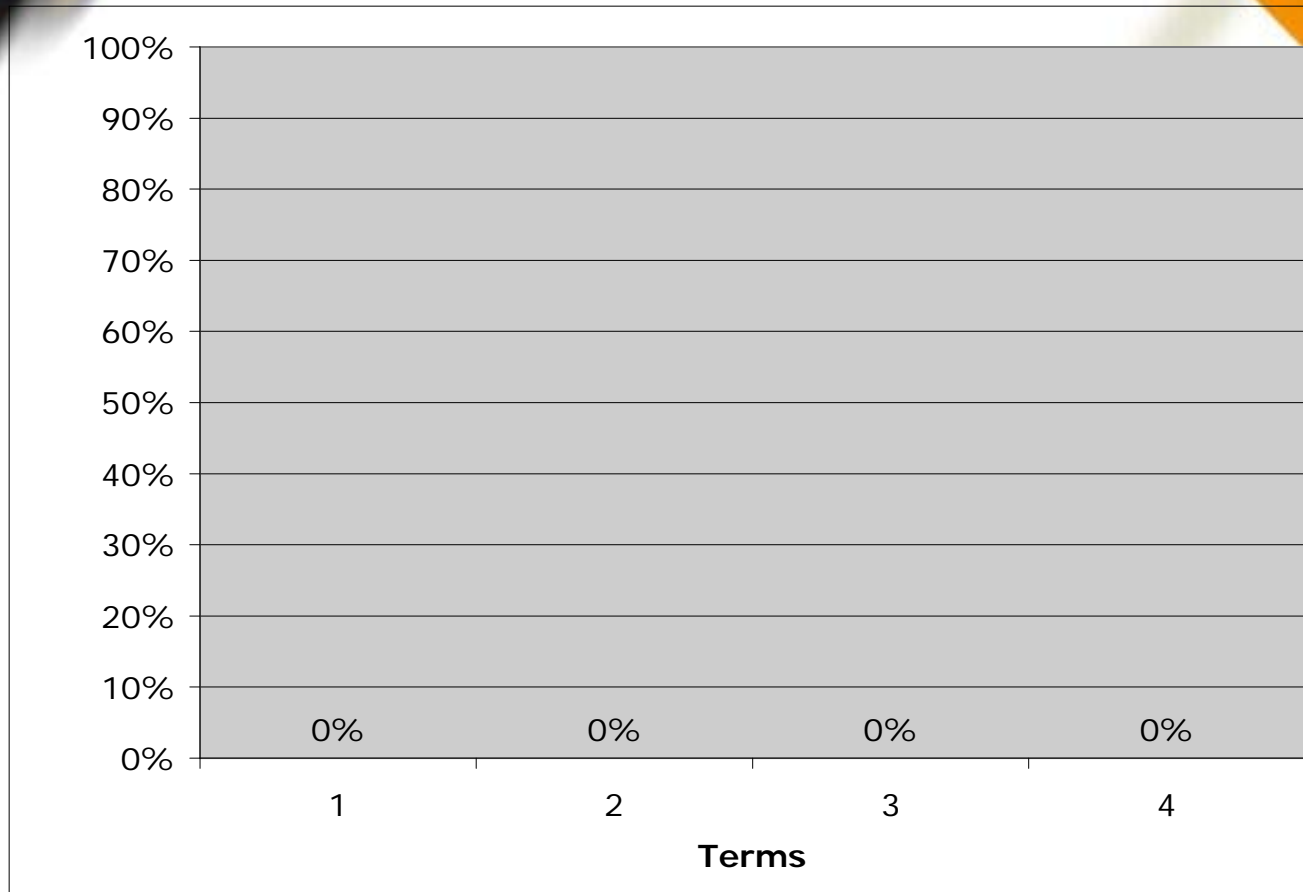
# *Failure Rates – Sample Student #1*



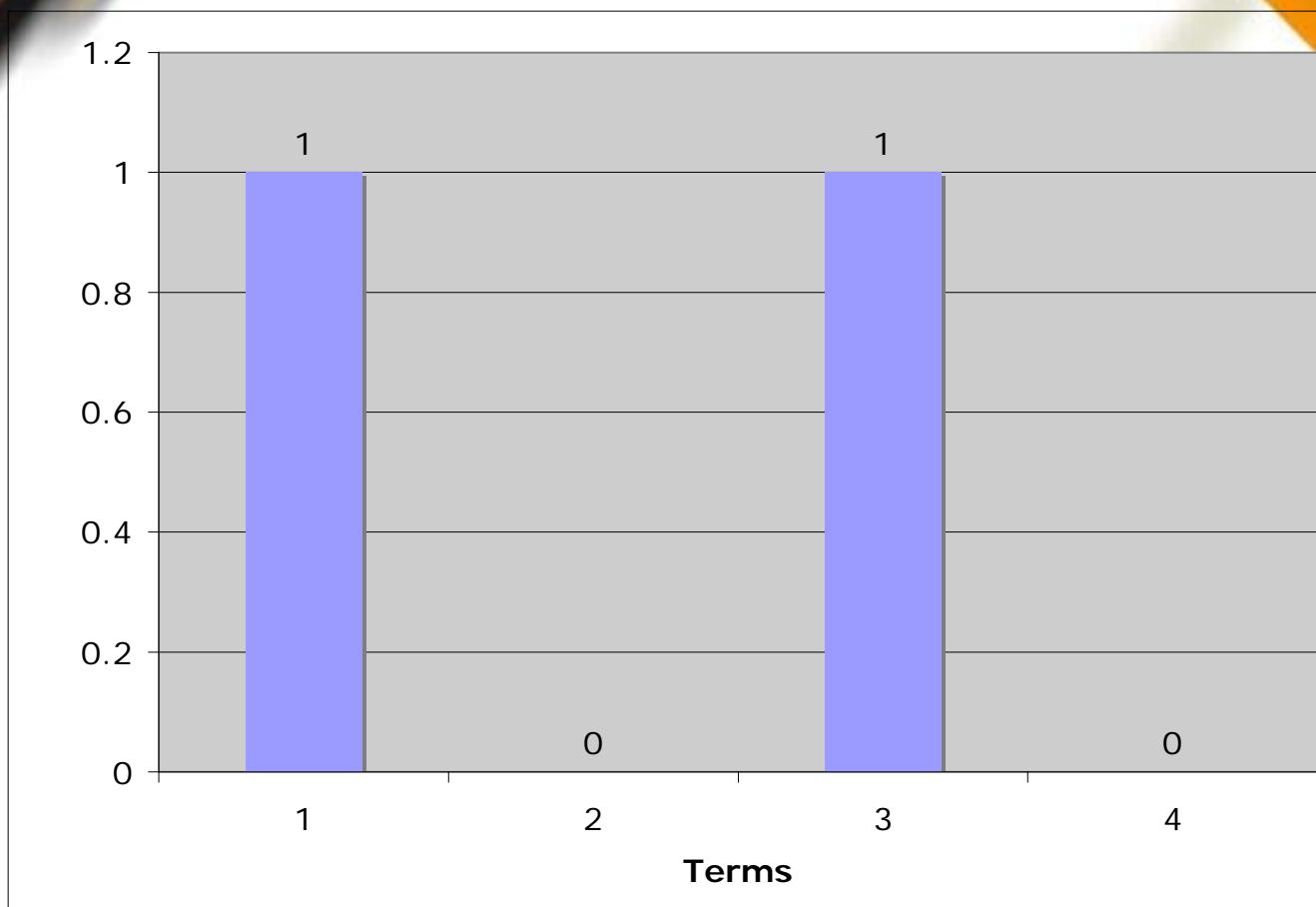
# *Referral Rates – Sample Student #1*



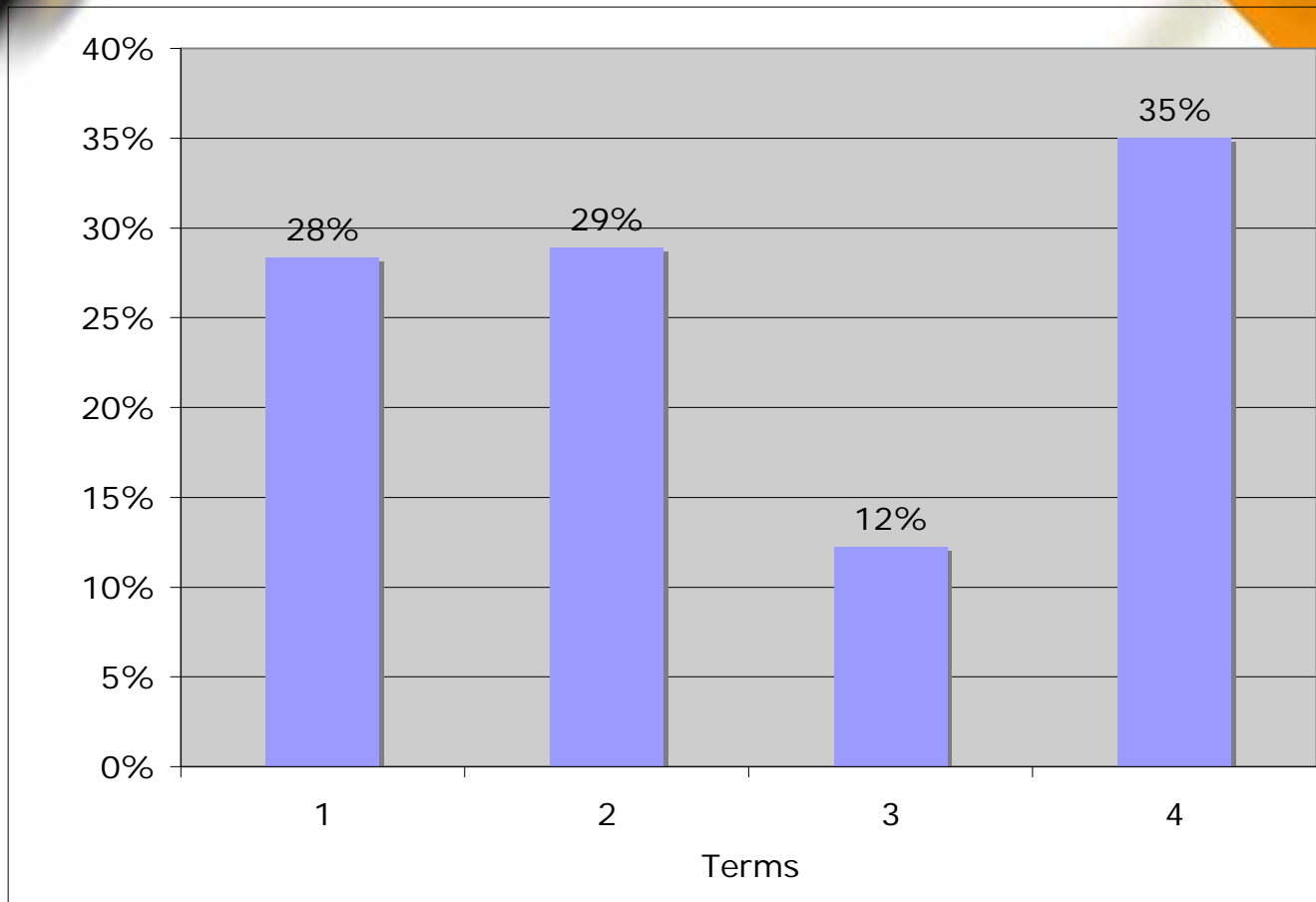
# *Failure Rates – Sample Student #2*



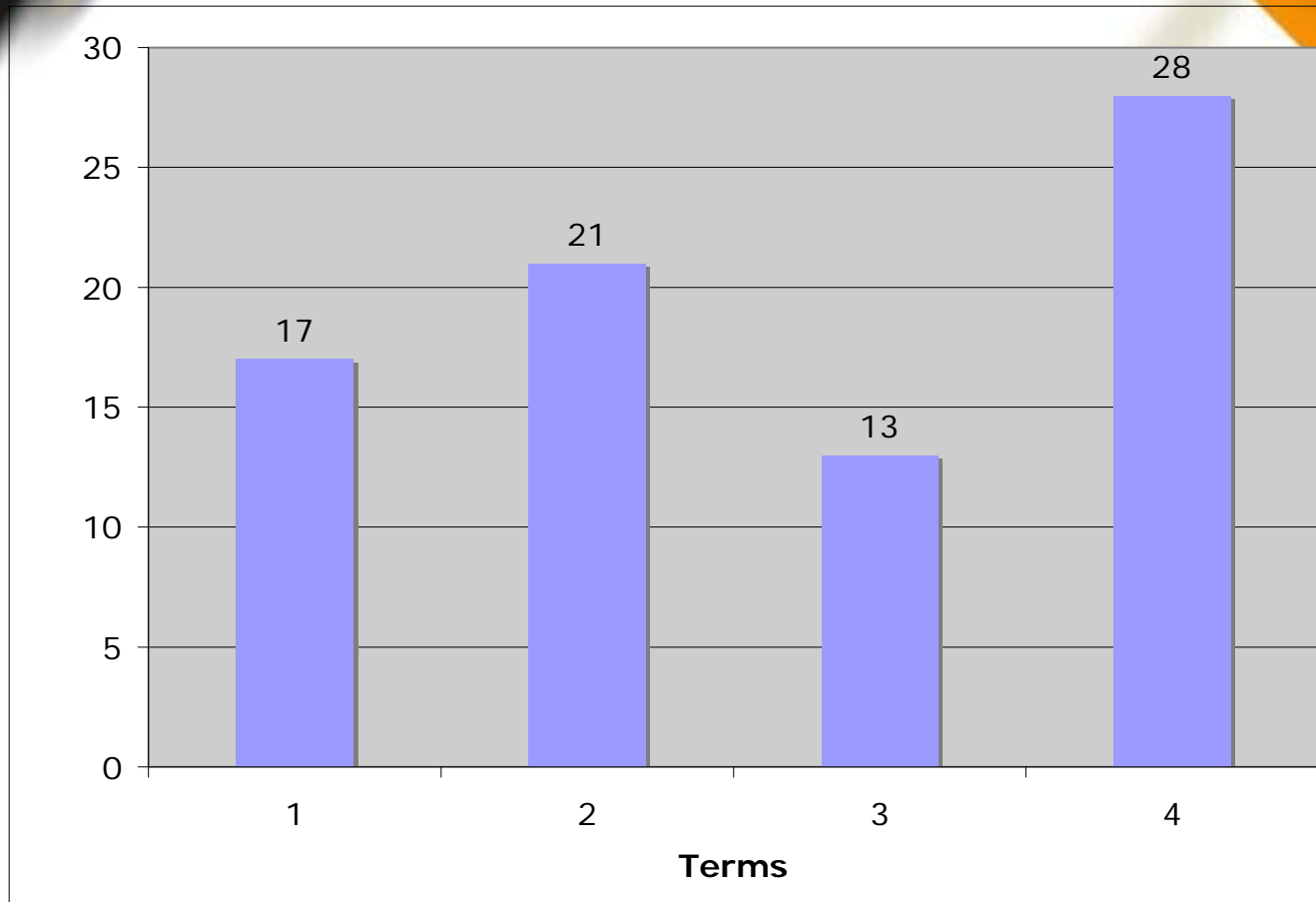
# *Referral Rates – Sample Student #2*



# *Program Failure Rates*



# *Program Referral Rates*



# *Plan Evaluation*

- ◎ Overall decreased failure rates
- ◎ Overall lower number of referrals
- ◎ Need to do problem solving around Term 4's increased failure rates and referrals