

**PARK COUNTY SCHOOL DISTRICT #6
BOARD OF EDUCATION POLICY**

CODE: IHBC-R

"AT RISK" STUDENTS

A. IDENTIFICATION

Individuals of school age who appear likely to fail due to economic, social/emotional or academic factors are "at risk" students. Often times, students are "at risk" as a result of physical or emotional problems that may be interfering with the student's education and/or personal life. This may take many different forms, including drug and alcohol abuse, depression, stress, suicide, teenage pregnancy, victims of violence, involvement with the legal system, dropping out, attendance/truancy, illiteracy, consistent lack of academic progress, etc.

B. PROCEDURES

Each school in the district will have procedures in place to identify and intervene with at-risk students. In addition, each school will provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. (W.S. 21-2-202 (a)(xix), W.S. 21-2-304(a)(ii) and W.S. 21-9-101(c)).

These procedures include, but are not limited to:

1. Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure. These mechanisms shall include:

An at-risk committee (i.e., Building Intervention Team or BIT) which:

- a. Consists of certified regular education teachers, at least one of which is the student's classroom teacher, the school principal (or designee), and other staff knowledgeable of at-risk programs and strategies who act as consultants.
- b. Communicates with and includes, to the extent practical, parent(s) of the student discussed.
- c. Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration (e.g., Title I, Special Education, English Learners, summer school programs, tutoring, etc.).
- d. Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.
- e. Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.
- f. Follows rules for programs that address the needs of students with disabilities.
- g. Recommends strategies for students who consistently fail to meet or who exceed standards including:
 - (1) Expeditious referral of students to at risk programs.
 - (2) Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.

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(3) Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.

- h. For students in a court-ordered out-of-district placement, the BIT will appoint a case manager to monitor the progress of the student and provide assistance as deemed necessary to benefit the student.

PARTICIPATION OF STAKEHOLDERS

District and community stakeholders have been and will continue to be involved in the development of the curriculum utilized in the District. Curriculum development that specifically addresses "at risk" student behaviors may have participation of stakeholders that reflect the community at large.

Stakeholders may also be involved in developing specific programs and in developing recommendations for specific policy language, both of which are intended to help reduce/eliminate "at risk" student behaviors.

Adopted: 1/20/98
Revised: 4/15/14