



## Iowa Administrative Code

### **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.

### **281--Iowa Administrative Code 12.5(13) Provisions for At-Risk Students – The Iowa Standard**

Each school district shall include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students:

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**, and
3. Review and evaluation of the effectiveness of provisions for at-risk students. This subrule does not apply to accredited nonpublic schools.

Each school district using additional allowable growth for provisions for at-risk students shall incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium. The comprehensive school improvement plan shall also include objectives, activities, cooperative arrangements with other service agencies and service groups, and strategies for parental involvement to meet the needs of at-risk children. The incorporation of these requirements into a school district's comprehensive school improvement plan shall serve as the annual application for additional allowable growth designated in **Iowa Code section 257.38**.

**281--Iowa Administrative Code 97.3 (257) Supplementary weighting plan for at-risk students.** 97.3(1) Uses of funds. Funding generated by the supplementary weighting plan for at-risk students shall be used to develop or maintain at-risk programs, which may include alternative school programs. 97.3(2) Calculation of funding. Funding for the supplementary weighting plan for at-risk students is calculated as follows:

- a. Adding a weighting for each resident student of one hundred fifty-six one-hundred-thousandths, and
- b. Adding a weighting of forty-eight ten-thousandths for each resident student enrolled in grades one through six, as reported by the school district on the basic educational data survey for the base year, who is eligible for free and reduced price meals under the federal National



- c. School Lunch Act and the federal Child Nutrition Act of 1966, 42 U.S.C. Sections 1751-1785.

**Iowa Code section 257.39** Definition of Potential and Returning Dropouts

1. "Returning dropouts" are resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.
2. "Potential dropouts" are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:
  - a. High rate of absenteeism, truancy, or frequent tardiness.
  - b. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.
  - c. Poor grades, including but not limited to, failing in one or more school subjects or grade levels.
  - d. Low achievement scores in reading or mathematics which reflect achievement at least two years or more below grade level.

**281--Iowa Administrative Code 98.21 (257)** Returning dropout prevention program

Returning dropout and dropout prevention programs are funded through a school district-initiated request to the school budget review committee for modified allowable growth pursuant to Iowa Code sections 257.38 - .41. This amount must account for not more than 75 percent of the school district's total dropout prevention budget. The school district must also provide local match for the school district's regular program school district cost, and this portion must be a minimum of 25 percent of the total dropout prevention budget. In addition, school districts may have donations and grants and the school district may contribute more local school district resources toward the program. The 75 percent portion, the local match and the all donations and grants shall be accounted for as categorical funding.



Appendix B

**Research Based At-Risk Indicators**

√ \* indicates that the risk factor was found to be significantly related to dropout at this school level in **two or more** studies

√ indicates that the risk factor was found to be significantly related to dropout at this school level in **one** study

Risk Category and Risk Factor	Elementary School	Middle School	High School
<b>Individual Background Characteristics</b>			
• has a learning disability or emotional disturbance		√	√
<b>Early Adult Responsibilities</b>			
• high number of work hours		√	√ *
• parenthood			√ *
<b>Social Attitudes, Values, &amp; Behavior</b>			
• high-risk peer group		√ *	√
• high-risk social behavior		√ *	√
• highly socially active outside of school			√
<b>School Performance</b>			
• low achievement	√ *	√ *	√ *
• retention/over-age for grade	√ *	√ *	√ *
<b>School Engagement</b>			
• poor attendance	√ *	√ *	√ *
• low educational expectations		√ *	√ *
• lack of effort		√	√
• low commitment to school		√	√ *
• no extracurricular participation		√	√ *
<b>Social Behaviors</b>			
• misbehavior	√	√	√ *
• early aggression	√	√	
<b>Family Background Characteristics</b>			
• low socioeconomic status	√ *	√ *	√ *
• high family mobility		√ *	
• low education level of parents	√	√	√ *
• large number of siblings	√		
• not living with both natural parents	√	√	√ *
• family disruption	√		
<b>Family Engagement/Commitment to Education</b>			
• low educational expectations		√ *	
• sibling has dropped out		√	√
• low contact with school		√ *	
• lack of conversations about school		√ *	√

Adapted from: 2007 National Dropout Prevention Center at Clemson University and Communities In Schools, Inc. - Iowa Dept Ed website (diverse learners/at risk/ resources).



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**Checklist for Protective and Risk Factors**

To be completed by the Coordinator of Student, Family and Community Services, Facilitator of Family Outreach Services, Juvenile Court School Liaison, and/or parents/guardians.

**Concerning:** \_\_\_\_\_

**Directions:** Information is being gathered on the above student, with whom you have connections. Please read through the list of protective and risk factors. Place a check mark by those you feel apply to this student. If you have additional information please attach a separate sheet.

Please return to \_\_\_\_\_ by \_\_\_\_\_.

**PROTECTIVE FACTORS:**

<b>Individual</b>	
• good relationship with peers	
• healthy sense of self	
• high expectations for self	
• involvement with positive peer group activities	
• perception of social support from adults and peers	
• positive expectations/optimism for the future	
• positive/resilient temperament	
• school motivation/positive attitude toward school	
• self advocacy/efficacy	
• social competencies and problem-solving skills	
<b>School</b>	
• opportunities for pro-social school involvement	
• academic achievement/reading ability and mathematics skills	
• student bonding and connectedness (attachment to teachers, belief commitment)	
<b>Family and/or Community Involvement</b>	
• parental approval of friends	
• good relationships with parents/bonding or attachment to family	
• high family expectations	
• presence and involvement of caring, supportive adults	
• spiritual/valuing involvement in organized spiritual activities	



**RISK FACTORS:**

<b>Individual</b>	
• intellectual and/or development disabilities	
• language barriers	
• chronic medical and/or physical condition	
• number of hours at job affects school performance	
• unrealistic career goals	
• antisocial behavior and alienation/delinquent beliefs/general delinquency involvement/drug dealing	
• association with delinquent/aggressive peers	
• child victimization and maltreatment	
• death of a significant adult	
• early onset of aggression/violence	
• exposure prenatally to substance	
• externalizing behaviors	
• favorable attitudes toward drug use/early onset of AOD (Alcohol, Other Drug) use/alcohol/drug use	
• gang involvement/gang membership	
• harassment - long term	
• intellectual and/or development disabilities	
• internalizing behaviors	
• isolated in society	
• mental disorder/mental health problem	
• negative peer relationship	
• peer ATOD use (Alcohol, Tobacco, Other Drug)	
• teen parenthood	
• use and abuse of substance	
• victimization and exposure to violence	
<b>School</b>	
• below proficient	
• disruption of educational programming/frequent school transitions (i.e.: moves and homeland war or conflict)	
• failure of core curriculum	
• low academic achievement	
• negative attitude toward school/low bonding/low school attachment/commitment to school/low aspirations	
• school anxiety	



<ul style="list-style-type: none"> <li>• school readiness</li> </ul>	
<ul style="list-style-type: none"> <li>• suspension</li> </ul>	
<ul style="list-style-type: none"> <li>• truancy/frequent absences</li> </ul>	
<ul style="list-style-type: none"> <li>• potential and returning dropouts (per Iowa Code section 257.39)</li> </ul>	
<b>Family and/or Community Involvement</b>	
<ul style="list-style-type: none"> <li>• family history of problem behavior/parent criminality</li> </ul>	
<ul style="list-style-type: none"> <li>• child victimization and maltreatment</li> </ul>	
<ul style="list-style-type: none"> <li>• death of a significant adult</li> </ul>	
<ul style="list-style-type: none"> <li>• family management problems/poor parental supervision and/or monitoring</li> </ul>	
<ul style="list-style-type: none"> <li>• incarcerated parents</li> </ul>	
<ul style="list-style-type: none"> <li>• isolated in society</li> </ul>	
<ul style="list-style-type: none"> <li>• lack of parental support</li> </ul>	
<ul style="list-style-type: none"> <li>• low parent education level/illiteracy</li> </ul>	
<ul style="list-style-type: none"> <li>• pattern of high family conflict</li> </ul>	
<ul style="list-style-type: none"> <li>• poor family attachment/bonding</li> </ul>	
<ul style="list-style-type: none"> <li>• homelessness</li> </ul>	
<ul style="list-style-type: none"> <li>• economic stress</li> </ul>	

Adapted from: [www.FindYouthInfo.gov](http://www.FindYouthInfo.gov) (Programs & Strategies/Find Youth Programs/Assess and Integrate Risk and Protective Factors) and pulled from Iowa Dept of Ed website (Diverse Learners/At Risk/Four Domains of Risk Factors) on 10.19.2010  
[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=418&Itemid=1389](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=418&Itemid=1389)



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**Checklist for Protective and Risk Factors**

Use to summarize the data from the checklist, determine whether or not a student meets the minimum criteria for at risk at their developmental level. The student will be considered for at risk support based on the **intensity, frequency and duration** of the risk factors as defined in Iowa Code section 257.39 (*Appendix A-2*). Coordinator of Student, Family and Community Services, Facilitator of Family Outreach Services, Juvenile Court School Liaison will use this form to assist in developing an action plan.

Tally sheet for \_\_\_\_\_

**PROTECTIVE FACTORS:**

	<b>Family</b>	<b>School Staff</b>
<b>Individual</b>		
• good relationship with peers		
• healthy sense of self		
• high expectations for self		
• involvement with positive peer group activities		
• perception of social support from adults and peers		
• positive expectations/optimism for the future		
• positive/resilient temperament		
• school motivation/positive attitude toward school		
• self advocacy/efficacy		
• social competencies and problem-solving skills		
<b>School</b>		
• opportunities for pro-social school involvement		
• academic achievement/reading ability and mathematics skills		
• student bonding and connectedness (attachment to teachers, belief commitment)		
<b>Family and/or Community Involvement</b>		
• parental approval of friends		
• good relationships with parents/bonding or attachment to family		
• high family expectations		
• presence and involvement of caring, supportive adults		
• spiritual/valuing involvement in organized spiritual activities		



**RISK FACTORS:**

	<b>Family</b>	<b>School Staff</b>
<b>Individual</b>		
• intellectual and/or development disabilities		
• language barriers		
• chronic medical and/or physical condition		
• number of hours at job affects school performance		
• unrealistic career goals		
• antisocial behavior and alienation/delinquent beliefs/general delinquency involvement/drug dealing		
• association with delinquent/aggressive peers		
• child victimization and maltreatment		
• death of a significant adult		
• early onset of aggression/violence		
• exposure prenatally to substance		
• externalizing behaviors		
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• gang involvement/gang membership		
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• isolated in society		
• mental disorder/mental health problem		
• negative peer relationship		
• peer ATOD use (Alcohol, Tobacco, Other Drug)		
• teen parenthood		
• use and abuse of substance		
• victimization and exposure to violence		
<b>School</b>		
• below proficient		
• disruption of educational programming/frequent school transitions (i.e.: moves and homeland war or conflict)		
• failure of core curriculum		
• low academic achievement		
• negative attitude toward school/low bonding/low school attachment/commitment to school/low aspirations		





• school anxiety		
• school readiness		
• suspension		
• truancy/frequent absences		
• potential and returning dropouts (per Iowa Code section 257.39)		
<b>Family and/or Community Involvement</b>		
• family history of problem behavior/parent criminality		
• child victimization and maltreatment		
• death of a significant adult		
• family management problems/poor parental supervision and/or monitoring		
• incarcerated parents		
• isolated in society		
• lack of parental support		
• low parent education level/illiteracy		
• pattern of high family conflict		
• poor family attachment/bonding		
• homelessness		
• economic stress		

**Additional information:**

Adapted from: [www.FindYouthInfo.gov](http://www.FindYouthInfo.gov) (Programs & Strategies/Find Youth Programs/Assess and Integrate Risk and Protective Factors) and pulled from Iowa Dept of Ed website (Diverse Learners/At Risk/Four Domains of Risk Factors) on 10.19.2010 [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=418&Itemid=1389](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=418&Itemid=1389)



## Urbandale Community School District's Special Instructional Support Services

**Academic/Career/Vocational Consultation** – Students identified for the RECESS program work with the At-Risk School-to-Work Coordinator to explore career/vocational interest and skills through interest inventories. With assistance from the At-Risk School-to-Work Coordinator students make connections with business and explore job shadow opportunities. Periodic consultation is provided to align career/vocational goals and academics and to assess progress toward high school graduation.

**Alternative Credit Earning Option** – High school at-risk students identified as potentially dropping out of school may earn credit through alternative means, correspondence courses or on-line courses for instances. In most cases, students pursuing this option are earning credit for a course they have previously failed in a classroom setting or are in need of credit recovery.

**Instructional Decision Making Groups (IDM)** – Along with core instruction identified students may participate in supplemental and intensive instruction. IDM uses data regarding students' response to instruction to determine future educational needs, and what educational services are required to meet those needs. This process is used for academic and behavioral needs. This model is based on the proactive concept of early intervention and matches the amount of resources to the nature of the students' needs. When implemented fully, IDM is designed to enable all students to be successful.

***Key Features of Instructional Decision Making:***

- **Core instruction** is the combination of instructional practices, materials, strategies that comprise the instruction provided in the general education classroom for the majority of students (available to all students).
- **Supplemental instruction** is instruction that is differentiated to meet the needs of students who are having marked difficulties and/or those who have a need for instruction in addition to the core instruction. It is most often provided in a small group. Also known as TARGET at UMS (available to identified potential dropout students).
- **Intensive instruction** is instruction that is significantly differentiated and individualized to meet the intensive needs of the student. It is instruction that occurs in addition to core instruction and is provided in a small group or one to one (available to identified potential dropout students and special education students).

**Language and Literature/Reading** - High school at-risk students identified as potentially dropping out of school and behind in reading may participate in a course designed to help build comprehension, writing skills, grammar, and phonemic awareness. Students get one-on-one small group time, read silently, and complete a computer program daily.



**Metro West Learning Academy** – An alternative school program serving high school students identified as potentially dropping out of school. Metro West Learning Academy’s mission is a student-centered environment committed to creating positive change leading to social, emotional, and academic success for high school graduation and beyond. The following districts, Adel-Desoto, Dallas Center-Grimes, Johnston, Saydel, Urbandale, and Waukee share the program through a 28E agreement

**OASIS** – Middle school at-risk students that are not experiencing academic success and therefore are identified as potentially dropping out of school. OASIS promotes strategies that help students take responsibility for learning, by assisting students with identifying and assessing their strengths. The OASIS teacher collaborates with core teachers to offer the student additional direct instruction to improve academic achievement.

**RECESS (Remediation, Career Exploration, Student Support)** – A course providing high school at-risk students identified as potentially dropping out of school. This course supports students in developing positive self-concepts and finding academic success through learning study strategies and taking responsibility for their own learning. High school students earn credit for participating in RECESS.

**Service Learning** – A course offering high school at-risk students identified as potentially dropping out of school an opportunity to get involved with our community through volunteering and mentoring. Students participate in a variety of service learning projects to enhance career and vocational development, social/emotional growth and make connections. Credit may be earned for participating in Service Learning.

**Special Section of Physical Education** – A PE course offered to junior or senior high school students who are at risk of dropping out of school due to being behind in PE credits and lacking identification with their high school.

**Summer School (High School)** – Opportunity for high school students who have previously failed a course to recover credit.

**Urbandale High School Diploma Requirement Options** - UHS allows identified student to graduate with a core number of credits. Consideration for graduating with a core number of credits will be the responsibility of the UHS Student Study Team. Students meeting these requirements will have met the districts standards and benchmarks to graduate.

**Work Experience** – A needs based service for high school at-risk students identified as potentially dropping out of school. Work Experience allows identified at-risk students (grades 11-12) to gain job skills, earn money, and recover school credit through employment in the community. While on the job, the student learns first hand skills/competencies needed to get and keep a job.



## Urbandale Community School District's Coordination with Community - Based Support Services

*Listed below are examples of community – based support services. The list is not intended to be all-inclusive.*

**Clarinda Academy** – A residential foster care facility that provides residential treatment and shelter care to at-risk and delinquent male and female youth. Clarinda offers long-term residential treatment, a 90-day impact program, shelter care, and transitional living services.

**Cornerstone Recovery Center** - Mix of Mental Health and Substance Abuse Services. They offer outpatient, partial hospitalization/day treatment and residential long term care. Cornerstone helps youth live chemical-free healthy lives and learn to identify alternative solutions to behavioral and daily problems.

**Employee & Family Resources (EFR)** - Serves the emotional and behavioral well-being of individuals, families and communities through professional and culturally competent services including prevention, assessment, referral, counseling, case management, professional development, and communication accessibility. The services include, but are not limited to the following: Prevention of substance abuse and violence, Restorative Justice Programs, deaf services, bilingual individual and family counseling, and student assistance programs.

**Iowa 2-1-1 Get Connected. Get Answers.** – 2-1-1 is the national abbreviated dialing code for free confidential access to health and human services information and referral. It is an easy to remember universal number for people to gain access to services without having to search them out on their own. Realizing people have a variety of means to seek out information, in addition to dialing 2-1-1, a database is available online at [www.211iowa.org](http://www.211iowa.org)

**Job Corps** - Career technical training and education program for students ages 16-24. Provides hands on training in America's fastest growing careers -- graduates land high wage jobs. Job Corp can help students' earn a diploma or GED. Income Requirements are based on student income, not parent, government funded including living expenses.

**Mercy Franklin/Lutheran Dual Diagnosis** - Provides mental health and substance abuse services, including hospitalization, outpatient treatment, family therapy, group therapy and counseling.

**Urban Dreams Suspension Program** - Families of students who have been suspended



out of school for multiple days have the option of contacting Urban Dreams, a community service organization in Des Moines, to have the student attend the Urban Dreams facility while they are suspended to work on school assignments.

**Visiting Nurse Services (VNS)** – A non-profit organization offering a variety of services to meet the health and social needs of individuals. The services include, but are not limited to the following: adolescent pregnancy and parenting program, parent education programs, referral services for people with disabilities, family case management services for children up to age six, oral health screenings, mental health services, infant/baby supplies, Foster Grandparent Program, taped storybooks to maintain and enhance relationships between parent and child during separation due to incarceration, and transportation for medical appointments.

**Woodward Academy** – An all male program that offers three different programs to serve youth with a variety of specific treatment needs. There is a 90 day highly structured boot camp, community residential program for youth that need a longer stay and a program for males in need of sexual offender treatment.

**Youth Emergency Services and Shelter (YESS)** - YESS provides emergency shelter, respite, crisis care, and counseling for children birth through age 17.



## **Urbandale Community School District's School – Based Support Services**

**Aggression Replacement Training (ART)** - A ten week program facilitated by two trained adults to prevent and reduce aggression in youth. Skillstreaming is the behavioral component, anger control training is an emotional targeted component and moral reasoning training is its cognitive component.

**Coordinator of Student Family and Community Services (CSFCS)** – Staff position within the Urbandale Community School District who is responsible for coordinating mental health services for children and families. The CSFCS attends building level problem solving meetings, provides professional development in the area of mental health, conducts home visits and connects families to needed resources in the community (housing, food, child care, employment). The CSFCS consults with building administrators and teachers to support students who have mental health issues. The CSFCS acts as the District contact for outside service providers in order to coordinate efforts and better support students and their families.

**Culture/Equity Specialist Services** - Staff position within the Urbandale Community School District providing professional development for all staff which focuses on better understanding and working with students who are ethnic, religious, racial, or language minorities. Content focuses on student rights, learning styles, and information about religions and cultures. As part of the induction process, first and second year teachers attend an additional culture/equity seminar.

**Facilitators of Family Outreach Services** – Staff positions within the Urbandale Community School District providing long-term coordination of support services to children, youth, and their families who live in conditions which place the children and youth at risk of not succeeding in school. Facilitators of Family Outreach Services attend student study team meetings, provide emergency transportation for students and families, and develop, coordinate and provide workshops and support groups for students and families.

**Homeless Services** – The district's Homeless Liaison ensures that homeless children and youth are identified and coordinates the support of the education of children and youth experiencing homelessness. Iowa Administrative Code 281 – 33.1 (256) (*Appendix L-1,2,3,4,5,6*). Homeless Population Forms are completed by staff members and sent to the Homeless Liaison/Director of Student Services for processing and to assure homeless students receive entitled services. (*Appendix N*).



**Juvenile Court School Liaison Services** - Students who work with the Juvenile Court Liaison include students who are at risk of dropping out of school, that are on formal or informal probation. Once referred, a student meets regularly with the Juvenile Court Liaison to discuss what he/she needs to do to get off probation. The Liaison monitors referred students' behavior, attendance and grades and reports back to the probation officer, juvenile court and truancy court. The Liaison also serves as a resource for parents and as the primary link between the school and Juvenile Court.

**School Based Mental Health Services** – Urbandale Community School District partners with several local mental health clinicians to provide school-based services for students experiencing social/emotional difficulties. Parents are actively involved in the treatment plan, and school personnel communicate regularly with the mental health therapists. Collaborating therapists provide insights and suggestions to assist school staff in working more effectively with students with mental health issues.

**Section 504 Student Accommodation Plan** – An educational plan intended to help "level the playing field" for those students with qualifying disabilities and are implemented at all levels throughout the Urbandale Community School District. Specific information regarding 504 Accommodation Plans and their implementation can be found in Urbandale Community School District's "Section 504 of the Rehabilitation Act of 1973 and Americans With Disabilities Act Handbook," which is available on the district's website.



## **Urbandale Community School District's Appropriate Counseling Services**

**Crisis Management Response Plan** – This plan provides procedures and tools to effectively identify, confront and resolve a crisis and to support the school community before, during and after the crisis.

**Intensive Individual Counseling** – Specific individual counseling services are provided to identified at-risk students. Individual counseling services may be facilitated by Urbandale Community School District guidance counselors or by school based mental health providers.

**School Based Mental Health Services** – Urbandale Community School District partners with several local mental health clinicians to provide school based services for students experiencing social/emotional difficulties. Parents are actively involved in the treatment plan, and school personnel communicate regularly with the mental health therapists. Collaborating therapists provide insights and suggestions to assist school staff in working more effectively with students with mental health issues.

**Support Group Counseling** – Specific counseling services are provided to identified at-risk students. Groups may be facilitated by Urbandale Community School District guidance counselors or by outside community facilitators. Since the needs of at-risk students vary from year-to-year, support group topics are revised and updated to meet the student ongoing needs. Possible support group topics include: positive peer/friendship, divorce, grief/loss, bullying/harassment, social skills, stress management, girls/female issues, boys/male issues, anger management, organization and study skills, personal issues, leadership, careers, transitioning to adults, new students, and test preparation.





## **Urbandale Community School District's Strategies for Involving of All School Personnel including Professional Development**

**Co-teaching** – An instructional approach for bringing the best of teacher talents together to benefit all students. A special education, English as a second language teacher, or at-risk and core content area teacher share the responsibility for teaching. Special education, English as a second language and at-risk teachers bring to this partnership strategies to assist struggling students, while the core content teacher is the content expert. Through co-teaching, teachers combine their expertise in content knowledge, learning strategies, and classroom management, to assist all students in achieving higher levels of proficiency.

**Culture/Equity Training** – Professional Development that focuses on better understanding and working with students who are ethnic, religious, racial, or language minorities. Content focuses on student rights, learning styles, and information about religions and cultures. As part of the induction process, first and second year teachers attend an additional culture/equity seminar.

**Instructional Decision Making (IDM)** – A process of addressing individual student's unique learning needs using evidence based teaching techniques, materials and strategies. Data is collected reviewed to determine student's future educational needs and the educational/instructional services the student needs to be successful.

**Mental Health First Aid (MHFA)** - A 12 hour course designed to educate participants on key skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The evidence behind the program demonstrates that MHFA makes people feel more comfortable managing a crisis situation and builds mental health literacy.

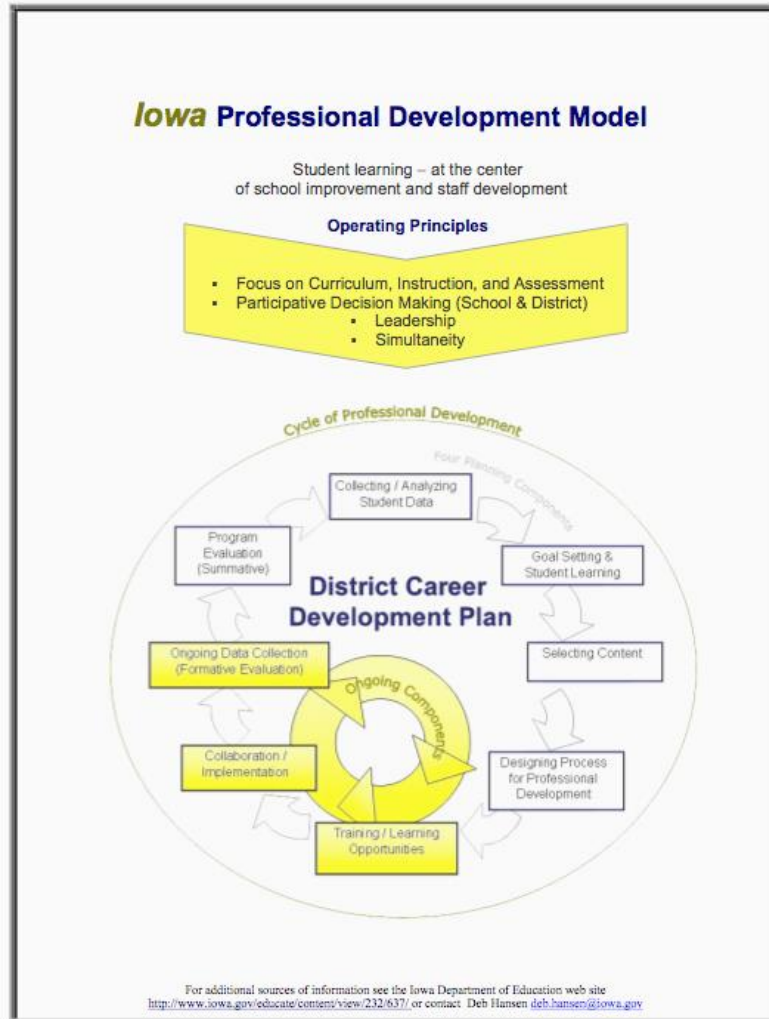
**Student Study Team (SST)/Building Assistance Team (BAT) Referrals** – These building level teams serve as a clearinghouse for student academic, social emotional and behavioral concerns. Referrals are made to these teams by a variety of sources including, but not limited to; students, parents, teachers, administrators, and counselor. Members of the SST/BAT may include school counselors, at-risk staff, administrators, teachers and other staff members who support at-risk students. Student referrals are reviewed and guided to instructional, community-based, school-based, and/or counseling supports and services to resolution and/or monitoring.

**TARA I Training** – This focuses on economic diversity training, to carry out the district mission of “Teaching All, Reaching All”. This training is provided to all staff including



support staff (i.e. custodians, associates, Para educators, food service, secretaries and maintenance staff). As part of the induction process, first and second year teachers receive core TARA I training.

# Iowa Professional Development Model





## Urbandale Community School District's At-Risk Services - Entry and Exit Criteria

### **Alternative Credit Earning Option**

Student Eligibility: Students who are identified as potential or returning dropouts due to being deficient in credits or have demonstrated a history of inability to earn credits in a traditional classroom setting; or other extenuating circumstances as agreed upon by the UHS Outreach Coordinator and at-risk administrator.

Participation: Students will earn credits through alternative means, correspondence courses for instance. During this period of eligibility, students will be assigned a class period during the day to work on those courses.

Exit: Participation in the service will cease when:

- Students are no longer deficient in credits.
- Student's UHS counselor and at-risk staff agree that student no longer needs credits through this means.

### **Family Outreach Services**

Student Eligibility: Students are referred by Student Study Team/Building Assistant Team based on poor school adjustment as indicated by two or more of the following:

- High rate of absenteeism, truancy, or frequent tardiness.
- Lack of identification with school.
- Poor or failing grades.

Participation: Students and or families will meet with the Coordinator of Student, Family and Community Services, Facilitator of Family Outreach Services (elementaries or UMS), and/or Juvenile Court School Liaison (UHS) to assess needs and make a plan to address needs such as mental health, access to community resources, social/emotional skill development and/or intense monitoring in areas such as attendance, grade checks and/or drug screening.

Exit: Participation in the service will cease when:

- Student/family moves out of the district and is no longer attending school in the district.
- Student/family has met the goals of their plan as agreed upon by student, family and family outreach service provider.

Once a student/family meets the exit criteria their case is moved to a 45-day low intervention status and if no additional services are needed the case is closed.



### **Instructional Decision Making (IDM)**

Student Eligibility: Students that score below the 50<sup>th</sup>ile on the NPR of the Reading Comprehension and/or the Math Total sections of the Iowa Tests of Basic Skills are further assessed to diagnose the specific academic needs in their grade-level reading and/or math skills. Students are placed in the appropriate small group instructional settings to receive explicit instruction in the diagnosed areas. This program is an at-risk program but not funding by Dropout Prevention.

Participation: Identified students are required to attend the IDM sessions until the exit goal criteria is met.

Exit: Students meet the cut-off score for each of the IDM groups or their ITBS scores for reading and/or math increase to the 50<sup>th</sup>ile or above.

### **Intense Individual School Counseling Sessions**

Student Eligibility: Students are referred by Student Study Team/Building Assistant Team, classroom teachers, school nurse, parents or self based on determination of need related to poor or failing grades, low achievement scores in reading and/or mathematics, lack of identification with school and/or high rates of absenteeism, truancy, or frequent tardiness. Student may be eligible to receive intense individual school counseling sessions if he/she demonstrates one of the four poor school adjustments listed above.

Participation: Student meet with school guidance counselor at least three times monthly

Exit: Reduction in peer discrepancy in targeted areas or receiving community based support services.

### **Language and Literature/Reading**

Student Eligibility: Freshman students who have poor or failing grades in reading and/or English and have low achievement scores in reading scoring at or below the 42<sup>nd</sup> percentile on ITEDS or score below 1050 Lexile on the Scholastic Reading Inventory.

Participation: Students receive small group, individualized instruction and use a computer generated program to work on fluency, spelling, work recognition, comprehension, independent reading and the use of graphic organizers.

Exit:

- A score of 1050 Lexile on the Scholastic Reading Inventory.
- Students may exit out of the program if they have taken the Language and Literature/Reading course for a full year even if their Lexile score is below 1050.



### **Metro West Learning Academy**

Student Eligibility: Students are referred by the UHS Student Study Team based on determination of need related to credit deficiencies, lack of identification with the learning environment at UHS, and other factors related to the lack of progress towards graduation.

Participation: Students will attend Metro-West Learning Academy to earn the necessary credits for graduation as long as there is progress towards this goal.

Exit: Participation in the service will cease when:

- Students have met requirements for graduation.
- The student determines they would like to pursue their education at UHS.
- UHS withdraws student's eligibility based on lack of progress towards graduation.

### **OASIS**

Student Eligibility: A student is eligible for OASIS if they meet two of the following criteria:

- Poor or failing grades.
- Low academic achievement scores in reading or mathematics which reflect achievement at least two years below grade level.
- High rates of absenteeism and/or frequent tardies. Lack of identification with school.

Participation: Parent permission is required for student to participate in OASIS. Most students involved with OASIS participate on a daily basis sometimes more than once a day.

Exit: Student progress will be reviewed at SST meetings as well as a formal review each quarter. Once a student is achieving academic success they exit OASIS

### **RECESS (Remediation, Career Exploration, Student Support)**

Student Eligibility: Incoming 9<sup>th</sup> grade students are recommend by the UMS Student Study Team. Current UHS students are recommended by the UHS Student Study Team and must meet one of the first two criteria plus one additional criteria from the following list:

- Total credit deficiency (failing courses) – incoming 9<sup>th</sup> grade student failing one or more courses, student in grades 10-12 earning on average less than 6.25 credits per semester.



- Credit deficiency (failing courses) in multiple required areas (i.e. mathematics or English) – student is 2 or more credits behind per area or incoming 9<sup>th</sup> grade student identified for OASIS in 8<sup>th</sup> grade.
- Low academic achievement scores in reading or mathematics which reflect achievement at least two years below grade level.
- Lack of identification with school.
- High rate of absenteeism, truancy, or frequent tardies.

Participation: Parent permission is required for student to participate in RECESS as this is a voluntary service. Students are assigned to RECESS as a regular scheduled class.

Exit:

- Total credits average 6.25 or more per semester.
- Sufficient credits in required areas.

Once a student meets the exit criteria, they are referred back to SST for one of the following options:

- Reduce RECESS time by half for 1 semester.
- Remove all RECESS time and monitor student's credits for 1 semester.

Student Study Team will consider the following factors when selecting options above:

- Previous amount of assistance provided by RECESS teacher.
- Use of time while being served in RECESS.
- Attendance.
- Quarter grades.

**Service Learning**

Student Eligibility: Students are recommended from OASIS, 9<sup>th</sup> grade house and/or guidance counselor and

- Are deficient in credits or have demonstrated a history of inability to earn credits in a traditional classroom setting.
- Lack social skills (connectedness).

Participation: 9<sup>th</sup>/10<sup>th</sup> grade At-Risk students have the opportunity to earn elective credits, gain civic responsibility, experience job related skills and connectedness in a small group. (2 period block, 2 elective credits)

Exit: Participation in this service will cease when:

- The semester ends.

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- Student's UHS counselor and at-risk staff agree that student no longer needs credits through this service.



### **Special Section Physical Education**

**Student Eligibility:** Students who are deficient in physical education credits and also demonstrate at least one of the following:

- Lack identification with school (express feeling of not belonging or fitting in with the class).
- High rate of absenteeism, truancy, or frequent tardiness.

**Participation:** Students will participate in Special Section Physical Education. Students earn .5 PE credits per semester as the class meets on a daily basis.

**Exit:** Students will no longer participate in Special Section Physical once they are current with their PE credits relative to their scheduled progress towards graduation.

### **Support Group Counseling Sessions**

**Student Eligibility:** Students are referred by Student Study Team/Building Assistant Team, classroom teachers, school nurse, parents or self based on poor school adjustment as indicated by one or more of the following:

- High rate of absenteeism, truancy, or frequent tardiness.
- Lack of identification with school.
- Poor or failing grades.
- Low achievement scores in reading or mathematics which reflect achievement at least two years below grade level.

A determination of need related to one or more target areas such as family changes, academic/grade changes behavioral discrepancies, lack of connection to school, negative peer relationships, teen parenthood, frequent visits to the school nurse, poor attendance, and/or tardies.

**Participation:** Students will participate in target groups such as anxiety, grief, problem solving skills, social skill development, divorce/separation, behavioral discrepancies, friendship skills, school skills, bullying, confidence building, coping skills, anger management, and/or teen parenting facilitated by school guidance counselors.

**Exit:** Typical groups will run for six to eight weeks in duration.

### **Summer School**

**Student Eligibility:** High school students who have failed a core area course during the school year and who have had a high rate of absenteeism, truancy or frequent tardiness

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and/or low achievement in reading or math are eligible to recover failed course credit through summer school.





Participation: Students will attend summer school classes and will complete the requirements of that class.

Exit: Participation in the service will cease when:

- The summer session ends.
- The student is dropped from service due to not meeting requirements, ie: attendance.

### **Work Experience**

Student Eligibility: Students who experience the following:

- Are deficient in credits
- High rate of absenteeism, truancy, or frequent tardiness.

Participation: 11<sup>th</sup>/12<sup>th</sup> grade At Risk students, who have paid employment, have the opportunity to earn elective credit and gain job skills through employment. The amount of credit earned (.5-2 credits per semester) will vary depending upon hours shown on their paystubs. Work Experience may or may not be during the regular school day.

Exit: Participation in this service will cease when:

- Student loses their job.
- Student graduates.
- Student's UHS counselor and at-risk staff agree that student no longer needs credits through this service.



## Iowa Administrative Code

### 281--Iowa Administrative Code 33

**CHAPTER 33 EDUCATING THE HOMELESS 281—33.1(256) Purpose.** The purpose of these rules is to facilitate the enrollment of homeless children of school age and, where appropriate, of preschool age in the public school districts of Iowa to enable the children to have access to a free, appropriate public education, and to be free of being stigmatized on the basis of their status as homeless. **281—33.2(256) Definitions.**

*“District of origin”* is defined as the public school district in Iowa in which the child was last enrolled or which the child last attended when permanently housed. *“Guardian”* is defined as a person of majority age with whom a homeless child or youth of school age is living or a person of majority age who has accepted responsibility for the homeless child or youth, whether or not the person has legal guardianship over the child or youth.

*“Homeless child or youth”* is defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following: 1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement; 2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; 3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or 4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above. *“Preschool child”* is defined as a child who is three, four, or five years of age before September 15.

*“Unaccompanied youth”* is defined as a youth not in the physical custody of a parent or guardian. **281—33.3(256) Responsibilities of the board of directors.** The board of directors of a public school district shall do all of the following: **33.3(1)** The board shall locate and identify homeless children or youth within the district, whether or not they are enrolled in school. **33.3(2)** The board shall post, at community shelters and other locations in the district where services or assistance is provided to the homeless, information regarding the educational rights of homeless children and youth and encouraging homeless children and youth to enroll in the public school. **33.3(3)** The board shall examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youth, consistent with these rules. School districts are encouraged to cooperate with agencies and organizations for the homeless to explore comprehensive, equivalent alternative educational programs and support services for homeless children and youth when necessary to implement the intent of these rules. **33.3(4)** The board shall enact a policy prohibiting the segregation of a



homeless child or youth from other students enrolled in the public school district. **33.3(5)** The board shall immediately enroll a homeless child or youth, pending resolution of any dispute regarding in which school the child or youth should be enrolled. **33.3(6)** The board shall determine school placement based on the best interests of a homeless child or youth. The board shall, to the extent feasible, keep a homeless child or youth in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian. If the child or youth becomes permanently housed during an academic year, enrollment shall continue in the school of origin for the remainder of that academic year unless the parents agree otherwise. **33.3(7)** The board shall designate an appropriate staff person as the district's local educational agency liaison for homeless children and youth to carry out the following duties:

- 1a. Ensure that a homeless child or youth is identified by school personnel and through coordination activities with other entities and agencies;
- b. Ensure that a homeless child or youth is enrolled in, and has a full and equal opportunity to succeed in, schools of the district;
- c. Ensure that homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs, tuition-free preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services;
- d. Ensure that the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- e. Ensure that public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the federal McKinney-Vento Homeless Assistance Act, such as schools, family shelters, and soup kitchens;
- f. Ensure that enrollment disputes are mediated in accordance with 42 U.S.C. Section 11432(g)(3)(E), which requires the following: (1) The child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute; (2) The parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision; (3) The child, youth, parent, or guardian shall be referred to the local educational agency liaison designated under this subrule, who shall carry out the dispute resolution process set forth in rule 33.9(256); (4) In the case of an unaccompanied youth, the local educational agency liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute;
- g. Ensure that the parent or guardian of a homeless child or youth, or the unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation to the school of enrollment;
- h. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless



children and youth.

**281—33.4(256) School records; student transfers.** The school records of each homeless child or youth shall be maintained so that the records are available in a timely fashion when a child or youth enters a new school district, and in a manner consistent with federal statutes and regulations related to student records. Upon notification that a homeless student intends to transfer out of the district, a school district shall immediately provide copies of the student's permanent and cumulative records, or other evidence of placement or special needs, to the homeless child or youth or the parent or guardian of a homeless child or youth who may take the copies with them. Upon the enrollment of a homeless child or youth, a school district shall accept copies of records, or other evidence of placement provided by the homeless child, youth, or the parent or guardian of the homeless child or youth, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school shall request copies of the official records from the sending school. The receiving school shall not dismiss or deny further education to the homeless child or youth solely on the basis that the prior school records are unavailable.

**281—33.5(256) Immunization requirements.** Consistent with the provisions of Iowa Code section 139A.8 and rules of the department of public health, a public school shall not refuse to enroll or exclude a homeless child or youth for lack of immunization records if any of the following situations exist. The parent or guardian of a homeless child or youth or a homeless child or youth:

- 2-1. Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion the immunizations required would be injurious to the health and well-being of the child or youth or to any member of the child or youth's family or household.
2. Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.
3. Offers a statement that the child or youth has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or
4. States that the child or youth is a transfer student from any other school, and that school confirms the presence of the immunization record.

The school district shall make every effort to locate or verify the official immunization records of a homeless child or youth based upon information supplied by the child, youth, parent, or guardian. In circumstances where it is admitted that the homeless child or youth has not received some or all of the immunizations required by state law for enrollment and none of the exemptions listed above is applicable, the district shall refer the child, youth, and parent or guardian to the local board of health for the purpose of immunization, and the school shall provisionally enroll the child or youth in accordance with item "3" or "4" above.



**281—33.6(256) Waiver of fees and charges encouraged.** If a child or youth is determined to be homeless as defined by these rules, a school district is encouraged, subject to state law, to waive any fees or charges that would present a barrier to the enrollment or transfer of the child or youth, such as fees or charges for textbooks, supplies, or activities.

A homeless child or youth, or the parent or guardian of a homeless child or youth, who believes a school district has denied the child or youth entry to or continuance of an education in the district on the basis that mandatory fees cannot be paid may appeal to the department of education using the dispute resolution mechanism in rule 33.9(256).

**281—33.7(256) Waiver of enrollment requirements encouraged; placement. 33.7(1)**

If a homeless child or youth seeks to enroll or to remain enrolled in a public school district, the district is encouraged to waive any requirements, such as mandatory enrollment in a minimum number of courses, which would constitute barriers to the education of the homeless child or youth. **33.7(2)** In the event that a school district is unable to determine the appropriate grade or placement for a homeless child or youth because of inadequate, nonexistent, or missing student records, the district shall administer tests or utilize otherwise reasonable means to determine the appropriate grade level for the child or youth.

**281—33.8(256) Residency of homeless child or youth. 33.8(1)** A child or youth, a preschool child if the school offers tuition-free preschool, or a preschool child with a disability who meets the definition of homeless in these rules is entitled to receive a free, appropriate public education and necessary support services in either of the following: *a.* The district in which the homeless child or youth is actually residing, or *b.* The district of origin. The deciding factor as to which district has the duty to enroll the homeless child or youth shall be the best interests of the child or youth. In determining the best interests of the child or youth, the district(s) shall, to the extent feasible, keep a homeless child or youth in the district of origin, except when doing so is contrary to the wishes of the parent or guardian of the child or youth. In the case of an unaccompanied youth, the local educational agency liaison shall assist in the placement or enrollment decision, taking into consideration the views of the unaccompanied youth. If the child or youth is placed or enrolled in a school other than within the district of origin or other than a school requested by the parent or guardian or unaccompanied youth, the district shall provide a written explanation, including notice of the right to appeal under rule 33.9(256), to the parent or guardian or unaccompanied youth. **33.8(2)** The choice regarding placement shall be made regardless of whether the child or youth is living with a homeless parent or has been temporarily placed elsewhere by the parent(s); or, if the child or youth is a runaway or otherwise without benefit of parent or legal guardian, where the child or youth has elected to reside. **33.8(3)** Insofar as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless student changes places of residence within the district, unless the change of residence takes the student out of the category of homeless. **33.8(4)** If a homeless child or youth is otherwise eligible and has made proper application to utilize the provisions of Iowa Code



section 282.18, “Open Enrollment,” the child or youth shall not be denied the opportunity for open enrollment on the basis of homelessness.

**281—33.9(256) Dispute resolution.** If a homeless child or youth is denied access to a free, appropriate public education in either the district of origin or the district in which the child or youth is actually living, or if the child or youth’s parent or guardian believes that the child or youth’s best interests have not been served by the decision of a school district, an appeal may be made to the department of education as follows: **33.9(1)** If the child is identified as a special education student under Iowa Code chapter 256B, the manner of appeal shall be by letter from the homeless child or youth, or the homeless child or youth’s parent or guardian, to the department of education as established in Iowa Code section 256B.6 and Iowa Administrative Code 281—41.32(17A,256B,290). The letter shall not be rejected for lack of notarization, however. Representatives of the public school district where the child or youth desires to attend and of the corresponding area education agency, as well as the child, youth, or parent or guardian of the child or youth, shall present themselves at the time and place designated by the department of education for hearing on the issue. The hearing shall be held in accordance with the rules established in 281—41.32(17A,256B,290). **33.9(2)** If the child is not eligible for special education services, the manner of appeal shall be by letter from the homeless child or youth or the homeless child or youth’s parent or guardian to the director of the department of education. The appeal shall not be refused for lack of notarization, however. Representatives of the public school districts denying access to the homeless child or youth and the child, youth, or parent or guardian of the child or youth shall present themselves at the time and place designated by the department of education for hearing on the issue. The provisions of 281—Chapter 6 shall be applicable insofar as possible; however, the hearing shall take place in the district where the homeless child or youth is located, or at a location convenient to the appealing party. **33.9(3)** At any time a school district denies access to a homeless child or youth, the district shall notify in writing the child or youth, and the child or youth’s parent or guardian, if any, of the right to appeal and manner of appeal to the department of education for resolution of the dispute, and shall document the notice given. The notice shall contain the name, address, and telephone number of the legal services office in the area. **33.9(4)** This chapter shall be considered by the presiding officer or administrative law judge assigned to hear the case. **33.9(5)** Nothing in these rules shall operate to prohibit mediation and settlement of the dispute short of hearing. **33.9(6)** While dispute resolution is pending, the child or youth shall be enrolled immediately in the school of choice of the child’s parent or guardian or the school of choice of the unaccompanied youth. The school of choice must be an attendance center either within the district of residence or the district of origin of the child or youth.

**281—33.10(256) Transportation of homeless children and youth. 33.10(1) Intent.** A child or youth, a preschool child if the school offers tuition-free preschool, or a preschool child with a disability who meets the definition of homeless in these rules shall not be denied access to a free, appropriate public education solely on the basis of transportation.



The necessity for and feasibility of transportation shall be considered, however, in deciding which of two districts would be in the best interests of the homeless child or youth. The dispute resolution procedures in rule 33.9(256) are applicable to disputes arising over transportation issues.

**33.10(2) Entitlement.** Following the determination of the homeless child or youth's appropriate school district under rule 33.8(256) or 33.9(256), transportation shall be provided to the child or youth in the following manner:

*a.* If the appropriate district is determined to be the district in which the child or youth is actually living, transportation for the homeless child or youth shall be provided on the same basis as for any resident child of the district, as established by Iowa Code section 285.1 or local board policy.

*b.* If the appropriate district is determined to be a district other than the district in which the child or youth is actually living, the district in which the child or youth is actually living (sending district) and the district of origin shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the receiving district. If these districts are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

*c.* Rescinded IAB 7/7/04, effective 8/11/04.

**281—33.11(256) School services. 33.11(1)** The school district designated for the homeless child's or youth's enrollment shall make available to the child or youth all services and assistance, including but not limited to the following services, on the same basis as those services and assistance are provided to resident pupils: *a.* Compensatory education; *b.* Special education; *c.* English as a Second Language; *d.* Vocational and technical education courses or programs; *e.* Programs for gifted and talented pupils; *f.* Health services; *g.* Preschool (including Head Start and Even Start); *h.* Before and after school child care; *i.* Food and nutrition programs. **33.11(2)** A district must include homeless students in its academic assessment and accountability system under the federal No Child Left Behind Act, P.L. 107-110. Assessments should be included in the economically disadvantaged category for reporting purposes. Schools are not required to disaggregate information regarding homeless students as a separate category, but may be asked to do so in accordance with the duties of the United States Secretary of Education and the Office of the State Coordinator.

These rules are intended to implement the provisions of the Stewart B. McKinney Homeless Assistance Act, as reauthorized in January 2002 as the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431, et seq.). [Filed 9/15/89, Notice 7/26/89—published 10/4/89, effective 11/8/89] [Filed 6/17/04, Notice 5/12/04—published 7/7/04, effective 8/11/04]5



## School Connectedness Student Survey

**Connectedness is defined as the student having formed a relationship or feeling a natural liking for their school.**

To be used as a pre and post survey with student's identified as having:

- a. High rate of absenteeism, truancy, or frequent tardiness and/or
- b. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.

Students complete this survey in written form or have a conversation with a staff member serving at-risk students and the staff member will complete the form.

Name \_\_\_\_\_ Pre Survey Date \_\_\_\_\_ Post Survey Date \_\_\_\_\_

Circle the choice that best describes you.

1. I feel close to people at my school.
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
2. I am happy to be at my school.
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
3. I feel like I am part of my school.
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
4. The adults at my school treat me fairly.
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all





5. I feel safe at my school.
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
  
6. I attend school activities outside the school day.
  - a. A lot
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
  
7. I participate in school activities outside the school day.
  - a. A lot
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
  
8. I am liked by my peers (classmates)
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
  
9. My parents approve of (like) my friends
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all
  
10. I like school
  - a. Very much
  - b. Quite a bit
  - c. Somewhat
  - d. Very little
  - e. Not at all



Urbandale Community School District  
Homeless Population Form

Homeless is defined as individuals who lack a fixed, regular and adequate nighttime residence.

Directions: Building should complete the form for each child and return it to Brenda Auxier-Mailey at the AO **each time** a student is identified as homeless **and** when an identified student is no longer homeless.

Student First Name: \_\_\_\_\_ Student Last Name: \_\_\_\_\_

Building: N/A School Year: N/A Completed by: \_\_\_\_\_

Date Form Completed \_\_\_\_\_ Beginning Homeless Date \_\_\_\_\_

**Date No Longer Homeless** \_\_\_\_\_ **New Address** \_\_\_\_\_

Birth Date: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: N/A Grade: N/A Race: N/A

Siblings: \_\_\_\_\_

Temporary Address: \_\_\_\_\_



Who is child living with (consider guardian and step parent as a parent: N/A

Name of person child is living with: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Living situation if **with** parent: N/A Living situation if **not with** parent: N/A

Were barriers encountered that delayed enrollment? (ex. Records, Transportation, Immunization etc.):  
\_\_\_\_\_

Were barriers to attendance encountered? (ex. Transportation, Health, Lack Of Parent Cooperation etc):  
\_\_\_\_\_

Primary cause of homelessness if **with** parent: N/A If other \_\_\_\_\_

Cause of homelessness if **not with** parent: N/A If other \_\_\_\_\_

Educational needs: (1) N/A (2) N/A (3) N/A (4) N/A Other \_\_\_\_\_

Programs/services the school provided to meet educational needs: \_\_\_\_\_

Personal needs of this child: (1) N/A (2) N/A (3) N/A (4) N/A Other  
\_\_\_\_\_

Programs/services provided by community agencies:  
(1) N/A (2) N/A (3) N/A (4) N/A Other \_\_\_\_\_

Additional Notes: \_\_\_\_\_



## **National Dropout Prevention Center Fifteen Effective Strategies**

**Systemic Renewal** - A continuing process of evaluating goals and objectives will provide an organizational structure that allows each school to develop a learning environment which ensures quality education for all students.

**Professional Development** - Teachers who work with at-risk youth need to feel supported and need to have an avenue by which they continue to develop skills, techniques, and learn about innovative strategies.

**Early Childhood Education** - The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience.

**Alternative Schooling** - Alternative schools today are designed to provide an alternative to dropping out of school, with special attention to the student's individual social needs and the academic requirements for a high school diploma. Alternative schools exist at all levels of K-12.

**Instructional Technologies** - Technology offers some of the best opportunities for delivering instruction which engages students in authentic learning, addresses multiple intelligences, and adapts to students' learning styles.

**Service Learning** - This strategy combines community service with learning activities and is characterized by integrating the academic curriculum with a structured time for organized service experiences that meet actual community needs.

**Conflict Resolution** - Students who don't feel safe at school will not want to stay in school. Dealing with conflict constructively is a skill that when adopted into a school's culture will provide a safe environment for learning.

**Out Of School Experiences** - Since learning happens all day long, 365 days a year, many schools are providing after-school and summer enhancement programs designed to eliminate information loss, inspire interest in a variety of areas, and expand the knowledge base.

**Community Collaboration** - When all groups in a community provide collective support to the school, an infrastructure is created that provides a caring supportive environment where youth can thrive and achieve.



**Family Involvement** - Research consistently finds that family involvement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

**Reading And Writing Program** - Early interventions to help low-achieving students recognize that focusing on reading and writing skills is the foundation for effective learning in all other subjects.

**Individualized Instruction** - A customized individual program allows at-risk students flexibility with the curriculum. It is a strategy that focuses on a one-to-one learning environment.

**Mentoring/Tutoring** - Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust.

**Learning Style/Multiple Intelligences** - When educators show students that there are different ways to learn, students find new and creative ways to solve problems, achieve success, and become lifelong learners. When educators use multiple intelligences and learning styles to teach the curriculum, they find more students achieve success.

**Career Education/Workforce Readiness** - Workforce readiness programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.

More detailed information about each of the 15 Effective Strategies for Dropout Prevention can be found at the [National Dropout Prevention Center/Network's website \(www.dropoutprevention.org/effstrat/default.htm\)](http://www.dropoutprevention.org/effstrat/default.htm)



## Glossary of At-Risk Terms

**Alternative Program** - An established class or environment within the regular educational program designed to accommodate specific student educational needs such as, but not limited to, work related training, reading, mathematics, science, communication, social skills, physical skills, employability skills, study skills, or life skills.

**Alternative School** - An established environment apart from the regular educational program with policies and rules, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and the content standards established by the school district or by the school districts participating in a consortium. Students attend via choice.

**At-risk Student** - Any identified student needing additional support who is not meeting or expected to meet the goals of the educational program (academic, personal/social, career/vocational) established by the district as demonstrated by one, or a combination of factors other than disability including, but not limited to, homeless children and youth, dropouts, returning dropouts, and potential dropouts.

**Dropout** – A school-age student served by a public school district enrolled in any of grades seven through twelve who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

**Potential Dropouts** - Resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:

- High rate of absenteeism, 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.
- 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.

**Returning Dropouts** - Resident pupils who have been enrolled in a public or non-public school in any grades seven through twelve, who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.



## At-Risk – New Student Identification

Complete At-Risk – New Student Identification form for all who are identified as at-risk based on the four at-risk indicators listed below.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Building \_\_\_\_\_

Identification Date \_\_\_\_\_ Staff Completing Form \_\_\_\_\_

### Identified At-Risk Indicators – Mark all that apply

- Excessive absence, truancy, or frequent tardiness
- Little or no connection to school
- Poor or failing grades or credit deficient
- Low achievement scores in reading or math (two or more years below grade level)

*\*\*For additional explanations of At-Risk indicators see page 4 of the UCSD At-Risk Handbook.*

### Services - Mark all services that apply (services which are provided to student)

#### Special Instructional Support Services

- Academic/Career/Vocational Consultation (UHS only)
- Alternative Credit Earning Option (UHS only)
- Instructional Decision Making Groups (IDM)
- Language and Literature/Reading (UHS only)
- Metro West Learning Academy (UHS only)
- OASIS (UMS only)
- RECESS (Remediation, Career Exploration, Student Support) (UHS only)
- Service Learning (UHS only)
- Special Section of Physical Education (UHS only)
- Summer School (UHS only)
- Title I Reading (elementary only)
- Title I Math (elementary only)
- Urbandale High School Diploma Requirement Options (J-Hawk Diploma) (UHS only)
- Work Experience (UHS only)
- Other \_\_\_\_\_

*\*\*For additional explanations of special instructional supports see appendix E of the UCSD At-Risk Handbook.*

#### Community - Based Support Services

- Alternate Education Placement (list off campus placement, i.e. Woodward Academy) \_\_\_\_\_
- Cornerstone Recovery Center
- Employee & Family Resources (EFR)
- Urban Dreams Suspension Program
- Shelter (list shelter, i.e. homeless shelter, Youth Emergency Services & Shelter (YESS) \_\_\_\_\_
- Other \_\_\_\_\_

*\*\*For additional explanations of community - based supports see appendix F of the UCSD At-Risk Handbook.*

#### School – Based Support Services

- Aggression Replacement Training (ART)
- Student Family and Community Services Coordination (CSFCS)
- Family Outreach Services



- Homeless Services
- Juvenile Court School Liaison Services
- School Based Mental Health Services
- Section 504 Student Accommodation Plan
- Other \_\_\_\_\_

*\*\*For additional explanations of school - based supports see appendix G of the UCSD At-Risk Handbook.*

#### **At-Risk Counseling Services**

- Intensive Individual Counseling (offered through school guidance department)
- Support Group Counseling (offered through school guidance department)
- Other \_\_\_\_\_

*\*\*For additional explanations of At-Risk counseling see appendix H of the UCSD At-Risk Handbook.*

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#### **To be completed by AO.**

- (1) Identified as At-Risk and in a program funded by allowable growth (two At-Risk indicators)
- (2) Identified as At-Risk but not in a program funded by allowable growth (one At-Risk indicator)

Updated 1/13/2011 BJAM



## **Handbook Updates:**

UCSD Board Approved 12/13/10

Update 1/2011 - Addition - At-Risk – New Student Identification, Appendix Q

Update 4/2011 – RECESS Eligibility - At-Risk Services Entry & Exit, Appendix K

Update 5/2011 - Special Instructional Support Services, Appendix E-2 OASIS definition

Update 5/2012 – Individual and support group counseling, Appendix K student eligibility

Updated 9/2012 – Strategies for Involving All School Personnel..., Appendix I – delete TARA II

Updated 1/2013 Homeless Population Form, Appendix N

Update 2/2013 – RECESS and Alternate Credit Earning Options, Appendix K – student eligibility

Update 11/2013 – RECESS, Appendix K- Exit