Al Adhwa Private School
Lic No. (402)

مدرسة الأضواء الخاصة
ترخيص رقم (402)

APS Policy
Updated: October, 2024

EDUCATIONAL RISK POLICY

I. Introduction

At APS, we are dedicated to creating an educational environment that supports and nurtures every student's unique learning needs. Our commitment to academic excellence and inclusivity drives us to develop and implement a comprehensive policy designed to identify, respond to, and support the diverse needs of all students. This policy aims to ensure that every learner can achieve appropriate attainment and make meaningful progress through a structured and systematic approach.

II. Definition of Educational Risk

The reduced likelihood of student retention, advancement, graduation, or progression to higher education or other career paths.

Educational risk arises from factors such as frequent absenteeism, disruptive behavior, significant health issues, poor academic performance, disciplinary problems, repeated grade retention, or other learning-related challenges that could negatively impact a student's educational outcomes and progress.

III. Identification of Students at Educational Risk:

Identification Process: To effectively identify students at risk of educational underachievement, Principals and teaching staff at APS will employ evidence-based procedures for early detection. This approach involves continuous monitoring and assessment of various indicators, including academic performance, social and emotional well-being, and potential barriers to effective learning.

Educational risk indicators:
- Student attendance
- Student wellbeing
- Student behavior
- Additional learning needs
- Extenuating circumstances affecting the student, family, or close connections.
- Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
- Academic achievement
- Linguistic difficulties
- Parent engagement
- School transfer frequency
- Referrals from staff, parents, and/or students

In case a student is identified as being at risk due to maltreatment, school shall immediately follow protocols outlined in ADEK Student Protection Policy.

1. **Strategic Plans**
   - Clearly defined strategic plans will be developed to address the needs of students identified as at risk. These plans will involve targeted interventions and support tailored to each student's needs.
   - Upon identifying students at risk, we will create and implement targeted interventions tailored to address their specific needs. These interventions will be designed to provide personalized support, ensuring that each student has the opportunity to overcome challenges and excel academically.

2. **Monitoring and Evaluation**:
   - Using diverse assessment methods to gather data for tracking the progress of students at educational risk.
   - Establishing a schedule to evaluate each student's status and update their DLPs and tiered support based on progress.
   - Providing parents with accurate, ongoing information about their child's progress when appropriate.
   - Safeguarding data for identified students in a digital format for sharing with ADEK or during school inspections.

IV. Tiered Model of Support
Support is provided through a Tiered Model:

- **Tier 1** (Universal): Foundational classroom-based strategies.

  - <u>Description:</u> General, evidence-based teaching for all students, focusing on positive relationships and a supportive environment.
  - <u>Approach:</u> Universal strategies and regular progress monitoring. Students not improving may move to Level 2.
- **Tier 2** (Targeted): Targeted small-group interventions.

  - <u>Description:</u> Small-group or individualized interventions for students struggling despite Level 1 support.
  - <u>Approach:</u> Specialized programs and strategies with ongoing progress checks. Students who continue to struggle may move to Level 3.
- **Tier 3** (Intensive): Individualized support, possibly involving external specialists.

  - <u>Description:</u> Personalized, intensive interventions with potential external specialist involvement for students with significant needs.
  - <u>Approach:</u> Highly individualized support with detailed progress monitoring.

V. Individual Education and Behavior Plans
Students at risk will have documented learning plans (DLP), which may include Individual Education Plans (IEPs), Behavior Support Plans (BSPs), and other individual intervention plans. These are co-developed with parents and regularly reviewed.

DLPs are reviewed each term by the Teacher, Principal, head of inclusion and inclusion teachers, with decisions on additional support from external agencies made as needed. Families will be involved through Teacher/Parent Meetings or Case Conferences.

VI. Roles and Responsibilities of School-Based Intervention Team
This team provides guidance and support for teachers in developing and implementing interventions for the above-mentioned students. This team consists of:
- **Counselor:** Implements the support model, ensures adherence to procedures, and coordinates interventions across all levels.
- **Vice Principal:** Manages the support model, coordinating staff efforts and ensuring effective interventions.
- **Head of Inclusion:** Develops and monitors individualized interventions, manages Tier 2 and Tier 3 support, and collaborates with external specialists.
- **Social Worker:** Supports students' social and emotional well-being, addresses external factors affecting them, and helps develop targeted interventions.
- **Wellbeing and Behavior Committee Members:** helps teachers create and implement interventions for students, ensuring adherence to support models and addressing social and emotional needs to promote student success.

VII. Process and Record Keeping
1. **Identification Process**
   - Students at educational risk are identified through careful observation by staff. For cases needing additional support beyond in-school resources, a case conference will be held with the class teacher, parent/career, concerned staff, and administration. Observations and actions will be recorded and updated as necessary.

   - Student progress is tracked through data-driven reviews. DLPs and tier placement are updated regularly. Data is stored digitally and shared with ADEK as required. Parents are informed through ongoing communication.

VIII. Attendance Management
1. **Importance of Attendance**
   - APS emphasizes that consistent attendance is crucial for maximizing the benefits of our specialist programs and overall educational success.
2. **Strategies for Improvement**
   - Create a supportive environment with high expectations, engage students and families, and raise awareness of the link between attendance and academic success.
   - Track attendance daily, follow up as needed, and implement strategies to tackle the causes of absences.

3. **Actions for Poor Attendance**
   - Identify attendance issues during IEP reviews in Terms 1 and 2, notify families through calls and written communications, and hold regular meetings to develop action plans coordinated by the head of inclusion.
   - Conduct meetings to address attendance issues and implement incentives to encourage improvement.

IX. Compliance and Review

This policy will be reviewed regularly to ensure its effectiveness and alignment with current educational standards and practices.

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