

POLICY

BOARD OF EDUCATION BAYONNE

PROGRAM

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PROGRAMS FOR PUPILS AT RISK

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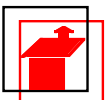
2414 PROGRAMS FOR PUPILS AT RISK

The Board of Education recognizes that certain conditions place children at risk of not acquiring the knowledge, skills, behaviors, and attitudes necessary for school success, school completion, and successful functioning as an adult in society.

A "pupil at risk" means a pupil who is in danger of failure or dropping out of school because of specific cognitive, affective, economic, social, and/or health needs. The conditions that may place a pupil at risk include the pupil's failure to acquire the essential skills needed to stay on grade level or the pupil's performance below minimum levels of proficiency; history of adjustment or behavioral problems; placement on long-term suspension for violation of school rules; pregnancy or parenthood; failure to qualify for promotion or graduation; condition of poverty as defined by his or her eligibility for free meals or free milk; history of poor school attendance; limited English proficiency; performance well below his or her social or academic capacity because his or her instructional needs are not met by the regular instructional program; difficulty in establishing good relationships with peers and adult authority figures; and any other conditions identified by the Board's plan for pupils at risk.

The Board shall annually approve a plan for utilizing at risk state aid as well as such foundation aid and state and federal funds as may be available for pupils at risk. The plan shall include the identification of conditions that place pupils at risk, an assessment of pupil needs resulting from those conditions, and the programs and services the district will offer to address those conditions and meet those needs, including assistance to parents or legal guardians in promoting school success. Programs and services shall meet the goals of:

1. Enhancing the health, self-esteem, and acquisition of the life skills necessary for age-appropriate development and productive functioning in the school setting and society;
2. Identifying and assisting pupils who are not meeting standards for behavior and achievement in areas such as



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attendance, conduct, and mastery of the curriculum, as well as performing below state minimum levels of proficiency; and

3. Improving the school climate so that pupils experience school as a safe, supportive, and disciplined place where academic and interpersonal growth and learning can take place.

An individual pupil improvement plan (IPIP) shall be developed, implemented, and monitored for each pupil who performs below state minimum levels of proficiency after the completion of three academic years of instruction beyond kindergarten. The pupil and his or her parent or legal guardian will be informed, in a language understood by both of them, of the need for and the content of the IPIP. The pupil's classroom teacher and the staff members responsible for providing services described in the IPIP will regularly communicate with each other and with the pupil's parent or legal guardian on matters regarding implementation of the IPIP and the pupil's progress.

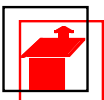
Programs and services for pupils at risk may be offered during the regular school day, beyond the regular school day, or during the summer. Any such programs and services that do not require the services of a teaching staff member or cannot be reasonably accommodated in the school setting may be delivered by qualified persons who are not necessarily certified but are supervised by appropriately certified teaching staff members.

The Board shall provide staff training necessary to implement the programs and services for pupils at risk specified in the annual plan.

At Risk Students

All At Risk students in grades 3-8 are provided with individualized instruction within the classroom setting. The classroom teacher apportions a specific amount of instructional time for the At Risk students. A file of each student's work is retained by the classroom teacher.

At Risk students in grades K-2 in non-Title I schools receive supplemental instruction in the basic skills. The type of setting is either an in-class team teaching model or a pull-out situation.



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N.J.S.A. 18A:7D-1 et seq.
N.J.A.C. 6:8-1.1 et seq.; 6:8-6.1;
6:39-1.2 et seq.

Adopted: 28 July 1997

