



“Teaching All - Reaching All” 2022 AT-RISK HANDBOOK

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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinator is Mr. Ryan Williamson, williamsonr@urbandaleschools.com.

No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencia. Hay un procedimiento de agravios para procesar quejas de discriminación. Si usted tiene alguna pregunta o una queja relacionada con esta política, por favor, póngase en contacto con la oficina distrital a 11152 Aurora Ave, Urbandale, IA o llame a 515.457.5000. El Coordinador de Equidad del Distrito es el Sr. Ryan Williamson, williamsonr@urbandaleschools.com.

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Urbandale Community School District i a kai mi Sianginn ngakchia vailte hna Mibu sin ah tel terlonak, Thathnemnak pawl pek duh lonak, asiloah Urbandale Sianginn nih tuahmi chung in Miphun ruang, Taksa a zawng thleidannak, Zumhnak ruang, Biaknak ruang, Thitumnak (program caah) , Minung chuahkehnak, Chuahkehnak miphun ruang, Tlamtlinlonak ruang, Nu siruang Pa siruang ah, Nu le Pa, Kum (Rian ruang ah) asiloah Hawikomhnak le Sipuazi ruang ah pheo le thleidan khawh asi lo. Kan Districts policy ummi cawnnak program vialte le hmuhkhawhmi vialte cu sianginn ngakchia nih a herh bantuk in le duhnak a ngeihmi bantuk in, man ngei in le, thil tikhawhnak le, asi kho mi pawl a herhnak bantuk in kan bawmh lai. Thleidannak kong i thinhun ingpuannak a um tikah phunzianak tuah ding zullh phun a um. Hi kong he pehtlai in bia halding na ngeih ahcun zaangfahnak tein 11152 Aurora Ave, Urbandale, IA asiloah 515.457.5000 ah kan chawn te. Districts Equity zohkhehtu Coordinator Pa Mr. Ryan Williamson, williamsonr@urbandaleschools.com ah email ca kau te.

Urbandale Community Schools Districts ကျောင်းသားများ / ဘာသာ၊ အိမ်ထောင်ရေးအခြေအနေ၊ လူမျိုးနောက်ခံ၊ အမျိုးသားမှုရင်း၊ မသန်စွမ်းမှု၊ လိင်ပိုင်းဆိုင်ရာတိမ်းသွတ်မှု၊ ကျားမရေးရာလက္ခဏာ၊ ၎င်း၏ပညာရေးအစီအစဉ်များနှင့်၎င်း၏အလုပ်အကိုင်အလေ့အကျင့်အတွက်အလုပ်အကိုင်အသို့၊ ဒါမှမဟုတ်လူမှုစီးပွားနောက်ခံ (အစီအစဉ်အတွက်) ။ ခွဲခြားဆက်ဆံခံရမှုတိုင်ကြားချက်များကိုဖြေရှင်းရန်မကျေနပ်ချက်ဆိုင်ရာလုပ်ထုံးလုပ်နည်းရှိသည်။ ကြိုမှီဝါဒနှင့်သက်ဆိုင်သောမေးခွန်းများသို့မဟုတ်မကျေနပ်မှုများရှိပါက၊ ၁၁၅၂ Aurora Ave၊ Urbandale, Iowa ရှိခရိုင်ရုံးသို့ဆက်သွယ်ပါသို့မဟုတ် ၅၁၅-၄၅၇-၅၀၀၀ ကိုခေါ်ပါ။ ခရိုင်၏ Equity ညှိနှိုင်းရေးမှူးမှာ williamsonr@urbandaleschools.com Mr. Ryan Williamson ဖြစ်ပါသည်။

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Purpose

The purpose of the Urbandale Community School District At-Risk Handbook is to provide community members, parents, administrators, teachers, associates, and students with specific information on at-risk programming.

Philosophy

The Urbandale Community School District mission statement is “Teaching All – Reaching All.” Our mission statement is exemplified by the work we do with at-risk students. Iowa Administrative Code definition of at-risk (*Appendix A*) identifies and provides academic, career/vocational, social and emotional support for at-risk students.

Goals

The Urbandale Community School District’s goals for at-risk learners are to:

- support academic learning in the content areas
- support career/vocational development
- promote connections to school
- involve families and the community in the educational process to make education a cooperative effort between home and school
- promote social/emotional growth

At-Risk Programming in UCSD

The Urbandale Community School District will annually maintain, adjust, and audit the programming options and monitoring protocols for identified at-risk students and will closely adhere to the Department of Education Standard for At-Risk Education. The following components serve as a framework for local programming options:

Strategies for Identification of At-Risk Students

Urbandale Community School District uses criteria, as established by Iowa Code section 257.39 for identification of at-risk students. Students must meet two of the following criteria to be eligible and receive services.

- High rate of absenteeism, truancy, or frequent tardiness
- Limited connectivity or lack of identification with school, including but not limited to, expressed feelings of not belonging.
- In grades K-8, lack of typical progress in school to include a number of “beginning” skills (especially compared to classmates who are “approaching grade level standards” or “meeting grade level standards,” in what would generally be considered more typical student progress for a grade level). In grades 9-12, poor or failing grades and/or earning less than 6.25 credits per semester.
- Low achievement scores in reading or math standardized assessments which reflect at least two years or more below grade level.

The Urbandale School District recognizes additional factors may contribute to a student being at-risk. As part of the Student Study Teams/Building Assistance Teams process, buildings may use the Research Based At Risk Indicators documents (*Appendixes B & C*) along with the Instructional Decision Making Process to identify at-risk students including potential and returning dropouts as defined in Iowa Code section 257.39 (*Appendix A*).

Special Instructional Support Services

At-risk students often need additional help to meet their academic, personal/social and career vocational needs. Therefore, the Urbandale Community School District has implemented numerous instructional supports to assist at-risk students. These supports range from alternative ways of earning credits, to the use of different teaching methods in order to remediate and keep students engaged and on track toward graduation. (*Appendix D*)

For all students, including at-risk students, learning begins with each student having access to, as well as the opportunity to demonstrate mastery of a rigorous and relevant curriculum. To provide this to at-risk students we must analyze the individual student’s assessment data identifying the student’s strengths and weaknesses and then make instructional decisions and provide the student with appropriate instructional supports.

Coordination with Community Based Support Services

The Urbandale Community School District recognizes that we need help from the community to assist in meeting the needs of our at-risk students. Therefore, we have established relationships with both private organizations and community agencies to help ensure student success. *(Appendix E)*

School – Based Support Services

Students experiencing undiagnosed and untreated mental health and social/emotional issues frequently do not reach their academic potential. The Urbandale Community School District provides a number of school based support services that are designed to support families when students begin to exhibit behavioral/social/emotional issues. Student needs are identified at the building level and through Student Study Teams/Building Assistance Teams. Frequently, students and families are referred to outside agencies for support and/or school based mental health supports are arranged. The Urbandale Community School District maintains regular contact with Juvenile Court Services, Department of Human Services and the local hospitals in order to ensure efficient collaboration and transition for students returning from placement or hospitalization. *(Appendix F)*

Counseling Services

Appropriate counseling services are provided to all students regarding their academics, career and personal social development. Additional specific services are provided to identified at-risk students through individual and support group counseling. *(Appendix G)*

Strategies for Engaging Parents

There is a positive and convincing relationship between family involvement and benefits for all students, including improved academic achievement.

Research has identified two key findings regarding parent engagement that support student learning:

1. Respectful two-way communications which engage parents as partners in their child's learning have an impact on student achievement.
2. Programs and interventions that engage families in supporting their children's learning at home are linked to higher education.

Therefore, once a student shows signs of being discrepant academically, socially or emotionally, communication and interventions are started with the student and family. Supports and interventions may include but are not limited to phone calls, emails, face-to-face contact and home visits. Counseling, building at-risk services, referral to the Coordinator of Student Family and Community Services and/or Facilitator of Family Outreach Services, as well as truancy referrals may be utilized as a tool to involve parents. Other supports may include differentiated curriculum, daily communication to parents, behavior and/or credit recovery plans.

Involvement of All School Personnel

The district's mission of "Teaching All, Reaching All" includes at-risk students. All staff collaborate using the district's professional learning communities format. Plans for providing and improving services for at-risk students require efforts by all staff in a comprehensive effort.

Professional development for staff which supports the needs of at-risk learners is determined through a cascading process. Aligned to district goals, building leadership teams create strategic plans and identify strategic actions to be implemented on an annual basis. Commonly identified data sources are used by teams to access areas of strength and weakness in order to guide this decision making process.

Compliance with Federal and State Non-Discrimination Legislation

The Urbandale Community School District prohibits discrimination in employment, educational programs, and activities. The Urbandale Community School District also affirms its commitment to providing equal opportunities and equal access to all Urbandale Community School District's facilities.

The Urbandale Community School places attention on the following to ensure that at-risk students have equal access to all educational programs and services.

1. Written identification and placement procedures.
2. Established educational programming and support services which promote integration and heterogeneous groups and provides connections between the school, the home, and the community.
3. The use of data to make decisions, which includes collection and analysis of student data disaggregated by race, ethnicity, gender, disability, language background, and socioeconomic status.
4. Employment and personnel practices which reinforce and support diversity.
5. A monitoring system evaluating the progress of at-risk students and the effectiveness of support services provided.

6. Training for staff members to ensure that the curriculum and support services reflect multicultural, gender fair approaches and that instruction models cultural competency.

Provisions for Monitoring Behavior, Social, and Academic Improvements

Ongoing evaluation of at-risk programming is essential, providing valuable information for decision-making, which will lead to improved instructional services to our at-risk learners. Some students, once identified as being at-risk, may not remain at-risk throughout their school career; while other students may need continued support until they leave school. For students receiving supplemental and/or intensive support, a review and analysis of data occurs more frequently to ensure students' needs are being met in a proactive manner. This constant review of formative data allows for the fluid entry and exit of students as needed.

Provisions for monitoring may include formal and informal assessments at each level (elementary, middle school, and high school) to evaluate student progress resulting from the support services provided. The following list would be examples of monitoring tools used in our process:

- Achievement testing on pre/post basis (i.e. MAP/ FAST/Benchmarking)
- At-risk services entry and exit criteria (*Appendix I*)
- Attendance records
- Assessments and/or communications with cooperating agencies (Community Based Support Service)
- Classroom data; qualitative and quantitative
- Communication logs
- Graduation rates
- Report cards/ grade reports
- Standardized Assessment
- Study team log/BAT intervention data
- School Connectedness Student Survey (*Appendix K*)

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. 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. 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.
- 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 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.
 - e. Children in grades kindergarten through three who meet the definition of at-risk children by the department of education.

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

Adapted from: 2007 & 2015 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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Appendix C

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, or School Team Lead, in cooperation with parents/guardians. Information should be gathered from adults who know the student best.

Student: _____

Directions:

Use to gather data in order to 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*). The school team will use this form to assist in developing an action plan.

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.

PROTECTIVE FACTORS:

	Family	School Staff
Individual		
• 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		
School		
• opportunities for pro-social school involvement		
• academic achievement/reading ability and mathematics skills		
• student bonding and connectedness (attachment to teachers, belief commitment)		
Family and/or Community Involvement		
• 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:

	Family	School Staff
Individual		
• 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		
School		
• 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)		
Family and/or Community Involvement		
● 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 (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 (Sites no longer active - information is still relevant)



Urbandale Community School District's Special Instructional Support Services

*** Funded by Modified Supplemental Amount – Dropout Prevention**

***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 such as Odysseyware on-line courses or direct instruction from a staff member. In many 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.

***iJAG** - High School students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential. It is an elective course offered to juniors and seniors. The iJAG specialist continues to work with students into the summer in areas of leadership, employment, and in some cases, academic support. After finishing high school, students receive one year of follow-up supports from their education specialist both virtually and in person.

Multi-Tiered System of Supports (MTSS) – Along with core instruction, identified students may participate in supplemental and intensive instruction. MTSS 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. The framework 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, MTSS is designed to enable all students to be successful.

Key Features of Multi-Tiered System of Supports:

- **Universal instruction (Tier 1)** is the combination of instructional practices, materials, strategies that comprise the high-quality instruction provided in the general education classroom for all students.
- **Supplemental instruction (Tier 2)** is evidence-based instruction that is designed 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.
- **Intensive instruction (Tier 3)** is instruction that is significantly differentiated and individualized to meet the intensive needs of the student who has not responded to interventions and supports in Tier 1 or Tier 2. It is instruction that occurs in addition to core instruction and is provided in a small group or one to one.



Appendix D continued

***English/Reading** - High school at-risk students, typically freshmen, identified as potentially dropping out of school and behind in reading may participate in this course. This is a survey course that introduces the student to a wide range of English subject areas. The study of literature includes short stories, novels, poetry and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included. In addition, Reading is designed to help students build comprehension, writing skills, grammar, and phonemic awareness.

***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-Minburn, Dallas Center-Grimes, Johnston, Saydel, Urbandale, and Waukee share the program through a 28E agreement.

***Iowa Net High Academy** – An alternative program that offers innovative off site services to access the Urbandale Community Schools educational program for students who have dropped out of all traditional education programs offered by UCSD.

***OASIS** – Middle school at-risk students that are not experiencing academic success and therefore are identified as potentially dropping out of school may participate in this program. 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 improve academic achievement.

Purpose Prep – An online curriculum that is used to build student capacity as they navigate through personal challenges and/or support healthy decision making skills.

***RECESS (Remediation, Career Exploration, Student Support)** – A course for 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 is earned for participating in Service Learning.

***Succeeding in the World of Work** – A course offered to high school at-risk students (grades 10-12) who want to learn more about finding a career, applying for jobs, and what to do once a job has been secured. Students will learn about various careers, job applications, resumes, cover letters, and the interview process.



Appendix D continued

Summer School (High School) – Opportunity for high school students who have previously failed a course to recover credit. (Dually funded general budget and DOP)

Urbandale High School Diploma Requirement Options - UHS allows identified students to graduate with a core number of credits (J-Hawk Diploma). 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 district's standards and benchmarks to graduate.

Work Experience – Work Experience allows students (grades 10-12) 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

***Funded by Modified Supplemental Amount – Dropout Prevention**

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

Employee & Family Resources (EFR)/Student Assistance Program (SAP) - 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.

Curated Sources by UHS Counseling Staff: Social-Emotional page,
<http://www.uhsguidance.com/social-emotional.html>

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

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.

Every Step Care and Support Services - A non-profit organization with a shared mission. In 2018, HCI Care Services & Visiting Nurse Services of Iowa changed its name to “EveryStep” to demonstrate its unity as an organization and establish a common connection between its more than 30 care and support services. Their programs and staff provide support and education to young moms; assistance to immigrants and refugees; wellness services to communities; in-home care to people who are ill, injured or facing the end of life; and compassionate support to families during times of grief and loss.

Woodward Academy – A 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.



Appendix E continued

Young Women’s Resource Center - The Young Women’s Resource Center is a non-profit organization that supports, educates and advocates for girls and young women ages 10-21. Through small groups and individual support, the YWRC provides programming for all young women, no matter what they may be going through. Any person who has been socialized and/or identifies as female, including transgender and nonbinary persons are served by the YWRC.

Hamilton’s Academy for Grief and Loss – Hamilton’s Academy of Grief & Loss offers a wide variety of resources available to students and families to process and cope with issues of death and grief, which can be experienced differently for every individual.



Urbandale Community School District's School – Based Support Services

***Funded by Modified Supplemental Amount – Dropout Prevention**

***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.

***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, implement individual student plans 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 J*). Homeless Population Forms are completed by staff members and sent to the Homeless Liaison for processing and to ensure homeless students receive entitled services. (*Appendix M*).

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 the student 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.

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 on the Urbandale Community School District's "Section 504" page of the district's website.



Urbandale Community School District's Counseling Services

***Funded by Modified Supplemental Amount – Dropout Prevention**

Individual School Counseling – Specific individual school counseling services are provided to identified at-risk students by Urbandale Community School District counselors.

***School Based Mental Health Services** – Urbandale Community School District provides one mental health practitioner at the elementary and secondary level 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 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's 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, gender identity support, leadership, careers, transitioning to adults, new students, and test preparation.

Threat Assessment Protocol – A process used to effectively identify and assess threatening student behaviors and ensure resources are provided that address the cause of the behaviors.



Urbandale Community School District's Strategies for Involving of All School Personnel

***Funded by Modified Supplemental Amount – Dropout Prevention**

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 other specialized teacher and core content area teacher share the responsibility for teaching. 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 have traditionally been marginalized because of their ethnic, religious, racial, gender identity, sexual orientation or language backgrounds. This may occur in district or be obtained through conferences and workshops.

Multi-Tiered System of Supports (MTSS)– A framework for addressing individual student's unique learning needs using evidence based teaching techniques, materials and strategies. Data is collected and reviewed to determine students' future educational needs and the educational/instructional services the student needs to be successful.

Student Study Team (SST)/Problem Solving Team (PST) at UHS/ Student Assistance Team (SAT) at UMS/Building Assistance Team (BAT) Elementaries 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 counselors. Members of the teams 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.



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

***Funded by Modified Supplemental Amount – Dropout Prevention**

***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. Additionally, students that are determined to meet "extenuating circumstances" may use alternative credit earning option.

Participation: Students will earn credits through alternative means, such as online coursework. 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 the student no longer needs credits through this means.

***Family Outreach Services**

Student Eligibility: Students are referred by School Teams based on poor school adjustment as indicated by two or more of the following:

- High rate of absenteeism, truancy, or frequent tardiness.
- Lack of connectedness 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 or Juvenile Court School Liaison 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.



Multi-Tiered System of Supports (MTSS)

Student Eligibility for Support Beyond Tier 1: Depending on grade level, a variety of screening assessments (eg. FAST math, literacy and behavior, MAP, F & P Benchmark) are used to triangulate student data. Students are placed in the appropriate small group instructional settings to receive explicit instruction in the diagnosed areas. MTSS services are part of the at-risk program continuum, but not necessarily funded by Dropout Prevention.

Participation: Identified students are required to participate in intervention. Student progress is monitored to determine effectiveness and changes are made as needed.

Exit: Students meet or are on track to meet the identified goal.

Individual School Counseling Sessions

Student Eligibility: Students are referred by School Teams, building administrators, 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. Students may be eligible to receive individual school counseling sessions if demonstrating two of the four poor school adjustments listed above.

Participation: Students meet with school counselor at least three times

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

***iJAG**

Student Eligibility: iJAG is a course available to 11th and 12th grade students. Students are selected and invited to participate by School Teams, building administrators, counselors, teachers, and the iJAG specialist with the desired outcome being a heterogeneous grouping of students.

Participation: This is an elective course that offers a venue for students to interact with employers and community-based organizations. Students learn 37 core competencies comprised of six skill sets: personal skills, leadership skills, job attainment skills, job success skills, and career development skills. The iJAG specialist plays a unique role of teacher, advocate, and mentor to participating students.

Exit: Students are not intended to exit. Once they join the program, they typically continue through graduation and maintain a relationship with the education specialist for an additional year after graduation.



***English/Reading**

Student Eligibility: Primarily freshman students who have poor or failing grades in reading and/or English and have low achievement scores in reading scoring below proficient on Iowa Assessments and/or score below 216 on the MAPS 6+ IA 2011 V2 (IA Common Core English Language Arts: 2011) assessment. Occasionally provided to newly enrolled 10-12 graders with reading needs.

Participation: This is a survey course that introduces the student to a wide range of English subject areas. The study of literature includes short stories, novels, poetry and plays. Composition is an integral part of the literature program. Grammar and usage are formally studied and stressed in all aspects of speaking and writing. Speaking and vocabulary development are included. In addition, Reading is designed to help students build comprehension, writing skills, grammar, and phonemic awareness.

Exit:

- Exits are considered at the end of a semester or academic school year.
- A score of 216 on the MAP 6+ IA 2011 V2 (IA Common Core English Language Arts: 2011) assessment.
- Students may exit out of the program if they have taken the English/Reading course for a full year even if their MAP 6+ IA 2011 V2 (IA Common Core English Language Arts:2011 falls below 216.

***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 connection 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.
- UHS withdraws student's eligibility based on lack of progress towards graduation.

***Iowa Net High Academy**

Student Eligibility: Students are referred by the UHS Student Study Team as a means of re-engagement for students who have dropped out or dropping out soon is predicted. Students typically have a need related to credit deficiencies and lack of connection with the learning environment at UHS.

Participation: Students will attend Iowa Net High Academy to earn the necessary credits for graduation as long as there is progress towards this goal.



Appendix I continued

Exit: Participation in the service will cease when:

- Students have met requirements for graduation.
- UHS withdraws student's eligibility based on lack of progress towards graduation.

***OASIS**

Student Eligibility: A student is eligible for OASIS if they have poor or failing grades and meet at least one additional criteria:

- 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 connection with school.

Participation: Parent permission is required for a 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 SAT meetings as well as a formal review each quarter. Once a student is achieving academic success and their social emotional needs are addressed they exit OASIS. Indicators have been addressed that were checked on the referral form or student or parents refuse services.

***Purpose Prep**

Student Eligibility: Students are assigned modules or lessons by UHS counselors or administrators aligned with the student's need. This is offered to students in an effort to support them to meet UHS expectations.

Participation: Any UHS student

Exit: Participation in this service will cease when the student successfully completes the assigned lessons.

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

Student Eligibility: Incoming 9th grade students are recommended by the UMS Staff. 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 9th grade students failing one or more courses, students 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 9th grade student identified for OASIS in 8th grade.
- Low academic achievement scores in reading or mathematics which reflect achievement at least two years below grade level.
- Lack of connectedness with school.
- High rate of absenteeism or truancy



Appendix I continued

Participation: Parent permission is required for a 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.

Recess teacher will recommend exit based on 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, 9th grade house, and/or school 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).

Current UHS students are approved for this programming by the Student Study Team.

Participation: 9th/12th 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.

Succeeding in the World of Work

Student Eligibility: Students are able to select this course as an elective. Priority placement for the course is given to students with credit deficiencies, a lack of connection with the learning environment at UHS, or other factors related to the lack of progress towards graduation.

Participation: 10-12 grade students learn more about finding a career, applying for jobs, and what to do once a job has been secured. Students will learn about various careers, job applications, resumes, cover letters, and the interview process.

Exit: Students will exit out of the program once they have taken the course for one semester.



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 two or more of the following:

- High rate of absenteeism, truancy, or frequent tardiness.
- Lack of connection 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, and/or poor attendance.

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 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.

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: UHS students in grades 11 & 12

Participation: 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 is not meeting the requirements of the course.

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



Appendix J continued

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 students 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
This information is now collected through a digital 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 the Coordinator of Student Services 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: _____ School Year: _____ Completed by: _____

Date Form Completed _____ Beginning Homeless Date _____

Date No Longer Homeless _____ **New Address** _____

Birth Date: _____ Age: _____ Gender: _____ Grade: _____ Race: _____

Siblings: _____

Temporary Address: _____

.....

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

Name of person child is living with: _____ Phone Number: _____

Living situation if **with** parent: _____ Living situation if **not with** parent: _____

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: _____ If other _____

Cause of homelessness if **not with** parent: _____ If other _____

Educational needs: (1) _____ (2) _____ (3) _____ (4) _____ Other _____

Programs/services the school provided to meet educational needs: _____

Personal needs of this child: (1) _____ (2) _____ (3) _____ (4) _____ Other _____

Programs/services provided by community agencies:

(1) _____ (2) _____ (3) _____ (4) _____ Other _____

Additional Notes: _____

National Dropout Prevention Center Fifteen Effective Strategies

Systemic Approach - A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.

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 through the primary grades.

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.

Educational 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.

Safe Learning Environments - A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

After School /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.



Appendix M continued

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

Early Literacy Development - Early interventions to help low-achieving students improve their reading and writing skills establish the necessary 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. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Active Learning - Active Learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Career and Technical Education (CTE) - School-to-Work 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:

- a. High rate of absenteeism, truancy, or frequent tardiness.
- b. Limited or no extracurricular participation or lack of connection 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 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

This information will be collected through a digital form.

Complete At-Risk – New Student Identification from 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)
- ☐ Special Indicator (K-3 only) to be marked by Director of Student Services only
- ☐ Transition Indicator (previous DOP indicator)

****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

- ☐ Alternative Credit Earning Option (DOP funded - UHS only)
- ☐ Language and Literature/Reading (DOP funded - UHS only)
- ☐ Metro West Learning Academy (DOP funded- UHS only)
- ☐ OASIS (DOP funded - UMS only)
- ☐ RECESS (Remediation, Career Exploration, Student Support) (DOP funded - UHS only)
- ☐ Service Learning (DOP funded - UHS only)
- ☐ Special Section of Physical Education (DOP funded- UHS only)
- ☐ Summer School (At-Risk & DOP funded - UHS only)
- ☐ Title I Reading (At-Risk - elementary only)
- ☐ Title I Math (At-Risk - 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 D of the UCSD At-Risk Handbook.**

Community - Based Support Services

- ☐ Alternate Education Placement (list off campus placement, i.e. Woodward Academy, Orchard Place, Mercy Franklin) _____
- ☐ Employee & Family Resources (EFR)
- ☐ Shelter (list shelter, i.e. homeless shelter, Ellipsis _____
- ☐ Other

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

School – Based Support Services

- ☐ Student Family and Community Services Coordination (CSFCS) (DOP funded)
- ☐ Family Outreach Services (DOP funded)
- ☐ Homeless Services (At-Risk)
- ☐ Juvenile Court School Liaison Services (At-Risk)



- ☐ Truancy Court (At-Risk)
- ☐ School Based Mental Health Services (DOP funded)
- ☐ Section 504 Student Accommodation Plan (At-Risk)
- ☐ Other

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

At-Risk Counseling Services

- ☐ Individual School Counseling (offered through school counseling department)
- ☐ Support Group Counseling (offered through school counseling department)
- ☐ Other _____

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