

# R.E.A.C.H: Realizing Educational and Career Hopes

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## CONSENT TO RELEASE OF INFORMATION

Student Name: \_\_\_\_\_  
(Last) (First) (M.I.)

University ID: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Under Federal legislation, namely the Family Educational Rights and Privacy Act (FERPA) of 1974, I understand that my educational records cannot be released without my written permission or a Parental Affidavit of Dependency certified by my parent or guardian. Other privacy laws also may restrict the extent to which my medical or other health information or records may be communicated to anyone other than myself.

For the purposes of communication related to personal, health, academic, or other concerns that could impact the health or safety of myself or others, or my participation in the program, I hereby authorize University of Iowa administrators and educators to discuss and disclose personally identifiable information in my student education records and non-academic file and to release and exchange other oral and written personal information, records and documents concerning me, without exception, as they deem necessary, with the Student Services Office, Department of Public Safety, the University Billing Office, the University Housing Office, and my parents, legal guardians, or legal representatives.

To encourage students to develop independent skills, parents/guardians will not be contacted for every situation. The R.E.A.C.H team will implement a Supportive Intervention Process, described below, to work with the student to resolve most issues in lieu of contacting parents/guardians.\*

This Consent to Release will remain in effect until June 1, 2009. I understand that I may revoke this Consent at any time by so notifying the Director of the R.E.A.C.H Program in writing. I understand that any release of educational records or other information which was made prior to my revocation in compliance with this Consent, shall not constitute a breach of my rights under FERPA or other law governing confidentiality. I also understand that this Consent is a condition of my participation in the R.E.A.C.H Program, and that I will no longer be able to participate in the R.E.A.C.H. Program if I revoke such Consent. I understand that I will be expected to sign another *Consent to Release of Information* form before June 1, 2009 to enroll in the second year of the R.E.A.C.H Program.

### Specific Authorization for Release of Information Protected by State and Federal Law

I understand that the information to be released may include information in the following categories, unless I specifically deny the release. ***Please initial any category not to be released.***

Substance Abuse \_\_\_\_\_

Mental Health \_\_\_\_\_

HIV-related information \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guardian/Legal Representative Signature

\_\_\_\_\_  
Date

## Supportive Intervention Process

The Supportive Intervention Process is designed to assist a student to independently resolve an issue that could impact the student's ability to continue in the program before parents/guardians are contacted. The Supportive Intervention Process will be documented and maintained in the student's education record.

Some examples for when this process would be utilized include, but are not limited to:

- a.) Failure to attend class, study tables, or other required programs
- b.) Conflicts or situations at job sites that could result in termination of placement
- c.) Inability to navigate campus successfully after initial orientation and support
- d.) Escalated roommate conflicts
- e.) Extended homesickness
- f.) In ability to acclimate to campus life and R.E.A.C.H Program after initial orientation and support

### Notes:

- The R.E.A.C.H Director, Associate Director, or designee in the absence of the Director, has the authority to override the Intervention Procedures at any time to handle a more immediate concern that becomes escalated by the student's response after the initial meeting occurs, or in the event of a previous Intervention on file, etc.
- All meetings will occur in person, unless emergency circumstances require the use of other means of communication.
- The R.E.A.C.H team continually monitors the concern and implements strategies to support the student for one week.
- In the event that steps implemented to resolve the problem with the students and advisor as outlined below are not effective, such that the student's continued participation in the Program is jeopardized, parents/guardians would be contacted by the designated R.E.A.C.H staff.

### Sequence of Steps in Supportive Intervention Process

A member of the R.E.A.C.H team becomes aware that the student's success in the program is in jeopardy. The student's advisor is notified and leads an intervention. This information is shared with the Associate Director or Director of R.E.A.C.H.

- Step 1 Meeting—Response occurs **within two days**:
  - The advisor and/or other staff meets personally with the student to explore the concern and set-up a Plan of Action with the student.
  - The Plan of Action includes specific outcomes the student must meet or achieve, including student-initiated communication with parents/guardians to seek their support. After doing so, the student will be asked to have the parent/guardian contact the advisor or R.E.A.C.H Director.
  - Counseling begins during this meeting and continues throughout the process.
  - The advisor coordinates additional strategies to support the student in resolving the concern.
  - The advisor provides the student a copy of the Intervention Timeline and ensures understanding.
  - Written summaries will be prepared and placed in the student's confidential records.
  - The advisor communicates updates in writing to the Associate Director or Director of R.E.A.C.H.
- Step 2 Meeting—**5 Business Days after Step 1**:
  - The advisor meets with the student to discuss progress on outcomes that must be met and continues to encourage student-initiated communication with parents/guardians.
  - The Plan of Action is updated to track progress of outcomes and additional strategies are identified to encourage resolution.
  - If satisfactory improvement has not been made by this meeting, the updated plan includes an outcome of student-initiated communication with parents/guardians to seek support. The student will be asked to have the parent/guardian contact the advisor or R.E.A.C.H Director after the student has contacted them.

- The advisor reviews the Intervention timeline with the student and ensures understanding.
  - A written summary will be prepared and placed in the student's confidential records.
  - The advisor will communicate updates in writing to the Associate Director or Director of R.E.A.C.H.
- **Step 3 Meeting—5 Business Days after Step 2:**
    - The advisor meets with the student to review progress on outcomes by sharing observations of the R.E.A.C.H team and discussing the student's perspective.
    - The advisor communicates that it is the final opportunity the student has to contact their parents/guardians before a member of the R.E.A.C.H team contacts the parents/guardians. The student will be asked to have the parent/guardian contact the advisor or R.E.A.C.H Director after the student has contacted them.
    - If it is determined the concern—*i.e.* academic, independence, or conduct-- could impede on the student's involvement in the R.E.A.C.H Program due to the ongoing nature of the issue, the advisor informs the student that the advisor will contact parents/guardians.
    - The advisor reviews the Intervention timeline with the student, gives the student 2 working days to contact his/her parents/guardians, and ensures understanding.
    - In addition, the advisor will coordinate additional strategies to support the student in addressing the concern.
    - A written summary will be prepared and placed in the student's confidential records.
    - The advisor communicates updates in writing to the Associate Director or Director of R.E.A.C.H.
    - If progress has been made, communication with parents/guardians will be encouraged but not required.
- **Step 4—3 Business Days after Step 3 Meeting: Parent/Guardian Communication**
    - The advisor meets with the student to find out if the parents/guardians were contacted.
    - If so, the advisor discusses the conversation with the student.
    - If the student has not contacted the parents and the concern has not been resolved, the advisor contacts the parents/guardians on the same day to discuss the concern, the Plan of Action, outcomes, strategies implemented to support the student, and the future of the student in the program.
    - A Group Meeting is scheduled 5 Business Days later to review the student's progress on the outcomes created to resolve the concern.
- **Step 5—At least 2 meetings before the Group Meeting: Critical Counseling**
    - The advisor meets about every other day with the student to provide the student with support in the final phase.
    - Written summaries of the counseling session and parental/guardian communication will be prepared and placed in the student's confidential records.
    - The advisor communicates updates in writing to the Associate Director or Director of R.E.A.C.H.
- **Step 6—5 Business Days after Step 4 Meeting: Group Meeting**
    - The advisor, Assoc. Director or Director, student, and parents/guardians convene in person, unless emergency circumstances require the use of other means of communication, to discuss the concern and review the intervention strategies.
    - The Plan of Action will be updated and a final review date will be set for no later than 5 business days after the Group meeting.
    - A written summary will be prepared and placed in the student's confidential records.
- **Step 7—3 Business Days after Step 6 Meeting: Final Review**
    - Members of the R.E.A.C.H team review the student's progress and determine the student's status in the program.
    - The decision will be communicated in writing and personally to the student by the advisor and in writing to the parents/guardians by the Associate Director or Director.

**Sample Timeline**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
		<i>Issue identified and discussed with R.E.A.C.H team</i>		<i>Step 1</i>		
				<i>Step 2</i>		
				<i>Step 3</i>		
		<i>Step 4</i>		<i>Step 5</i>		
	<i>Step 5</i>	<i>Step 6</i>			<i>Step 7</i>	

The Supportive Intervention Process will take about 4 weeks from the initial meeting to the final review meeting. It is up to the discretion of the R.E.A.C.H Director if the situation needs to be resolved in a shorter period of time. In these circumstances, a revised timeline would be provided.