

PROGRAMS FOR CHILDREN AT-RISK

The School Board shall serve children in the district who are identified as "Children At-Risk" in accordance with State Statutes and identified district procedures.

Students shall be identified and referred to children at-risk intervention/plan/programs in accordance with Board-approved procedures and guidelines.

ADOPTED: May 21, 2001

REVISED: May 4, 2009

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LEGAL REF.: Wisconsin Statutes: 118.153
118.33
121.02(1)(n)
Wisconsin Administrative Code: PI 25

CROSS REF.: IKF, Graduation Requirements
School District of Jefferson At-Risk Policies and Procedures Handbook

PROCEDURES FOR IMPLEMENTING PROGRAMS FOR CHILDREN AT-RISK

I. Definitions

“Children At-Risk” means students in grades pre-kindergarten through twelve who are at risk of not making reasonable progress towards the ultimate goal of graduating from high school. These are students whose social, emotional, or academic development are significantly limited by one or more of the following:

A. High School

1. Ninth grade students who earned three or fewer credits during their ninth grade year
2. Students who are one or more years behind their age group in the number of high school credits attained
3. Students who fail any core academic courses two or more times
4. Students who are school age parents
5. Students who have been identified as habitual truants or who display excessive absenteeism
6. Students who are adjudicated delinquents
7. Students who have been retained in elementary or middle school
8. Students who demonstrate a pattern of behavior and/or social adjustment that clinical judgment and/or research suggests that makes them at risk of not graduating from high school

B. Middle School

1. Students who are two or more years behind their age group in basic skill levels
2. Students who have been identified as habitual truants or who display excessive absenteeism
3. Students who are adjudicated delinquents
4. Students who are school age parents
5. Students who have been retained
6. Students who have failed multiple courses in two or more nine week grading periods in an academic year
7. Students who have had two or more quarterly intervention plans in an academic year
8. Students who have been placed in a tutorial for a second year and are still failing multiple courses
9. Students who demonstrate a pattern of behavior and/or social adjustment that clinical judgment and/or research suggests makes them at risk of not graduating from high school

C. Elementary

1. Students who are two or more years behind their age group in basic skill levels
2. Students who have been identified as habitual truants or who display excessive absenteeism
3. Students who are adjudicated delinquents
4. Students who have been retained
5. Students who demonstrate a pattern of behavior and/or social adjustment that clinical judgment and/or research suggests that makes them at risk of not graduating from high school

Other factors may be considered by Building Consultation Teams relative to the determination of being an at-risk child. Additionally, there may be students who are not considered at risk even if they are in one of the above categories.

II. Children At-Risk Coordinator

The Superintendent shall appoint a Children At-Risk Coordinator who will supervise the district's efforts and resources involved in developing individualized At-Risk Plans. That individual shall be responsible for coordinating and evaluating plans as well as recommending needed changes in this plan. Appropriate forms and procedures will be developed (see School District of Jefferson At-Risk Policies and Procedures Handbook). The coordinator shall also maintain files on each student involved in an At-Risk Plan, and will serve as the chair of the district's Children At-Risk Committee. As requested, he/she will prepare reports for the Board.

III. Children At-Risk Committee

The district's Children At-Risk Committee shall be composed of all building administrators, and all district level administrators. This committee will meet at least once per year to review the District At-Risk Plan.

IV. Building Level At-Risk Programs

The principal of each building shall serve as the liaison from that building to the District Children At-Risk Committee. The principal shall assist his/her staff in recommending students for placement in an At-Risk Plan, developing plans for at-risk students in his/her building and monitoring the student's progress in the plans. This will be done through the Building Consultation Team structure at each school.

V. Screening Children At-Risk

The building principal shall coordinate an on-going review of the students attending his/her school to identify possible children at-risk. Criteria to be used for this screening are identified above, under the heading definition. A parent/guardian may request that his/her child be evaluated for placement in an At-Risk Plan. Upon such request, identified procedures shall be followed to determine whether the student meets the criteria for placement.

Parents/guardians shall be informed of the child's referral to the committee. A meeting shall be set up with parents/guardians to discuss the reasons for the referral and to get their input relative to their child's behavioral/academic achievement. Parents/guardians shall also be advised of their rights to meet with the District Coordinator at any point.

The recommendation for placement or non-placement in an At-Risk Plan shall be forwarded to the Children At-Risk Coordinator as a Board designee for his/her approval.

VI. Development of an At-Risk Plan

If the Building Consultation Team feels a student meets the criteria of being a child at-risk, the committee shall, in conjunction with the building principal, select building teachers and others to develop an individualized At-Risk Plan that meets the student's unique needs. This plan shall offer the potential for the student to meet the graduation standards required by the district and provide opportunity for the student to achieve at the age level of his/her peers.

Per the At-Risk Policies and Procedures Handbook, parents/guardians of a minor child will be informed that a decision has been made relative to the At-Risk designation of their child. Parents/guardians will have an opportunity to decline involvement of their child in the program. Adult students shall make their own decision to enter or not enter the At-Risk Plan and this will be documented in writing.

VII. Case Manager

Upon entrance into an At-Risk Plan, the student shall be assigned a case manager by the principal. The case manager may be the school counselor, a school psychologist, a school social worker, or other faculty member. The case manager shall guide and monitor the student in his/her plan and report progress/problems on a regular basis to the building principal.

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