

## **YOUTH-AT-RISK**

The Board of Sweetwater School District Number One defines youth-at-risk as any child or youth in grades K-12 who is at great risk of not meeting the standards at a proficient level or not becoming economically or socially self-sufficient as a citizen due to a set of causal behaviors and/or dynamics such as community or family environmental factors, low economic status, or school related factors. These factors may lead to school failure, substance abuse, violence, gang membership, suicide, or other negative life choices. At-risk behaviors range from low at-risk to high at-risk. Early identification of risk factors helps indicate appropriate solutions, which range from prevention to intense intervention for specific student needs.

The district recognizes the following as “red flag” behaviors when the behaviors are demonstrated consistently over time:

1. Tardiness;
2. Absenteeism;
3. Acting out behaviors;
4. Lack of motivation;
5. Poor grades;
6. Truancy;
7. Low math and reading scores;
8. Failing one or more grades;
9. Lack of identification with school;
10. Failure to see the relevance of education to life experiences;
11. Boredom with school;
12. Rebellious attitude toward authority;
13. Verbal and language deficiency;
14. Inability to tolerate structured activities; and
15. Being two or more graduation credits behind one’s age group.

In order to provide at-risk students with the opportunity to achieve district exit student standards, Sweetwater School District Number One offers comprehensive risk focused programs and strategies.

All SD#1 youth-at-risk programs shall have the following components:

1. Identification procedures that are based on behaviors and causal factors established by current research for the target population.
2. A continuum of school-based intervention strategies that include, but are not limited to, tutoring, remediation, education/prevention, early intervention, referral for services to agencies outside the district, placement in alternative educational/residential settings, or other intensive interventions appropriate to the youth’s developmental level(s).
3. Approaches to developing intervention plans for the best education of the student, which involves collaboration among the student, the parents/legal guardians, classroom teachers, counselors, other relevant district resource personnel, and/or appropriate agencies from outside the district.
4. Continuous methods of assessing student progress and evaluating the effectiveness of program services.
5. Continuous reporting of student progress to district level administration.
6. Staff development opportunities for staff to acquire the knowledge and skills required to work successfully with youth-at-risk.

Adopted: 02/10/97

Revised: 3/10/03

School District #1, Sweetwater County, Wyoming