

At-risk Students

The board is committed to providing a successful educational experience for all students. To this end, the district shall endeavor to identify and assist students who are at risk of failing by:

1. Identifying students who exhibit one or more characteristics that are associated with school failure:
 - 1.1 poor, irregular and/or deteriorating attendance patterns;
 - 1.2 poor, irregular and/or deteriorating work habits and achievement as indicated on periodic reports to parent(s)/guardian(s);
 - 1.3 frequent, regular, or increasing conflict with peers, teachers, or other school authorities; and/or
 - 1.4 other indicators of failure, such as withdrawal from normal, daily academic and social activities, apathy toward the school environment, an abusive home, homelessness, poverty, teen pregnancy, language deficiency, racial isolation, violent behavior, poor self-esteem, or home instability.
2. Collecting and reviewing data that are associated with the failure syndrome;
3. Prescribing and delivering educational services based upon the diagnosed needs and related objectives for each identified student in conjunction with his/her parent(s)/guardian(s), such as an individualized educational program;
4. Seeking and directing additional resources toward the needs of the identified students, as appropriate;
5. Monitoring the progress of identified students as each moves toward the district's desired student learning outcomes; and
6. Recognizing the achievements of identified students.

Parent(s)/guardian(s) of students receiving specialized services in the student retention and retrieval program shall be advised of progress on a regular basis by program staff.

A student who has dropped out of high school for six (6) weeks or longer, or has returned from participation in a substance abuse treatment program, or is about to become or is a teen parent, or has returned from hospitalization due to a mental health problem may attend any other high school in the state without a tuition charge. Such a student may attend high school provided he/she is accepted by the non-resident high school.

The superintendent is directed to incorporate the philosophy and the processes of this policy into the school setting. The board directs the superintendent to prepare appropriate regulations to implement this policy.

Cross References:

- (cf.: 2140 – Guidance and Counseling)
- (cf.: 2161 – Education of Students with Disabilities Under Section 504)
- (cf.: 2167 – Substance Use/Abuse)
- (cf.: 2168 – Remediation Programs)
- (cf.: 2170 – School Climate)
- (cf.: 2180 – Parent Partnership for Student Success)
- (cf.: 2181 – Early Childhood Education)
- (cf.: 2421 – Promotion)
- (cf.: 3122 – Excused and Unexcused Absences)
- (cf.: 3140 – Release of Resident Students)
- (cf.: 3201 – Student Rules, Regulation and Conduct)
- (cf.: 3421 – Child Abuse and Neglect)
- (cf.: 3423 – Suicide Awareness and Prevention)

Legal References:

- RCW 28A.175 Dropout Prevention and Retrieval Program
- RCW 28A.215 Early Childhood Assistance
- RCW 28A.605 Parent Access
- RCW 28A.610 Project Even Start
- RCW 28A.615 School Involvement Programs

- WAC 392-166 Student Retention and Retrieval Program

Adoption Date:

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