

3630 PERSONAL EDUCATION PLANS STUDENTS AT RISK OF ACADEMIC FAILURE

Students who are at risk of academic failure shall be identified and provided with academic interventions. The Edenton-Chowan Schools identifies students at risk of academic failure based on grades, observations, state assessments, and other factors that impact student performance that teachers and administrators consider appropriate.

Any student in grades K-12 who is not promoted shall be provided with a personal education plan for the following school year. In addition, schools shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning no later than the fourth grade. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors, including reading on grade level, that impact student performance. No later than the end of the first quarter or after a teacher has had up to nine weeks of instructional time with a student, a personal education plan (PEP) shall be developed or updated for any student at risk of academic failure and/or not performing at grade level. Each PEP should include focused intervention, accelerated activities and performance benchmarks for academic improvement.

Schools shall notify parents that a PEP has been developed, provide them with a copy of the PEP, and include them in the implementation and ongoing review of the PEP.

The Superintendent or designee is authorized to develop procedures to implement this policy.

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 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

Identification of students at risk of academic failure must occur 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 failure through the supports available. The parents or guardians of such students should be included, through oral or written communication or other means, in the 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.

At each school, the school improvement team shall 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.

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 REF: [N.C.G.S 115C-105.41](#); [State Board of Education Policy GCS-Q-001](#)

ADOPTED: August 2, 2004

AMENDED:

Edenton-Chowan Board of Education