

The Richmond School District is committed to serving the needs of students identified as at risk in accordance with state statute and recognized district policies and procedures.

1. **Definition of a Student at risk**
Any student who is experiencing or has a history of excessive absenteeism or truancy, underachievement or poor classroom performance (two or more years behind his/her age group in basic skills), behavior, social, emotional or psychological problems, experienced a traumatic event that may adversely effect him/her, or whose home language is a barrier to learning (English Language Learner). State statute also identifies as at risk students who are parents, adjudicated delinquents, and 8th grade students who are recommended for retention and/or score below the basic level in all subjects on the state test.
2. **Identification Process**
Students with any characteristic listed in the definition can be identified by a school staff member, parent/guardian, community member or agency and referred to the child's teacher, principal or guidance counselor.
3. **Action Plan**
If a student is showing characteristics that would make him/her at risk, it is the responsibility of the administration to make sure a plan of service is implemented, and that appropriate records and documentation exist to verify implementation. The attached flow chart serves as a guide for creating an At Risk plan for the identified student. (See Administrative Procedure 1)
4. **Documentation**
The Student Services Team Process (SST) is a vital component of the at risk plan. SST Referral forms and SST Action Plan forms will be used to document strategies and interventions used when an at risk student is identified. An SST Summary form will also be used to document interventions and to store needed information.
5. **Intervention Strategies**
Richmond School District takes a proactive approach in addressing student needs. There is a continuum of intervention services that flow from the classroom level (tier 1) to small group services (tier 2) to intense small group or one-on-one services (tier 3) to Special Education.