10/20/2025

Ain Al Khaleej
Educational Risk Policy

Senior Leadership Team:
PRINCIPAL: RAED ALQASRAWI
VICE PRINCIPAL: SAMAR ELHAMALAWY

Contents

DEFINITION AND SCOPE

Purpose

The purpose of this policy is to establish a systematic framework for the early identification, intervention, and monitoring of students at Ain Al Khaleej Private School (AAKPS) who are at risk of not achieving academic continuity, promotion, or graduation, or not successfully transitioning to post-secondary education or career pathways.

Scope and Applicability

This policy applies to all students, staff, and leadership from Kindergarten (KG) through Grade 12 within both the MOE Curriculum and the American Curriculum sections of AAKPS.

Definition of Educational Risk

A student is considered" at educational risk" if current data indicates they are likely to fail to meet required academic standards due to barriers including (but not limited to):

- Academic failure in core subjects (e.g., Math, Science, English/Arabic).
- Chronic absenteeism (e.g., exceeding 10% of total school days).
- Behavioral concerns that impede learning (e.g., disciplinary action, social/emotional difficulties).
- Unsatisfactory performance in ADEK-mandated external assessments (e.g., CAT4, PISA, TIMSS, PIRLS).
- Difficulties with curriculum transition or re-enrolment.

Section 1: IDENTIFICATION PROCESS

The identification of students at educational risk must be continuous and evidence based.

1.1 Data Sources

The primary data sources for identifying at-risk students include:

1. Student attendance.
2. Student wellbeing
3. Student behavior
4. Additional learning needs
5. Extenuating circumstances affecting the student, family, or close connections

6. Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
7. Academic achievement
8. Linguistic difficulties
9. Parent engagement
10. School transfer frequency
11. Referrals from staff, parents, and/or students

NOTE: During the enrolment process, the Admissions Team will flag any student with high school transfer frequency (e.g., 3+ schools in 5 years) for immediate review by the HoS to determine if early Tier 1 monitoring is required

1.2 Student Protection:
If a student is identified as being at risk of harm due to maltreatment, AAKPS shall immediately follow protocols outlined in the *ADEK School Student Protection Policy*.

1.3 Confidentiality:
AAKPS shall ensure that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and must be kept confidential to protect student privacy and wellbeing. Results of the analysis may be shared with specific stakeholders on a need-to-know basis at the school's discretion.

1.4 Formal Review and Risk Register

The school shall maintain a Confidential Educational Risk Register (ERR). The HoS/MOE Coordinator, in collaboration with the counselling department, shall conduct a formal review of all data sources and establish a preliminary Educational Risk Register (ERR) list.

Section 2: TIERED MODEL OF SUPPORT (TMS) FRAMEWORK

AAKPS utilizes a Tiered Model of Support (TMS) to deliver progressively intensive interventions tailored to student need through our Response to Intervention plan (RTI).

AAKPS assessment policy requires all students below 65% to be placed on the RTI or Response to Intervention plan. The RTI framework provides early intervention and support to struggling students, whether they are struggling academically or behaviorally. HMH educational program adapted by AAKPS, has RTI already built in to support teachers with differentiated tasks that still guide students towards attaining their expected learning outcomes.

The RTI process involves screening, progress monitoring, and intervention.

Depending on the data and evidence collected throughout the assessment process, there are 3 Tiers of support that are provided.

The critical feature is the use of data to inform planning. Teachers collect summative and formative data to identify and plan for at risk students.

If students are identified as at-risk, they receive targeted interventions and progress monitoring to ensure they are making progress.

Students who do not respond to Tier 2 interventions may be referred to as Tier 3 interventions.

2.1 Tier 1: Universal Support (All Students)

All students receive high-quality, research-based core instruction. Support is delivered through Adaptive Teaching strategies, which include:
- Effective classroom management and positive learning environment.
- Curriculum differentiation (content, process, product) by the classroom teacher.
- Targeted whole-class or small-group instruction based on continuous formative assessment.
- Utilization of scaffolded writing frames and graphic organizers to support literacy
- Flexible small-group instruction based on real-time formative assessment data
- Application of assistive technology tools for students identified with linguistic difficulties

2.2 Tier 2: Targeted Interventions (Small Group)

Students whose data indicates a persistent gap despite effective Tier 1 instruction are moved to Tier 2. Intervention at this tier is focused on specific academic or behavioral skills delivered in small-group settings (typically 3–6 students) by the classroom teacher or HoS.

2.3 Tier 3: Intensive, Individualized Support

Students who demonstrate minimal response to Tier 2 interventions are escalated to Tier 3. Support is highly individualized and may involve:

- One-on-one instruction or mentoring.
- Development of individualized academic plans or formal support strategies.
- Referral to external specialist services (e.g., psychological assessment, speech therapy, if required).

If students are identified as at-risk, they receive targeted interventions and progress monitoring to ensure they are making progress.

Students who do not respond to Tier 2 interventions may be referred to as Tier 3 interventions. *See appendix 1 for a sample of AAKPS RTI support plan template.*

Section 3: INTERVENTION, MONITORING, AND REVIEW

3.1 Progress Monitoring and Review Cycles

All Tier 2 and Tier 3 interventions must be monitored using measurable progress data (e.g., specific assessment probes, behavior frequency charts). The effectiveness of interventions will be formally reviewed by the HoS/MOE Coordinator and the intervention provider.

3.2 Educational Risk Team (ERT)

The ERT is the school body responsible for oversight, policy implementation, and decision-making regarding Tier 3 escalation and management. The ERT shall meet **after 3 weeks (mid-way through the RTI plantimeline)** to discuss student cases, recommend Tier 3 actions, and track the overall effectiveness of the TMS model.

3.3 Exit Criteria

AAKPS Students will be considered for de-escalation from Tier 2 or Tier 3 when data indicates sustained progress over one full term. Criteria include achieving a minimum grade of 70% in core subjects, maintaining 95% attendance, and a significant reduction in behavioural incidents as recorded in the ERR.

3.4 Educational Risk Team Members:

Principal: Raed Al Qasrawi
VP: Samar Elhamalawy
Head of Section (Arabic Subjects both American and MOE section): Suhad Samara
Head of Section (KG and Primary American Section and Lead supervisor for MOE English section): Marcia Harker
Lead English (American Sections): Bronwyn David
Lead English (MOE Sections): Elham Hassan
Lead Math (American Section): Alaa Rashwan
Lead Science (American Section): Dr. Vikram Awate
Lead Math (MOE Section): Hasan Alrishani
Lead Science (MOE Section): Rawia Salem

3.5 Parent and Student Involvement

Parents must be informed at the point of Tier 2 escalation and must participate in the planning and review of all Tier 3 interventions. Student voice is formally captured for all Cycle 2 and 3 students through 'Student Self-Reflection' forms and participation in goal-setting meetings, ensuring they are active partners in their individualized academic plans.

Section 4: ROLES AND RESPONSIBILITIES

4.1 School Principal/Vice-Principal

- Oversight of the policy's implementation, compliance, and resourcing.
- Final approver for Tier 3 recommendations and external referrals.

4.2 Classroom Teachers (KG - G12)

- Primary delivery of high-quality Tier 1 instruction and Adaptive Teaching.
- Collecting data and referring students for Tier 2 evaluation.
- Implementing and monitoring Tier 2 interventions.

4.3 Heads of Section (HoS) / MOE Coordinator

- Monitors the fidelity of Tier 1 instruction and assists teachers in developing Tier 2 interventions.
- Manages the Educational Risk Register (ERR) for their cycle/curriculum.
- Chairs case reviews for Tier 2 interventions.

4.4 School Counsellor and SENCo

- Conducts initial screenings and assessments.
- Coordinates the Educational Risk Team (ERT).
- Liaises with parents and external agencies for Tier 3 support.

4.5 Professional Development

• AAKPS SLT will organize annual professional development sessions to ensure all staff are proficient in identifying at-risk indicators and implementing the Tiered Model of Support. New staff will receive this training during their induction period

Section 5: DATA MANAGEMENT AND REPORTING

AAKPS will systematically record and analyse all intervention data within a secure, digital 'Educational Risk Register' hosted on the school's management system (SIS), ensuring data is live and ready for ADEK inspection requests.

• Intervention data will inform teaching practice, professional development planning, and curriculum adjustments.
• The Educational Risk Register (ERR) will be used to generate the required reports for ADEK as per their data submission schedule (e.g., eSIS updates).

Section 6: Compliance

This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).

Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Compliant Checklist:

ADEK Requirement	AAKPS Policy Status	Evidence / Notes
Documented Policy	☑ **Compliant**	AAKPS has a formal "Educational Risk Policy" updated as of October 2025.
Standardized Definition	☑ **Compliant**	AAKPS defines educational risk in terms of academic standards, continuity, and graduation, matching ADEK's criteria.
Evidence-Based Identification	☑ **Compliant**	Identifies students using 11 mandatory ADEK indicators, including attendance, behavior, and academic achievement.
Tiered Model of Support (TMS)	☑ **Compliant**	Explicitly adopts the three-tier model (Universal, Targeted, Intensive) required by ADEK.

ADEK Requirement	AAKPS Policy Status	Evidence / Notes
Intervention Team	☑ **Compliant**	Has established an Educational Risk Team (ERT) with the mandatory leadership and specialist roles.
Confidential Risk Register	☑ **Compliant**	Mandates a "Confidential Educational Risk Register (ERR)" to track and review data.
Parent/Student Involvement	☑ **Compliant**	Requires informing parents at Tier 2 and involving them in Tier 3, as well as including student voice.
Data & Reporting Compliance	☑ **Compliant**	Commits to using data to inform practice and generating reports for ADEK (e.g., eSIS) .

Educational Risk Team Members Acknowledgements:

Principal: Raed Al Qasrawi _____

VP: Samar Elhamalawy _____

Head of Section (Arabic Subjects both American and MOE section): Suhad

Samara _____

Head of Section (KG and Primary American Section and Lead supervisor for

MOE English section): Marcia Harker _____

Lead English (American Sections): Bronwyn David _____

Lead English (MOE Sections): Elham Hassan _____

Lead Math (American Section): Alaa Rashwan _____

Lead Science (American Section): Dr. Vikram Awate _____

Lead Math (MOE Section): Hasan Alrishani _____

Lead Science (MOE Section): Rawia Salem _____

Appendix 1:

Point(s) of Concern: Teacher:

1	
2	
3	
4	

Data Results:		Beg. Year	End 1st Quarter	End 2nd Quarter	End 3rd Quarter	End 4th Quarter

Additional Notes:	

Signatures: _____

Concern No.					
Tier Support					
Intervention(s):					
Dates/Times Implemented:					
Progress		Progress		Progress	
Progress		Progress		Progress	
Progress		Progress		Progress	
Signatures:					

Concern No.	
Tier Support	
Intervention(s):	
Dates/Times Implemented:	

Progress		Progress		Progress	
Progress		Progress		Progress	
Progress		Progress		Progress	
Signatures:					

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