

Riverside Community School District

Special Education Plan



Revision Fall 2020

Written Description of Unique Special Education Instructional Services Delivery System

School District: Riverside Community School District

Educational Levels and School Buildings Included in System:

Definitions – The level of service refers to the relationship between the general education program and specially designed instruction for an eligible individual. The level of service is determined based on the individual's educational need. One of three levels of service shall be assigned.

Level I – A level of service that provides specially designed instruction for a limited portion or part of the educational program. A majority of the general education program is appropriate. This level of service includes modifications and adaptations to the general education program (Reference: Iowa Code section 256B.9(1)"b")

Level II – A level of service that provides specially designed instruction for a majority of the educational program. This level of service includes substantial modifications, adaptations, and special education accommodations to the general education program. (Reference: Iowa Code section 256B.9(1)"c")

Level III – A level of service that provides specially designed instruction for most or all of the educational program. This level of service required extensive redesign of curriculum and substantial modification of instructional techniques, strategies and materials. (Reference: Iowa Code section 256B.9(1)"d")

Grade levels preschool through 12 in attendance at Oakland Elementary, Carson Elementary, and Riverside Middle-High School are included in this system. Level III student needs will be assessed on an individual basis so as to determine if the student needs can be met at one of these sites or if another program will be contracted to meet those needs.

When a significant number of students with similar academic or behavior difficulties are present within a reasonable grade level span, a building may look at creating a classroom environment to best meet their needs. New staff may be hired or existing staff reassigned depending on teacher qualifications.

Part I: Organization and Delivery of Services

The mission of the Riverside Community School District is to prepare students to meet the challenges of the future as responsible citizens in a global society.

The Riverside Community School District is dedicated to providing an equal opportunity for a quality public education to all students.

Transition within the school district is critical to student success. Transition activities may be provided whenever a child's attendance center or program changes. Prior to any transition the transition process will include articulation meetings between special education providers.

Students who do not qualify for special education services may qualify for services under Section 504. Guidance counselors and administration act as coordinators for 504 plans. For additional information regarding At Risk and 504 Plan students please see attached addendum.

Child find activities for children birth to age three are conducted by the district, utilizing local physicians, ministerial associations, Parent Educator Connection, preschool clinics, and parent referrals. Once a child is identified, the GHAEA provides early childhood special education services.

Early childhood screening will be provided in conjunction with GHAEA for children ages three to five at the elementary. Young children with identified needs will be served in a preschool classroom at the elementary. The

preschool will be staffed with an early childhood special education teacher as well as paraeducators. The preschool will also serve children identified as at risk, as well as typical peer models.

Part II: Special Education Teacher Caseloads

LEA Caseload Monitoring **Caseload Determination Checklist**

The caseloads of special education teachers will be determined by the number of students served and the level of services provided to students. The levels of service are determined in accordance with the descriptions of Levels I-III in Iowa's Administrative Rules of Special Education [Education [281] - 841.132 (9)]. ***Preschool Teacher Caseload is determined by the Iowa Quality Preschool Performance (QQPS) Implementation Guide (Section III, Page 53)**

100 points will be considered at full caseload.

Caseload Determination Checklist

Teacher: _____

Student: _____

	Curriculum and Accommodations	IEP Goals	Specially Designed Instruction	Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers or para handles all assistive technology	Student requires no FBA or BIP
One Point	Student requires limited modifications and accommodations to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning up to 30 minutes with general education teachers over the course of each week	Additional individual support from an adult is needed at a 1:4 - 1:8 ratio through the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student less than 1 hour per week	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications and accommodations to the general curriculum	Student has 3 IEP goals.	26-50% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning from 31-60 minutes with general education teachers over the course of each week	Additional individual support from an adult is needed at a 1:2 or 1:3 ratio through the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student 1-2 hours per week	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	51-100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning for more than 61 minutes with general education teachers over the course of each week	Additional individual support from an adult is needed at a 1:1 ratio through the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student-Significant maintenance and/or upgrades for continued effective use are anticipated 2 or more hours per week	Requires more than 4 hours for assessing, planning, data collection and communication with others
		In the case of a student being shared, points will be split evenly between the teachers. In the case of an uneven number, the extra point will be given to the teacher who provides the most support to the student					

Student Names	Curriculum and Accommodations	IEP Goals	Specially Designed Instruction	Planning and Consultation	Paraprofessional Support	Assistive Technology	FBA/BIP	Total Points for the student	
If not enough room for your students, right click add a row above, add the student information									
									Total Point for Students
									Total Caseload Points

Part III: Procedures for Resolving Concerns About Caseload

A bi annual review of teacher caseloads will occur before the first day of school and prior to the end of school and will be conducted by the Special Education Director and the building principals. If the special education teacher has concerns regarding caseload management, the teacher may request a caseload review by submitting a written request to the Special Education Director. The Special Education Director will assemble a Caseload Assistance Team (CAT) including special education teachers, regular education teachers, AEA building representative and building administration. 100 points will be considered a full caseload.

The CAT will make recommendations whether there is a need for adjustments to a teacher's schedule, roster, paraprofessional assistance or other needed support. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

Part IV: Process for Evaluating Effectiveness

The Special Education Instructional Service Delivery System functions and is fortified by a practice of continuous evaluation and improvement in conjunction with and guidance provided by GHAEA. Examples of some of these activities include caseload monitoring and review, needs assessment, staff development tasks and ongoing informal AEA compliance monitoring as well as formal compliance monitoring conducted by the Department of Education every five years.

At least once per year, district administrators and staff will examine their special education district profile to review the district's data relative to progress indicators outlined in Iowa's State Performance Plan (SPP) for special education. District administrators will also examine the district's Annual Progress Report (APR) each year to review achievement data as it pertains to students with IEP's in the district. These data will be used to determine needs and priorities and to develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our SPP for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with GHAEA staff to develop an action plan designed to promote progress toward these goals.

Oakland Elementary Plan

Building Profile

Oakland Elementary houses approximately 200 preschool through 2nd grade students. The PreK-2nd general education classes are primarily self-contained with children going to special classes for art, music, physical education, computers and library. Each classroom has students with various ability levels. Special education students may be placed in every classroom.

Program Model

Special education students may be served in one of two program models depending on student need: inclusion and pull out. While the majority of Special Education services are provided to students through an inclusion model, pull out services are reserved and provided for those students who need more intensive instruction. Classroom needs will be reviewed by the special education teacher, classroom teachers and the administrator on a regular basis to determine service priorities for all students.

Teaching Staff

Certified special education teachers will be on staff in accordance with the caseload formula and/or as dictated by the student's IEP. Special education Paraeducators will be on staff in accordance with the caseload formula and/or as dictated by a student's IEP.

Collaboration with the AEA building representative is scheduled on a regular basis. The AEA building representative may also be present during staffings and other intervention meetings as an additional resource. Support from AEA for speech, AT, OT, PT, etc.

Identification Process

At-risk students are identified by the general education teachers through a Student Assistance Team (SAT) process. The elementary school has a SAT comprised of classroom teachers, special education teachers, Title I teacher, the guidance counselor, and the Area Education Agency (AEA) Building Representative.

When a referral comes before that SAT, the team meets with the child's classroom teacher & parent to determine the behavior of concern. Strategies for classroom intervention are then discussed. A plan is written, progress-monitoring techniques are established, and a date for review is set. Beginning interventions are usually implemented and monitored by the general education teacher.

At the review, the SAT determines whether or not the intervention is working. If the intervention is successful, it is continued in the classroom. If the intervention is not successful, the team recommends subsequent interventions. A special education teacher is available to assist with interventions which are more complex or require additional support.

If it is determined that the classroom interventions are not meeting the needs of the child, or the amount or intensity of the intervention needed is significant, a request for an extended evaluation is made by the SAT.

When it is determined by the staffing team that a child is an eligible individual, an Individual Education Program (IEP) is written to address the team's recommendations. This plan will be designed to best meet the child's needs in the most appropriate least restrictive environment.

Collaboration with General Education Teachers

At the beginning of each year, special education teachers will meet with classroom teachers to discuss each student's individual needs. Special education teachers working in the classroom may team-teach, perform direct instruction with small or large groups, monitor student work and/or work individually with students depending on the student's needs. General education teachers are required by law to use the modifications and accommodations stated on IEPs. Regularly scheduled consultation/planning times will be scheduled throughout the year to monitor the IEPs.

Special education teachers will be provided with the opportunity to meet with general education teachers and the Title I teacher. The purpose of these meetings is to discuss and plan for identified and At Risk students and insure that the needs of each student are being met.

Title I Instruction

Special education teachers will collaborate with the Title I instructors. The special education teacher and the Title I teacher will work together to ensure the student's needs are being met without being duplicated. The special education teacher and Title I teacher will both work with the general education teacher to regularly monitor students' progress to assess whether placement in either program is meeting each student's needs.

Assistive Technology

A special education teacher provides assistive technology support for the district. Duties included in this position would be as follows: ongoing staff development for teachers, student training on assistive software, collaborating with special education and general education teachers to appropriately integrate assistive technology into classroom instruction and individualized programs. Duties may also include troubleshooting assistive technology software and working collaboratively with the District Technology Coordinator and AEA Assistive Technology Consultant to determine and address student's individual needs. Time is also spent consulting with general education teams to provide support and monitor student use.

Progress Monitoring

Progress monitoring is done in graph form. This is updated as required throughout the year and then placed in the special education file with its corresponding IEP. Progress monitoring is reported to parents through copies of the updated goal sheets four times per year along with their child's report card and also at scheduled staffing dates. Assessment used in the elementary setting includes FAST three times per year. The special education students participate in all of these assessments with modification for some students.

Home School Communication Elementary

The Oakland Elementary Staff communicates with parents in many ways. Communication occurs through:

- Letters
- Student Assistance Team (SAT)
- Dialogue at school
- Staffings
- Updated Progress Monitoring Graphs and Goal sheets 4 times per year
- Phone calls
- SAT meetings
- Meeting notices
- Copies of IEPs
- Parent-teacher conferences
- E-mail

A report card will go home at the end of each quarter to inform all parents about the activities and progress their children have made. The teacher will update the IEPs as needed and send home a copy of updated goal pages to parents.

There will be conferences at the end of first quarter and third quarter to communicate with parents on how the children are doing. If any concerns arise at any time, phone calls or letters may go to parents or come from parents. Also, there are IEP meetings which parents and teachers attend. If parents pick up or drop off their children, there may be short conversations regarding children.

Pre-School

Riverside Community Schools will adhere to federal data regarding definitions of settings for preschools and is an accredited National Association for the Education of Young Children (NAEYC) School:

Regular Early Childhood Program: Less than 50% children with disabilities.

Early Childhood Special Education (ECSE) Program: More than 50% percent children with disabilities.

Guidance program

The elementary guidance program provides a comprehensive developmentally based curriculum for all students. The elementary classroom lessons are offered biweekly for all grade levels. Small group experiences are also provided to Kindergarten- third grades or on an “as needed basis.” *As needed* means that several children are having a similar problem(s) and a group can be offered as an intervention. Other groups are more preventative in nature. Individual sessions are offered, based upon self-referral, teacher and staff referral, and/or parent referral. The counselor works closely with the AEA school psychologist to coordinate and support efforts initiated by the psychologist or the Student Assistance Team (SAT).

Kindergarten Transition Plan

In addition to already stated transition activities, the special education and general education teacher(s) serving kindergarten will meet with the Preschool Early Childhood Special Education (ECSE) teacher to discuss programming needs for students entering kindergarten who have Individualized Education Programs (IEPs). Meetings will be held in the spring before the student enters kindergarten.

Carson Elementary School Plan

Building Profile

Carson Elementary School houses approximately 150 students 3rd grade through 5th grade. 3rd and 5th Grade is departmentalized into grade level teams with children going to special classes for art, music, physical education, computers and library. 4th grade is primarily self-contained with children going to special classes for art, music, physical education, computers and library. Each classroom has students with various ability levels. Special education students may be placed in every classroom.

Program Model

Carson Elementary School students who require special education programming and services are provided a full range of educational opportunities and to the greatest extent possible in an inclusive classroom setting as prescribed by the individual's program needs identified during the IEP process. This includes, but is not limited to, the various instructional programs and services as well as nonacademic and extracurricular services and activities available to all CES students. On a continuum, Carson Elementary School special education programming and services extend from a least restrictive to the most restrictive setting and include full inclusion in the general education setting through a segregated setting on or off campus.

Teaching Staff

Certified special education teachers will be on staff in accordance with the caseload formula and/or as dictated by the student's IEP. Special education Paraeducators will be on staff in accordance with the caseload formula and/or as dictated by a student's IEP.

Collaboration with the AEA building representative is scheduled on a regular basis. The AEA building representative may also be present during staffings and other intervention meetings as an additional resource. Support from AEA for speech, AT, OT, PT, etc.

Identification Process

The identification process begins with the general education teacher expressing concern for the student's success through a Student Assistance Team (SAT) process. The Middle/Senior High School has a SAT Coordinator (6-8) and a Guidance Counselor (9-12) that oversee the process. The Coordinator/Counselor works with the classroom teachers and may consult a Student Assistance Team composed of classroom teachers, special education teachers, and the Area Education Agency (AEA) Building Representative.

A student is referred to the SAT Coordinator with the use of an initial screener. The Coordinator will then determine the primary behavior of concern and suggest possible Tier One interventions to address the area of concern.

After implementing interventions, the general education teacher will report the results and discuss the student's progress to determine whether or not the suggested interventions are working satisfactorily. If the SAT Coordinator determines, by data analysis, that the interventions are successful, the classroom teacher will continue the interventions in the general education classroom. If it is determined that the classroom interventions are not meeting the needs of the student or if the student continues to show a need for on-going academic support the SAT Coordinator reviews the student's cumulative records noting standardized test scores, previous attendance, number of schools attended, whether the student has ever been retained, medical concerns such as hearing, sight, speech, etc. as well as any other pertinent information. Using this information, the SAT Coordinator and classroom teachers will meet to determine strategies and interventions that will help this student experience success with the identified behavior of concern. The student's parents/guardians will then be notified of the team's concerns. Progress-monitoring techniques are established, and a date for review is set. Interventions are implemented and monitored by the general education teacher.

If the SAT determines that the interventions are not successful, the SAT will recommend alternative interventions. Special education teachers and/or AEA building representatives may be consulted for additional recommendations. The interventions will again be monitored and analyzed, and the SAT will discuss the outcome. If it is determined that the classroom interventions are not meeting the needs of the child, or the

amount or intensity of strategies and/or intervention needed is significant, a request may be made by the SAT with parental permission to write questions and do an extended evaluation.

When it is determined by the staffing team that a child is an eligible individual, an Individual Education Plan (IEP) is written to address the team's recommendations. This plan will be designed to best meet the child's needs in the most appropriate least restrictive environment.

Collaboration with General Education Teachers

At the beginning of each school year as well as continuously throughout the school year, special education teachers and general education teachers collaborate regarding individual student special education programming needs and services. Through these joint and continuous collaborative efforts, student curriculum, instructional, environmental and behavioral needs are delineated with accommodations, modifications and specialized services planned as prescribed per individual student IEP.

Together special education and general education teachers are valued and contributing members of their respective grade level teams. A daily class period is specifically reserved for teaming and is dedicated to the review and discussion of the academic and/or behavioral needs of all CES students.

Assistive Technology

A special education teacher provides assistive technology support for the district. Duties included in this position would be as follows: ongoing staff development for teachers, student training on assistive software, collaborating with special education and general education teachers to appropriately integrate assistive technology into classroom instruction and individualized programs. Duties may also include troubleshooting assistive technology software and working collaboratively with the District Technology coordinator and the AEA Assistive Technology Consultant to determine and address student's individual needs. Time is also spent consulting with general education teams to provide support and monitor student use.

Progress Monitoring

Progress monitoring is done in graph form. This is updated as required throughout the year and then placed in the special education file with its corresponding IEP. Progress monitoring is reported to parents through copies of the Updated Progress Monitoring Graphs and Goal sheets 4 times per year along with their child's report card and also at scheduled staffing dates. Assessment used in the elementary setting include FAST three times per year and IOWA ASSESSMENTS in the spring. The special education students participate in all of these assessments with modification for some students.

Home-School Communication

Carson Elementary School maintains frequent and consistent home-school communication via multiple modalities including

- Letters
- Student Assistance Team (SAT)
- Dialogue at school
- Staffings
- Updated Progress Monitoring Graphs and Goal sheets 4 times per year
- Phone calls
- SAT meetings
- Meeting notices
- Copies of IEPs
- Parent-teacher conferences
- E-mail

A continuous home to school connection is available on the Internet and includes information such as district and building news, and activities calendar, a web-based grading system and staff e-mail and contact information.

Guidance Program

Carson Elementary School support and guidance services are available to all students.

The role of the intermediate school counselor in the special education process is as follows:

- Facilitate 504 plans
- Attend staffings of students whom counselor works with
- Provide counseling services including anger management, individual counseling, conflict management, etc. as stated in IEP
- Works as a liaison between home and school.

Interventionist:

- Counsel with students as needed or determined by IEP
- Assist as needed with Alternative Programs
- Provide support services for school, parents, and teachers

Middle-Senior High School Plan

Building Profile

Riverside High School houses approximately 300 students in grades 6-12. Curriculum includes classes that will serve all levels of students, including academic and vocational oriented classes. Work experience programs are available for students. Some students are able to articulate course work to the community college level for dual high school and post-secondary credit.

Program Model

When students are identified as eligible for services a full range of programs will be offered such as: small group instruction, individual instruction or support through inclusion.

Teaching Staff

Certified special education teachers will be on staff in accordance with the caseload formula and/or as dictated by the student's IEP.

Collaboration with the AEA building representative is scheduled on a regular basis. The AEA building representative may also be present during staffings and other intervention meetings as an additional resource. Support from AEA for speech, AT, OT, PT, etc.

Identification Process

The identification process begins with the general education teacher expressing concern for the student's success through a Student Assistance Team (SAT) process. The high school has a SAT comprised of referring teacher, two general education teachers, special education teacher, counselor, principal, and other support staff as needed. As a result, the SAT reviews the student's cumulative records noting standardized test scores, previous attendance, number of schools attended, whether the student has ever been retained, medical concerns such as hearing, sight, speech, etc. as well as any other pertinent information. The SAT will determine the primary behavior of concern and document any interventions that have been previously attempted and complete an intervention plan (I-Plan).

Strategies and interventions that the SAT feels will help this student experience success with the identified behavior of concern is discussed. The student's parent/guardians will then be notified of the team's concerns. Progress-monitoring techniques are established, and a date for review is set. Beginning interventions are implemented and monitored by the general education teacher.

At the review, the general education teacher will report the results on the I-Plan and discuss the student's progress to determine whether or not the suggested interventions are working satisfactorily. If the SAT determines, by data analysis, that the interventions are successful, the classroom teacher will continue the interventions in the general education classroom. The special education teacher keeps the student's I-Plan in a working file. If it is determined that the classroom interventions are not meeting the needs of the student or if the student continues to show a need for on-going academic support the SAT will request an extended evaluation.

If the SAT determines that the interventions are not successful, the SAT will recommend alternative interventions. Special education teachers and/or AEA building representatives may be consulted for additional recommendations. The interventions will again be monitored and analyzed, and the SAT will discuss the outcome. If it is determined that the classroom interventions are not meeting the needs of the child, or the amount or intensity of strategies and/or intervention needed is significant, a request may be made by the SAT with parental permission to write questions and do an extended evaluation.

When it is determined by the staffing team that a child is an eligible individual, an Individual Education Plan (IEP) is written to address the team's recommendations. This plan will be designed to best meet the child's needs in the most appropriate least restrictive environment.

Collaboration with General Education Teachers

Each fall, special education teachers meet with general education teachers to review student IEPs. Special education teachers will meet as needed with the general education teachers to collaborate on diverse learning needs of students and the modifications/accommodations needed by students eligible for special education services.

Assistive Technology

A special education teacher provides assistive technology support for the district. Duties included in this position would be as follows: staff development for teachers, student training on assistive software, collaborating with special education and general education teachers to appropriately integrate assistive technology into classroom instruction and individualized programs. Duties may also include troubleshooting assistive technology software and working collaboratively with the District Technology Coordinator and the AEA Assistive Technology Consultant to determine and address student's individual needs. Time is also spent consulting with general education teachers to provide support and monitor student use.

Progress Monitoring

Progress monitoring of high school special education students' IEP goals will be conducted as specified on each IEP. The roster teacher will be responsible for gathering information and reporting it to the parents. This information is to be reported to the parents at least as often as the general education students' progress is reported to their parents.

Assessments

At the high school level, special education students are to participate in district-wide assessments unless the special education team determines that an alternate assessment is more appropriate. Vocational assessments by outside agencies may be an option.

Home-School Communication

Family involvement and support will be encouraged through initial staffing, follow-up meetings and on-going communication.

Home-school communication at Riverside High school will be made through email, telephone calls, letters of academic concern, face to face meetings, and as directed by the current IEP.

Guidance Program

Counselor:

The role of the intermediate school counselor in the special education process is as follows:

- Facilitate 504 plans
- Attend staffings of students whom counselor works with
- Provide counseling services including anger management, individual counseling, conflict management, etc. as stated in IEP
- Assist as needed with Alternative Programs
- Works as a liaison between home and school.

Interventionist:

- Counsel with students as needed or determined by IEP
- Assist as needed with Alternative Programs
- Provide support services for school, parents, and teachers

Work Experience

Based on individual needs, high school special education students have the opportunity to participate in work experience. The work experience may take place within or outside of the high school building. Students receive credit based on the number of hours they participate in this program. A member of the special education team will monitor student progress during work experience.

Advanced Vocational Training

When a high school education student needs more advanced vocational training, structured workshop settings will be provided based on the special education team's decision. To monitor student progress in these workshop settings, ongoing communication with service providers and quarterly progress evaluations will be the responsibility of a member of the special education team.

Transition Plan

Efforts will be made to help these students make contacts with college personnel or students with special needs who are currently enrolled in that college.

Collaboration with outside programs/providers

The special education team will collaborate with outside agencies and placements to best meet the individual needs of the students. Possible providers may include: Department of Human Services, VODEC, Concerned, Inc., APEX, Heartland Therapeutic, doctors, hospitals, Vocational Rehabilitation, Iowa Workforce, Pottawattamie County Mental Health, Healthy Homes and Families, AEA social worker, colleges, college programs, or other post-secondary training programs.

Home-School Communication

Riverside Middle/Senior High maintains frequent and consistent home-school communication via multiple modalities including:

- Letters
- Student Assistance Team (SAT)
- Dialogue at school
- Staffings
- Updated Progress Monitoring Graphs and Goal sheets 4 times per year
- Phone calls
- SAT meetings
- Meeting notices
- Copies of IEPs
- Parent-teacher conferences
- E-mail

A continuous home to school connection is available on the Internet and includes information such as district and building news, an activities calendar, a web-based grading system and staff email and contact information.

Addendum – At Risk Plan/504 Plan

Riverside Community School District's identification process of "at risk" students is aligned with Iowa's Department of Education Response to intervention (RTI) educational model which includes identifying and implementing effective interventions that may enhance student performance and achievement. The process is initiated by a general education teacher(s), counselor, and/or parent(s) expressing concern(s). An "at risk" meeting is scheduled with relevant classroom teachers and the student's parent(s) and also may include the student, counselor, principal, general education teachers, nurse, AEA support staff and others as needed. The student's teachers will review historical and cumulative file data (e.g. standardized test scores, attendance, behavioral functioning, number of schools attended, retention, medical information, etc.) The teachers will determine the behavior(s) of concern document describing prior intervention attempts, and identify baseline data and remedial strategies and interventions via an Intervention Plan (I-Plan) as well as schedule a follow-up meeting date. In order to determine the effectiveness of strategies and interventions, the I-Plan will be implemented and monitored for a minimum of 4 to 6 weeks. At the follow-up meeting, student progress is reviewed and analyzed with the possibility of strategies and interventions continued, revised or the consideration of alternative programs and services.

A 504 Plan may be developed for students suspected of having a physical or mental impairment, has a record of such impairment or is regarded as having such an impairment that substantially limits one or more major life activities. Please see attached 504 Referral and Eligibility Determination Guide.

In order to edit this form please go to “File” and “Make a copy”. Once your copy is made rename it for each student’s plan. Please be sure to “Share” the new document with appropriate staff and link it to the [Riverside Community School District 504 Plans](#) table.



Riverside Community School District Section 504 Eligibility and Child Accommodation Plan

Name: (Date of Birth: M/D/YEAR)

School: High School, Riverside Community School District

Current Grade: 10

Date:

Review date: (one year after date above, or sooner if plan needs revised)

JUSTIFICATION FOR SERVICE:

Section 504 of the Act protects persons from discrimination based upon their disability status. A person is disabled under the definition of Section 504 if he or she:

1. has a mental or physical impairment which substantially limits one or more of such person’s major life activities;
2. has a record of such impairments; or
3. is regarded as having such impairment.

Area of Difficulty: PLEASE DESCRIBE HOW THE DISABILITY AFFECTS A MAJOR LIFE ACTIVITY AND DOCUMENT THE BASIS FOR THE DISABILITY HERE..

Check the major life activity that is affected by the impairment:

seeing hearing caring for one’s self breathing
 walking learning performing manual tasks working

other (specify): _____

Based on the diagnosis(es) and the substantial impact this/these diagnosis(es) has on the above mentioned major life activity(ies), **STUDENT qualifies for the accommodations listed below. Reminder that accommodations are intended to “level the playing field” and not provide students with “an unfair advantage”.**

ACCOMMODATIONS:

Team Members:

FIRST LAST, parent(s)

FIRST LAST, BUILDING Principal

FIRST LAST, teacher

FIRST LAST, School Guidance Counselor

FIRST LAST, AEA support

District 504 Coordinator:

XXXXXX

For questions/concerns regarding this 504 please contact:

BUILDING 504 COORDINATOR'S NAME

BUILDING 504 COORDINATOR'S PHONE NUMBER

BUILDING 504 COORDINATOR'S EMAIL ADDRESS

Statement of Assurance

We understand that any interpretation of our district's special education plan that violates the provisions of the *Iowa Administrative Rules of Special Education* will result in our district being out of compliance.

We provide assurance that our district will:

- Provide a free and appropriate public education to individuals who require special education between birth and the age of 21 (and beyond 21 in accordance with the Iowa Code).
- Not compromise the most appropriate Least Restrictive Environment (LRE) provisions.
- Not compromise full educational opportunity to individuals requiring special education.
- Provide a continuum of instructional services and placement to meet the needs of students requiring special education.
- Support the provision of instructional services to each student in accord with his or her Individualized Education Program (IEP).
- Not compromise the procedural safeguards of due process afforded students and their parents.