



**Ripon Area School District  
At-Risk Plan  
2016-17**

**Ripon At Risk Mission Statement:  
Inspiring learners, engaging community, enriching the world**

Approved by the Board of Education on  
July 18, 2016

# RASD AT RISK PLAN 2016-17

## **INTRODUCTION**

Ripon Area School District's Vision Statement, Mission Statement, and Belief Statements illustrate the District's belief that all students should be guaranteed the right to participate in and benefit from a variety of school and community resources and programs:

### **District Mission Statement**

*Inspiring learners, engaging community, enriching the world*

### **District Vision Statement**

*"One of Wisconsin's finest school districts, fostering excellence for all through innovation."*

### **Our Belief Statements**

- Quality instruction is best supported through relevant, challenging, and innovative curriculum that connects across levels of the system.
- Individuals learn in different ways and at different rates.
- Meeting and engaging the diverse needs of students ultimately empowers them to realize their true potential.
- Individual achievement deserves celebration.
- Collaborative achievement deserves celebration.
- Risk-taking is essential for innovation.
- Creating the necessary infrastructure (staff, technology, curriculum, resources, professional development) makes innovation possible.
- Continuous improvement is essential.
- Students, families, school staff, and community members share responsibility for developing academically, socially, and behaviorally responsible citizens.
- Partnerships in the community provide opportunities for growth and support.
- It is important to make informed decisions based on reasoned analysis.
- Today's decisions should be made while looking to the future so that the school district may deliver exceptional results over a sustained period of time.

## **IDENTIFICATION PROCEDURES**

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. Procedures in this section are limited to those required for students who are at risk of not graduating, as defined in the Statute:

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,
- 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.

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### **Adjudicated Delinquent**

Interagency referral and court ordered school attendance are the two primary identification procedures used to identify adjudicated delinquents. Students can also self-disclose their delinquency status or parents can seek assistance through the school counselor and or building principal.

### **Basic Skills Deficit**

Students are provided screening in the major academic content areas (or pre-academic readiness skill areas) from age 3 through the 10th grade, utilizing district approved formalized assessment methods, as required by the Wisconsin School Assessment System (WSAS), and other district-approved standardized tests. Alternate assessment procedures are followed for students who are not able to participate in district-approved formalized assessment. Results of the student assessments are shared with the classroom teacher(s), special education and Title I staff, school counselor, principal, and the Wisconsin Department of Public Instruction. Additionally, classroom teachers monitor student academic performance and referrals can be made for further evaluation following the appropriate screening procedures.

### **Credit Deficiency**

The high school counselors monitor the credit achievement of all students and report students who are credit deficient for advancement toward graduation to the high school principal, student and parent(s)/legal guardian(s).

### **Dropout**

Each September following the opening of school, the building principal and school counselor review the student enrollment lists to identify any students who have not returned to school. Student and parent contact is made by the building principal and/or school counselor to assure that the compulsory attendance policy and procedures are followed.

### **Truancy**

The clerical staff report to the building principal the name of the student(s) who is/are truant, provide a report of the students' attendance record and follow the district's policy and procedures related to truancy. The building principal or assistant principal serves as the school attendance officer.

### **School Age Parent**

Some of the methods for identifying school age parents include self-referral, parent referral and interagency referral.

**\*\*\*\*Based on these criteria, this year there are ?? students in grades 5-12 who have been identified as being at risk of not graduating. This is based on partial criteria, due to the fact that the Forward exam results will not be available until August.**

The Director of Student Services will be responsible for the development and annual update of this plan. Each summer, the principals will provide a list of students considered to be at risk of not graduating, based on the state criteria. These students will be discussed at the building's learning support team meetings early in the school year. The building principals and designated staff are responsible for activating and implementing the district's intervention systems of support that will best fit the students' needs. When additional interventions, programs and services are needed, these teams will also take responsibility for assessment, identification, development of an action plan or program and progress monitoring.

## ***DISTRICT INSTRUCTIONAL AND BEHAVIORAL SERVICES***

To advance achievement for all students, the Ripon Area School District has established a multilevel Response to Intervention (RtI) process for the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education

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classrooms. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to the instruction. RtI is designed for use when making decisions about student needs, creating a well-integrated system of instruction and intervention guided by child outcome data. In this District, educational decisions are made within the building Learning Support Team (LST) process. An overview of this process follows:

Tier I: General instructional and behavioral services/programs are the universal services and programming that provide a quality educational program for all students. These services and programs are also considered to be preventative and generally meet the needs of 80% - 90% of district students. They include:

### Instructional Services:

- Standards-based instructional design (K-8)
- Frequent classroom formative assessments
- Classroom interventions and progress monitoring
- Universal screening
- Remedial classes and online programming
- 4K programs
- Parent access to Infinite Campus database and district website
- Progress Reports and Grade Cards
- School nursing services
- Volunteers/Reading Buddies
- Peer tutoring/after school programming (BRAVE)/additional teacher support/Ripon College mentors
- Curriculum adaptations/modifications
- Developmental classroom guidance units
- Enrichment programs (Gifted & Talented Programming)
- Summer School (remedial focus)
- Sixth grade transition - WEB Leaders (middle school)
- Career Counseling Conferences (8<sup>th</sup> grade)
- Freshman Transition Program (Link Crew)

### Behavioral Services:

- Conscious Discipline and Responsive Classroom Practices (K-2)
- Morning meetings (K-5)
- Positive Behavior Interventions and Support (PBIS) at middle school; will expand to other schools during the 2015-16 school year
- Annual transition activities (when students move to new building)
- Anti-bullying initiatives
- Suicide Prevention Activities
- Breakfast Program
- Parent/teacher conferences
- Guidance and counseling programs
- Staff de-escalation training (Non-Violent Crisis Intervention)
- Homerooms/advisories
- Focus on attendance district-wide 2105-16

Tier II: Supplemental school instructional and behavioral programs/services are supplemental services and research-based interventions provided to some students (5-15%) when the students meet criteria established in the RtI process. Grade level teams or building resource staff work together to systematically implement and establish supports where student progress is monitored at least biweekly. These include:

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### Instructional Services:

- Universal Screening and Tier II interventions (specific research- or evidenced-based intervention activities and time) in addition to classroom instruction
- Classroom and curricular modifications/accommodations
- Online classes/credit recovery
- Title I reading support
- Section 504 Accommodation Plans
- Supplemental curriculum resource materials/academic support
- Individual Learning Accommodation Plans
- After-school/homework programs (BRAVE)
- Health protocols and other individual (504) accommodation plans
- Assistive Technology (such as text readers, etc.)
- English Language Learning (ELL) program/support
- Enrichment programs (Gifted and Talented Programming, Youth Options, AP courses)
- Migrant Education Program

### Behavioral Services:

- Elementary parenting classes
- Truancy plan
- School Counseling or psychology services
- Anti-bullying program
- Student Consultation Teams/Individual Behavior Accommodation Plans
- Small group and individual support; check-in and check-out
- School liaison officer social activities

Tier III. Intensive Interventions are research-based interventions used with small groups of students whose deficiencies are so unique they require individualized and intensive instructional approaches.

- Skill specific Intensive/Individualized Interventions
- Alternate program
- Migrant Education Program (school year and summer)

Special Education Programs/Services are specially designed instruction and other services that are provided to children ages 3 through 21 who have been identified as having a disability via the IEP process, and who cannot be successful in the regular education setting without additional services.

### **PARENT NOTIFICATION**

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 of not graduating. The Department of Student Services 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 or program.
- (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.

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- (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 and/or services 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 participate.
- (f) A description of 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) Identification of the process that a parent may use if the parent disagrees with the planned services.
- (h) Assurance 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. 115.787, Stats., whenever that child is also eligible to be served in a children at risk program.

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(District Letterhead)

PARENT NOTIFICATION LETTER  
FOR STUDENTS WHO ARE AT RISK OF NOT GRADUATING

Dear Parent/Guardian:

The State of Wisconsin requires school 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:

1. xxxxx
2. xxxxx

Your child has been chosen to receive these services based on the school's Student Support Team (SST) recommendation under the Ripon Area School District plan to serve children at risk. The RASD At-Risk Plan is available online at the district website at <http://www.ripon.k12.wi.us/>.

Ongoing evaluation will assist you and the SST to 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 RASD graduation requirements.

If you have any questions or concerns regarding this programming, please contact the student services office, at 920-748-1557. If the student services office 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,

My signature below indicates receipt of this letter. (Please sign one copy and return one copy to your child's school)

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Parent Signature

CC Student cumulative folder

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Your child has met the following criteria and is at risk of not graduating:

- 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,
- 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.