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### REGULATION #2414 AT RISK STUDENTS

#### A. Assessment

1. Each pupil will be assessed, upon entrance into the educational system and annually thereafter, to identify pupils who do not meet minimum state and local standards for proficiency in the basic skills of communication and computation. Pupils so identified will be provided with an individual comprehensive assessment. This regulation does not apply to an educationally disabled pupil whose individualized educational program specifically exempts him or her from the district's assessment program.
2. Proficiency levels in the third and sixth grades will be assessed by administration of the Metropolitan Achievement Test 7. The attainment of proficiency levels by secondary pupils will be assessed by the administration of the state mandated high school proficiency test. The assessment records of a pupil who transfers to this district will be obtained, and assessment records of pupils who transfer from this district will be forwarded to the school in which the pupil enrolls.
3. Information regarding the district's assessment program, along with interpretive materials, will be released to the public as required by rules of the State Board of Education.

#### B. Skills Improvement Plan

The basic skills improvement plan to be prepared and recommended to the Board for submission to the County Superintendent will provide for:

1. The enrollment in preventive and remedial programs of compensatory education of pupils in grades kindergarten through 3 who do not meet locally established state approved standards of proficiency in communications and/or computation, pupils in grades 4 through 9 who do not meet state minimum levels of proficiency in communications and/or computation, and pupils in grades 10 through 12 who have not passed the high school proficiency test;
2. The screening of pupils, within one month of enrollment, to determine whether they should be enrolled in preventive and remedial programs;
3. Supplemental instructional and related activities and services responsive to identified deficiencies and designed to meet the academic, social, economic, and environmental needs of pupils;
4. Communication between teaching staff members and the parents of pupils receiving compensatory education;
5. Evaluation of the progress of pupils toward proficiency in basic skills;

6. A detailed budget for the administration, personnel, supplies, equipment, training of staff, and health and community services required for the compensatory education program.

C. ISIP

1. A pupil who has completed three academic years beyond kindergarten and performs below state minimum levels of proficiency will be provided with an individual student improvement plan (ISIP). The ISIP will be developed and implemented by the Director of Federal and State Programs, and the classroom teacher will be responsible for monitoring its development, implementation, and evaluation.

2. Both the pupil and the pupil's parent will be notified of the pupil's need for compensatory education and the content of the pupil's ISIP. Notification will be made in writing in the language or mode of communication that is understood by the pupil and the parent.

3. Evaluation and remediation of pupils who demonstrate deficiencies at the end of the eleventh grade and during the twelfth grade will be conducted in accordance with Policy No. 5460 on high school graduation.

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