



# **AT RISK SERVICES**

# **2021-22 HANDBOOK**

*Waukee Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status or familial status. Inquiries and grievances may be directed to the Director of Human Resources, 560 SE University Avenue, Waukee, Iowa, 50263, (515) 987-5161, or, the Director of the Iowa Civil Rights Commission, 500 West Madison Street, Suite 2800, Chicago, IL 66061.*

## INTRODUCTION TO AT-RISK EDUCATION

As defined by 281 Iowa Administrative Code 12.2(256), an "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.

The Waukee Community School District will include in its comprehensive school improvement plan the following provisions for meeting the needs of at-risk students (281 Iowa Administrative Code 12.5(13):

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

The Waukee Community School District will use additional allowable growth for provisions for at-risk students and will incorporate educational program goals for at-risk students into its comprehensive school improvement plan. Provisions for at-risk students will align with the student learning goals and content standards established by the school district. 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.

## WAUKEE COMMUNITY SCHOOLS

### LOCAL AT-RISK PROGRAMMING

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The Waukee 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 nine components will serve as a framework for Pre-K - 12 local programming options:

#### **#1 STRATEGIES FOR IDENTIFICATION OF AT-RISK STUDENTS**

The Waukee School District will identify students considered at-risk according to the state definition as established in Iowa Code 257.39.

Students must meet a minimum of two of the following state criteria:

1. High rate of absenteeism, truancy, or frequent tardiness
2. Limited connectivity or lack of identification with school, including but not limited to, expressed feelings of not belonging
3. Lack of typical progress in school to include a number of “beginning” skills earlier in a school career (especially compared to classmates who are “developing” or beyond in what would generally be considered more typical student progress for a grade level) and poor grades later in the school career. As it relates to poor grades, including but not limited to, failing in one or more school subjects or grade levels
4. Low achievement scores in reading or mathematics which reflect achievement at least two years or more below grade level

The Waukee School District recognizes that there are several factors beyond those defined by state code that would place a student in the position to be considered as an at-risk student at any given time in their educational career. The following District criteria has been adopted based on the research of the National Dropout Prevention Center. If a student does not meet the state criteria but does meet three or more of the District level criteria, that student will be considered at-risk.

Risk Category & Risk Factors	Elementary School	Middle School	High School
<b>Individual Background Characteristics - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• Has a learning disability</li> <li>• Emotional disturbance or mental health disorder</li> <li>• Court involvement with the student</li> <li>• Family addiction</li> <li>• Immigration status</li> <li>• Limited English Proficiency</li> </ul>			
<b>Early Adult Responsibilities - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• High number of work hours</li> <li>• Parenthood/parentified child</li> <li>• Providing supervision for siblings</li> <li>• Responsible for their own self-care</li> </ul>			
<b>School Performance - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• Low achievement</li> <li>• Retention</li> </ul>			
<b>School Engagement - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• Poor attendance</li> <li>• Lack of effort</li> <li>• Low commitment to school</li> <li>• No extracurricular participation</li> <li>• Truancy</li> </ul>			
<b>School Behavior - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• Misbehavior</li> <li>• Early aggression</li> </ul>			
<b>Family Background Characteristics - some characteristics could include:</b>			
<ul style="list-style-type: none"> <li>• Low socioeconomic status</li> <li>• High family mobility</li> <li>• Low education level of parents (attitudes and beliefs about education)</li> </ul>			

- Family disruption (could include divorce, incarceration, addiction, or foster care, death of a family member)
- Family history of mental health disorder
- Drug/alcohol addiction
- Quality of early caregiving
- Youth in non-English speaking homes
- Foster care/DHS Placement
- Homeless

**Family Engagement/Commitment to Education - some characteristics could include:**

- Low educational expectations
- Sibling has dropped out
- Low contact with school

**#2 SPECIAL INSTRUCTIONAL SUPPORT SERVICES**

Supplemental and/or intensive support is given in addition to the core to students who meet the established criteria. Individual schools will have supports identified and in place to meet the students' needs, with the range of services determined at the building level. At the secondary level at-risk personnel will document and monitor interventions on a personal education plan (PEP) for all students being served. Students who need help to succeed in academic classes should receive assistance by federal, state, and locally supported activities.

**#3 COORDINATION WITH COMMUNITY-BASED SUPPORT SERVICES**

Schools are not expected to take care of all the needs of students. Other established community services should be utilized to assist students whenever possible. Multi-agency collaborative plans should be established to allow for continuous outside service and the modification of the school program when necessary to ensure student success in the school program.

**#4 SCHOOL-BASED SUPPORT SERVICES**

Area Educational Agencies (AEA) will provide school based services as determined by specific building needs.

**#5 APPROPRIATE COUNSELING SERVICES**

Appropriate counseling service includes the identification, monitoring, and provision of assistance to students regarding their academic, career and personal social development. The standard for at-risk students implies that these counseling services should be made available to at-risk populations to no less an extent than provided to other students and, to the extent possible, be provided as needed at the local level.

**#6 STRATEGIES FOR ENGAGING PARENTS**

Waukee recognizes that respectful two-way communication with parents is paramount in engaging parents as partners in their child's learning. Programs and interventions that engage families in supporting their children's learning at home are linked to higher education.

#### **#7 INVOLVEMENT OF ALL SCHOOL PERSONNEL**

At-risk personnel are expected to collaborate and utilize the District's professional learning community's format to ensure that all identified students are receiving core and supplemental services to promote their academic success. Plans for providing and improving services for at-risk students should reflect efforts by all staff in a comprehensive effort as opposed to segregated and pull out program models involving a few staff. At-risk personnel will be active participants and leaders in the professional development at the building level.

#### **#8 COMPLIANCE WITH FEDERAL AND STATE NON-DISCRIMINATION LEGISLATION**

Federal and state nondiscrimination legislation supports placing attention on at least four strategic areas related to the education of at-risk students.

1. Identification and placement processes
2. Educational programming and support services
3. Data based decision-making
4. Employment and personnel practices

The at-risk standard requires that a monitoring system be established to evaluate the progress of at-risk students and the effectiveness of the support services provided

#### **#9 PROVISIONS FOR MONITORING BEHAVIOR, SOCIAL, AND ACADEMIC IMPROVEMENTS**

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for the constant review of student performance. This consistent review of formative data allows for the fluid entry and exit of students as needed.

**WAUKEE COMMUNITY SCHOOLS  
STAFFING & PROGRAMMING**

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<b>Waukee Community Schools At-Risk Staffing</b>			
<b>Elementary K-5</b>	<b>Middle Schools 6-7</b>	<b>Prairieview/Timberline 8-9</b>	<b>WHS 10-12</b>
Reading Specialist	Math Interventionist	Student Services Specialist	Student Services Specialist
Math Specialist	Literacy Interventionist	Math Interventionist	Math Interventionist
At-Risk Counselor		Literacy Interventionist	Literacy Interventionist
District Social Worker			

<b>Waukee Community Schools At-Risk Programming Options</b>			
<b>Elementary K-5</b>	<b>Middle Schools 6-8</b>	<b>Prairieview/Timberline 8-9</b>	<b>WHS 10-12</b>
Reading Lab	Learning Center	Learning Center	Learning Center
Math Lab	Literacy Lab	Literacy Lab	Literacy Lab
Counseling Services	Math Lab	Math Lab	Credit Recovery
	Structured Study Hall	Credit Recovery	Co-teaching
	Co-Teaching	Co-teaching	Counseling Services
	Counseling Services	Counseling Services	



# WAUKEE COMMUNITY SCHOOLS

## K-12 STAFFING

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### **At-Risk Counselors**

At-risk counselors are elementary based staff, who are instrumental in the identification of students as at-risk based on the State of Iowa's identification criteria. At-risk counselors are responsible for the collection of data, facilitation/implementation of student interventions, and the implementation/monitoring of individual student plans for all of the identified students they serve. They also assist in the alignment of outside resources that may be needed to support families socially, emotionally, and financially.

### **Reading and Math Specialists**

Reading and Math Specialists are elementary teachers who provide identified at-risk students with access to additional opportunities to engage in reading and/or math instruction beyond the core classroom support. These specialists are trained in reading and/or math and use a variety of research-guided strategies to meet the needs of students. Reading and Math Specialists are responsible for the collection of data, facilitation/implementation of student interventions and the monitoring of individual student plans for all of the identified students they serve.

### **Student Services Specialists**

Student Services Specialists are secondary based staff, who are part of the at-risk department. They work collaboratively with math and literacy interventionists, school counselors, advocates, and other staff to identify students at-risk based on the State of Iowa's identification criteria. Student Services Specialists work specifically with identified at-risk students to ensure that their needs are met academically, socially, and emotionally. Student Services Specialists are part of an at-risk team that is responsible for the collection of data, facilitation/implementation of student interventions, and the implementation/monitoring of individual student plans for all of the identified students they serve.

### **Math and Literacy Interventionists**

Interventionists are secondary based staff, who play an integral role in the academic achievements of identified at-risk students. They work collaboratively with student services specialists, teachers, advocates, and other staff to identify students at-risk based on the State of Iowa's identification criteria. Interventionists work specifically with identified at-risk students to ensure that their needs are met academically, socially, and emotionally. Interventionists are responsible for the collection of data, facilitation/implementation of student interventions, and the implementation/monitoring of individual student plans for all of the identified students they serve.

### **District Social Worker**

The District Social Worker supports K-12 families by collaborating with families, administrators, counselors, therapists, AEA, teachers and outside entities to serve the needs of at-risk students and families. The position serves as a liaison between the WCSD, community based social services, and families. The position assists in identifying community partners to address both student specific and family needs through the alignment of outside resources around social, emotional, and financial supports. The District Social Worker supports school based teams in the facilitation and implementation of student interventions that may include helping to engage the family to increase their involvement and awareness of their child's education. The District Social Worker may arrange training sessions for school personnel, parents and students on at-risk issues.

## WAUKEE COMMUNITY SCHOOLS

### K-12 PROGRAMMING

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#### **Reading and Math Lab**

Reading Lab and Math Lab are supplemental programs at the elementary level that are designed to support students beyond core classroom instruction. Students are served by reading and math specialist teachers to receive instruction related to their learning needs. Research-based strategies are used within specifically designed interventions and instruction is adjusted based on student observation and formative data collection.

#### **Learning Center**

Learning Center is a secondary intervention program (6<sup>th</sup> -12<sup>th</sup> grade) that works with identified at-risk students who may be struggling academically, credit deficient, or need additional forms to support in order to be successful in a comprehensive secondary school structure. Learning center provides students with a more personal educational setting. Students in the learning center experience a smaller student/teacher ratio and benefit from more individualized instruction of the core courses. Students are eligible for the learning center if they have been identified at-risk through the District's identification process and meet two or more of the established criteria.

#### **Credit Recovery**

Credit Recovery is a secondary intervention option available for all 9<sup>th</sup>-12<sup>th</sup> grade students who have failed a core course. Students work with an at-risk teacher to ensure integrity of instruction and credit completion. Credits are traditionally earned through the online learning environment or independent study with an interventionist and are accepted on a student's transcript on a pass/fail basis. The academic/behavior specialist and math and/or language arts strategists work collaboratively to determine credits that need to be recovered. Credit recovery options are available during the course of the school year, as well as during the summer.

##### **Student Criteria:**

- Minimally credit deficient
- Transitional students from alternate facilities
- Transfer students who require additional programming

#### **Co-Teaching**

Services are provided by the at-risk teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom. Academic instruction within the general education class is provided to students who are not considered at-risk as well as to those identified as at-risk.

#### **Before/After School Programming**

Programming options for before or after school opportunities look different depending upon a student's grade level. Opportunities will be arranged for identified at-risk students and communicated via the at-risk teacher(s), at-risk counselor, or administrator.

## APPENDIX

### Major Educational Equity Legislation Affecting Iowa Schools

#### Federal Legislation:

**Title VI of the Civil Rights Act of 1964** prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies receiving federal funds. It covers admissions, access to courses, programs and school activities, and board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

**Title VII of the Civil Rights Act of 1964** as amended by the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of the Equal Employment Opportunity Commission in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

**Title IX of the 1972 Education Amendments.** Title IX prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. Areas such as admissions, access to program, counseling practices, school activities, and student treatment are covered. The regulation requires a local grievance procedure for the handling of complaints. This procedure may be used, or complaints can be filed with the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

**Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984** prohibit discrimination on the basis of sex in vocational education programs. The law requires nondiscrimination components in all vocational education plans.

**Section 504 of the Rehabilitation Act of 1973.** Section 504 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance. The compliance agency is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

**Civil Rights Restoration Act of 1987** restored, through legislative action, the interpretation that Title IX, Section 504, Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964 applied to all parts of an institution that received federal financial assistance.

## APPENDIX

### Iowa State Legislation:

**Chapter 280.3 — Uniform School Requirements — Iowa Code.** Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies.

**Chapter 256.11 — Iowa School Standards — Iowa Code.** Chapter 256.11 defines the minimum standards for the approval of public and nonpublic schools in Iowa. This legislation is affirmative in that it requires that all school programs be taught from a multicultural nonsexist perspective. Section 281-12.1(1) 12.7(2) of the Department of Education Administrative Rules sets the standards for this legislation. This legislation is unique in that it pertains to curricular programs as well as policies. The Department of Education is the monitoring and compliance agency for maintenance of minimum educational standards and has technical assistance responsibilities.

**Chapter 601A.9 — Civil Rights Commission — Iowa Code.** Chapter 601A.9 prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family or marital status in educational programs in Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment, and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

**Chapter 280.4 Uniform School Requirements — Iowa Code.** This Section of the Code requires that bilingual or English-as-a-second language programs be provided for students whose primary language is not English. Section 281.60 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education has monitoring and technical assistance responsibilities.

**Section 19B.11 Iowa Code.** This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel, covering race, creed, color, religion, national origin, sex, age, and disability.

**12.1(1) Educational Units Covered by Standards.** These standards govern the accreditation of all pre-kindergarten, if offered, or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of pre-kindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. “*School*” means pre-kindergarten to grade twelve of an elementary-secondary education program. Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district attendance centers and course enrollment data shall be collected on the basis of race, national origin, sex and disability, and be reviewed and updated annually.

## APPENDIX

### Definition of Terms

#### Academic Development

This could include the Instructional Decision Making processes of Core, Supplemental and Intensive instructional practices. Core instruction is the combination of instructional practices, materials, and strategies that compose the instruction provided in the general education classroom. All students receive core instruction. Core instruction implements a guaranteed and viable curriculum with rigor and relevance. Supplemental and Intensive instruction is the combination of research-based/evidence-based instructional practices and a positive learning environment, designed to match identified student needs.

#### At-Risk Student

Any identified student who is at risk of not meeting the goals of the educational program established by the District, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

#### School Personnel

Professional and support service employees of the District. Professional employees are full-time and part-time certificated staff, including administrators, curriculum coordinators, consultants, teachers, nurses, counselors, psychologists, social workers. Support service employees are certified and non-certificated full-time and part-time staff, including teacher aides, volunteer associates, food service workers, custodians, child-care workers, security officers, study hall monitors, bus drivers, and others.

#### Student Identification/Assessments

This could include Screening, Diagnostic and Formative Assessments terms used in the Iowa Instructional Decision Making process. Screening occurs at many levels and includes individual screening, classroom screening, grade level screening, building screening and district screening. Diagnostic assessment involves gathering information from multiple sources to determine why students are not benefiting from core instruction due to advanced or deficit learning needs. Formative assessment occurs with individuals in core, supplemental, and intensive instruction with varying degrees of frequency.

#### Support Services

Special assistance provided to at-risk students by the school program, community-based service agencies/organizations, area education agency support personnel, and parents and guardians.

#### Plan

A written document adopted by the local board of education documenting coverage of the nine requirements in the standard (12.5(13)) at each education level (elementary, junior high, senior high) and a continuous process for review for improvement of services at each level.

## Professional Development

The professional development for staff follows the Iowa Professional Development Model and is tied to the District Career Development Plan, Building Career Development Plan and the Individual Career Development Plan.

## APPENDIX

### Checklist for Local Programming

The following checklist is a guideline provided by the department of Education and will be reviewed annually to ensure a comprehensive at-risk program.

- A system exists at all education levels (pre-K through 14) to identify those who need additional assistance to succeed.
  - not expected to succeed (preschool)
  - not succeeding (elementary - senior high)
  - dropouts (grades 6-12)
  - unproductive (grades 10-14 including post-school follow-up)
- A system to review school policies and practices that contribute to student failure is planned/implemented.
- Expected student outcomes (behavioral, social, academic) are identified in measurable terms for monitoring purposes.
- Support services are provided for those identified as being at-risk at all educational levels (K-12).
  - instructional support
  - guidance services
  - outside agencies
  - school-based support services (food and nutrition, psychological, social work, other)A tool to evaluate the effectiveness of programs and support services is available at:  
<http://www.iowa.gov/educate/content/view/418/721>
- Students are involved
  - Input is gathered and analyzed
  - Action is taken from what is learned
- Parents and family are involved.
  - at all education levels (pre-K through 14)
  - different roles of parent involvement are encouraged
- All staff, professional and support, are involved at all levels (pre-K through 14).
  - assigned objectives
  - special assignments
  - in-class modifications
  - other

- A staff professional development program exists to assist all staff to better serve at-risk children and youth.
  - at all levels
  - professional and support staff involved
  - full-time and part-time staff involved
  - administrators at all levels involved
  
- Support services and education programs for at-risk students meet the requirements of state and federal non-discrimination legislation.
  - students have equal access to support services;
  - students are being served on an integrated basis, without discrimination on the basis of race, gender, national origin, creed, color, religion, disability, and parental/family or marital status;
  - staff assignments do not discriminate on the basis of gender, race, national origin, creed, color, religion, disability, and parental/family or marital status;
  - at-risk student data is collected on the basis of race, national origin, sex, and disability.
  
- . A monitoring system exists to identify student progress in academic, behavioral, and social development at all educational levels.

# APPENDIX: OPTIONAL DOCUMENTS FOR DISTRICT USE

Waukeel Community Schools – At-Risk Identification														
ID Number	Last Name	First Name	Grade	Advocate	School	Criteria 1 Absent/ Tardy	Criteria 2 Connectivity	Criteria 3 Failing Grades	Criteria 4 Achievement	Math/ Reading or Both	Identified At-Risk (2 of 4)	Other Services	Date In	Date Out





## APPENDIX

Waukee Community Schools At-Risk Personal Education Plan			
Student Name:		Grade:	
Academic/Behavior Specialist:		Date:	
Criteria	Intervention	Staff Member	Monitoring Dates
1. High rate of absenteeism, or frequent tardiness			
2. Limited connectivity or lack of identification			
3. Poor grades			
4. Low achievement scores in reading or mathematics			
Additional Information:			