

Policy Code: 3405 Students At-Risk of Academic Failure

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for higher 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 students at risk are identified and that the school improvement team develops a plan to include successful transition between grade spans for such students in compliance with [G.S. 115C-105.41](#).

A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT-RISK

The superintendent shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The superintendent shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS. Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic and/or behavioral failure as early as reasonably may be done, beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic and/or behavioral failure through the supports available in the MTSS and/or other processes established by the superintendent. Grade level performance may be measured by End of Grade (EOG) assessment, district assessments, universal screeners (e.g. mClass, Performance Series), office discipline referrals, attendance, and grades; if a student does not meet target performance level, he/she may be considered at risk. 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 student support plan with focused intervention and performance benchmarks for academic and/or behavioral improvement must be developed or updated for each student at risk of academic and/or behavioral failure who is not performing at least at grade level. The parents or guardians of such students will be included, through oral or written communication or other means, in the planning, implementation and review of academic and/or behavioral interventions for their children.

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 and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff, and other school system employees, parents of students in the school system, and local business and community leaders, such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. At each school, the school improvement team shall use the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population. The transition plan may be included in the school improvement plan. See policy 3430, School Improvement Plan.

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 the 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/curriculum/responsiveness/>; 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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Chapel Hill-Carrboro Schools
