
STUDENTS AT RISK OF ACADEMIC FAILURE

Policy Code:

3405

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that teachers identify students at risk and that those students receive assistance in compliance with G.S. 115C-105.41.

A. ~~PERSONAL EDUCATION PLANS~~ IDENTIFICATION AND DOCUMENTATION OF STUDENTS AT RISK

Identification of students at risk of academic failure must occur as early as possible ~~reasonably may be done beginning in kindergarten.~~ Identification should include consideration of academic, social/emotional, behavior and attendance data. ~~In addition, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a Personal Education Plan with focused intervention and performance benchmarks for academic improvement must be developed or updated for each student at risk of academic failure who is not performing at least at grade level.~~

Each school should utilize a team-based process to identify students who are at risk of academic failure that correlates with that school's multi-tiered system of support. A student is considered at risk when data indicate that the student is not making expected growth with core instruction. At that point, the need for supplemental and/or intensive interventions has been established.

Evidence for need of supplemental and/or intensive interventions should be based on multiple data points. Evidence can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level. Evidence may also include indicators around behavior, attendance, and social/emotional skills, which may include chronic stress and adverse childhood experiences.

Each school should develop data decision rules to identify students who need interventions. Once a student shows need for interventions, the school should initiate its problem-solving process. Documentation of need, student goals, interventions, progress monitoring data and evidence of parent communication should be kept on file at each school and be transferred to the next grade level at the end of the school year.

~~The principal or designee shall notify the student's parent or guardian that the student has a personal education plan and provide the parent or guardian with a copy of the plan or report card containing the plan. Parents or guardian should be included in the implementation and ongoing review of personal education plans.~~

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school or intermediate school where applicable and between middle school and high school.

Each attendance district shall develop and transition plan between elementary and middle schools or intermediate schools where applicable and middle and high school to ensure continuity of educational and other support services for students at risk of academic failure. These plans are coordinated with the Buncombe County Schools Graduation Initiative Specialists, school counselors, and social workers to identify targeted strategies for specific groups and individual students that increase the likelihood of high school graduation.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41; State Board of Education Policy DROP-001

Cross References: School Improvement Plan (policy 3430)

Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015), available at <http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf>; NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/integratedsystems/mtss/>; *Transition Planning for 21st Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

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*Updated information approved by Associate Superintendent – did not affect content