

**River Valley School District**  
**Children At-Risk Plan & Handbook**



**Revised June 2021**  
**Reviewed June 2022**

## CHILDREN AT-RISK PLAN

Wisconsin statute 118.153 requires every school board identify the children “at risk of not graduating from high school” who are enrolled in the school district, and annually develop or update a plan describing how the school board will meet their needs. The statute defines At-Risk students as the following:

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of high school credits attained,
- two or more years behind their age group in basic skill levels,
- habitual truants, as defined in §118.16(1)(a),
- school age parents,
- adjudicated delinquents,
- Eighth grade pupils whose score in each subject area on the examination administered under s. 118.30 (1m) (am) failed or was below the basic level and 8th grade pupils who failed to be promoted to the 9th grade
- is a dropout

Definitions:

### Students Behind in High School Graduation Credits

Students who are behind their age group in the number of credits earned for graduation shall be identified through data analysis team meetings. A plan of action will be developed to meet the needs of the individual by which they can earn the credits necessary for graduation.

### Basic Skills Deficiency (Academic Achievement)

Students are screened in the major academic content areas (or pre-readiness skill areas) from 4K through 12th grade. Universal screening is completed minimally three times per year for students in 2nd grade through 12th grade. Statewide testing is completed at least annually for students in 4K to 11th grade. Results of the assessments are shared with building staff, and supports are provided to students who meet district criteria to receive supplemental interventions.

### Truancy/High Absenteeism

Truancy is determined by County and State codes. Students who have high absenteeism or have been charged with truancy meet these criteria. Data will be collected at least annually to determine which supports are provided to students who meet district criteria to receive supplemental interventions.

### School Age Parents

An individual instructional program will be developed for all school age parents or expectant parents. They shall be counseled by the school nurse and/or the school counselor as to the various alternative programs, both internal and external.

### School Adjudicated Delinquent

When notified by an appropriate social agency that a student is adjudicated delinquent, that student's academic performance shall be monitored. The social services agency worker, along with the student, shall be involved in the monitoring of their performance and in the planning of any special instructional programs.

### Dropouts

All high school dropouts as defined by PL 118.53 shall be contacted (as well as their parents) indicating an interest on the part of the school district to have them return to school or some other program available. Students considering dropping out shall receive guidance and counseling services as well as other programming options.

### **Goals for Children Considered At Risk**

The River Valley School District recognizes the need to assist potential or current dropouts to acquire a high school diploma and has developed a district wide intervention system to address their needs. The district believes all students should be guaranteed the right to participate in and benefit from a variety of school and community resources and programs.

As per Wisconsin statute 118.153, the primary goal of the River Valley School District's at-risk plan is to provide greater opportunities for students considered at-risk.

In an effort to provide these opportunities and meet these goals, the school district will identify, address and reduce any factors that place the child "at risk" of not graduating from high school. At risk services will be provided district-wide and will meet or exceed all of the requirements defined in state statutes (118.153 Children At Risk).

The River Valley School District has made a commitment to being proactive and providing a system of support for all students. The goal of the programming must be designed to assist the student in setting and achieving goals, empowering them to take responsibility for their lives, and become productive members of our larger society.

It is the River Valley School District's philosophy that all children can and do learn. It is the belief of the Board of Education that all children can successfully complete requirements for graduation when provided opportunities to be successful. It is the desire of the Board to involve the child, educational staff, the parents, and community in developing a program that will meet the unique and ever changing needs of the child in providing appropriate and positive educational opportunities for success. The following describes that system:

### **Identification Process**

Data will be gathered up to three times per year to determine students' needs for supports. This data could include academic, behavioral or social-emotional universal screening measures, grades, attendance, office discipline referrals, districtwide test scores, statewide test scores, and progress monitoring information for students receiving support. A building or district data team will analyze the data to determine which children need additional supports other than the universal, general education curriculum. Supplemental or intensive supports and interventions will be provided based on district-wide criteria. Criteria for determining the need for supports will be reviewed annually.

Criteria for admittance to the High School At-Risk Program:

1. Credit deficient and/or
2. Truancy and/or
3. Lack of engagement and/or

4. Basic skills deficient as shown by consistently low scores on universal screeners not due to a disability

Criteria for admittance to the Middle School At-Risk Program:

1. Low grades due to lack of engagement and/or
2. Truancy and/or
3. Basic skills deficient as shown by consistently low scores on universal screeners not due to a disability

### **Multi-Level System of Supports**

Universal, differentiated curriculum are provided to all students.

Selective Supports are supplemental and in addition to the general education curriculum. Selective supports are provided to some students, approximately 5%-15% of the student population, and require the needs of the student meet district criteria. Building teams work together to systematically implement and establish systems where student progress is monitored at least monthly. Most at-risk student needs are addressed at this level.

Intensive Supports are research-based interventions used with students whose progress places them at-risk for not meeting instructional goals and whose deficiencies are so unique they require individualized instructional approaches. Building teams work together to systematically implement and establish interventions where student progress is monitored weekly.

Special Education Programming are specialized services that are provided to children ages 3 through 21 who have been identified as having a specific disability and who cannot be successful in the regular education setting without additional services.

County and Community Programs are additional services provided by community agencies, county/regional partnerships and/or clinics. The River Valley School District has developed strong relationships with many community based support services and programs.

The At-Risk Program at River Valley School District will provide the following specific supports, dependent on individual needs:

1. Online programming or specially designed coursework for students in 9-12th grades who are credit deficient
2. Small group study hall with a specialized teacher who will case manage, help with organization and homework, and monitor students' success in school
3. Multi-Level Systems of Support programming at the elementary and middle school levels for students with basic skills deficits in reading or math
4. Booster classes at the high school level for students with basic skills deficits in English or math
5. Modifications within the general education setting, a modified grading system or modified expectations
6. Recommendation of small group or individualized counseling

The River Valley School District does not discriminate on the basis of gender, race, color, national origin, ancestry, sex, age, religion, creed, pregnancy, marital or parental status, sexual orientation, handicap or physical, mental, emotional or learning disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding non-discrimination policies: Brian Krey, Business Manager/Title IX Coordinator, 660 W. Daley, Street, Spring Green, WI 53588, 608-588-2551, [bkrey@rvschools.org](mailto:bkrey@rvschools.org) and Lisa Kjos, Pupil Services Director, 660 Varsity Blvd., Spring Green, WI 53588, 608-588-2554, [lkjos@rvschools.org](mailto:lkjos@rvschools.org).