

Students

AT-RISK STUDENTS

The School Board believes ~~that~~ the academic achievement of at-risk students can be improved ~~and that~~, with **timely and** adequate intervention., ~~the number of students “atrisk” will decline.~~ **The Superintendent shall investigate and recommend programs which will address the needs of at-risk students** ~~Warning signs for the various at-risk categories must be taken seriously.~~ District personnel **will be trained to identify at-risk students.** ~~must be concerned for the social, emotional, and academic development of students.~~

~~The Superintendent shall investigate and recommend programs which will address the needs of at risk youths.~~ **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 ~~youths~~ 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, or **are economically disadvantaged children.**

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** at-risk students.
3. School and community groups should **emphasize** ~~stress~~ 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** at-risk students.
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 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** ~~responsibility for~~ ensuring that all staff members are **able to identify** ~~familiar with~~ the early **warning** signs that a student may be at risk.

Staff members **an obligation to** ~~should~~ alert the principal immediately in cases of concern and work together with the principal to address the **situation** ~~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, **to advising** them of their at-risk status, strategies to increase academic performance, possible consequences, 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;
8. Family engagement and support services

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: