

Menasha Joint School District At Risk Plan

Menasha At Risk Mission Statement

The purpose of Menasha's at risk programming is to help all students succeed by developing a sense of belonging, becoming academically competent and learning to be productive and responsible citizens at school and in life.

Approved by the Board of Education on
8/28/23

Equity Statement

The Board of Education is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

MJSD At Risk Plan

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 must identify the children who are at risk of not graduating from high school, and annually develop a plan describing how the school board will meet the needs of these students. The Menasha Joint School District (MJSD) is dedicated to educating all students.

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 Menasha Joint School District (MJSD) 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 Pre-K through grade 5, middle grades 6 through 8, and high school grades 9 through 12. The plan will also include strategies for parental notification and involvement.

State Definition

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:

- **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 obtained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
- **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 basic status on the state assessment in Math and/or Reading.
- **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 student 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) and 2. 8th grade pupils who failed to be promoted to the 9th grade**

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.

Monitoring Student Progress

A student with potential contributing indicators of children and youth at risk may be referred to the school’s intervention or pupil services team by teachers, school counselors, or other school district personnel. These teams meet regularly throughout the school year. Each intervention/pupil services team, after identifying students who may be considered at risk, will monitor the progress of each identified student on an ongoing basis. This intervention team process will initiate access to a multi-level system of supports, through which students may be identified and enrolled in programs or provided services to meet their individual needs.

At the end of each school year, each school administrator will forward to the Director of Special Services the names of students at their school who have been identified by that school’s team as at risk, using the State’s criteria as a guide. This will occur before July 1 each year. The Director will forward the list of students to the appropriate schools at the beginning of the following school year.

Multi-Level System of Support

Consistent with the Wisconsin Department of Public Instruction’s philosophy of providing a multi-level system of support to students, the MJSD also provides a multi-level system of support. Wisconsin defines a multi-level system of support as: “the practice of systematically providing differing levels of intensity of supports based upon student responsiveness to instruction and intervention.” This ‘leveling’ of supports is defined by MJSD as follows: Tier 1(Universal) = supports that are provided or available to all students; Tier 2 = supports that are provided or available to small groups of students based upon district-identified outcomes, typically 2-3 times/week; and Tier 3 = supports that are provided or available to students 4-5 times/week, with a teacher to student ratio of 1:1-3, based upon outcomes on some measures.

Elementary: Pre-K – Grade 5

Potential Indicators:

The state does not provide criteria for students in grades Pre-K through 4, however, some of the following common factors in students’ lives from Pre-K through 5th grade are felt to be potential contributing indicators toward future identification of at risk:

- 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 events, such as
 - 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
- Free/Reduced Lunch

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

A variety of supports is available to encourage student success and is 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. MJSD provides a wide range of quality options to both special and regular education students.

Following is a list of a number of the current accommodations, services, and programs available at the Pre-K through Grade 5 level within the MJSD that are designed to help prevent students from becoming identified as at risk; or are available to school teams from which to choose to develop an accommodation/intervention plan for individual students:

Supports
<ul style="list-style-type: none">• Summer School• PBIS-Tiered Interventions i.e. CICO, SAIG Groups• <u>Love and Logic</u> (parent training program)• Movin' on Up (for 5th graders)• Bullying Prevention• Student Assistance Program• Education and Career Planning Conferences• School Health Services• School Counseling• Math Interventions (i.e Add+vantage Math Recovery, Do The Math, Bridges Intervention,)• Reading Interventions (See comprehensive list here: Fidelity of Weeks to Intervention)• School Psychological Services• Gifted and Talented Programming• Special Education (legal eligibility requirements)• Section 504 Plans (legal eligibility requirements)• English Language Learner Services (legal eligibility requirements)• Community Learning Center programming

Secondary: Grades 6 – 12

Potential Indicators/Criteria for Grades 6 – 12

MJSD has identified the following as potential contributing indicators for students to become at risk:

- 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, such as:
 - 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
 - Student AODA issues
- Free/reduced lunch

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 particular grade levels within the MJSD that are designed to help prevent students from becoming identified as at risk; or are available to school teams from which to choose to develop an accommodation/intervention plan for individual students:

Grades 6 - 8	Grades 9-12
<ul style="list-style-type: none"> ● Response to Intervention/ individual learning plans ● Math and Reading Interventions (i.e. Leveled Literacy, Comprehension Focus Groups, iReady, Do The Math Now, Add+vantage Math Recovery) ● PBIS-Tiered Interventions i.e. CICO, SAIG Groups ● Bullying Prevention – ACT NOW ● School within a School Program ● Transition Programming into Middle School and High School ● Response to Intervention Plans ● Blue Crew (CLC programming) ● School Health Services ● School Counseling ● Education and Career Planning Conferences ● Summer School ● Bullying Prevention ● Student Assistance Program ● Academic Monitoring ● Gifted and Talented ● English Language Learner Services (legal eligibility requirements) ● School Psychological Services ● Special Education (legal eligibility requirements) ● Section 504 (legal eligibility requirements) 	<ul style="list-style-type: none"> ● Foundations - comprehensive counseling guidance curriculum/academic and career planning ● Preteach and reteach intervention course (reading and math) ● Too Good for Drugs ● SOS curriculum ● School Counseling ● PATHS counseling - United Way program ● School Psychologist services ● School Social Worker services ● Flex Time ● Student Assistant Programming ● Gifted and Talented student/parent meetings/conferences ● ELL support ● GPS - outside program for at risk students ● QUEST ● ELL QUEST ● Sources of Strength ● Summer School credit recovery ● SBS/GEDO II programs ● Health - 10th grade ● School Health Services ● Education and Career Planning Conferences ● Math & Reading Intervention Course (Comprehension Focus Group, Leveled Literacy Intervention) ● Section 504 (legal eligibility requirements) ● Special Education (legal eligibility requirements) ● Afternoon & Afterschool Alternative Program ● Neenah/Menasha Alternative Program ● English Language Learner Services (legal eligibility requirements) ● Youth apprenticeships and internships ● Apex online credits ● Work-based learning

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 student at risk. Each school 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.
- (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 may 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, 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.

Evaluation of At Risk Programming

The district's alternative programs for high-risk and officially identified at risk students have individually articulated outcome measures for each program. In addition, the following are also used to aid in the evaluation of the district's overall 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 at risk plan will be provided to the Board of Education for approval each school year.

PARENT NOTIFICATION LETTER REGARDING AT RISK IDENTIFICATION

Dear Parent/Guardian of [student name]:

Wisconsin state law requires that all districts must notify each student and his or her parent in writing whenever that student has been identified as a student at risk. The purpose of this letter is to notify you that your child named above has been identified as meeting the state criteria of being an “At risk” student. Currently, the State of Wisconsin identifies “children at risk” as students 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:

- **Behind their age group in the number of high school credits obtained**
A student shall be determined to be behind in his or her age group in the number of high school credits obtained if in grades 9 through 12 the student falls three (3) or more credits behind as evidenced by credits recorded in academic history.
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All districts are required to identify those students who meet this state-established definition. Districts are also required to develop a plan for providing programming and support for students identified as at risk. The MJSD At Risk Plan is available online at the district website: www.mjds.k12.wi.us. The district’s plan provides services for students identified as at risk in a tiered approach: some services and supports which are available to all students; some for targeted groups of students; and some in a more individualized manner; all depending upon the level and type of need.

Building teams are currently reviewing the lists of their at risk students, and connecting them to the appropriate programs and supports to promote your child’s academic success. If you have any questions or concerns regarding the services and supports being provided or arranged, or you would like to consider other potential services, please contact your child’s school counselor either via phone or email (counselor information available at www.mjds.k12.wi.us). We look forward to working with you to ensure that your child has a successful school career.

If you have any questions regarding the district’s At Risk Plan, you may contact Marci Thiry, Director of Special Services, at 920-967-1429.

Sincerely,

Principal Name
School

CC: Marci Thiry

Date:___Click here to enter text.

Dear Parent/Guardian of Click here to enter text,

Your child has been identified as a student needing additional intervention in the area of Choose an item. Currently, your child is performing below where we would expect for their grade level. Your child will continue to receive core curriculum instruction, but will also be involved in an intervention. Intervention details are listed below. You will be informed of your child’s progress at the completion of the intervention.

Your involvement in the educational decision making for your child is valued and important. Your child’s progress will continue to be monitored and you will be informed along the way. It is our goal to provide the best instruction and materials to help your child succeed. If you have any questions or concerns about your child’s participation in this intervention please contact_Click here to enter text. or Click here to enter text.

Intervention Plan

Intervention	Click here to enter text.
Teacher	Click here to enter text.
Length of Intervention	Click here to enter text.minutes per session
Frequency of Intervention	Click here to enter text.days/week
Expected Start Date	Click here to enter text.
Duration of Intervention or Estimated Review Date	Click here to enter text.

Respectfully,

Click here to enter text.