

Instruction

At-Risk Students (*Most recent review: March 6, 2004*)

Policy adopted: April 30, 1988
Archdiocesan Board of Education

The educational goals, philosophy, policies, and philosophy of program of the Archdiocesan Board of Education challenge schools to provide for students at-risk.*

To provide for at-risk students, schools are urged to review their service to those in need and to design a program which includes:

- Inservice for school personnel;
- Awareness of present strategies and practices helpful in preventing and providing for at-risk students;
- Identification of at-risk students;
- Program objectives to meet needs of identified students;
- Support services for students;
- Involvement of parents of at-risk students;
- Monitoring of student behavior and growth.

The Office of Educational Services shall provide helpful guidelines and strategies for schools in implementing this policy.

Rationale:

State standard 12.5(13) “*Provisions for at-risk students.* Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students: valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population, determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code § 280.19A, and review and evaluation of the effectiveness of provisions for at-risk students.

Note: While this subrule does not apply to accredited nonpublic schools, the Archdiocesan Board of Education has opted to require all schools to voluntarily comply to the intent of the standard by following ABE 6172.

*Definition: “At-Risk Student — is any student identified who is at risk of not completing their high school education, meeting the goals of the educational program established by the district, or becoming a productive worker. These students include those identified as dropout, potential dropout, teenage parents, drug users, drug abusers, low academic achievers, abused and homeless children, youth offenders, those economically deprived, minorities, those culturally deprived, culturally different, and those with language barriers, gender barriers, and disabilities.”