



Book	Policy Manual
Section	Second Reading by Board
Title	CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
Code	po5461
Status	Second Reading
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5461 - CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

The Board shall establish programs to serve children in the District who are identified as "children-at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children-at-risk" students as defined below:

Students who are at risk of not graduating high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained;
- B. two (2) or more years behind their age group in at least one (1) basic skill level (math and/or reading);
- C. habitually truant;
- D. parents;
- E. adjudicated delinquents; and
- F. eighth-grade students whose score in each area of the student assessment was below the basic level of failing and eighth-grade students that were not promoted to ninth grade.

The District shall identify all children at-risk enrolled in the District. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15th of each year. All programs and services developed for "children-at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

Principals are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs and alternative educational options are made available to all students and at all levels as needed.

The Board uses ~~the~~ ~~an~~ ~~the~~ ~~Wisconsin~~ ~~Equitable~~ ~~Multi-Level~~ ~~Everest~~ System of Supports (ESS)(EWiMLSS) Model based on ~~the~~ ~~Wisconsin~~ ~~Equitable~~ ~~Level~~ ~~Systems~~ ~~of~~ ~~Supports~~ that is designed as a continuum for Literacy, Mathematics, and Behavior. ~~EMLS~~~~ESS~~~~SWiMLSS~~ is defined as a systemic process for achieving high levels of academic and behavioral success for all students. ~~Key system features include equity, high quality instruction, strategic use of data, collaboration, family and community engagement, a continuum of support, a strong universal level of support, systematic implementation, and strong, shared leadership through:~~

- A. multi-level, high-quality instructional approach for general, at-risk, advanced learners, and special education student needs;
- B. a balanced assessment system;
- C. collaborative practices.

The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of the course or subject area s/he is enrolled through systemic practices of ESSEMLSSWIMLSS. Student capabilities will be identified for ESS EMLSSWIMLSS using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction’s recommendations.

The District will maintain an ESSEMLSSWIMLSS Framework and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

Parent involvement will be actively solicited to improve student success. Community service agencies’ participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children-at-risk" shall be made to the Board.

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Last Modified by Ellen Suckow on May 12, 2026