

# *Riverside Community Schools*

## *District Developed Special Education Service Delivery Plan*

### 1. What was the process used to develop the delivery system for eligible individuals?

- The system was developed in accordance with Iowa Administrative Code rule 41.408 (2) “c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers and general education teachers, administrators and a special education representative from AEA 13.

### 2. How will services be organized and provided to eligible individuals?

- **Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.
- **Co-Teaching Services:** Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skill needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.
- **Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.
- **Pull-Out Services:** Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student’s regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does not supplant the instruction provided in the general

education classroom.

- **Special Class:** Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting. This means the student is receiving his or her primary instruction separate from non-disabled peers. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on Individual Educational Plan (IEP) goals.
- **Early Childhood Special Education:** The district will adhere to the federal data reporting definitions of settings for preschool. The definitions for "general education" and "special class", as used in school age, do not accurately define the classroom or service required for preschool children.
- The district must adhere to the following terms and definitions to describe instructional services and placements for preschool children:
  - Regular Early Childhood Program – Less than 50 percent children with disabilities; and
  - Early Childhood Special Education Program – More than 50 percent children with disabilities.
- **Regular Early Childhood Program with Teacher holding Dual Endorsements (i.e. Ed 100).** The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

Notes:

Students may receive different services at multiple points along the continuum based on the Individual Educational Plan (IEP).

The district will provide access to this continuum for all eligible individuals based on their Individual Educational Plan (IEP). Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3-21

**3. How will caseloads of special education teachers be determined and regularly monitored?**

*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)]. *The lower point totals in this example allow time for additional case related responsibilities including: team teaching, case coordinating, teacher consultation, three-year and initial evaluations, transition planning, progress monitoring, etc.*

**\*Preschool Teacher Caseload is determined by the Iowa Quality Preschool Performance (QQPS) Implementation Guide (Section III, Page 53)**

The following table may be used to aid in determination of caseload points:

Levels	# of Students	X Point Value	+Total Value
(Resource) Level I and I-Plan		1.0	
Level I (SI/SM)		1.5	
Level II		2.5	
Level III		4.0	

**TOTAL = \_\_\_\_\_**

\* Level I will include Intervention Plan students directly served by the special education teacher. This does not include I-Plan students that are monitored only.

The special education teacher's caseload may need to be reviewed when it exceeds:

20 points at the Elementary level.

22 points at the Middle School level.

24 points at the High School level

#### **4. What procedures will a special education teacher use to resolve caseload concerns?**

- **Procedures for Resolving Concerns About Caseload**

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.

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.

#### **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 AEA 13. Examples of some of these activities include caseload monitoring and review, program services and performance surveys (parent, student and staff), 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 and 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 AEA 13 staff to develop an action plan designed to promote progress toward these goals.

**5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state?**

- The district will examine their SPP/APR data to determine priorities and develop an action plan. The district will work in collaboration with state and AEA.

**6. What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?**

- If the district meets the SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the process described in question 5 will be used.

## 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 Riverside Elementary, Riverside Middle School and Riverside 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 act as coordinator 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 Loess Hills AEA 13 provides early childhood special education services.

Early childhood screening will be provided in conjunction with AEA 13 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.



20 points at the Elementary level.

22 points at the Middle School level.

24 points at the High School level.

### **Part III: Procedures for Resolving Concerns About Caseload**

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.

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 AEA 13. Examples of some of these activities include caseload monitoring and review, program services and performance surveys (parent, student and staff), 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 and 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 AEA 13 staff to develop an action plan designed to promote progress toward these goals.

## **Elementary Plan**

### **Building Profile**

Riverside Elementary houses approximately 221 preschool through 4<sup>th</sup> grade students, with two sections of K-4th. The PreK-4<sup>th</sup> 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.

## **Identification Process**

At risk students are identified by the general education teachers through a Student Assistance Team (SAT) process. The Elementary 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. An I-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 and Reading Recovery teacher when students are in need of both services. 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 - Elementary**

Progress monitoring is done in either a narrative or 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 include DIBELS and BRI three times per year, STAR reading comprehension three times per year, ITBS in the spring beginning at grade 2, MAT for kindergarten in the fall, Star Early Literacy for grades PreK-1 in the spring and the fall and CogAT testing in the spring for 3<sup>rd</sup> grade. The special education students participate in all of these assessments with modification for some students.

## **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.

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. Also the teacher will do COR assessment on the children that may need to be evaluated for IEPs. The teacher will update the IEPs as needed and send home a copy of updated goal pages to parents.

## **Home-School Communication**

### **Elementary**

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

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

### **Pre-School**

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 anytime, 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.

## **Parent-Educator Connection**

Parent educator connection (PEC) is designed to be the link for parents and the school. The focus is students with special needs. PEC provides information and education in various areas such as: learning strategies, student advocacy, IEP process, specific disabilities, medical issues surrounding individuals with special needs, transition services, and adult services available.

A resource center for parents and educators is available including books and taped resources to be checked out. This center is located at Riverside High School.

The Special Education Director will inform parents and encourage participation in the annual conference sponsored by the Iowa Department of Education.

## **Guidance program**

The elementary guidance program provides a comprehensive developmentally based curriculum for all students. The elementary classroom lessons are offered biweekly for grades one through four. Weekly lessons are provided to kindergarten classes. Small group experiences are also provided to Kindergarten, third and fourth 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.

## **Middle School Plan**

### **Building Profile**

Riverside Middle School houses approximately 170 students 5<sup>th</sup> grade through 8<sup>th</sup> grade that are departmentalized into 5<sup>th</sup> and 6<sup>th</sup> grade level teams as well as 7<sup>th</sup> and 8<sup>th</sup> grade level teams.

### **Program Model**

Riverside Middle 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, however, is not limited to the various instructional programs and services as well as the nonacademic and extracurricular services and activities available to all RMS students. On a continuum, Riverside Middle School special education programming and services extend from a least restrictive to a most restrictive setting and include full inclusion in the general education setting through a segregated setting on or off campus.

### **Teaching Staff**

Two certified special education are on staff to provide special education services. Special education Para-educators will be on staff in accordance with the caseload formula and/or as dictated by a student's IEP.

### **Identification Process**

Riverside Middle School's special education identification process is designed to support the Iowa Department of Education Response to Intervention (RTI) educational model which includes identifying and implementing early and effective interventions that may enhance student performance and achievement.

The special education identification process may be initiated when a parent(s) or teacher(s) has concern(s) about a student. Initially parent(s) and teacher(s) consult regarding their concern(s) and should the concern(s) continue after parent involvement and consultation a Student Assistance Team (SAT) including the student's team of general education teachers and parent(s) meet and discuss intervention plan (I-Plan) development.

An AEA Request for Service is completed by the student's general education teacher(s) prior to I-Plan development in order to review pertinent information such as student strengths, standardized test scores, attendance history, number of schools attended, academic progress, behavioral functioning, medical information, etc. (please see attached AEA Request for Service) that may assist with clarifying the behavior(s) of concern. The team will document baseline data, establish a performance goal, and identify interventions and progress monitoring strategies related to the behavior(s) of concern as well as schedule a follow-up meeting after a minimum 4-6 week implementation period. I-Plan development is a systematic and data driven process with frequent and on-going evaluation of interventions and strategies. Throughout the I-Plan process, parental participation is actively solicited and encouraged.

At the I-Plan follow-up meeting, student data is reviewed and analyzed concerning the effectiveness of interventions with five possible outcomes:

1. The intervention is meeting student needs.
2. The intervention is resulting in change, but more time is needed (continue to modify).
3. The intervention is not working – redesign and keep trying.
4. The behavior(s) of concern is resistant to change – continue interventions, but consult with the special education team for additional support and recommendations.
5. The resources needed to maintain the intervention are beyond general education – consult with special education team and consider a full and individual special education evaluation.

Prior to the team requesting a full and individual initial special education evaluation, a minimum of one well-implemented and documented intervention must be completed. Provision of special education programs and services may be initiated after reviewing and analyzing the additional information collected during the full and individual special education

evaluation process with the special education team establishing the presence of a disability and the need for such services. An Individual Education Plan (IEP) is then developed to help meet the unique learning and/or behavior needs of the Eligible Individual (EI) student.

### **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 RMS 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.

### **Performance Monitoring**

Academic, behavioral, social, and/or emotional performance and skill acquirement is monitored as designated by individual student IEP and specified goal area(s). The variety of performance monitoring indicators and measurement strategies utilized are not limited to but may include local district or AEA norms, district standards and benchmarks, classroom expectations, developmental norms, classroom assessments and quizzes, behavioral referrals, Success Center data, grades, structured observations and standardized tests such as the Iowa Tests of Basic Skills and STAR Reading and Math. Parents are informed of student progress a minimum of six times per year including the end of each grading quarter and twice yearly parent-teacher conferences. Additionally on an as needed basis throughout the school year, parents are advised of student performance via home visits as well as telephone, letter and/or e-mail contact. Overall year-to-year student goal performance is reviewed a minimum of one time per school year during the annual staffing and/or reevaluation.

### **Home-School Communication**

Riverside Middle School maintains frequent and consistent home-school communication via multiple modalities including home-visits, telephone, letter, note, and/or e-mail contacts, progress/grade reports, student planner notations, District Newsletter, staffing notices, and face-to-face conferencing. 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.

### **Parent-Educator Connection**

Parent educator connection (PEC) is designed to be the link for parents and the school. The focus is students with special needs. PEC provides information and education in various areas such as: learning strategies, student advocacy, IEP process, specific disabilities, medical issues surrounding individuals with special needs, transition services, and adult services available.

A resource center for parents and educators is available including books and taped resources to be checked out. This center is located at Riverside High School.

The Special Education Director will inform parents and encourage participation in the annual conference sponsored by the Iowa Department of Education.

### **Guidance Program**

Riverside Middle School support and guidance services are available to all students.

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

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

We also employ a school-based interventionist two days per week to support our guidance program goals.

### **Transition Plan**

Riverside Middle School student transition needs are met through programs offered in the spring of their 8<sup>th</sup> grade year prior to entering high school. Students participate in a career awareness program to develop their area of interest. Following this program, the high school counselor and special education teacher collaborate to develop each student's high school schedule. Scheduling and high school transition is discussed during advisory period.

# High School Plan

## Building Profile

Riverside High School houses approximately 226 students in grades 9-12. 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 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, and as directed by the current IEP. The team hopes to add e-mail where it is available.

## **Parent-Educator Connection**

Parent educator connection (PEC) is designed to be the link for parents and the school.

The focus is students with special needs. PEC provides information and education in various areas such as: learning strategies, student advocacy, IEP process, specific disabilities, medical issues surrounding individuals with special needs, transition services, and adult services available.

A resource center for parents and educators is available including books and taped resources to be checked out. This center is located at Riverside High School.

The Special Education Director will inform parents and encourage participation in the annual conference sponsored by the Iowa Department of Education.

## **Guidance Program**

Counselor:

Attend SAT meetings, provide needed information, support, and follow-up.  
Gather information on credits, courses, and student's career needs for IEP meetings, based on individual needs; attend staffings as requested.

Assist as needed with Alternative Programs.

Counsel with students as needed or determined by IEP.

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 advance 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, Cass, Inc. VODEC, Concerned, Inc., Alpha School, doctors, hospitals, Vocational Rehabilitation, Iowa Workforce, Pottawattamie County Mental Health, Iowa Federation of Families for Children's Mental Health, colleges, college programs, or other post-secondary training programs.

### **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