

## **BP 5141.51 At-Risk Students**

The School Board believes that ~~the academic achievement of at-risk, in order to benefit from a learning environment, students can be improved and that, with adequate intervention, the number of students “at-risk” will decline. must be as free as possible from the dilemma imposed by personal and societal problems.~~ Danger signs for the various at-risk categories must be taken seriously. District personnel must be concerned for the personal development of students, as well as their academic development.

The Superintendent ~~or designee~~ shall investigate and recommend programs which will address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, exhibit serious attendance problems, drop out of school, or are abused or disadvantaged children, ~~or are pregnant or parenting minors.~~

The following guidelines are adopted in order ensure that at-risk students receive the best benefit from the available educational system~~Program planning should examine, but is not limited, to the following:~~

1. All students should have equitable access to educational opportunities, including appropriate and necessary support.
2. Adequate and equitable funding should be available to meet the needs of at-risk students.
3. School and community groups should stress the importance of education, the well-being of the individual, and respect for education and academic achievement.
4. Resources should be provided to eliminate inhibitors to positive academic performance of all at-risk students, including males, teen parents, and student substance abusers.
5. School staff should provide academic excellence for all students.
6. Classroom learning experiences and the integration of primary prevention programs into the classroom.
7. To the extent possible, the school staff should reflect the diversity of the student population.
8. Board policies and administrative procedures should support programs which are designed to reduce the number of at-risk students.

—All policymakers should participate in training sessions to become aware of the issues surrounding at-risk students and current programs which are designed to reduce the number of at-risk students.

~~1.9. Classroom learning experiences and the integration of primary prevention programs into the classroom.~~

## **Roles and Responsibilities**

Principals have responsibility for ensuring that all staff members are familiar with the early signs that a student may be at risk.

Staff members should alert the principal immediately in cases of concern and work together with the principal to address the problem, keeping the student's welfare as the first priority at all times.

A student deemed at risk will be contacted, along with their parent/guardian, advising them of their at-risk status, possible consequences for further poor performance, and services available to students for advice, learning support, and assistance.

Arrangements will be made for the student to attend a compulsory meeting with a teacher. The meeting will provide the student with an opportunity to identify barriers to satisfactory performance and implement an action plan that will help achieve success.

Interventions and supports may include the following:

1. Mentoring programs;
2. Tutoring programs;
3. Earning high school credit through demonstration of subject area competency;
4. Adjusted curriculum options;
5. Career-technical options;
6. Mental health services;
7. Physical health services;
- ~~2.—Family engagement and support services~~ Staff development requirements.
- ~~3.—District liability.~~
- ~~4.—Community resources.~~
- ~~5.—Crisis response/intervention teams.~~
- ~~6.—Peer counseling.~~
- ~~7.—Parent/guardian education.~~
- ~~8.—Student Study Teams.~~
- ~~9.—Kindergarten through 12 counseling and guidance curriculum.~~
- ~~10.—Attendance and policy procedures.~~
- ~~11.—Student discipline.~~

12.8. Alternative programs.