

SCHOOL DISTRICT OF MANAWA

342.4-Rule

STUDENTS AT RISK PROGRAM GUIDELINES

A. Definition

Students enrolled in the School District of Manawa who fall within any the following definitions are considered "at risk":

1. Students who are one or more years behind their age group in the number of credits, or in the basic skill levels and are one or more of the following:
 - a) Drop-outs
 - b) Habitual truants
 - c) Parents
 - d) Adjudicated delinquents
2. Students in grades PK-12 who are two or more years behind their age groups in basic skill levels in math, reading or both.
3. Students in grades PK-12 who are one or more years behind their age group in basic skill levels in math, reading or both and who have been absent in any school semester, for more than 10% of the number of hours of direct student instruction required during the semester, whether such absences are excused or unexcused.

B. Current Programs

One of the best ways to reduce the number of at risk students is to have in place some education prevention options. The School District of Manawa currently provides the following programs:

1. Pk-12 guidance and counseling services including individual and small group, as well as classroom instruction, dealing with alcohol and other drug abuse prevention activities, self-esteem and family involvement.
2. Third through 8th grade peer mediation.
3. Seventh through 9th grade health classes which teach how to make healthy decisions, responsible decision making, and learning to make lifestyle changes that affect the future.
4. Special education in grades K-12.
5. Teacher assistance which will serve as a first step in making an at-risk referral.
6. Summer school is open to all students in grades K-12 and is designed for students who need additional help in the basic skill areas of math or reading.
7. A protective behavior curriculum in grades K-6 that teaches

protective behavior, how to say "no", assertiveness and support networking.

8. Activities to reduce the absence rate in grades K-12 among high risk, chronically absent and tardy students, including: phone calls, principal letters to parents/guardians, parent conferences, home visits, individual counseling, collaboration with and referrals to social service agencies.
9. Peer tutoring for students who need additional help to learn basic skills in academic areas. Arrangements are made through the high school guidance office. Arrangements can also be made for additional help during the student's and teacher's free time.

C. Programming Options 9-12

1. For good and sufficient reasons, an at-risk student may be exempt from attending classes every hour of every day or homework and assignments may be modified as needed.
2. Available program options, such as the alternative school, PASS programming, individual scheduling, QUEST, GOAL and remedial classes offered through distance learning (KSCADE) may be used.
3. Youth options programming.
4. Enrollment in remedial math or communication classes at the high school level.
5. Correspondence courses to earn high school credit.
6. At risk students shall be monitored and counseled weekly concerning their attendance, academic performance and classroom behavior. These counseling sessions will include working on refining the student's organizational skills in conjunction with parental or guardianship environment. These counseling sessions will be facilitated by the school counselor, classroom teacher, or school principal.

D. Student Referral Procedure

1. A student may be referred for at risk programming to the pupil services team by his/her parents/guardians, certified staff or by him/herself.
2. Students with disabilities are only eligible for the at risk program if it is part of their individual educational plan (IEP).
3. Making a Referral

Step 1: The referring person must address a written referral, via the school principal, to the pupil services team, stating the reasons why this student is suspected to be at risk.

Step 2: The pupil services team, which will consist of the building principal, the guidance counselor, two teachers, and as needed, the

school nurse and/or the police school liaison officer, will meet to decide what program options or modifications are necessary to help the student succeed in school and lower the level of at risk. Criteria used to determine a student's level of at risk include:

- reviewing student academic records,
- consultation with the classroom teacher,
- interview with student,
- consultation with parent/guardian,
- student test scores,
- student attendance records, and
- consultation with any other teacher who would be able to provide the best possible programming for the student.

Step 3: The modifications and/or interventions are recommended on a trial basis. Then, after a four to six week trial, the team reconvenes to see what options worked, what did not, and evaluate the student's progress.

Step 4: The student will then be placed in one of the program options recommended by the team.

Step 5: After a student has been identified as at risk according to one of the established criteria, a parent meeting will be scheduled with the parent/guardian, the pupil services team, the school counselor, and principal informing the family that their child is eligible for the school district's at risk services.

4. Program Termination

Termination of at risk services may be initiated by either the students, parent/guardian or pupil services team. To be terminated from the program, the student, teacher, parent/guardian, or the pupil services team must request in writing the reasons why this student no longer needs the services provided through the at risk program. The request is then reviewed by the pupil services team which originally recommended placement in the program.

E. Responsibilities of the Pupil Services Team

1. Receive at risk referrals
2. Schedule meetings
3. Make contacts for information gathering
4. Call/write parents/guardians
5. Complete necessary paperwork for placement

APPROVED: February 21, 2000