

**School District of Chilton
At-Risk Plan
2014-2015**

Developed by:

School District of Chilton School Counselors

Approved by the Board of Education on February 23, 2015

School District of Chilton

Nondiscrimination Statement

In compliance with SS118.13 and Chapter PI 9 rules for implementation of same, the School District of Chilton states its compliance with the right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities.

These rights shall not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap.

The right of the above stated student includes, but is not limited to pupil admission to any school, class, program, or activity; standards and rules of behavior; pupil harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons; instructional and library media material selection policy that provides adequate instructional materials, texts and library services which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; methods, practices, and materials used for testing, evaluating and counseling pupils (except for the use of special testing or counseling materials or techniques to meet the needs of individual pupils); facilities (except for separate locker rooms, showers and toilets for males and females that are comparable.); opportunities for participation in athletic programs or activities (except for separate programs in interscholastic athletics for males and females which must be comparable in types, scope and support from the District); and school sponsored food service programs.

The following person(s) is/are designated as the District's Compliance Officer(s):

Dr. Claire Martin, District Administrator
530 W. Main Street
Chilton, WI 53014 – 1369
(920) 849-8109 – phone
(920) 849-4539 – fax
martinc@chilton.k12.wi.us

Building principals shall serve as Building Compliance Officers.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the District Compliance Officer or the Building Compliance Officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. The written complaint must contain the following information:
 - 1. Name(s) of person(s) filing complaint.
 - 2. Whether the person(s) represents an individual or group.
 - 3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or the District Compliance Officer.
 - 4. A written summary of the complaint and a proposed solution.

- B. The Building Compliance Officer or the District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint.

- C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.

- D. If a satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

School District of Chilton

At-Risk Plan

2014-2015

Goals

1. To increase school success and graduation rate for students identified as “at-risk.”
2. To provide opportunities for all students to feel a sense of belonging to the school community.
3. To reduce student failure and potential dropouts.
4. To provide early intervention for students identified as being “at-risk.”
5. To involve parents and community resources in meeting the needs of students identified as at-risk.

Introduction

Wisconsin state statute 118.153 (2) (a) and Department of Public Instruction PI 25.03 (1 & 2) states that every school board shall identify the children who are enrolled in the school district who are at risk of not graduating from high school, and annually develop a plan describing how the school board will meet their needs. The statute also states that every board shall make available programs to serve children at risk. As part of the district plan, each board must describe how the board will identify and meet the needs of the children identified to be at risk. The School District of Chilton is dedicated to educating all students, as evident in its mission and vision statements and strategic plans.

The district mission statement is as follows:

We, the Chilton Public School District, believe that preparing students to achieve their potential is our highest priority. In partnership, with all members of our community, we are committed to inspiring our students to be life-long learners and responsible, contributing members in a global society.

The district’s vision is to:

- be an innovative school system recognized for every student’s demonstration of the skills necessary to succeed in a rapidly changing world
- demonstrate continuous improvement through the delivery of a challenging educational program that fosters student achievement, accommodates individual learning styles, and values personal integrity
- develop an interactive partnership between the school district and the community that is mutually beneficial.

The need to address concerns regarding students who are at risk of not graduating is a critical one. Researchers have suggested that school dropouts cost the nation from sixty to two hundred twenty-eight billion dollars in welfare each year, lost revenue, unemployment expenditures and crime prevention dollars. Further, personal consequences include less earning potential, limited employment opportunities, and low self-esteem.

This plan assures that the School District of Chilton is in compliance with Wisconsin Statute §118.153 relating to children “At Risk” of not Graduating from High School by annually identifying the children at risk and developing a plan to meet their needs. The plan includes identification strategies, articulation between levels, and supportive programs for Kgn. – 4th, 5th – 8th, and 9th – 12th. The plan will also include strategies for parental notification and involvement.

In order to address the problem of students who are “at risk” of not graduating, one needs to understand the true nature of the problem. This necessitates using the most accurate criteria for predicting students who will not graduate.

Kgn. – 4th

Potential Indicators:

At the elementary level, students are identified through informal assessments, test scores and teacher/parent referrals. The state does not provide "at-risk" criteria for students in grades Kgn.- 4th, however, an analysis of student records identified the following common factors that can cause students to have difficulty in school.

- Chronic/severe behavior problems
- Academic delay in reading and/or math
- Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
- Transfer student
- Traumatic event
 - Change in marital status of parents, including separation
 - Parent incarcerated
 - Death of a family member or close friend
 - Parent with alcohol or drug abuse problems
 - Serious illness requiring hospitalization for student or family member
 - Abuse or neglect in the family
 - Other
- Free/Reduced Lunch
- Difficulty in making and/or keeping friends

Monitoring Student Progress

A student with any of the potential indicators of children/youth “at-risk” should be referred to the school’s Instructional Decision Team (IDT) by teachers, school counselors, or other school district personnel. These teams meet regularly throughout the school year. Each IDT, after identifying students who may be considered “at risk,” will monitor the progress of each identified student. As determined through the IDT process, individual students may be identified and enrolled in programs or provided services to meet their individual needs.

Programs and Services to Support Individual Student Achievement and Success in School

A variety of supports are available to encourage student success and are designed to meet individual student learning needs. The educational opportunities available to the students are monitored on an ongoing basis

to determine the effectiveness of the intervention. The School District of Chilton provides a wide range of quality options to both special and regular education students.

There are a variety of accommodations, services, and programs designed to help children succeed at the Kgn.-4th level. Some of these are listed below.

- Math Support
- Reading Support
- English Language Learner services
- School Health Services
- School Counseling
- School Psychological Services
- Gifted and Talented
- Special Education
- 504 Plans
- Halftime Intervention
- Differentiation strategies within the classroom
- Classroom accommodations
- Other

Middle Grades 5 – 8

Potential Indicators/Criteria for Grades 5 – 12

Currently, the State of Wisconsin identifies “children at risk” as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are 2 or more, of the following:

- **One or more years behind their age group in the number of high school credits attained**

A student shall be determined to be behind in his or her age group in the number of high school credits attained, if in grades 9 through 12, the student falls three or more credits behind as evidenced by credits recorded in academic history. Technology will run extracts to determine credit deficiency.

- **Two or more years behind their age group in basic skill levels**

A student shall be determined to be behind two or more years than their age group in basic skill levels in Math and/or Reading as evidenced by grades and/or below proficient status on the WKCE in Reading and Math and/or below mean grade level RIT (Rasch Unit) score.

- **Habitual truants, as defined in §118.16(1)(a)**

A student shall be determined to be “habitually truant” if all or part of five days in a semester without an acceptable excuse are missed.

- **Parents** (teen parents; male and female and pregnant teens)

- **Adjudicated delinquents**

A student is determined to be delinquent based on reports received from the court system. The list of adjudicated students is kept confidentially by the pupil services office.

- **8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade**
- **Students identified by DEWS (Dropout Early Warning System) who may have the following challenges:**
 - Attendance in the prior school year (from ISES year-end)
 - Days removed for out-of-school suspension or expulsion in the prior school year (from ISES year-end)
 - Number of school and district moves in the prior school year (from ISES year-end)
 - WKCE performance in reading and mathematics in the prior school year (from WSAS)

The School District of Chilton is also including the following criteria which identified the following common factors for students who did not earn a CHS diploma:

- Transfer student
- Traumatic event:
 - Change in marital status of parents, including separation
 - Parent incarcerated
 - Death of a family member or close friend
 - Parent with AODA problems
 - Serious illness requiring hospitalization for student or family member
 - Homelessness
 - Abuse or neglect in the family
 - Other
- Free/reduced lunch
- Difficulty in making and/or keeping friends

Monitoring Student Progress

A student with any of the potential indicators of children and youth at-risk should be referred to the school's Instructional Decision Team (IDT) by teachers, school counselors, or other school district personnel. These teams meet every week. Each IDT, after identifying students who may be considered at risk, will monitor the progress of each identified student. As determined through the IDT process, individual students may be identified and enrolled in programs or provided services to meet their individual needs.

At the end of each school year, designated school administrators will gather the names of students who meet the State's at risk criteria, OR who have one or more of the potential indicators of children at risk. This will occur before August 1 each year. The Administrator will forward the list of students to the appropriate schools at the beginning of the following school year.

Programs and Services to Support Individual Student Achievement and Success in School

Following is a list of a number of the current accommodations, services, and programs available at the grade 5 through 8 levels within the School District of Chilton from which an IDT can choose to develop an accommodation/intervention plan for individual students:

- Title I Academic Support
- English Language Learner Services
- Academic Improvement in Middle School (AIMS)
- Math Support
- Supportive Reading
- School Health Services
- School Counseling
- Education and Career Planning Conferences (Tiger Talks)
- School Psychological Services
- Gifted and Talented
- Special Education
- Bullying Prevention
- Section 504 Plans
- Instructional Decision Team (IDT)

High School Grades 9 – 12

Potential Indicators/Criteria for Grades 5 – 12

As stated earlier, the State of Wisconsin identifies “children at risk” as pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts, or are 2 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)
- Parents
- Adjudicated delinquents
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am) 1. was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am) 2. and 8th grade pupils who failed to be promoted to the 9th grade.

The School District of Chilton is also identifying the following common factors for students who did not earn a CHS diploma:

- Transfer student
- Traumatic event
 - Change in marital status of parents, including separation
 - Parent incarcerated
 - Death of a family member or close friend
 - Parent with AODA problems
 - Serious illness requiring hospitalization for student or family member
 - Homelessness
 - Abuse or neglect in the family
 - Other
- Free/reduced lunch
- Difficulty in making and/or keeping friends

Monitoring Student Progress

A student with any of the potential indicators of children and youth at-risk should be referred to the school's Instructional Decision Team (IDT) by teachers, school counselors, or other school district personnel. These teams meet every week. Each IDT, after identifying students who may be considered at risk, will monitor the progress of each identified student on an ongoing basis. Individual students may be identified and enrolled in programs or provided services to meet their educational needs with the least restrictive school environment in mind.

At the end of each school year, school administrators will gather the names of students who meet the State's at risk criteria, OR who have one or more of the potential indicators of children at risk. This will occur before August 1 each year. The school principal will forward the list of students to the appropriate schools at the beginning of the following school year.

Programs and Services to Support Individual Student Achievement and Success in School

Following is a list of a number of the current accommodations, services, and programs available at the grade 9 through 12 level within the School District of Chilton from which a IDT can choose to develop accommodation/intervention plans for individual students:

- Academic Support
- English Language Learner services
- Alternative High School Program
- School Counseling
- Education and Career Planning Conferences (Tiger Talks)
- School Psychological Services
- Gifted and Talented Programming
- QUEST
- Bullying Prevention
- Section 504 Plans
- Special Education

Parent Notification and Involvement

According to Ch. PI 25.04 (5) the district must notify each pupil and his or her parent in writing whenever the pupil has been identified as a child at risk. The administration will send the notification before the school year begins. The notice shall include all of the following:

- (a) The name and telephone number of a person the parent or pupil can contact regarding the school district's Children At-Risk Plan.
- (b) A description of the District's At-Risk Plan.
- (c) A statement that the pupil is eligible to be enrolled under the district plan to serve children at risk.
- (d) A description of the at-risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the district plan.

- (e) A statement to inform the parent that he or she may select one or more programs in which the pupil will be enrolled, if the pupil meets the prerequisites for the specific program requested.
- (f) Describe the procedure for requesting that the pupil be enrolled in the specific at-risk program selected by the parent. The request shall be in writing, by signature on a district provided form, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
- (g) Identify the process that a parent may use if the parent disagrees with the planned services.
- (h) Ensure that the special education and related services needs of a child with a disability, as defined in s. 115.76 (3) (5), Stats., are first addressed in the child's individualized education program developed pursuant to s. 115.80 (4) 115.787, Stats., whenever that child is also eligible to be served in a Children At-Risk program.

Evaluation of At-Risk Programming

1. The student's school success will be based on the student's specific identified criteria.
2. Grades and attendance will be monitored at all levels.
3. Student progress toward annual goals for student achievement will be monitored through assessments. Parents will receive communication about student progress through student report cards, annual pre- and post-testing for math and reading, progress reports, district staff monitoring of D/F lists, parent/teacher conferences, and individual conferencing with parents.
4. Dropout statistics will be reported annually.
5. The School Counselor will contact dropouts to determine how they might be supported in returning to an appropriate educational program.
6. The Children At-Risk Plan will be provided to the Board of Education for approval annually.

Categorical Aid Reimbursement

The governor's budget eliminated the children at risk categorical aid, but the language requiring the school district's plan to identify and serve remains the same.

Conclusion

As the School District of Chilton moves forward with a Response to Intervention (RtI) approach to educating its students, all students will have the opportunity for academic and behavioral success through scientifically-based curriculum, instructional strategies, and interventions. RtI is a process for achieving higher levels of academic and behavioral success for ALL students, impacting those who are at risk of not graduating.

(District Letterhead)

PARENT NOTIFICATION LETTER
LEARNING SUPPORT SERVICES
FOR STUDENTS AT RISK

Dear Parent/Guardian:

The State of Wisconsin requires districts to provide additional instruction for students who are at risk of not graduating. The purpose of this letter is to notify you that your child, (Name), will receive intervention services to promote his or her academic success. The services your child will receive will include:

Your child has been chosen to receive these services based on the school's Pupil Services Team (PST) recommendation under the School District of Chilton's plan to serve children at risk. The School District of Chilton At-Risk Plan is available online at the district website at www.chilton.k12.wi.us.

Ongoing evaluation will help the PST and you determine the level of services that your child receives and the need to continue or discontinue these services. The goal for providing these services is to increase the likelihood that your child will be successful in meeting the School District of Chilton graduation requirements.

If you have any questions or concerns regarding this programming, please contact your child's School Counselor, (name), at (920) 849-. If the school counselor does not hear from you regarding this letter by (date), your child will begin receiving the services as described. We look forward to working with you to ensure that your child has a successful school career.

Sincerely,

Principal