

## **AT RISK STUDENTS**

Drug, Child Abuse, Behaviour Management.

### **RATIONALE:**

Some children's ability to learn is severely hampered by:

- Unacceptable behaviour, some resulting in a poor learning environment for all.
- Having difficulty learning and need the curriculum modified to allow them to access it.

### **PURPOSE:**

- 1.To ensure programmes are put in place to attempt to alleviate the problems a child is experiencing.
- 2.To specify targets and expectations held for teacher, parent, child and where appropriate teacher aide so that the problems and responsibilities for addressing these are clearly stated and owned by all.
- 3.To ensure that learning intentions are reviewed regularly and re-established.

### **GUIDELINES:**

1. Initially children will be identified through either:
  - The February class analysis process.
  - Records received from other schools in the case of new enrolments.
  - Behavioural changes as the year unfolds.
2. Parents may initiate discussion and identification of a specific problem.
3. Class Analysis Sheet will be completed and given to Deputy Principal, Curriculum.
4. Children identified as 'At Risk' will have an IBP (Individual Behaviour Programme) or an IEP (Individual Education Programme) established for them.
5. The Deputy Principal will be informed of all students requiring IEP's/IBP's and in some instances may attend the meetings. These will be written on the school site unless special conditions apply. In this instance the Deputy Principal will be consulted. All persons involved will be present with children being present for some part of the meeting. It will be a joint document between teacher/parent and child with responsibility for given goals/tasks clearly stated and agreed upon.
6. Programmes will only be implemented after the IBP/IEP meeting with the child's parents/caregivers. A commitment will be required of the parent/caregiver,
7. All programme plans will be signed by the parent and a copy will be given to them.
8. Where necessary and appropriate an outside agency may be involved. This will be done through the deputy principal and will have parental permission.
9. On going assessment of set objectives will be recorded and future learning intentions set.
10. If appropriate IEP's and IBP's will be used to endeavour to obtain O.R.S. funding which will result in teacher aide support, therefore these are regarded as official documents.
11. Any child working with a Teacher Aide or appointed Remedial Teacher of Special Needs will have an IEP or IBP upon which the programme will be based.
12. An "At Risk" register will be kept in the form of a file and on disc. A copy of all individual plans will be kept by the teacher and deputy principal.
13. Where the school cannot meet the needs of the students outside agencies will be utilised.

**CONCLUSION:**

"At Risk" students require partnership between home and school to achieve positive outcomes for those experiencing difficulty and the right to equitable access to the curriculum applies to all students at Otumoetai Intermediate School.

Appropriate guidelines to be consulted in the Red Folder:

- Register of Daily Attendance of all students.
- Class Expectations.
- Serious Behaviour and Learning Concerns Flow Chart.
- Special Needs and Abilities Guidelines.
- Defining Special Needs.