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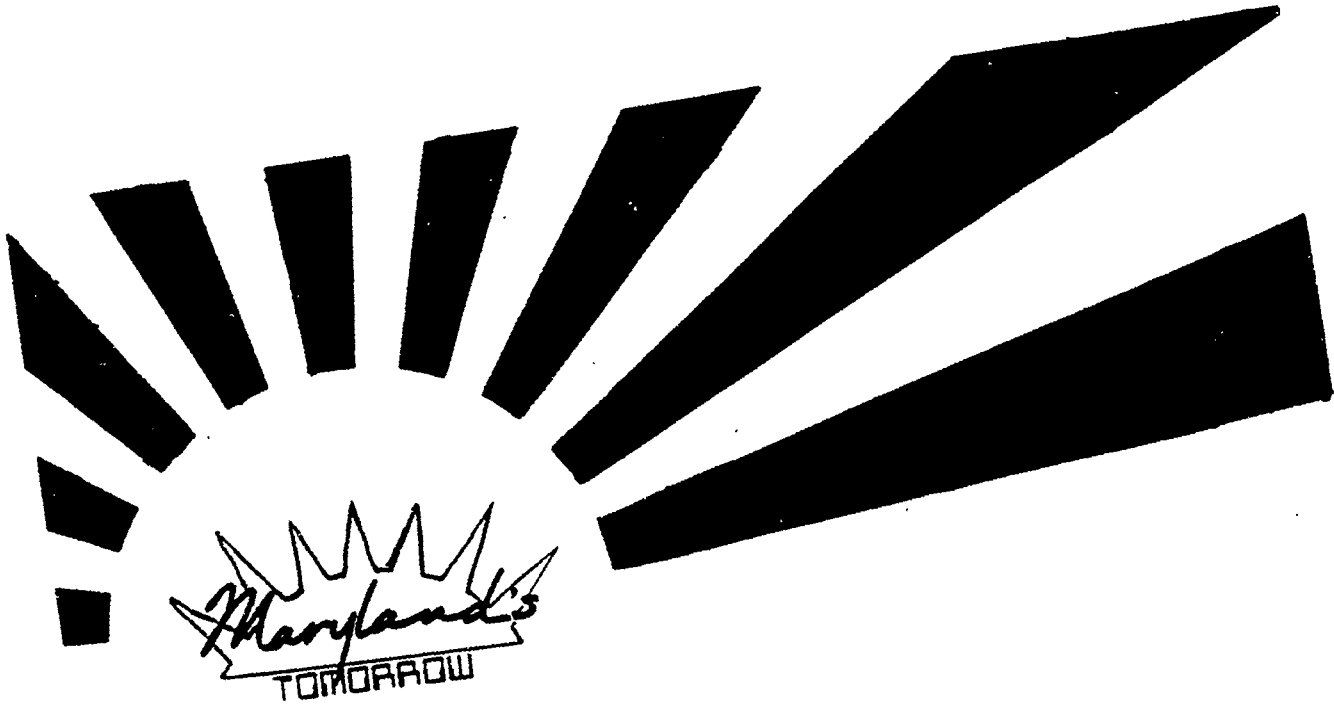   *School Counseling; Secondary Education
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ABSTRACT
                Case management is an essential component of
Maryland's Tomorrow projects. Case management is a client-centered,
goal-oriented process for assessing the needs of an individual for
particular services and assisting the client to obtain those
services. Under Maryland's Tomorrow projects, a case manager develops
a plan of service with an at-risk student, identifies the
responsibilities of the student, and is responsible for finding and
implementing all the resources needed to meet the training,
education, support, and other needs of the student. Some of the
actions required of case managers are as follows: (1) encourage
parents to become involved in their children's education; (2) help
students set realistic goals; (3) help students develop their own
plan of action for achieving goals; (4) help students gain access to
the services and resources they need to reach their goals; and (5)
help students to gain access to services outside the school. The case
management program can include techniques such as assessment,
contracts, progress reports, weekly assignment sheets, and parental
involvement. (Appendixes, which make up about two-thirds of the
report, include forms for assessments, contracts, progress reports,
weekly assignment sheets, and parental involvement derived from
Maryland's Tommorrow projects.) (KC)

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Maryland's
TOMORROW

Case Management In Maryland's Tomorrow

Maryland State Department of Education

CE 061 757

2

Case Management In Maryland's Tomorrow

Marion W. Pines
Project Director
Maryland's Tomorrow

A PARTNERSHIP PROGRAM

Maryland State Department of Education
Governor's Employment and Training Council
Maryland Department of Economic and Employment Development
The Johns Hopkins University, Institute for Policy Studies
Private Industry Councils
Local School Systems

October 1991

Case Management In Maryland's Tomorrow

Contents

Case Management in Maryland's Tomorrow

Foreword

Case management is a requirement for Maryland's Tomorrow projects design. Case management was not operationally defined at the time Maryland's Tomorrow was initiated. Therefore, a study group of local practitioners was convened to define case management for the Maryland's Tomorrow program. This group identified services being provided by case managers; described what is being done to access services for students; what is being coordinated and with what agencies; and how case management is being monitored.

The content of this booklet draws heavily from the work group's discussion and the procedures which have been implemented across the state in various Maryland's Tomorrow programs. The work group included Nena Allevato, Governor Thomas Johnson High School, Frederick County; Deidra Bishop, Futures, Baltimore City Office of Employment Development; Nikki Coffman, Chesapeake High School, Baltimore County; B.J. Corbin, Lower Shore Private Industry Council; Joanne Fox and Sondra Mandell, Gaithersburg High School, Montgomery County; Debbie Urry, Easton High School, Talbot County; Mary E. Wagner, Glen Burnie High School, Anne Arundel County; Rosemary Bitzel and Walter E. Varner, Maryland State Department of Education. The work and contributions of each of these individuals are greatly appreciated.

<div style="text-align:right">

Irene Penn
Branch Chief
Career and Employability Development Branch

</div>

What is Case Management?

Case management is not a new idea. It has long been a common tool in fields such as gerontology, mental health, and social work. But it has only recently begun to be applied in the field of education and youth employment. A growing challenge for individuals working with at-risk youth is how to access and manage the provision of services that students need to be successful. The challenge is to coordinate the education or training services, as well as coordinate with health, housing, public welfare and day care services. As the number of other services grows, so do the problems of determining service options, making successful referrals, and tracking student progress over extended periods of time.

In its "Guide to Case Management for At-Risk Youth," Brandeis University looks at case management activities at both the client level and the systems level. At the client level, case management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and assisting the client to obtain these services. Case management, based on this client-centered definition, uses a broker, the case manager, who works as a partner with at-risk youth to:

● identify and prioritize personal strengths and needs;
● encourage parent involvement
● help youth think out and set realistic, short and
   long-term goals;
● develop their own unique, logical plan of action for
   achieving goals;
● gain timely access to the unique array of services and
   resources needed to move toward their goals;
● successfully complete their customized set of services
   provided by a variety of institutions; and
● learn to access services on their own and thereby reduce
   dependency upon the case manager.

At the system level, case management is a strategy for coordinating the provision of services to clients within that system.

For a personalized or individualized client-centered strategy to be possible, the case management effort includes a concerted effort by a school, community, or a group of youth-serving agencies to work together as partners in a way that:

● ensures that services needed by young people are available
   when the young people need them;
● empowers case managers to requisition services and
   resources across institutional lines;
● revises traditional modes of operation, referral procedures,
   capacity, and assessment methods if these modes do not work
   in the best interests of the young people they purport to
   serve.

Under Maryland's Tomorrow, a case manager is one who develops a plan of service with a student, identifies the responsibilities of the student and takes responsibility for marshalling all the resources needed to meet the training,

education, support, and other needs of the student. The most essential aspect of this process is to ensure that the case manager provides continuity of services from intake into the program to graduation and facilitates provision of services for one year after graduation to ensure successful entry into employment or entry into post-secondary education or training.

Who is The Case Manager?

Case management may be performed by someone who has teaching responsibility, a counselor or an advocate. In some cases, individuals work together as a case management team. In all cases, active planning, advocacy, marshalling of resources and monitoring of progress are the core tasks.

"The nature of the students in the Maryland's Tomorrow program requires that individual monitoring of attendance and academics is necessary on a day to day basis." Sondra Mandell, Maryland's Tomorrow Case Manager

Using the Brandeis University description of case management, the case manager works as a partner with at-risk students to:

Identify and prioritize personal strengths and needs

The case manager completes an initial assessment with the student prior to developing a plan of services. The assessment may include an interview, counseling, observing classroom or field trip behavior, checking student files, and a parent conference or a home visit. Included in the initial assessment may be information such as:

- student attendance
- individual education plans from middle school
- test scores
- employability skills assessments
- life skills
- social services information
- career related interests
- skills strengths

Using this information, the case manager will consider the student's need for services such as:

- advocacy
- mentoring
- counseling
- tutoring
- summer job placement
- specific career development activities

Encourage parents to become involved in their childrens' education

The invitation to parents to become involved begins at orientation meetings at the start of the program and, in some cases, during recruitment. The case manager outlines for parents and students the expectations, activities and requirements of the Maryland's Tomorrow program during a home visit, parent breakfast, evening meeting or individual conference. After orientation, regular communication and frequent invitations are the soil in which parent involvement may flourish. The case manager must also be prepared to intervene in cases of abuse, neglect, poor attendance, truancy and crisis situations. The case manager's communications, invitations and interventions with parents include:

- positive notes and phone calls home
- mid-term reports on academic progress
- signing contracts to improve grades, meet goals
- copies of progress reports and student schedules
- invitations to support student success in the
  program through attending parenting classes,
  parent support groups, reinforcing specific
  behavior
- referrals to family counseling or for financial

- 4 -

9

or medical assistance
- crisis intervention, followed by referral.

Help students think out and set realistic short and long term goals

Once the initial assessment is complete, the case manager works with the student to develop short and long-term goals for the student's academic and personal life. The goals are linked to aspirations for the future after graduation. Often the student must raise personal expectations and consider career and occupational possibilities never imagined. The case manager's high expectations of the student inspire goals setting that is high, yet realistic. Some of the techniques case managers use are:

- counseling students
- modeling goal setting and attainment
- teaching time management
- teaching decision-making and conflict resolution
- organizing motivational opportunities for students
  such as educational, cultural and recreational
  field trips.

"We simply act as teacher-advocates, supporting and pushing our kids to reach their potentials." Nena Allevato

Help students develop their own logical plan of action for achieving goals.

Once the student has set short and long-term goals, a logical plan of action for achieving them is needed. The case manager helps the student to select the services and activities which will lead to the attainment of individualized goals. This plan of action reflects individual learning and support needs. Some of the means which the case manager and student use to develop a plan of action are:

- establishing learning goals related to career goals
- understanding how grades are configured
- modifying behavior which defeats attainment of goals
- organizing community service opportunities
- advising student about courses and vocational and
  work study programs.

"The support that case management provides is 60% of the strength of the Maryland's Tomorrow program. Otherwise, we would just be assigning students to classes." Debbie Urry

Help students gain access to the services and resources they need to reach their goals.

It is also important for case managers, program coordinators or advocates to be aware of services that exist within the local school or school system and to use them to full advantage. This could include access to services such as:

- a mentoring program

- group and individual counseling
- peer counseling
- appropriate assistance for passing functional tests
- a reading specialist
- computer-aided instruction
- special scheduling
- career education.

Effective case management does not fit into one service strategy, such as counseling, teaching, advocacy or coordination but overlaps several. The full range of support which the case manager organizes is determined by the needs of the individual student. The case manager does not just refer the student to services; they tailor them to the student's needs. The case manager also is the student's advocate in resolving problems and obtaining services. In order to do this, the case manager must:

- link with existing programs in the school
- establish business partnerships to recruit for mentors, incentive awards, and career exploration opportunities
- intervene with non-cooperating teachers
- intervene with problems that involve other school staff
- facilitate team building among school staff
- conduct a study skills class
- convene a group of teachers for team teaching.

"The most important aspect of our program is trying to meet the needs of the students so that the student can experience success." Nikki Coffman

Helps student to gain access to services outside the school and benefit from them.

It is sometimes necessary to refer students to outside agencies for problems which cannot be addressed in school. Once services have been identified, referred to, selected and acquired, the case manager monitors the service to ensure delivery. Periodic reviews of service delivery will assist the youth in reassessing planned services or to changing the service or provider to help students gain access to outside services. The case manager would:

- attend staff development and information and referral workshops to keep informed of community resources
- work with parents through meetings and telephone contacts to gain support for outside services in the home
- maintain contact with service providers to monitor student progress.

"The case manager should plan, coordinate, integrate and link all services that relate to the at-risk youth. Wow! What a Job!" B.J. Corbin

Help students learn to access services on their own and thereby reduce dependency upon the case manager.

Assisting students to plan, to set goals and to undertake a process of reaching and completing goals, helps them to learn that they can make choices. They begin to see now their actions lead to outcomes. Case management in these instances empowers students to take control of their lives.

Planning Services Delivery and Monitoring Student Progress

Several Maryland's Tomorrow programs have developed and implemented techniques and formats to assist in case management. These techniques and formats have helped case managers monitor service delivery, provide information and feedback to other staff working with students and teachers in the program. When these techniques have been used, case managers have reported changes in attitudes relating to academic achievment. Some of these techniques are:

1. **Assessment:** The case manager assists in gaining information to plan services needed to help the youth be successful in school. The assessment process can be accomplished through a variety of techniques including interviewing, review of records, consultations with parents and teachers, using commercially as well as local designed tests, interest surveys, and aptitude assessments and by observing the youth in the classroom. Assessment should be accomplished over the life of the Maryland's Tomorrow program. Examples of locally designed assessment processes are included in Appendix A.

2. **Contracts:** Student contracts or agreements have been instituted in some programs based on the premise that students can be successful if they have self-discipline or management skills. With these skills students appear to have the strength and perseverance to pursue and achieve goals. Examples of student contracts or agreements are included in Appendix B. These examples include contracts among the student, parent, and teacher, peer support teams and contracts where incentives have been included if the student achieves outcome stated in the agreement.

3. **Progress Reports:** Students identified as underachievers often need a blend of services to support their academic achievement and teacher expectations. Monitoring the work of these students helps teachers and support staff see remediation or other support needs which can be met and reinforced to assist students in meeting academic expectations. Progress reports provide a means to follow-up on students, to support learning activities in several classes, to provide a staff reporting and monitoring method in cooperative learning environments, and to provide a means for the student to look at individual growth and achievement. Appendix C has several examples of progress reports.

4. **Weekly Assignment Sheets:** Students are faced with deciding how to spend daily time in school, out of school, with their families, peers, personal time, time for schoolwork and assignments and extra curricular activities. Time management is essential if the student is to be successful. Assignment sheets are designed to cover weekly and monthly assignments, and ways to monitor marking periods have been developed to assist students in schedulirg, studying for exams, and gaining control over their time. Appendix D has several formats created locally which have proven helpful to students.

5. **Parental Involvement:** Special efforts are necessary to involve parents in the education of their children. Approaches to linking the home and the school are essential to the case management process. Appendix E includes examples of these approaches.

APPENDIXES

PERSONAL EDUCATIONAL PLAN

_____

Student's Name

Planning For My Success

MARYLAND'S TOMORROW/SUCCESS

Enrollment Date: _____

End Date: _____

Prince George's County

A1

Student Name _____
                Last   First

Parent Name _____
                Last   First

Street Address _____

City,State,Zip Code _____

Student I.D.# _____

Student D.O.B. _____

Race _____ SSN _____

Sex _____

Telephone(h) _____ (w) _____

ENROLLMENT CRITERIA

CTBS

    Total   Rdg. -   _____

    Total   Math -   _____

Pre Functional Test Results 7th Grade

    _____   _____
     Math   Reading

Other Test Scores: _____

_____

_____

Days Absent
Attendance:

    _____   School year - 7th
    _____   School year - 8th

Suspensions:

    _____   School year - 7th
    _____   School year - 8th

Discipline Referrals 0 1 2 3 4 or more
LAP   YES   NO
Previous Placements Indications:
     YES   NO
Explain _____

_____

_____

FINAL GPA

_____ School year - 7th

_____ School year - 8th

Participation

Activity	Date/Year	Activity	Date/Year
			Also check √ if satisfactory

Learning Styles Assessment _____   _____

Study Skills Assessment _____   _____

Vocational Assessment(s) _____

_____   _____

_____   _____

_____   _____

Enrichment Program(s) _____

   Camp Schmidt (9) _____   _____

   Summer Residential _____   _____

_____   _____

_____   _____

_____   _____

Summer Program(s) _____

   CAVE _____   _____

   Summer School _____

        9 _____   _____

        10 _____   _____

        11 _____   _____

        12 _____   _____

Employment

        9 _____   _____

        10 _____   _____

        11 _____   _____

        12 _____   _____

Employability _____   _____

        9 _____   _____

        10 _____   _____

        11 _____   _____

Employment _____

Employer _____

Job _____   _____

Employer _____

Job _____   _____

Employer _____

Job _____   _____

Employer _____

Job _____   _____

Employer _____

Job _____   _____

Awards and Recognition

Type	Date/Year
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CUMULATIVE GRADUATION REQUIREMENT SUMMARY

COMPETENCY PREREQUISITES (√ when completed)

READING		MATHEMETICS		
WRITING		CITIZENSHIP		

-UNIT SUMMARY-	9	10	11	12		TOTAL
SUBJECT FIELD						
ENGLISH						
SOCIAL STUDIES						
SCIENCE						
MATHEMATICS						
PHYSICAL EDUCATION						
FINE ARTS						
PRACTICAL ARTS						
OTHER						
FOREIGN LANG						
TOTAL GRADUATION UNITS						

GRADUATION:
20 UNITS

PLANNING FOR MY FUTURE

(My Personal Goals)   (My Academic Goals)

1st Year: _____   1st Year_____
_____   _____
_____   _____

2nd Year: _____   2nd Year_____
_____   _____
_____   _____

3rd Year: _____   3rd Year_____
_____   _____
_____   _____

4th Year: _____   4th Year_____
_____   _____
_____   _____

5th Year: _____   5th Year_____
_____   _____
_____   _____

My Thoughts About . . .

(Trade/Technical School)   (Armed Forces)

_____   1st Year   _____
_____   _____

_____   2nd Year   _____
_____   _____

_____   3rd Year   _____
_____   _____

_____   4th Year   _____
_____   _____

_____   5th Year   _____
_____   _____

(College)   (Career)

_____   1st Year   _____
_____   _____

_____   2nd Year   _____
_____   _____

_____   3rd Year   _____
_____   _____

_____   4th Year   _____
_____   _____

_____   5th Year   _____

- 13 -   18

Student _____

Parent(s) _____   Phone _____
_____   Home
                                                                    _____
                                                                    Work

Conference . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . suggestions . . . date Positive plan of action . . .
Conference . . . . suggestions . . . date Positive plan of action . . .	Conference . . . . suggestions . . . date Positive plan of action . . .

Baltimore City Public Schools

FUTURES
STUDENT PROFILE

/

Date: _____

Name: _____ D.O.B. _____ Sex: _____

Address/Zip: _____

Phone: _____ Social Security #: _____

Grade: _____ Cohort: _____ Pupil #: _____ Race: _____

Mother's Name: _____

Address/Zip (if different): _____

Phone (if different): _____

Employment Address/Zip/Phone: _____

_____

Father's Name: _____

Address/Zip (if different): _____

Phone (if different): _____

Employment Address/Zip/Phone: _____

_____

Emergency Contact: _____
(name and phone)

Others Living in Home:

Name/Age/Sex	Relationship to Student	School or Employment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FUTURES Staff Signature: _____

A2

STUDENT INFORMATION

Student's Name: _____   Date: _____

Three hobbies or special interests:

Student's favorite school subject(s):

Does student plan on attending college?

Student's career goals:

Comments or other information:

ANTICIPATED SERVICES
(Use to develop goal statements)

_____ Attendance		_____ Medical Services
_____ Academics/Grades		_____ Mentoring
_____ Career Counseling		_____ Personal Counseling
_____ Employability Skills		_____ Social Services Info.
_____ Financial Assistance		_____ Parent Conference
_____ Job Placement Service		_____ Tutoring
_____ Advocacy & Legal Services		_____ Transportation
_____ Other, please define:		
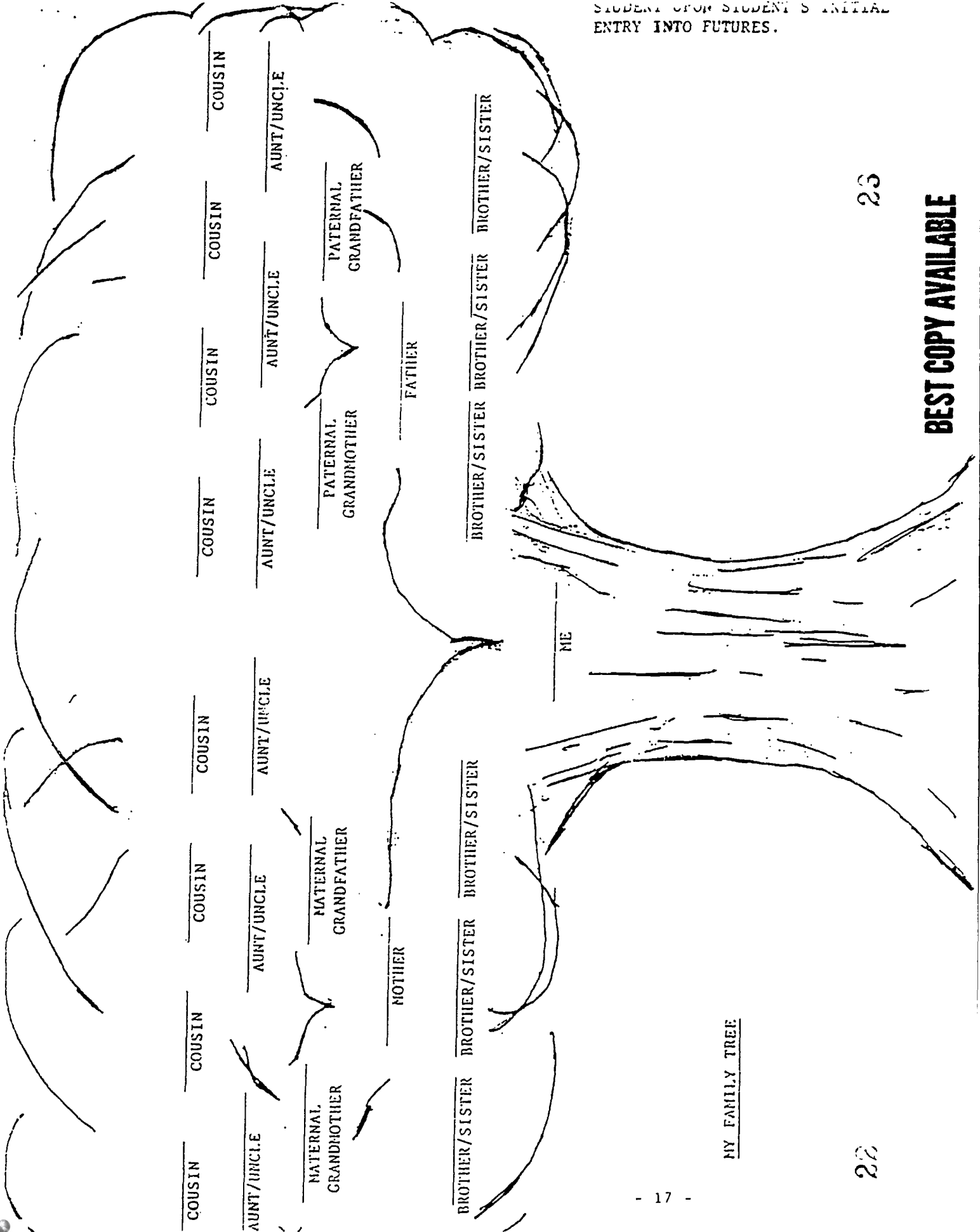
COUSIN

COUSIN

AUNT/UNCLE

AUNT/UNCLE

COUSIN

COUSIN

AUNT/UNCLE

PATERNAL GRANDFATHER

COUSIN

AUNT/UNCLE

PATERNAL GRANDMOTHER

FATHER

BROTHER/SISTER BROTHER/SISTER BROTHER/SISTER

COUSIN

AUNT/UNCLE

COUSIN

AUNT/UNCLE

MATERNAL GRANDFATHER

MOTHER

BROTHER/SISTER BROTHER/SISTER

COUSIN

AUNT/UNCLE

MATERNAL GRANDMOTHER

BROTHER/SISTER BROTHER/SISTER

ME

MY FAMILY TREE

- 17 -

FUTURES
GOAL STATMENTS

Student's Name: _____

By the end of _____, I will be able to:
          (time period)

Goal Statement: _____

_____

Steps to Reach Goal:

	By when	Resources (who, what) to help
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Student Signature: _____

FUTURES Staff Signature: _____

Date: _____

24

FUTURES REFERRAL FORM

Referral Date: _____

Student's Name: _____

Referral Agency Name/Address/Zip: _____

_____

Referral Contact Name/Phone: _____

Referred By: _____

Referral Reason:

FUTURES Staff Signature: _____

- 19 -

25

Maryland's TOMORROW

REPORT CARD CONTRACT

I,_____, MARYLAND'S TOMORROW STUDENT AT GAITHERSBURG

HIGH SCHOOL, DO HEREBY CONTRACT FOR THE FOLLOWING GRADES ON MY REPORT CARD.

	GRADE	TEACHER			GRADE	TEACHER
SCIENCE	_____	_____		ENGLISH	_____	_____
HISTORY	_____	_____		MATH	_____	_____
P.E.	_____	_____			_____	_____

I UNDERSTAND THAT AN "E" IN ANY SUBJECT MAKES THIS CONTRACT NULL AND VOID. I ALSO

BELIEVE THAT THESE ARE REALISTIC GOALS FOR ME TO SET, AND ONE INCENTIVE UPON

REACHING THESE GOALS IS A $40 GIFT CERTIFICATE TO LAKE FOREST MALL.

_____
SIGNATURE OF PARENT

_____
SIGNATURE OF STUDENT

_____
SIGNATURE OF MARYLAND'S TOMORROW
      TEACHER

Montgomery County

Maryland's Tomorrow Report Card Contract
This form establishes a contract among the student, parent and the teacher for selecting grades over a semester or a marking period. Please note this contract is coupled with a shopping incentive.

DATE_____

THE FOLLOWING TEAM OF_____

WILL ACHIEVE THE GOALS AS INDICATED.

NAME

NAME

ACHIEVEMENT OF THESE GOALS WILL BE DETERMINED BY THE STUDENT

SELF-ASSESSMENT AND BY TEACHER AND ADMINISTRATOR FEEDBACK.

UPON ACHIEVING THESE GOALS, AS A TEAM, THE FOLLOWING INCENTIVES

WILL BE PROVIDED _____

SIGNATURE OF MARYLAND'S TOMORROW STAFF

SIGNATURE OF 9TH GRADE STUDENT

SIGNATURE OF 10TH GRADE STUDENT

Peer Support Team Goal Sheet and Incentive Contract
This goal setting format is designed for a peer group
or team of two students who will work together to
achieve a goal. The student determines when the goal
has been achieved through feedback from the teacher
and administrator. This contract also has a space
for an incentive prize to be recorded on the form.
This format also links the freshman with a sophomore
and the Maryland's Tomorrow staff.

MONTGOMERY COUNTY

B2

MARYLAND'S TOMORROW INCENTIVE PROGRAM

I,_____, will improve my grade point average

from _____ to _____ by the end of the _____ marking period.

_____
Signature of Student

****

I, _____*_____, will provide _____

with the opportunity to participate in a field trip as a reward for improvement

when the above contract is fulfilled by the end of the _____ marking period.

Mid-Marking Period Reward=   Other_____
                                                    Gift Certificate

_____
*Teacner, Counselor, Case Manager

SOMERSET COUNTY

Incentive for Grade Point Increases
This contract provides an incentive for grade point
average increases. It also establishes a timeline
to include a marking period. A mid-marking period
reward is also a feature. The teacher, counselor, or
case manager enters into this agreement.

3

TEACHER: _____   PLEASE RETURN BY: _____

The following students are in the Maryland's Tomorrow Program which offers tutorial services and study skill building. Your input would be appreciated.

STUDENT	COMPLETED ASSIGNMENTS	ASSIGNMENTS NOT COMPLETED	GOOD CONDUCT	COMMENTS: Areas of improvement or where help is needed

Maryland's Tomorrow Weekly Progress Report
This form provides the case manager, or whoever is responsible for monitoring the student's progress, a means to follow up on several students. This form is also used to alert teachers that a student is participating in a performance contract. It supports the "learning" concept among the staff members who are providing support to a number of students.

* These students are participating in an incentive performance contract. A mid-marking grade point average will be necessary to provide appropriate awards. Thank You.

SOMERSET COUNTY

C1

- 23 -

ERIC

MARYLAND'S TOMORROW
WEEKLY PROGRESS REPORT

DATE: _____ TO _____

NAME	PERIOD	WORKING SAT.	WORKING UNSAT.	DOES UNSAT. WORK	DOES NOT COMPLETE ASSIGNMENTS	LOW TEST GRADES	POOR CLASS ATTENDANCE	DOES NOT COMPLETE HOMEWORK	TARDY TO CLASS	NOT PREPARED FOR CLASS
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

COMMENTS:

DORCHESTER COUNTY

Maryland's Tomorrow Progress Report
This is another example of how a local program tr:
its Maryland's Tomorrow participants.

C2

3

MARYLAND'S TOMORROW PROGRESS REPORT

TEACHER: _____

CLASS	ASSIGNMENT COMPLETED	ASSIGNMENT MISSED	ATTENDANCE	CLASS ON TIME	AVERAGE GRADE	RECENT IMPROVEMENT	COMMENTS

Maryland's Tomorrow Progress Reports
This form is designed to provide a staff reporting system. It is used by the teachers in the team approach.

SOMERSET COUNTY

C 3

FROM: MARYLAND'S TOMORROW STAFF

TO:_____

STUDENT_____   APPROX. GRADE TO DATE_____

PLEASE COMPLETE AND RETURN THIS FORM TO:_____

BY_____   THANK YOU.
   DATE

	ALWAYS	SOMETIMES	RARELY
COMPLETING DAILY CLASSWORK			
COMPLETING HOMEWORK			
ARRIVING TO CLASS ON TIME			
APPROPRIATE CLASS BEHAVIOR			

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT/COMMENTS:

Montgomery County

Staff Feedback Sheet
This form provides a means for staff feedback to
the case manager or person responsible for
monitoring the activities of students. Note the
section which includes specific recommendations for
improvements.

C4

CRISFIELD HIGH SCHOOL,
MARYLAND'S TOMORROW STUDENTS
CUMULATIVE REPORT
1989 - 1990

STUDENT	GRADE	89 GPA	90 1st Sem. GPA	90 2nd Sem GPA	90 Final GPA	89 Yearly Absent	90 1st Sem. Absent	90 2nd Sem. Absent	90 Yearly Absent	COMMENTS

Maryland's Tomorrow Students Cumulative Report.
This form provides, at a glance, grade point averages
for the Maryland's Tomorrow period of intervention.

SOMERSET COUNTY

C 5

STUDENT NAME: _____

SCHEDULE _____

1.								
2.								
3.								
4.								
5.								
6.								
7.								
3.								

Maryland's Tomorrow Weekly Student Progress
This is a student's record form. The student
makes the chart up to fit his schedule.

MONTGOMERY COUNTY

37

Di

GRADE CONFIGURATION TABLE FOR 9-WEEK MARKING PERIODS WITH EXAM
(FINAL EXAM = 25%)

AAA=A	BAA=A	CAA=B	DAA=B	EAA=B	PPP=P	PPP=P
AAB=A	BAB=B	CAB=B	DAB=B	EAB=C	PPF=P	PPF=P
AAC=A	BAC=B	CAC=B	DAC=C	EAC=C	PFP=P	PFP=P
AAD=B	BAD=B	CAD=B	DAD=C	EAD=C	PFF=P	FFF=F
AAE=B	BAE=B	CAE=C	DAE=C	EAE=C		
ABA=A	BBA=B	CBA=B	DBA=B	EBA=C		
ABB=B	BBB=B	CBB=B	DBB=C	EBB=C		
ABC=B	BBC=B	CBC=C	DBC=C	EBC=C		
ABD=B	BBD=B	CBD=C	DBD=C	EBD=D		
ABE=B	BBE=C	CBE=C	DBE=C	EBE=D		
ACA=B	BCA=B	CCA=B	DCA=C	ECA=C		
ACB=B	BCB=B	CCB=C	DCB=C	ECB=D		
ACC=B	BCC=C	CCC=C	DCC=C	ECC=D		
ACD=B	BCD=C	CCD=C	DCD=D	ECD=D		
ACE=C	BCE=C	CCE=C	DCE=D	ECE=D		
ADA=B	BDA=B	CDA=C	DDA=C	EDA=D		
ADB=B	BDB=C	CDB=C	DDB=C	EDB=D		
ADC=C	BDC=C	CDC=C.	DDC=D	EDC=D		
ADD=C	BDD=C	CDD=D	DDD=D	EDD=D		
ADE=C	BDE=C	CDE=D	DDE=D	EDE=E		
AEA=B	BEA=C	CEA=C	DEA=C	EEA=D		
AEB=C	BEB=C	CEB=C	DEB=D	EEB=D		
AEC=C	BEC=C	CEC=D	DEC=D	EEC=D		
AED=C	BED=D	CED=D	DED=D	EED=E		
AEE=C	BEE=D	CEE=D	DEE=E	EEE=E		

GRADE CONFIGURATION FOR 9-WEEK MARKING PERIODS WITHOUT EXAM

AA = A	BA = A	CA = B	DA = B	EA = C	PP = P	PP = P
AB = B	BB = B	CB = B	DB = C	EB = C	PF = P	PF = F
AC = B	BC = C	CC = C	DC = C	EC = D		
AD = C	BD = C	CD = D	DD = D	ED = D		
AE = C	BE = C	CE = D	DE = E	EE = E		

MONTGOMERY COUNTY

Grade Configuration Table for 9-week Marking Period
Students usually do not understand how grades are
determined. These configurations provide examples
for students to follow. Teachers need to apply these
to their own situation.

38

02

MARYLAND'S TOMORROW STUDENT PROGRESS REPORT

1989 - 1990

STUDENT _____

SUBJECTS	GRADES PER MARKING PERIOD						YEARLY G.P.A.		COMMENTS
	1	2	3	4	5	6	FY89	FY90	
ENGLISH									
MATHEMATICS									
SCIENCE									
SOCIAL STUDIES									
MD. TOMORROW									
TYPING									
MUSIC									

DAYS ABSENT PER MARKING PERIOD   YEARLY TOTALS

	1	2	3	4	5	6	FY89	FY90	
VERIFIED									
OTHER									

SOMERSET COUNTY

Maryland's Tomorrow Student Progress Report
This form provides student and teacher with a means
to track grades over the six marking periods of the
school year. If students are working toward the
goal of improving their current grades versus what
they accomplished the year before, then a column
is added for the current year's grades and last year's
grade. Note also the section for attendance.

D 3

MONDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

TUESDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

WEDNESDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____

Assignment Sheets - Weekly
These pages help the student keep track of class assignments.
Assignment sheets also serve to reinforce being prepared
for classes. Note also the space for special assignments.

3 _____	
4 _____	
5 _____	_____
6 _____	_____
7 _____	_____

THURSDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

FRIDAY

Date _____

Class	Assignment
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____

Special Projects or Assignments

To Do	Date Due

- 32

41

DATE	SUBJECT	ASSIGNMENT	COMPLETE

Assignment Sheet·

This form is another way to accomplish keeping track of class assignments. It can be used as a daily class assignment sheet also.

SOMERSET COUNTY

- 33 42

D5

JANUARY 1990

sunday	monday	tuesday	wednesday	thursday	friday	saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 NO School	15	16	17 Review for Exams	18 EXAM PERIOD 1 - 8:15 8 - 12:00	19 EXAM PERIOD 4 - 8:15 5 - 12:00	20
21 EXAM PERIOD 3 - 8:15 6 - 12:00	22 EXAM PERIOD 2 - 8:15 7 - 12:00	23 Reafés; A-B MAKE-UP EXAMS	24	25	26 NO School	27
28	29 START OF SECOND SEMESTER	30 Georgetown Basketball	31			

The Monthly Calendar
This is another time management devise useful to helping students plan for tests and to remember other important events. Time management is an excellent tool for students to begin using.

NAME _____

SCHEDULE

	SUBJECT	TEACHER	ROOM
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

HOME PHONE_____

HOME ADDRESS_____

PARENT'S WORK NUMBERS   _____   _____

MOTHERS'S NAME   PHONE

_____   _____

FATHER'S NAME   PHONE

<u>Student's Schedule with Parent Signature</u>
This form provides a ready reference for students,
parents and the school on courses, teachers and rooms
of classes. When parents are involved, grades tend to
be impacted.

MONTGOMERY COUNTY

E1

STUDENT'S NAME _____ TELEPHONE NUMBERS

GRADE:_____   HOME:_____

                              MOTHER'S WORK:_____

                              FATHER'S WORK:_____

DATE	TIME	REASON FOR CALLING	RESPONSE
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____
____	____	_____	_____

The Telephone Log
This desk reference is an excellent form for case
managers and others to use when there is a need to
verify phone calls. This is also used to remind
the case manager of the need to call for problems as
well as successes.