

5 PASS Student Stories

As told by PASS Case Managers

February 8, 2019

Student T

This is a great story about T, I would like to share with you. T- came in his freshman year(2017-2018) not passing a math class since second grade and also struggled with English as well. Working with him and creating a trusting relationship, T- confided in me that he was unsure but thought he may have a learning disability. Working closely with him I agreed, noticing some behavior traits. I spoke with Joe Crawford, our High School Psychologist about having T- tested.

We worked with T- and his mom to accommodate the testing process and it was a great success. T- has, unfortunately, had to transfer to another school with his family moving out of the area. I have kept in contact with him and his last message was that he had passed all of his classes with a "C" or better thanks to him being placed in the correct classes after his testing results. He thanked me repeatedly for helping him and he misses our High School very much. He did come back to join our Tolo celebration and catch up with his friends.

This is for sure a success story about our PASS program and the benefits we see from it.

Student C

This student is quiet, shy, and has very low self esteem. This student has checked in with me every single day of this school year. We have worked through friend issues, family issues, health issues and we are currently conquering some self esteem with some at home exercises about self love. Yesterday we decided to have her write down 5 things that she likes about herself. She was so excited when she arrived to school today she found me to show me her list. She even named 6 things! She went to the Skills Center field trip today so that she can start her working on her future goals.

Student H

This student has a rough family life and desires to move out when she is 18. We meet daily to build self esteem and her social skills with friends. We have looked into career options and after school sports to help get her out of the house in a positive way. She went to the skills center field trip today to check out the CNA program. Once she passes this class and she turns 18 she will have an instant a career with an income.

Student J

J was under the impression that middle school grades did not matter. He stated that they were going to pass us along no matter what. His transition into high school has been a little bumpy. He said if he could go back he would tell his middle school self to take the subject matter more seriously. It only made 9th grade harder not having learned the material. Based on last year's grades (8th grade) for 1st semester he had failed 4 classes. This year, (9th grade) he failed only 1 class. He was very proud of himself and is determined to keep up the positive swing on his grades.

Student D

This student has a very hard time in the mornings. After building a trusting relationship with D and with parents, it has come to light that D is scared to sleep alone. This is a tough thing to admit when you are a teenager. D waits until Mom comes home from work and then goes to sleep, sometimes this is 1 am. D also has struggled with core classes in the past, math being the weakest subject. D expressed that the last time there was any comprehension was 4th grade. I dove into the students file and the data was very supportive of the statement. When we had further conversations, it seemed attendance was an issue as well. D stated that it was strategic to miss as many math classes as possible in order to avoid it completely. We decided together to look into special education testing, we felt there was a learning obstacle or disability in her way. Parents were on board to push through this screening phase. We worked with our school psychologist and the students general education teachers to collect data and evidence to support a need. Met with parents and student to discuss the next phases. As of right now the testing is still in progress and the student was able to pass all core classes except for math with a C or better. D states that it could not have happened if it were not for the PASS program. During our weekly advisory meetings D works on long division worksheets. We were able to identify this skill as an opportunity and the worksheets are helping to sharpen skills.