

**Wilson County Schools
Handbook for Homebound Services
for Regular Education Students**



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Wilson County Schools Handbook for Homebound Services for Regular Education Students

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Wilson County Schools Handbook for Homebound Services for Regular Education Students

Introduction

Wilson County Schools Handbook for Homebound Services for Regular Education Students provides guidelines for educating students who are confined at home or in a health care facility for periods that would prevent normal school attendance as documented by a licensed physician or licensed clinical psychologist.

Homebound instruction is designed to provide continuity of educational services between classrooms and homes or health care facilities for students whose medical needs, physical or psychiatric, contraindicate school attendance. Additionally, homebound instruction may be used to supplement the classroom program for children with health impairments whose conditions may interfere with regular school attendance. Homebound services are available to all qualifying students enrolled in Wilson County Schools. Homebound instruction is temporary. While no specific number of days can be set due to the many complex variations among children, the “temporary” requirement is based on the premise that instruction should take place in the school setting to the fullest extent possible. The inability to attend school for medical reasons, both physical and psychiatric, must be certified by a licensed physician or licensed clinical psychologist.



Operational Procedures

Wilson County Schools provides homebound instruction for any student who is expected to be confined for more than three consecutive weeks at home for treatment or convalescence. The homebound instruction, based on the individual needs of the student, should be approximately four to eight (4-8) hours per week. A minimum of four (4) hours is required, not to exceed ten (10) hours per week without prior approval.

To request homebound instruction, the following documentation is required:

1. 504/Transitory Impairment Eligibility Form (same as in district 504 manual).
2. Completed Equal Education Opportunity Plan including details of accommodation plan and name of homebound teacher (same as in district 504 manual).
3. Medical Documentation – A medical statement, **signed by a licensed physician or licensed clinical psychologist** must be completed.

This statement should provide:

- a specific description of the medical condition
- confirmation that the student will be away from the classroom for more than three weeks
- the anticipated length of time s/he is expected to be unable to attend school
- any physical or psychological limitations

Medical documentation other than the Wilson County Schools *Regular Education Homebound Instruction Medical Form* can be accepted ONLY IF ALL of the above points are included in documentation from the doctor, including doctor's signature, on the forms provided by the doctor's office.

4. Student and Parent/Guardian Consent Form

All required forms mentioned above are provided in this manual.

Homebound Request and Assignment Procedures

- Referrals should be sent to the Wilson County Schools Director of Reg. Homebound Services.
- The school will contact and assign a homebound teacher to the student.
- The school will notify the student's parents/guardians. The Homebound Teacher will contact the parent/guardian to establish the first home visit. During the first home visit, the homebound teacher will explain and complete the *Student and Parent/Guardian Consent Form* and have it signed by the parent/guardian and student.

Program Parameters

Definition: Any student enrolled in Wilson County Schools who is expected to be confined to home for more than three (3) consecutive weeks due to medical or psychological needs is eligible for homebound services.

Program Description

The primary objective of the Homebound Program is to provide continuity of instructional services while a student is unable to attend school so that the student can return to school with the knowledge and skills sufficient to resume her/his previous academic programming.

Homebound Teacher

An individual employed/contracted as a homebound teacher must hold a North Carolina license in education or be determined to be eligible for such by the North Carolina Department of Public Instruction Licensure section. The homebound Instructor must follow Wilson County Schools' policies and fulfill the responsibilities on the Homebound Instructor Responsibilities Sheet.

Overview of Operation

When the principal or designee has identified a need and the medical documentation has been received, a Homebound Teacher will be assigned contingent upon approval of services by the Director of Reg. Homebound Services. The following steps should be taken in registering students for homebound services:

- School designee should see that the Section 504 Eligibility Form and Section 504 Equal Education Opportunity Plan are completed and the Homebound Instruction Medical Form (or comparable documentation from the doctor) are completed.
- Send copies of the forms to the Director of Reg. Homebound Services or their secretary.
- The request will be approved or denied and the school designee will be notified in writing.
- If the student is approved for homebound services, the designee should notify appropriate personnel at the school including, but not limited to, the school designee responsible for securing the homebound instructor (i.e. administration, student's counselor, nurse, teachers, etc.).

The Homebound Teacher will get appropriate signatures on Student and Parent/Guardian Consent Form and return (or have the school homebound services designee return) to the Director of Reg. Homebound Services.

Regular Education Homebound Teacher Responsibilities

- A. When the homebound referral has been approved, school personnel will contact a homebound teacher to provide educational services. The Homebound Teacher is to make initial contact with the parent/guardian of the student within forty-eight hours of the assignment. If needed, the Homebound Teacher should make contact with the school homebound services designee within forty-eight hours of assignment to arrange a meeting with the counselor or the teachers to determine the areas of instruction and/or special needs.
- B. Arrange a conference with the parents explaining the program and your instruction. Set the schedule that the student and parents will be expected to follow.
- C. Homebound Teacher will get appropriate signatures on the Parent/Guardian Consent form and return them to the Director of Reg. Homebound Services.
- D. Complete the Homebound Instruction Assignment Sheet weekly and turn in with your timesheet monthly. Homebound instruction, based on the individual needs of the student, should be approximately four to eight (4-8) hours per week. A minimum of four (4) hours is required, not to exceed ten (10) hours per week without prior approval.
- D. The Homebound Teacher will contact the school homebound services designee when the student has missed **two scheduled appointments** without an appropriate excuse. The school homebound services designee will contact the parent/guardian to discuss the importance of the homebound instruction and explain that missing scheduled appointments without prior notice of an excusable absence will count as an unexcused absence. The school designee will also explain that after a third absence, homebound instruction may be discontinued. The Homebound teacher will contact the school homebound services designee when the student has missed three scheduled appointments. Homebound services may be discontinued after the third absence. This will be determined on a case-by-case basis after communication between parent and the Director of Reg. Homebound Services or the school homebound services designee.
- E. When a student is cleared to attend school, notify the school homebound services designee.
- F. Return the materials.
- G. Time Sheets/Payroll form and signed Student Assignment sheets must be completed in ink and submitted to the Reg. Homebound Services secretary by the last working day of each month. (Missed **scheduled** appointments of which the homebound teacher drove to the home and the student was not available can be documented as fifteen minutes on the time sheet).

School's Responsibility for Regular Education Homebound Instruction Program

- A. The school homebound services designee will refer students for homebound instruction using the appropriate homebound forms. Please provide the name of each teacher.
- B. The designee will contact each of the student's teachers to let them know they will need to give the homework to the designated person at the school. This will be the contact person for the homebound teacher when they are ready to pick-up and drop-off homework.
- C. The designee will forward the 504/Transitory Impairment Eligibility form, 504 Equal Education Opportunity form and the Homebound Instruction Medical form to the Central Office, Attention: Reg. Homebound Services Secretary
- D. The school will assign a Homebound Teacher to work with the student when:
 - the medical or psychiatric doctor places student on homebound for physical or psychological problems
 - the doctor orders bed rest during a pregnancy or the doctor recommends postpartum recovery
- E. The designee or appropriate teacher will assist the Homebound Teacher by providing:
 - background information for appropriate continued instruction
 - description of courses being taught
 - books and materials to be used by the student and supplying the necessary textbooks and teacher editions or keys
 - weekly assignments for the student
 - specific times for picking up weekly assignments which should be worked out between the school and the Homebound Teacher

Classroom teachers, in consultation with the Homebound Teacher, are responsible for all grading.

- F. In the event the Homebound Teacher notifies the school designee of two missed scheduled appointments, the school designee will contact the parent/guardian to discuss the importance of the homebound instruction and explain that missing scheduled appointments without prior notice of an excusable absence will count as an unexcused absence. The school designee will also explain that after a third absence, homebound instruction may be discontinued. If the Homebound Teacher contacts the school designee when the student has missed three scheduled appointments, the school homebound services designee will contact the Director of Reg. Homebound Services. Whether homebound services should be discontinued after the third absence will be determined on a case-by-case basis after communication between parent and the Director of Reg. Homebound Services or the school homebound services designee.
- G. Notify the reg. Homebound Services office at 399-7762 when the services will begin, if any significant concerns regarding a student's homebound instruction arise and when the student returns to school.

Appeals Process

If parents/guardians disagree with the decision(s) made regarding their child's homebound services, they have the right to appeal as stated in Wilson County Schools Board Policy for Student Grievance Procedure.

Board Policy 6902 - Student Grievance Procedure

The Wilson County student grievance procedure contained in this policy shall be on file in the principals' offices and the office of the Coordinators of Title IX and the Individuals with Disabilities Education Act.

A grievance is any situation occurring within the operation of normal procedures of the school which causes a student and/or parent to believe the student has been wronged because of a violation, misapplication, or misinterpretation of a specific policy, rule or law. Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking formal grievance procedures.

A. Initiation

A student may initiate a grievance proceeding when either the student or parent or guardian believes that a violation, misapplication, or misinterpretation of School Board policy or state or federal law or regulation has occurred.

B. The procedure for initiation and conduct of a grievance shall be:

Step I – Principal Conference

A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The following guidelines shall be observed in Step I.

1. A request for a grievance proceeding should be filed as soon as possible after disclosure of the facts giving rise to the grievance.
2. The request shall include a statement describing the grievance and naming the specific policy, rule, or law believed to be violated, misapplied, or misinterpreted.
3. The principal shall grant the conference within five (5) school days following receipt of the request.
4. Only the parent or guardian or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal
5. The principal shall respond to the grievance in writing within five (5) school days after the conference.

Step II – Appeal to the Superintendent

If the grievance is not resolved at Step I, the student may appeal to the principal's decision in writing to the Superintendent. The appeal must be made within five (5) school days following receipt of the principal's written response at Step I.

The Superintendent or his designee shall review the grievance within five (5) school days following receipt of the appeal and shall forward a written response to the student, the parent or guardian, and the principal within ten (10) school days following the Superintendent's review.

If the grievance is not resolved at Step II, the student may appeal the Superintendent's decision to the Board of Education in writing within ten (10) school days following the response from the Superintendent at Step II. The Board of Education shall offer a final written decision within thirty (30) days. If allowed by law, the student may seek judicial review of the Board's decision.

Step III - Appeal to the Board of Education

If the grievance is not resolved at Step II, the student may appeal the Superintendent's decision to the Board of Education in writing within ten (10) school days following the response from the Superintendent at Step II. The Board of Education shall offer a final written decision within thirty (30) days. If allowed by law, the student may seek judicial review of the Board's decision.

Appendix A

Appendix B

**Homebound Instruction
Student and Parent/Guardian Consent Form**

To (Parent/Guardian): _____ Date: _____

Wilson County Schools is pleased to provide homebound instruction to your child,

Please note the following important requirements for providing your child with effective homebound instruction:

1. **A responsible adult must always be present in the home at the time of instruction.** Please work with the homebound teacher to set up a schedule so that a responsible adult is present in your home. You or your designated adult present will also be required to sign the *Student Assignment Sheet* after each session.
2. Please provide a quiet work place, free from distractions of television and phone calls, where the teacher and student can work without interruption.
3. Your child should be home and ready to learn when the teacher arrives on the agreed upon days and times.

Always notify the teacher in advance if there is any reason why it is not possible to have a scheduled lesson.

- a. **If your child misses planned instruction two times**, the homebound teacher will notify the appropriate school designee who will attempt to contact you to discuss the missed appointments.
- b. **If your child misses planned instruction a third time**, homebound instruction may be discontinued. The Wilson County Schools Director of Reg. Homebound Services or the school designee will contact you and resumption of services will be determined on a case by case basis.

Missing scheduled appointments without prior notice of an excusable absence will be an unexcused absence.

4. Please collaborate with the Homebound Teacher by seeing that your child does the daily assignments. This will help your child make progress.
5. In order for your child to receive homebound instruction, we must have a signed physician's statement, the school's recommendation and plan, and a signed parental consent form.

To the Student - Guidelines for Student Work

1. Each assignment must have the date, the course, and your classroom teacher's name written on it.
2. When your teachers give you a deadline for an assignment, you must complete and submit the work on or before the deadline.
3. Ask for help when you need it. If you do not understand an assignment or material, ask your homebound teacher for help. The homebound teacher is there to help you do your best.

Parent/Guardian Signature

Student's Signature

Home Address: _____

Home Phone #: _____ Alternate Phone #s: _____

Date and Time services are to begin: _____

Anticipated date and time services are to end: _____

Homebound Teacher's Printed Name

Homebound Teacher's Signature

Date

If you have any questions or concerns, please contact your homebound instructor, your child's school counselor or call the Wilson County Schools Reg. Homebound Services office at 399-7762.

Appendix C

**WILSON COUNTY SCHOOLS
HOMEBOUND INSTRUCTION ASSIGNMENT SHEET**

Student Name: _____ School: _____ Grade: _____

Course(s): _____

Homebound Teacher: _____ Phone #: _____

Date Instruction Began: _____ Date Instruction Ended: _____

Homebound Teacher, Please return to Reg. Homebound Services, along with your timesheets for the same time period. Thank you.

Date	Time		Assignment for Home Instruction	Parent Signature <small>NOTE: BE SURE DATE AND TIME ARE DOCUMENTED BEFORE SIGNING</small>
	Start	End		
Total Time:			Comments:	
Total Time:			Comments:	
Total Time:			Comments:	
Total Time:			Comments:	
Total Time:			Comments:	

Director of Reg. Homebound Services, Signature *Date*

Appendix D

WILSON COUNTY SCHOOLS
SECTION 504 ELIGIBILITY

INSTRUCTIONS

- A. In the spaces provided, enter the student’s identifying information.
- B. **Evaluation Information:** The purpose of this section is to document the consideration of information from a variety of sources as is required by legislation. A check mark is entered in the block beside each type of information considered by the team. A copy of all information should be placed in the student’s 504 folder or cumulative folder.
- C. **Eligibility Analysis:** Using the information from a variety of sources, the 504 team will answer questions and provide descriptions about the presence of a mental or physical impairment.
1. The 504 team must first establish whether there is a mental or physical impairment. A “yes” answer requires the team to indicate the data that identifies the impairment. If there is not an impairment, the team answers “no” and proceeds to the Eligibility Determination section.
 2. The 504 team must consider and indicate whether economic or environmental (CEE) factors account for the student’s inadequate performance. Section 504 does not cover limitations of Major Life Activity/ Major Bodily Function (MLA/MBF) caused by CEE; however the team may want to refer such a student to the school intervention team.
 3. The 504 team describes the impairment and determines whether or not the impairment is temporary, episodic, intermittent or in remission by checking “yes” or “no”. A “yes” answer is followed by a description of the impairment.
 4. The 504 team will answer “yes” or “not” to whether or not the impairment substantially limits a MLA/MBF. If “no”, proceed to the Eligibility Determination section. If “yes”, (1) indicate the MLA/MBF. (2) describe how and to what degree the MLA/MBF is limited and (3) indicate whether the impairment is negligible, mild/moderate, substantial or severe.
 5. The 504 team must consider whether or not the student is substantially limited in a MLA/MBF. If “yes”, proceed to the Eligibility Determination section. If “no”, then the team should consider whether or not the lack of a substantial limitation is due to the corrective effects of any mitigating measure(s) the student may be using (1) indicating the mitigating measure, (2) describing the extent of the limitation prior to use of mitigating measures and (3) indicating whether the impairment is negligible, mild/moderate, substantial or severe.
- D. **Eligibility Determination:** The 504 team will choose the appropriate eligibility option based on the evaluation information. Students who are struggling, but deemed to not have a substantial impairment may need to be referred to the school intervention team. Students with a temporary transitory impairment that does not meet the criteria for 504 may still be eligible for a temporary EEOP if they have a substantial impairment expected to last no more than six months such as a broken arm, a fractured knee, an appendectomy, etc. Minor, short-term illnesses such as the flu, laryngitis, etc., do not meet the criteria for a

transitory impairment. If a student has a substantial impairment that is being effectively addressed by a mitigating measure (medication, etc.), he/she may be identified as 504 eligible, but not need an EEOP. If it is determined that the student is Section 504 eligible, the team develops an EEOP.

- E. **Team Signatures/Titles:** Each individual participating in the eligibility determination process must sign the eligibility document, indicate their position (teacher, parent, etc.) and indicate the date. If the eligibility determination required two or more meetings, indicate in meeting notes that certain individuals attended earlier meetings, but did not participate in the meeting at which eligibility decision was made.

- F. **Parental Notice:** After an eligibility decision has been reached, provide the parent(s) with an opportunity to sign the completed Notice of Eligibility form, provide the parent(s) with a copy of the completed Section 504 Eligibility document and the *Parent's Notice of Section 504 Rights*, dating when provided. If the parent(s) elect(s) to not sign or is/are not present to sign the document, note such at the bottom of the document and date when the *Parent's Notice of Section 504 Rights* was provided.

GENERAL INFORMATION

In order to qualify as having a disability in learning under Section 504, a student must 1) have a physical or mental impairment that 2) substantially limits his learning. If a student is in need of specially designed instruction because his handicapping condition is interfering with his learning, the student should be referred for evaluation, identification and placement as a special needs student under the IDEA. According to a Joint Policy Memorandum from the US Department of Education issued in 1991, it is possible that a student who does not qualify as disabled under IDEA may still qualify as disabled in his/her learning under Section 504. Following this reasoning, if a student has a physical or mental impairment that is significantly limiting his learning, does not require specially designed instruction to benefit educationally, but does require reasonable but substantial modifications of the regular education classroom or curriculum in order to have the same access to an education as non-handicapped students, then he/she is entitled to a Section 504 plan. If a student has a physical or mental impairment, but does not need modifications to the regular classroom or curriculum greater than what is normally provided to students, then he is not entitled to have a Section 504 plan.

Federal law and regulations do not define the term "substantially limits." The Office for Civil Rights has issued an opinion letter, which leaves to the local school district the determination of whether a particular impairment substantially limits a major life activity. OCR has made it clear, however, that simply having a diagnosis of ADD or ADHD does not in itself establish that a student is disabled under Section 504.

**WILSON COUNTY SCHOOLS
SECTION 504 ELIGIBILITY**

Name _____ School _____

Student ID# _____ DOB _____ Grade _____

Evaluation Information (Check boxes that apply; 34 CFR G.S.104.35(c))

- | | | |
|--|---|---|
| <input type="checkbox"/> *Psychological Evaluation
or (*either required*) | <input type="checkbox"/> Scholastic Record (required) | <input type="checkbox"/> Teacher input (required) |
| <input type="checkbox"/> *Physician's Report | <input type="checkbox"/> CHART (if available) | <input type="checkbox"/> Work Samples |
| <input type="checkbox"/> Report Card (required) | <input type="checkbox"/> Standardized Test Results | <input type="checkbox"/> Parent Information) |
| <input type="checkbox"/> Social/Developmental History | <input type="checkbox"/> Discipline History | <input type="checkbox"/> Observation data |
| <input type="checkbox"/> Curriculum-based assessments | <input type="checkbox"/> Other _____ | |

(Copies of checked evaluations, reports, etc. are maintained in the student's Section 504 folder)

Eligibility Analysis

1. **Does the student have a mental or physical impairment?** (check one) No (if "no", go to Eligibility Determination section) Yes (if "yes", identify the impairment and supporting data)

2. **Does culture, economics or environment (CEE) account for limitations in a Major Life Activity/ Major Bodily Function (MLA/MBF)?** (check one)
 No (if "no", go to next item) Yes (if "yes", describe why CEE limits a MLA/BF and go to Eligibility Determination section)

3. **Describe the impairment(s)** _____

- A. **Is the impairment temporary (less than 6 months)?*** No Yes (if "yes", describe frequency, intensity or expected duration; consider if transitory instead of 504) _____

- B. **Is the impairment episodic, intermittent or in remission?** No Yes (if "yes", describe frequency, intensity or expected duration) _____

4. **Does the impairment limit a MLA/MBF?** No (if "no", go to Eligibility Determination section)
 Yes (If "yes", complete the Student Learning Questionnaire and then answer the following:) Describe how and the degree to which the impairment limits MLA/MBF (check one) _____

- Negligible Mild/Moderate Substantial Severe

5. In terms of frequency, intensity and duration, does the impairment, when in an active state, substantially limit a MLA/MBF when compared to how the average, non-disabled student performs the same MLA? (check one)

No (if "no", respond to the following:) Yes (if "yes", go to Eligibility Determination section)

A. Is the student using any measures or modifications (mitigating measures) to reduce or control the effect of the impairment? No Yes (if "yes", describe mitigating measures)

B. Describe the extent to which a MLA/BF most likely would be limited if the student was not using a mitigating measure (check one) _____

Negligible Mild/Moderate Substantial Severe

C. Summarize supporting evaluation information _____

Eligibility Determination

Based on analysis of the evaluation data, does the student have a disability that substantially limits a major life activity?

_____ **No**, the student is not eligible

If not eligible due to the impairment being of too short duration, does this student meet the criteria for a transitory impairment (not 504)?

_____ **No**, there is no substantial impairment

_____ **Yes**, the substantial impairment is expected to be for less than 6 months. Although the student does not qualify for a Section 504 EEOP, a temporary EEOP will be implemented to meet his/her temporary needs.*

_____ **Yes**, the student is Section 504 eligible but does not require an Equal Education Opportunity Plan (EEOP) since current educational practices are meeting his/her needs because (1) of the corrective effects of mitigating measures or (2) the impairment is episodic or in remission.

_____ **Yes**, the student is Section 504 eligible and requires an EEOP.

**An impairment is transitory if it has an actual or expected duration of 6 months or less with no substantial long-term effects. Examples of transitory impairments are things such as a broken arm, a fractured knee, an appendectomy, etc. Minor, short-term illnesses such as the flu, laryngitis, etc. do not meet the criteria for a transitory impairment.*

Team Signatures/Titles	Date

Copy of this Section 504 Eligibility document and the <i>Parent's Notice of Section 504 Rights</i> provided to the parent/guardian	
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Appendix E

**WILSON COUNTY SCHOOLS
EQUAL EDUCATION OPPORTUNITY PLAN**

INSTRUCTIONS

- A. In the spaces provided, enter the student's identifying information.
- B. Check whether the EEOP is for a Section 504 eligible student or a temporary plan for a student with a transitory impairment expected to last no more than six months such as a broken arm, a fractured knee, an appendectomy, etc
- C. **School and Classroom Accommodations:** Based on data collected in the Student Learning Questionnaire and evaluation of needs, determine and document specific accommodations the student requires in order to have an equal opportunity to benefit from classroom instruction, programs and activities, etc. Also indicate where the accommodation will take place (classroom, bus, physical education, etc.) and who will be responsible.
- D. **State and Local Option Testing:** Based on information collected in the Student Learning Questionnaire and evaluation of needs, the 504 team will indicate accommodations for state and local testing. Keep in mind that state assessment rules typically require that accommodations be routinely used in the instructional program prior to state standardized testing as a condition for them to be used on state assessments.
- E. **Team Signatures/Title:** Each individual participating in the eligibility determination process must sign the EEOP, indicate their position (teacher, parent, etc.) and indicate the date. If the development of the EEOP required two or more meetings, indicate in meeting notes that certain individuals attended earlier meetings, but did not participate in the meeting at which the EEOP was finalized.
- F. **Parental Notice:** After the EEOP details are documented, provide the parent(s) with an opportunity to sign the completed EEOP, provide the parent(s) with a copy of the completed EEOP document and the *Parent's Notice of Section 504 Rights*, dating when provided. If the parent(s) elect(s) to not sign or is/are not present to sign the document, note such at the bottom of the document and date when the *Parent's Notice of Section 504 Rights* was provided.
- G. **Reviews:** Section 504 does not require an annual review; however, it is a best practice and expectation in Wilson County Schools for the EEOP to be reviewed at least annually and more often if needed. At the conclusion of the annual review, meeting participants should initial and date the spaces provided.
- H. **Copies:** Make sure the student's teachers receive a copy of the EEOP so accommodations can be implemented.

WILSON COUNTY SCHOOLS Equal Education Opportunity Plan

Name _____ Disability _____ School _____
 Student ID# _____ DOB _____ Grade _____
 Teacher(s) _____

Check one:

	This student has been found to be Section 504 eligible and requires the following accommodations based on evaluation information that is documented on the Section 504 Eligibility form.
	This student has been found to have a transitory impairment and requires the following temporary accommodations based on evaluation information that is documented on the Section 504 Eligibility form.

School and Classroom Accommodations (use an additional page as needed)

(facility accessibility, teaching strategies, organization, transportation, health/safety, related services, etc.)

Check here to indicate there are attachments

Accommodation	Setting	Individual Responsible
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

State and Local Option Testing (*Check all applicable*)

Before implementing accommodations on state and local option assessments, the accommodations must have been routinely used in the instructional program.

<input type="checkbox"/> Braille/Braille Writer	<input type="checkbox"/> Student Reads Test Aloud to Self	<input type="checkbox"/> Marks in Test Book
<input type="checkbox"/> Large Print	<input type="checkbox"/> Administrator Reads Test Aloud	<input type="checkbox"/> Hospital/Home Testing
<input type="checkbox"/> Crammer-Abacus	<input type="checkbox"/> Assistive Technology Devices. Specify: _____	
<input type="checkbox"/> Dictation to Scribe	<input type="checkbox"/> Multiple Testing Sessions. Specify: _____	
<input type="checkbox"/> Interpreter/Transliterators	<input type="checkbox"/> Extended Time. Specify: _____	
<input type="checkbox"/> Magnification Devices	<input type="checkbox"/> Separate Room Testing. Specify: _____	
<input type="checkbox"/> Keyboarding Devices	<input type="checkbox"/> Special NCDPI Approved. Specify: _____	

Team Signatures	Title/Position	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parental Notice

I participated in the development of this EEOP and have received a copy of the *Section 504/ADA Student and Parents' Rights*.

Parent Signature	Date
If parent was not present, document the date <i>Section 504/ADA, Student and Parents' Rights</i> was sent to the parent.	_____

Review(s)

(Reviews should be done at least annually)

EEOP Changes (Use separate page if necessary)	Setting	Individual Responsible
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Initial/date	Initial/date	Initial/date	Initial/date	Initial/date	Parent Initial/date*
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EEOP Changes (Use separate page if necessary)	Setting	Individual Responsible
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Initial/date	Initial/date	Initial/date	Initial/date	Initial/date	Parent Initial/date*
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*** I participated in the development of this EEOP and have received a copy of the *Section 504/ADA Student and Parents' Rights*.**

Copies: Parent(s)
 Teachers
 Cumulative folder