

GUIDE ON POLICIES AND PROCEDURES
that address
STUDENTS IN NEED OF ASSISTANCE
(At Risk)

General Overview

Sheridan County School District #1 believes that all children are capable of learning. In providing a free and appropriate education for all children, SCSD #1 recognizes that differences in learning capabilities among students will be present. Some students will have capabilities impaired by reason of mental, physical, or psychological factors and may be determined to be academically *at-risk or in need of assistance* (these terms will be used interchangeably in this document). It is the philosophy of SDSC #1 that all involved parties must be responsible and accountable for students in need of assistance. These include parents, school personnel, the community, and the students themselves. At-risk students must be accountable for their own behavior and, ultimately, they are the only ones who can actually change their own behavior.

It is the policy of SCSD #1 to institute and maintain programs for students in compliance with rules and regulations published by the Department of Education of the United States government and the Wyoming Department of Education.

Programs for students in need of assistance shall be directed generally toward attainment of district standards and benchmarks, and specifically toward meeting the unique educational needs of the children served. Some students require increased time and/or academic accommodations to meet these goals, and SCSD #1 is committed to providing alternative academic opportunities for students to be successful. These programs shall be implemented, coordinated, and administered under the supervision of the Superintendent or designee.

SCSD #1 recognizes that it is necessary to develop and maintain programs and strategies dealing with (1) prevention, (2) identification, (3) intervention, and (4) remediation to help students be successful. In addition, it is necessary to develop evaluation procedures to assess these programs on a regular basis.

SCSD #1 is committed to the process of community involvement in planning for the success of all students. It shall be the goal of SCSD #1 to systematically involve parents, school personnel, and out-of-school groups and agencies to advise on the planning for necessary prevention, intervention, and remediation. This includes, among other strategies, periodic community and internal needs assessments, school board “listening sessions”, Parent Advisory Committees at each building, as well as public input and membership on various district committees including the Drug Free and Safe Schools Committee and CIP committee.

SCSD #1 offers a balanced curriculum that is aligned with state of Wyoming standards. This curriculum is under continuous review and revision in order to meet the needs of all students. Assessment programs in the district include, but are not limited to, WyCAS, CTB/Terra Nova, ACT/Plan, MAP, DRA, QRI, Six Traits Writing, ASVAB, as well as optional ACT, PSAT, and SAT. These are designed to evaluate individual student progress as well as to evaluate strength of curriculum. Remediation programs, such as Homework Club, Friday School, Summer School, and Re-

Teach/Re-Learn are available to students. Special Education and Title 1 programs are also available interventions where needed. Student Assistance Committees (AKA Building Intervention Teams) meet regularly to evaluate the needs of individual students.

Guidelines for Prevention of At Risk Students

Each school shall plan and conduct classes, activities, and lessons that aid in preventing students from engaging in behaviors that will place them “at risk” and in need of special assistance. Schools shall consider the following guidelines in their planning and delivery of the prevention activities:

- a. Promote asset-building activities that help establish and maintain healthy lifestyles
- b. Provide programs and class offerings that impart information needed to make healthy decisions and promote academic success
- c. Develop essential social skills needed in order to make healthy decisions
- d. Support standards of safe, appropriate, and healthy behavior
- e. Foster resilience by creating a sense of belonging, high expectations and mentoring
- f. Support the Safe and Drug Free Schools (Title 4) Principles of Effectiveness
- g. Provide education and information to parents and other community members regarding students at-risk

Guidelines for Identifying At-Risk Students

At-risk students are identified as “individuals of school age who appear likely to fail economically, socially, emotionally, or academically.” More specifically, economically at risk students will be identified by SCSD#1 as those whose families qualify for free or reduced meals. Socially at-risk students will be identified as those whose behavior in social situations has caused them to be chronically disciplined in the school or community setting. Emotionally at-risk students will be identified as those whose emotional status consistently presents a barrier to academic success. Academically at-risk students will be identified as those who have scored below the 20th percentile on a standardized achievement test and/or those who have failed more than one subject in the past two years. Within each of these categories additional at-risk behaviors are allowed for, as indicated later in this document.

The majority of the identifications will originate within the school, though requests and recommendations from the community are welcomed. SCSD #1 maintains a “Child Find” coordinator to which parents and community members can make referral recommendations.

Within the schools, referrals for additional assistance can be made by any of the following: a. classroom teachers, b. school nurses, c. school counselors, d. principals, e. parents, f. students, g. special services personnel, h. outside public or private agencies.

Monitoring Progress

Each school shall operate a Building Intervention Team (BIT) or Student Assistance Committee (SAC) that follows all guidelines published in the WDE School Accreditation Rules, Chapter 6, Section 12. A-E. The BIT (SAC) will hold a minimum of one meeting per month to evaluate the process of identification and intervention, and progress of assistance plans for at-risk students. Continuation of

any assistance plan will be based upon yearly evaluation of student learning results. These committees shall consider the following list of behaviors in their identification and monitoring procedures.

a. Substance abuse	b. Pregnancy
c. Attempted suicide or severe depression	d. Potential for dropping out
e. Low WyCAS and/or other test scores	f. Legal system involvement
g. Low or failing grades	h. Dramatic change in behavior
i. Qualified for special education	j. Lack of parent involvement
k. Victim or perpetrator of violence	l. High Absenteeism
m. Reading below 20 th percentile	n. Abused/neglected
o. Low SES status	p. Gifted/talented
q. Homelessness	r. Failing to meet standards
s. Transient school history	

Intervention Guidelines for Students in Need of Assistance

The Building Intervention Team or Student Assistance Committee will review the referred student’s needs and make appropriate recommendations for intervention and/or remediation in regard to the student’s specific problems. At times it will be appropriate to refer students to an outside public or private agency in order for them to receive the help they need.

The team will direct, evaluate and document the success or failure of the interventions, as appropriate, prior to making referrals outside the regular classroom. Title 1 student identification may occur with its own set of criteria. The team may refer the student for special education evaluation or 504 services as needed. The process will be confidential, and a copy of the completed forms will be kept in the building.

Students in crisis will receive immediate attention using all necessary internal and external resources, and following established policies and school building procedures. The appropriate staff will complete child abuse/neglect, suicide, disciplinary, and medical referral forms, and then refer the student to the Building Intervention Team or Student Assistance Committee.

Specific Interventions

Special Education Students

Students receiving special education and related services shall be educated insofar as practical in a regular education setting with students who have not been identified as having disabilities. Placement in special programs of students with disabilities, either within or outside of SCSD #1, shall be as appropriate as possible to the student's needs and shall be in the least restrictive educational setting, as designated in district, state, and federal regulations.

Guidelines for providing these special services can be found in "Policies and Procedures for Children with Disabilities" at the SCSD#1 Central Office and in each individual school building in the District. Special programs for students with disabilities are provided for in SCSD#1 Policy IGBA: Programs for Handicapped Students.

Parent travel: Residentially placed students with disabilities

Parents/guardians of identified students with disabilities who have been placed in residential facilities and other specialized settings by SCSD #1 will be reimbursed for the travel to enable them to participate in program issues and to visit their child as determined by the child's individual educational program team. Frequency and timing of all visitations will be determined at the individual educational program team meeting. The parents will be reimbursed for reasonable travel (gas receipts, coach airfare, bus, taxi, etc.), meals and lodging if determined by the individual educational program as necessary. Parents must submit itemized receipts upon completion of approved visitations.

Homebound Instruction

The availability of assistance to students temporarily unable to attend school is provided for under SCSD#1 Policy IGBG: Homebound Instruction. The purpose of homebound services is to provide temporary educational instruction to students enrolled in SCSD #1 who, for medical reasons, cannot be in the regular classroom setting. Homebound instruction is not intended to duplicate classroom activities, but to provide assistance to the student in learning classroom material that has been covered and completing assignments that have been given while the student is out of class.

Upon the request of parents or guardians and with the approval of the attending physician, homebound instruction shall be provided as appropriate for students confined to home or hospitalized for more than one week. A counseling component shall be in place when deemed necessary by those involved in the home school recommendation. This may be through SCSD #1 or other community agencies.

In each instance, a physician must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving homebound instruction. (See Form IGBG-E for guidelines in this process.)

Homebound instruction shall be tailored to the student and his educational needs. Current Individual Educational Programs (IEPs) shall be implemented to the extent possible for students with disabilities. Textbooks and supporting materials shall be provided by the appropriate school. The general care and non-educational needs of the student are the responsibility of the parent or guardian and shall not be provided by the homebound teacher.

For students accepted into the homebound program the following criteria must be met:

1. The medical need for homebound services must be confirmed every four weeks by a physician. (See Form IGBG-E)
2. Students will not be eligible for homebound services if they participate in employment, extracurricular activities, volunteer work, and/or other out-of-home activities, which are recreational in nature unless prescribed by the physician or approved by an IEP team, BIT, or SAC.
3. Students, who are dangerous or have contagious conditions, will be reviewed by the school BIT or SAC for determination of homebound services.
4. Homebound services requested beyond four weeks will require a signed authorization for a mutual exchange of information with the physician of record.
5. Students receiving homebound instruction may have equivalency courses substituted for existing course work depending on the length of time the student is receiving homebound services. These may take the form of correspondence, on-line, or software based instruction.

6. Students demonstrating excessive absences or lack of progress with homebound instruction may have services terminated based on recommendation of Building Intervention Team or Student Assistance Committee.
7. Exceptions to the homebound policy may be approved by the Superintendent or designee in conjunction with the building administrator, nurse, counselor, and other appropriate individuals as needed.
8. If a homebound student wants to return to school before the assigned homebound period has elapsed, a written physician's release must be obtained before the student will be allowed to return to school.

Pregnant Students

Pregnant students shall not be denied an approved instructional program as provided for by SCSD#1 Policy JFF/JFE: Married or Pregnant Students.

Homebound instruction for pregnant students shall be offered as needed, but shall be limited to a period not to exceed twelve weeks (two to four weeks before the delivery date and eight to ten weeks after the delivery) unless a physician verifies that the student is not able to attend school due to physical and/or emotional complications of the student or infant. In addition to the Homebound Instruction, counseling shall be provided upon the request of the student.

Homeless Children

It is the policy of SCSD #1 that every child will have equal access to a free and appropriate public education (FAPE). Children who are homeless have the same rights to FAPE as do other children, and the district is committed to assuring that those rights are fully protected and honored.

The Superintendent or designee will respond to the referring school/agency to assist in developing a student assistance plan to provide the homeless student with a free appropriate public education. The BIT or SAC at the appropriate school building will have the responsibility of overseeing the assistance plan.

Migrant Students

It is the policy of SCSD #1 that every child will have equal access to a free and appropriate public education (FAPE). Children who are members of migrant families have the same rights to FAPE as do other children, and the district is committed to assuring that those rights are fully protected and honored.

Incarcerated Students

It is the policy of SCSD #1 that every child will have equal access to a free and appropriate public education (FAPE). Students who are incarcerated on a short-term basis have the same rights to FAPE as do other children, and the district is committed to assuring that those rights are fully protected and honored.

Upon the request of parents or guardians and with the cooperation of the student and the approval of the institution in which the student is incarcerated, homebound-type instruction shall be provided as appropriate for students who are incarcerated for more than two weeks. A counseling component will be available upon the student's return when deemed necessary by the building BIT or SAC. This may be through SCSD #1 or other community agencies.

In each instance, an appropriate court must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving homebound-type instruction.

Instruction shall be tailored to the incarcerated student and his educational needs. Current Individual Educational Programs (IEP's) shall be implemented to the extent possible for students with disabilities. Textbooks and supporting materials shall be provided by the appropriate school. For students accepted into the homebound program the following criteria must be met:

1. Instruction will be made available for a limited time to be determined by the BIT or SAC, subject to approval by the building principal. Generally this would not exceed the length of a school semester.
2. Instruction will generally be through written assignments and/or correspondence courses and will seldom include face-to-face instruction. Students receiving such instruction may have equivalency courses substituted for existing course work depending on the length of time the student is receiving services. These may take the form of correspondence, on-line, or software based instruction
3. Students will be expected to continue to show reasonable progress in order for additional assignments to continue to be sent.
4. Students, who are dangerous to themselves or others, will be reviewed by the school Building Intervention Team or Student Assistance Committee for determination of temporary continued homebound services once they are released from incarceration.
5. Homebound services for the incarcerated will require a signed authorization for a mutual exchange of information with the court system or the incarcerating institution.
6. Students demonstrating lack of progress with available instruction may have services terminated based on recommendation of Building Intervention Team or Student Assistance Committee.

Alternative Education Programs

In recognition that a regular public school education may not always be the most appropriate educational setting for a select few students, SCSD#1 is committed to assisting such students in the selection and transition to available alternative programs. Alternative education programs are founded on the recognition of the worth and dignity of the individual and the need for optimum educational opportunities for all students.

The district shall assist students in finding alternative education programs that provide opportunities for students that exhibit serious academic and personal problems in the regular high school programs. The alternative education programs may include attendance at Fort McKenzie or The Wright Place, provided that the student is accepted to those programs. Particular attention will be given to addressing the unique needs of students who are at risk pursuant to the Wyoming Education Code of 1969 (as amended) W.S. 21-2-304(a)(i), School Accreditation Rules and Regulations.

Programs Under Title I

Special compensatory education programs under Title I for educationally deprived students shall be instituted and maintained as outlined under the provisions of "Title I, Education Consolidation and Improvement Act of 1981". These programs shall be conducted in compliance with current appropriate rules and regulations published by the Department of Education of the United States government.

The district Title I program shall be under the supervision of the Superintendent or designee.

A survey shall be conducted annually of all SCSD #1 school attendance areas to ascertain eligibility for Title I programs and to determine which eligible school buildings shall be included within the Title I program.

Students from qualified school attendance areas, including those students attending nonpublic schools, who are achieving below the expected level in language arts and mathematics shall be entitled to services from the Title I program. Assessment of students in the determination of eligibility shall be in accordance with current district, state and federal regulations. The eligibility policy shall be defined in the district Title I Handbook.

Assessment and placement of students in Title I programs shall be the responsibility of the building principal and the Title I staff. Referrals of potential Title I students should be generated by the appropriate BIT or SAC.

Title I teachers, counselors, the Title I Parent Advisory Committee, regular classroom teachers, parents of students being served in the Title I program and administrators of schools with Title I programs shall be consulted in the design and implementation of the annual program plan.

All parents of eligible children shall be invited to at least one public meeting annually to discuss the programs and activities carried out with Title I funds. The purpose of the meeting will be to inform parents of their right to consult in the design and implementation of Title I projects, to solicit parents' input, and to provide parents with an opportunity to establish mechanisms for maintaining ongoing communication among parents, teachers, and administrators.

English Language Learners and Limited English Proficiency (LEP) Programs

SCSD#1 recognizes that language barriers may exist in providing educational programs to students who are learning English as a second language. As part of the enrollment process a home language survey shall be conducted annually by each school in the district. Students who are English Language Learners shall be screened to determine if they need additional assistance to be able to master district and state standards.

Students with language barriers shall be referred to available programs by their school in consultation with parents. Referral, assessment, and placement of students shall be in accordance with current Federal Office of Civil Rights and state regulations and guidelines.

Referral, assessment, and placement of students in the program shall be the responsibility of the principal(s) of the buildings.

The curriculum shall be outcome-based and shall be in compliance with the District curriculum regulations.

1. To enhance the self-concept of each child;
2. To develop in each child a feeling of self-worth;
3. To develop student self-reliance.

Extended Day or Week Opportunities

In recognition that some students need additional time to accomplish passing grades and/or to become proficient on District Standards SCSD #1 is committed to providing opportunities for students to learn outside the regular 8:00 to 4:00 four-day week. In this spirit the District makes available programs such as Friday School and Homework Club. Homework Club is an after-school program offered at the Middle School level that provides tutoring for students who have fallen behind on homework or other required assignments. Teachers or building principals can require students to attend after-school Homework Club in order for them to maintain required progress. Students who do not follow through with this requirement are subject to appropriate consequences as determined by the building principal. Students may also, of their own choice, option to avail themselves of this opportunity to enhance the learning that takes place during the regular school day.

Friday School, as the name implies, is held on certain scheduled Fridays approximately four times during each of the 2nd, 3rd, and 4th quarters of each school year. Friday School is primarily a high school program, but could be required at the discretion of building principals at other levels as well. The Friday School concept is based both on the punitive/deterrent model as well as on the remedial/rehabilitative model and is governed by the following guidelines.

1. Students who fail any required class during the first, second, or third quarter will be required to attend Friday School sessions during the subsequent quarter.
2. In addition, a student can be placed in Friday School by teachers, or the building principal, if his/her average in a required class is consistently failing during any current quarter.
3. Friday School will be held from 8:00 AM to Noon (or other pre-announced time period on each of the scheduled Friday sessions).
4. The principal from each building is responsible for overseeing the Friday School program at that building. Assistance from appropriate staff members can be required at the discretion of the building principals.
5. Students assigned to Friday School will be expected to attend all sessions. Friday School students who are affiliated with an extra-curricular activity are expected to make Friday School their number one priority when a conflict arises. At the discretion of the building principal, a student with a conflict with another school activity may be either excused or expected to make up any lost Friday School hours at another designated time.
6. Academic work to be performed by students at Friday School must be provided by appropriate teachers (teachers of the class(es) that the student has failed). This work should be remedial in nature and should be designed to help the student better understand the required material of the class.
7. It is at the discretion of the appropriate teacher whether or not to give academic credit (or extra credit) for the work performed at Friday School.
8. Students who complete assigned work before the end of the 4-hour Friday School time period will either be retained for additional assigned work, or excused for the day, at the discretion of the building principal.
9. Students who fail to show up for Friday School will be subject to disciplinary action as determined by the building principal. Potential disciplinary actions could include detention, after school time, in-school suspension, or other appropriate actions.

Programs for Gifted and Talented Students

Educational programs for the gifted and talented are founded on the worth and dignity of the individual and the need for optional educational opportunities for students of high potential. The district offers

programs meeting and exceeding the state accreditation standards. These opportunities are coordinated by the District Gifted and Talented Coordinator.

Summer School Programs

SCSD #1 is committed to providing opportunities in the summer for students who may need this extra time to meet academic standards. SCSD #1 elementary, middle and high schools will offer a limited number of appropriate summer school courses for students needing remediation in standards or for students who have failed to earn credit in a required class during a previous semester.

At the elementary level reading and math remediation is available for students in danger of not being to meet the required standards in these two areas. There is no cost for this for this opportunity, and students in need of the assistance are encouraged, though not required, to participate.

At the middle school level, students will be required to attend summer school in order to complete classes that they would not pass without additional time and work. There is no cost for attendance at middle school summer school, which is held throughout the month of June each year. Transportation to the summer school site is provided. Students who fail to complete courses during the school year, and who do not attend summer school, will be subject to repeating the entire grade the following year.

At the high school level, students will be given the opportunity to complete required courses that they have failed during any previous high school year. A menu of high school courses is made available annually in conjunction with Sheridan County School District #2. There is a cost of attendance at high school summer school. (Cost for the 2003-2003 school year was \$90 per semester course.) The high school summer school is generally held five days a week for a four-week period during the month of June. Transportation is not provided.

Guidelines for Staff Training of At-Risk Students

SCSD #1 is committed to effectively serving the needs of at-risk students and will provide annual staff development regarding policies and procedures. Administrators and teachers will receive training in prevention, identification, intervention and referral of at-risk students. Student Assistance Committees, under the direction of each building principal, or designee, will monitor and evaluate interventions.

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