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**Students**

**AT-RISK STUDENTS**

The School Board believes the academic achievement of at-risk students can be improved with timely and adequate intervention. The Superintendent shall investigate and recommend programs which will address the needs of at-risk students. District personnel shall be trained to identify at-risk students.

The social, emotional and academic development of students each play an integral part of a student's success. Early identification of the at-risk categories is essential to the implementation of programs and strategies to benefit at-risk students. At-risk students include, but are not limited to, those students who abuse drugs or alcohol, exhibit suicidal ideation or self-harm, exhibit mental health issues, exhibit serious attendance problems, are homeless, drop out of school, are physically, sexually or mentally abused.

The following guidelines are adopted in order ensure that at-risk students receive the best benefit from the available educational system:

1. At-risk 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 all students, including those at-risk.
3. School and community groups should emphasize the importance of education, the mental and physical well-being of the individual student, and enduring respect for education and academic achievement.
4. Resources should be provided to eliminate inhibitors to positive academic performance of all students, including those at-risk.
5. Classroom learning experiences and the integration of primary prevention programs should be integrated into the classroom for all students, including those at risk.
6. Board policies and administrative procedures should support programs which are designed to reduce the number of at-risk students.
7. All policymakers should participate in training sessions and/or information 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.

### **Roles and Responsibilities**

Principals have an obligation to ensure all staff members are able to identify the early warning signs that a student may be at risk.

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

Interventions and supports available for at-risk students 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;
8. Family engagement and support services

A student deemed at risk will be contacted by the school and arrangements will be made for the student to attend a compulsory meeting with a teacher. The purpose of the meeting will be to advise the student of their at-risk status; to develop strategies with the student for increasing academic performance; to review support services available; and to discuss the consequences should the student's performance not improve. The meeting shall be interactive between the student and teacher with the student being provided an opportunity to identify barriers to satisfactory performance as well as potential strategies for success. An action plan shall be developed as a result of the meeting.

The student's parent/guardian shall be invited to the meeting. However, the failure of the parent/guardian to attend shall not delay the meeting between the student and teacher.

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT**  
**Adoption Date:**