

Pursuant to a District-wide plan, the District shall identify students who are at risk of not graduating from high school and provide appropriate interventions, services, program and curriculum modifications, or other accommodations.

At a minimum, the District will:

1. Address prevention and early intervention measures for students of all ages and at all grade levels. In early childhood through grade 8, prevention and early intervention efforts may reflect a combination of (1) general curriculum and program offerings; and (2) programs or services that are based on the individual needs of an identified student.
2. Determine how students will be identified as eligible for programs, services or other accommodations under the plan. For purposes of identification, the plan may consider indicators and criteria that are in addition to those indicators/criteria that expressly define "children at risk" under state law.
3. Determine the services, programs, and other accommodations that may be used to meet the needs of students who are identified under the plan, including any coordinating services provided by community agencies and other organizations.
4. Provide for the appropriate written notification to the student's parent or guardian upon the student being identified as a student at risk.

The District Administrator shall designate another administrator as the District's At Risk Coordinator, and that individual shall have primary responsibility for:

1. Developing, and annually reviewing and revising to the extent necessary, the District's at risk services.
2. Overseeing the implementation of the services, including the coordination of staff training activities and efforts designed to improve parent and community awareness.
3. Ensuring that any alternative education program or curriculum modification offered to a student at risk in grades 9 through 12 shall be designed to allow the student to meet high school graduation requirements.

4. Ensuring that the special education and related services needs of a student with a disability are first addressed in the student's individualized education program (IEP), whenever that student is also eligible to be served in an at risk program.
5. Working with technical college personnel concerning educational options for students at risk, including options involving attendance at the technical college in a program that will lead to the student's high school graduation, or, where allowed under state law, that will lead to a high school equivalency diploma.

Ensuring that any work-based learning experience and other similar program or activity taking place outside school for which a student receives academic credit are supervised by DPI-licensed teachers or other DPI-licensed school personnel.

### Legal References:

- [Section 115.28\(7\)\(e\)](#) [alternative education programs]
- [Section 118.15](#) [compulsory student attendance and program and curriculum modifications]
- [Section 118.153](#) [children at risk of not graduating from high school; plan requirement]
- [Section 118.16](#) [school attendance enforcement; habitual truancy]
- [Section 118.33](#) [high school graduation standards]
- [Section 121.02\(1\)\(n\)](#) [school district standards; plan requirement for children at risk]

### Cross References:

**Adoption Date:** 6/19/2006

**Revised/Reviewed Date:** 3/26/2018, 11/22/2021