



Louisa-Muscatine Community School District At-Risk Plan 2021-2022

Introduction:

The Louisa-Muscatine Community School District will include in its comprehensive improvement plan the following provisions for meeting the needs of at-risk students (Iowa Administrative Code 12.5(13):

1. Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population.
2. Determination of appropriate ongoing educational strategies for alternative options education programs as required in Iowa Code section 280.19A.
3. Review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.

The Louisa-Muscatine Community School District will use allowable growth for provisions for at-risk students and will incorporate education program goals for at-risk students and will incorporate education program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students will align with student learning goals, district goals, and Iowa Core content standards established by the district. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other agencies, and service groups, and strategies for parental involvement to meet the needs of at-risk students.

Definition of At-Risk:

281--Iowa Administrative Code 12.2(256) – Definition of At-Risk

"At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

Framework:

The Louisa-Muscatine Community School District will annually maintain and revise the programming options for identified at-risk students and will closely adhere to the Iowa Department of Education Standards for At-Risk Education. The following components will serve as a framework for Pre-Kindergarten through grade 12 support services:

1. Strategies for Identifying At-Risk students:

Louisa-Muscatine CSD Student Support Services use multiple criteria for identifying at-risk students. At-Risk students include but are not limited to K-12 students in the following groups: homeless children and youth, dropouts, returning dropouts, potential dropouts, and students placed in alternative settings for education. In addition to using the above categories Student Support Services review data for all students using the criteria listed below. Students must meet at least two of the criteria to be eligible and receive services from Student Support Services Personnel. Criteria include:

- High rate of absenteeism (10% or more), truancy, or frequent tardiness.
- Limited or no extracurricular participation or lack of identification with school including, but not limited to, expressed feelings of not belonging, has been suspended or expelled, returning from placement, etc.
- Poor grades including, but not limited to, failing in one or more school subjects or grade levels.
- Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level or not proficient on ISASP or other standardized assessments.

Strategies or procedures for identification include students who may be affected for short durations, such as those experiencing sudden trauma or homelessness.

2. Specialized Instruction Support Services:

Supplemental and/or intensive support is provided, in addition to the core instruction, to students who meet the established criteria. Individual buildings will have supports identified and in place to meet the student's needs, with the range of services determined by building and grade level.

3. Coordination with Community-based Support Services

Other established community-based services may be used to assist students when appropriate. Multi-agency collaboration will be established and used as necessary to ensure student success.

4. School-based Support Services:

School-based services, as determined by building/grade level needs, are available such as Title Services, Learning Center Support, check in/check out, and MTSS time.

5. Appropriate Counseling Services

Appropriate counseling services include the identification, monitoring, and providing assistance to students regarding academic, career, social, and emotional health and development. The standard for at-risk students implies that these counseling services will be made available to at-risk students at the same level provided to other students and, to the extent possible, be provided as appropriate for each individual student.

6. Strategies for Engaging Parents:

Louisa Muscatine CSD believes that communication between students, families, and the district is crucial to the success of their students' learning. Interventions that engage families in supporting their child's learning at home include phone calls, e-mails, home visits, conferences, informational meetings, intervention planning, etc.

7. Involvement of ALL School Personnel:

Student Services Personnel will collaborate with school personnel to ensure that all identified students are receiving core and supplemental services to promote students' academic success. The goal is to involve staff in collaborative decision making. Student Services Personnel strive to not only support students but also support staff through working with staff individually or in groups to ensure success for all.

8. Compliance with Federal and State Nondiscrimination Legislation

Federal and State non-discrimination legislation support placing attention on at least four strategic areas related to the education of at-risk students:

- a. Identification and placement processes
- b. Educational programming and support services
- c. Data-based decision making, and
- d. Employment and personnel practices

9. Provisions for Monitoring Behavior, Social, and Academic Improvements:

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Louisa Muscatine believes in a proactive approach for students by catching students before they become at risk and working with and implementing plans to prevent students from falling behind if possible. Therefore, a monitoring system is needed to allow for the constant review of students overall behavioral, social, emotional, and academic performance. This consistent review of formative data and communication allows for fluid entry and exit of students as needed.

- Referrals ([online form](#)) given to the At-Risk Coordinator/Principal
- Data reviews of Attendance, grade reports, assessment reviews, teacher recommendations, etc. [Student Referral Form Documentation](#)
- At weekly SIT (Student Intervention Team) meetings review referrals and make recommendations
- Tier II interventions established and reviewed
- Student will be determined At-Risk or not based on findings
- Programs provided (Individual Plans, Behavior Contracts, Attendance Plans, 504, referrals for evaluations for IEPs)
- Inform stakeholders of services provided
- Revisit Quarterly

Louisa-Muscatine Student Services Staffing:

The **Student Services Coordinator** will provide added support to students who are identified as being At-Risk. Said person will work closely with the Counselor, other support personnel, and Administration. Students served may include those with habitual behavioral and/or attendance problems, those in danger of failing course work, those experiencing life events that interfere with success in the school environment, homeless youth, and those lacking a support system that fosters school success. The Student Services Coordinator will:

1. Consult and collaborate with other school personnel on the use of data in identifying At-Risk students, in identifying those personal, social, or emotional skills that the students lack which are affecting the students' success, and in establishing and planning for respective roles in the developed students' plans.
2. Make home visits for the purpose of gathering helpful information on students' backgrounds.
3. Serve as liaison between home and school to increase the parents' understanding of their student's difficulties, their constructive participation in resolving their child's problems, and their knowledge and use of appropriate resources available.
4. Consistently monitor students' progress with a developed plan.
5. Work closely with counselors to monitor students' progress on academic plans and progress toward graduation.
6. Keep sufficient data on student success for use by district in evaluating effectiveness of the program.

The **Student Services Support teachers (Learning Center)** primary purpose is to work with at-risk students in an academic and behavioral support setting. They work closely with the Student Services Coordinator, Teachers, Counselors, and Administration to carry out the day to day functions of student academic support. They provide a setting for small group and/or individual support, behavioral support, and testing services.

The **Counselor's** primary role is to work collaboratively with students, Teachers, Student Support Services and Administrators by directing the comprehensive school counseling program and providing services and instruction in support of the district's curricular goals. The school counselor's responsibilities will include identifying resources and technologies to support teaching and learning, collaborating to develop, teach, and evaluate curricular goals with emphasis on the following:

1. Sequentially presented curriculum, programs, and responsive services that address growth and development of all students
2. Attainment of student competencies in academic, career, personal, and social areas. Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans

3. Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following: individual or group counseling, consultation with parents, teachers, and other educators, referrals to other school support services or community resources, peer helping, and information
4. Systemic support through management activities that establish, maintain, and enhance the total school counseling program, including professional development, consultation, collaboration, program management, and operations.

Typical Services and Support for Identified At-Risk Students

	Elementary PK-6	J. High 7-8	High School 9-12
Instructional Support Services	<ul style="list-style-type: none"> -Title I Reading -Title I Math -Fast progress monitoring -Barton -MTSS -CICO -testing (504) -Food Pantry -Small group work -Behavioral Intervention 	<ul style="list-style-type: none"> -ART Academic Recovery Time -Flight Time MTSS -At-Risk Study Hall -Small group work -testing (504) -Flexible Scheduling -CICO -Food Pantry -PBIS -Behavioral Intervention -Grade Checks -Tutoring 	<ul style="list-style-type: none"> -Flight Time MTSS -At-Risk small group study hall -testing (504) -Flexible Scheduling -e2020 -CICO -English Strategies Class -Math Intervention class -Study Skills -Food Pantry -PBIS -Behavioral Intervention -Grade Checks -Tutoring
Counseling Services	<ul style="list-style-type: none"> -Small Group Counseling -Individual Counseling -Coordination with outside agencies -Referral to community provider -CICO -Behavioral Intervention -Classroom guidance/advisory lessons -Attendance Groups 	<ul style="list-style-type: none"> -Small Group counseling -Individual Counseling -Classroom Lessons -8th Grade Exploratory -Coordination with outside agencies -Referral to community provider -Food Pantry 	<ul style="list-style-type: none"> -Small Group counseling -Individual Counseling -Classroom Lessons -Coordination with outside agencies -Food Pantry -College and Career Counseling/ and career and college readiness course offered by MCC. -Referral to community provider
Communication/ Engagement	<ul style="list-style-type: none"> Phone Calls/email -Parent Meetings -AEA meetings -SIT meetings (including staff) -Assistance with community outreach -504 planning -BIP planning -Home Visits 	<ul style="list-style-type: none"> -Phone Calls/email -Parent Meetings -AEA meetings -SIT meetings (including staff) -Assistance with community outreach -504 planning -BIP planning -Home Visits 	<ul style="list-style-type: none"> -Phone Calls/email -Parent Meetings -AEA meetings -SIT meetings (including staff) -Assistance with community outreach 504 planning -College Planning -BIP planning -Home Visits

Evaluation of At-Risk Programing:

Program District Goals:

- To increase the number of students performing at the Proficient and College and Career Readiness (CCR) levels on the Iowa State Assessment of Student Progress.
To Equip students to graduate with the skills and mindset for college and career readiness
- To increase school, family, and community relationships with the common focus of improving student learning in a safe and supportive environment.

Program Building level Goals/Measurements:

- To increase proficiency in subject areas
- To increase the attendance rate across the district
- To increase student ownership/responsibility/engagement in their learning
- To increase graduation credits earned/graduation rate/decrease dropout rate

Process for Identification 504 students:

1. A concerned parent/guardian or school personnel should first contact the buildings 504 coordinator and/or building administrator about student concerns.
 - a. **Staff will not contact parents and suggest their child needs a 504.**
 - b. **504s are not given for future classes, grades, and/or future tests.**
2. A concerned parent/guardian or school personnel will then fill out a referral form to be presented to the SIT team in your building by the 504 coordinator and/or Administrator in that building.
3. The SIT team and students' teacher(s) will review current information/strategies for this student.
 - a. Health Plans
 - b. Cum File Information
 - c. Grades
 - d. Attendance
 - e. Current and past strategies used in the classroom for Tier I and Tier II
4. The SIT team and supporting staff will come up with Tier II plans to implement in the classroom and monitored by the teacher.
5. If student success is still limited and concerns are valid, parent/guardian or school personnel will then fill out a 504 referral form and give it to the building administrator or building 504 coordinator.
6. The section 504 coordinator will review the request with the building SIT team.
 - a. SIT team will follow the 504 Eligibility determination chart.
 - b. Team may ask for additional documentation and/or suggest different strategies to try or
 - c. The SIT team will determine if the student has a disability that “substantially limits” major life activities, and determine the appropriate course of action.

5. The Section 504 Coordinator in partnership with other school personnel on the SIT Team follows the process provided in the Section 504 Eligibility Decision Chart. When eligibility needs to be determined the SIT Team will act as the L M 504 Team. The 504 Team will be provided as much information listed on the 504 Student Eligibility Form as possible. The team will review information and determine if the student has a disability that substantially limits a major life activity, and the most appropriate course of action at the present time.

Identification:

- Excessive Absences/Tardies (Truancy 5th unexcused absence from a class)
- Lack of Developmental math and reading skills needed to be successful
 - Failing ELA courses
 - Failing Math courses
 - Failing Science courses
 - 2 years/below or not proficient in ELA according to ISASP testing
 - 2 years/below or not proficient in Math according to ISASP testing
 - 2 years/below or not proficient in Science according to ISASP testing
- Failing Grades due to incomplete work
 - Incomplete work will be assigned to At-Risk Study Hall, after school work sessions, and/or MTSS time
 - Overaged under-credited:
 - Freshman 0-12.5
 - Sophomore 13-25.5
 - Juniors 26-36.5
 - Senior 37 and above
 - Incomplete work in one or more classes (9-12)
 - One Course-watch list
 - Two or more Courses: Student is on week one of ineligibility. If a student is failing the 2nd consecutive week, will be ineligible for the Tuesday through Monday of that week.
- In danger of not graduating
 - Overaged under-credited:
 - Freshman 0-12.5
 - Sophomore 13-25.5
 - Juniors 26-36.5
 - Senior 37 and above
- Frequency/pattern of detentions/office referrals (K-12)
 - Expelled

- Suspended ≥ 3
- >3 Office Referrals
- Referral by school, community, family member (K-12)
- Social isolated/no participation in activities (K-12)
- Low SES/Homeless
- Student/Family Crisis
- Enrollment in other programs

Elementary:

- Academically At-Risk
 - FAST Assessment Data
 - Grades
 - ISASP
 - Attendance
 - School Preference (or non-preference)
- Behaviorally At-Risk
 - Office Referrals
 - Minor Incidents (Teacher Documented)
 - Attendance
 - Grades
 - Tier II Team Review and intervention planning