



Summit International Schools

Educational Risk Policy (AY 2025-2026)

Effective Date: August 2024 Review Date: August 2025 Approved By: Principal Applies To: K–12

1. Introduction

At Summit International Schools (SIS), we believe that every student is a Climber—capable of growth, perseverance, and success when given the right support. The early identification and proactive support of students at educational risk is vital to ensuring that all learners experience educational continuity, personal growth, and successful transition to higher education or future pathways.

This policy establishes a structured and compassionate framework for identifying, supporting, and monitoring students at educational risk, ensuring that every student belongs, feels valued, and achieves To The Top!

2. Purpose

This policy aims to:

- Ensure timely identification and intervention for students who may be at educational risk.
- Establish a clear, tiered model of support to guide teachers, leaders, and parents.
- Promote a culture of inclusion and belonging through individualized approaches.
- Build strong partnerships among teachers, counselors, families, and students.
- Monitor and evaluate the effectiveness of interventions to continually improve outcomes.

3. Definitions

Educational Risk: A condition in which a student’s likelihood of academic success, promotion, or graduation is reduced due to academic, behavioral, or environmental factors.

Students at Educational Risk: Learners who may exhibit low academic progress, chronic absenteeism, behavioral or well-being concerns, or family instability.

Tiered Model of Support (MTSS): A 3-level framework for delivering interventions: Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive).

Documented Learning Plan (DLP): A personalized plan detailing goals, accommodations, and interventions collaboratively designed.

Protective Factors: Attributes that decrease the likelihood of educational risk, such as strong relationships and consistent attendance.



Risk Factors: Conditions that increase vulnerability to learning difficulties, such as health issues or disengagement.

4. Identification Process

SIS uses an evidence-based process to identify students at potential educational risk using indicators such as:

- Attendance below 90%
- Low academic growth (MAP, IBT, internal data)
- Declining motivation or grades
- Behavioral or social-emotional concerns
- Health or family instability
- Teacher, parent, or counselor referrals

All cases are reviewed confidentially by the Student Success Team (SST).

5. Tiered Model of Support (MTSS)

Tier	Description	Examples of Support
Tier 1: Universal	High-quality teaching and differentiation for all learners.	Differentiated lessons, flexible grouping, and formative assessment.
Tier 2: Targeted	Short-term, small-group interventions.	Targeted reading/math sessions, counseling check-ins, and parent meetings.
Tier 3: Intensive	Individualized, sustained interventions with possible external collaboration.	DLP, 1:1 counseling, specialist referrals, and ongoing monitoring.

6. Roles and Responsibilities

Student Success Team (SST) includes: Principal or Vice Principal, Head of Inclusion, Counselor / Social Worker, Grade Level Leader, Referring Teacher(s), Parent(s)/Guardian(s), and the Student (when appropriate).

Responsibilities include reviewing data, developing and monitoring DLPs, communicating with families, and adjusting interventions as needed.

7. Monitoring and Evaluation

SIS will regularly review progress data, maintain ongoing parent communication, and securely store all DLPs. Policy effectiveness will be evaluated annually.



8. Confidentiality and Protection

All information about students at educational risk is confidential. If a student is at risk of harm, SIS will activate the Student Protection Policy immediately.

9. Professional Development

All staff receive annual training on identifying educational risk, implementing tiered supports, inclusive teaching, and maintaining belonging.

10. Compliance

This policy complies with ADEK Educational Risk Policy (2024), ADEK Inclusive Education Policy, and the SIS Inclusion and Wellbeing Framework. Full compliance is required by September 2025.

11. Approval and Signatures

Name	Role	Signature	Date
Lee Dabagia	Principal		24/08/2025
Dr. Stephen Appea	Head of Secondary		24/08/2025
Katarina Bulic-Todorovic	Dir. of Culture, T &L		24/08/2025
Ian Power	Dir. of Assessments		24/08/2025
Kimberly Barker	Head of Early Years		24/08/2025
Rosemary Tavaréz	Head of Inclusion		24/08/2025
Nancy Hee Chung	Counselor K-5		24/08/2025
Rasha Ahmed	Counselor 6-12		
Kavi Malar	Career & University Counselor		

12. Motto

“At Summit International Schools, every student climbs higher—together, to the top.”